

c2

Student: _____

1. _____ is considered the "father of modern psychology" by many.
 - A. Erik Erikson
 - B. John B. Watson
 - C. William James
 - D. Sigmund Freud

2. Freud is recognized as a major role player in psychology because:
 - A. he developed one of the first comprehensive theories of personality.
 - B. most people recall his name when asked about psychology.
 - C. his theories have withstood the test of time intact.
 - D. he generated a number of testable hypotheses about the later stages of adulthood.

3. Although much of Freud's approach to development has been discarded, one area that persists is:
 - A. his insistence on genetics as an explanation of behavior.
 - B. the notion that the mother has a pervasive influence throughout life.
 - C. his assertion that the early years of childhood play a decisive role in determining adult behavior.
 - D. his hypothesis that the interaction of physiology and environment produce behavior.

4. Freud used the term _____ to describe the psychic energy that empowered the structures of the mind.
 - A. superego
 - B. id
 - C. libido
 - D. mensa

5. According to Freud, the term "libido" refers to the:
 - A. part of the personality that adheres to the reality principle.
 - B. part of the mind that acts as a psychic censor
 - C. force behind self-destructive behaviors.
 - D. psychic energy that feeds the structures of the mind.

6. What psychic structure is present at birth and contains all of our basic instincts?

- A. Id
- B. Ego
- C. Superego
- D. Psychic censor

7. Four-year-old Tammy has been told by her mother that she cannot have a lollipop and is now stomping her feet and wailing. According to Freud, this type of behavior is driven by the

- A. superego.
- B. ego.
- C. id.
- D. base psyche.

8. Of Freud's structures, which seeks only pleasure and is the simplest?

- A. Ego
- B. Id
- C. Superego
- D. Libido

9. What is the developmental sequence of Freud's structures of the psyche?

- A. Superego, id, ego
- B. Ego, id, superego
- C. Id, superego, ego
- D. Id, ego, superego

10. Which of the following is analogous to the ego?

- A. Rational thinker
- B. Conscience
- C. Pleasure-seeking
- D. Bodily instincts

11. Which structure is the central part of our personality?

- A. Id
- B. Ego
- C. Superego
- D. Psychic censor

12. What is the main task of the ego?

- A. To instruct us in right and wrong
- B. To pursue bodily pleasures
- C. To compromise between the id and the superego
- D. To guide our unconscious thoughts

13. Karen is torn. She feels she should volunteer her time on the weekends to the hospice program, but she also would like to hang out with her friends and have a good time. She decides to spend Sundays at the hospice and Saturdays with her friends. According to Freud, Karen's _____ helped her reach this compromise.

- A. id
- B. superego
- C. libido
- D. ego

14. What is the main task of the superego?

- A. To instruct us in what is right and what is wrong
- B. To pursue bodily pleasures
- C. To be realistic
- D. To compromise between the id and the ego

15. At what point does the superego develop?

- A. It is present at birth.
- B. It begins to develop from the moment of birth.
- C. It begins to develop toward the end of the first year.
- D. It begins to develop during adolescence.

16. Russell cannot look at a woman without thinking about what it would be like to be intimate with her; however, he always resists the impulse to be forward and conducts himself like a gentleman. What is the force that prompts him to subdue his baser instincts?

- A. Id
- B. Ego
- C. Superego
- D. Alter-ego

17. Freud proposed _____ were necessary strategies to reduce the anxiety caused by conflicts among the personality structures.
- A. fixations
 - B. crises
 - C. defense mechanisms
 - D. discords
18. According to Freud, completing each of his proposed developmental stages requires:
- A. appropriate levels of stimulation for age-specific pleasure centers.
 - B. resolution of discrete crises.
 - C. attainment of cognitive milestones.
 - D. achievement of developmental tasks.
19. According to Freud, each stage of development is based on a:
- A. psychosocial crisis.
 - B. sensitive period.
 - C. pleasure centre.
 - D. defence mechanism.
20. In Freud's theory of development, if a person becomes fixated at a particular stage:
- A. that person will not be able to become a fully mature person.
 - B. that person must skip that stage and come back at a later date to resolve it.
 - C. that person will achieve a healthy role in society.
 - D. that person will inevitably develop undesirable latent characteristics.
21. A major modification of Freud's psychoanalytic theory is:
- A. emphasizing the later stages of sexual behavior in development.
 - B. acknowledging that even 10 year olds may be driven by pleasure centers.
 - C. replacing the emphasis of sexual motivation with social influences.
 - D. dismissing notions of influences of behavior that are below awareness.
22. Freud's theory of personality has fallen out of favor because of its emphasis on:
- A. cultural ambiguities
 - B. social constructions.
 - C. genetic determinism.
 - D. sexual instincts

23. Of the following theorists, who was most directly influenced by Freud?

- A. Erik Erikson
- B. Jean Piaget
- C. Daniel Levinson
- D. Richard Lerner

24. According to _____, each stage of life is marked by a psychosocial crisis.

- A. Sigmund Freud
- B. Erik Erikson
- C. Daniel Levinson
- D. Jean Piaget

25. Erik Erikson argued that _____ were critical in development.

- A. social experiences
- B. psychosexual stages
- C. anxiety states
- D. feelings of adequacy

26. _____ based his developmental theory on observations of people from many cultures and socioeconomic strata, and upon historical figures.

- A. Sigmund Freud
- B. Jean Piaget
- C. Erik Erikson
- D. Daniel Levinson

27. A major reason Erikson's theory of development has remained influential was his reliance on:

- A. cross-cultural and historical comparisons.
- B. comprehensive observation of his own children rather than relying on the memory of adults.
- C. interviews of middle-age adults from many socioeconomic strata.
- D. reviews of major theories in western cultures.

28. Erik Erikson based his theory of development on which of the following populations?

- A. Germans
- B. South Asians
- C. Sioux of South Dakota
- D. all of these and others

29. Erikson proposed that we must pass through _____ developmental stages during our lifetime.

- A. eight
- B. seven
- C. five
- D. four, with 5-year transitional periods between them

30. Each of Erikson's psychosocial stages of development is marked by some type of:

- A. crisis.
- B. defence mechanism.
- C. pleasure centre.
- D. cognitive resolve.

31. _____ is the main tension that individuals experience during resolution of Erikson's life stages.

- A. Anxiety
- B. Feeling inferior
- C. A life crisis
- D. Libido

32. For each of Erikson's stages of development, there is:

- A. only one potential outcome.
- B. a conflict between basic desires and social expectations, tempered by parental standards.
- C. either a positive or a harmful resolution, which will determine your life course.
- D. susceptibility to negative outcomes as well as for great personal growth.

33. Eighteen-year-old Tim feels pressured by internal needs and the external demands of society to make a major change in a new direction, and so he decides to attend college. Erikson would say that Time is experiencing a/an:

- A. urge.
- B. crisis.
- C. phase.
- D. defence mechanism.

34. Which of the following accurately reflects Erikson's view of the meaning of the word "trust" as applied to his first stage of psychosocial development?

- A. Safety and happiness
- B. Honesty and integrity
- C. Nurture and dignity
- D. Orderliness and predictability

35. According to Erikson, in order for an infant to gain trust, the world must be;

- A. happy.
- B. safe.
- C. rational.
- D. stimulating.

36. Every day, 6-month-old Kiri is fed, bathed, and dressed on a schedule. Her world is entirely predictable while her needs are met. If it remains so, according to Erikson, Kiri will develop:

- A. initiative.
- B. trust.
- C. autonomy.
- D. identity.

37. _____ is the psychosocial strength that an infant gains if she has learned to trust.

- A. Hope
- B. Willpower
- C. Care
- D. Fidelity

38. In Erikson's theory, what is the opposite outcome of autonomy?

- A. Shame and doubt
- B. Guilt and shame
- C. Inferiority and doubt
- D. Identity confusion and loneliness

39. Michele's parents are struggling with their daughter. She is in the "terrible twos" and wants to do everything by herself. Erikson would encourage them to let her try new things, providing gentle support so that Michele will gain:

- A. purpose.
- B. gross motor skills.
- C. trust.
- D. self-control

40. As Chelsea is only 2 ½, her parents are concerned about their daughter's safety. They do everything for her, including tying her shoes, dressing, and feeding her. Sometimes Chelsea wrestles with them as she wants to do it herself. According to Erikson, what is the likely outcome for Chelsea?

- A. She will become fixated on details and become obsessive as an adult.
- B. She will know she is loved and protected and so will gain trust.
- C. She will become sloppy and disorganized as she knows someone will pick up after her.
- D. She will learn to doubt her abilities and become dependent on her parents.

41. _____ is the psychosocial strength that a toddler gains if he has learned autonomy.

- A. Hope
- B. Willpower
- C. Care
- D. Fidelity

42. For Erikson, the major strength to be gained during the nursery or preschool stage of childhood is:

- A. hope.
- B. purpose.
- C. willpower.
- D. competence.

43. Lisa is 4½ years old. Her parents are fiercely competitive and want Lisa to succeed in life. They continually push her toward new goals and achievements while giving her very little time to relish the accomplishments she does make. If this scenario persists, Lisa is in danger of leaving this period in her life with a sense of:

- A. mistrust.
- B. isolation.
- C. guilt.
- D. despair.

44. Between the ages of 6 and 11, children's play becomes more purposeful, and they begin to search for the information required to complete the tasks they set for themselves. This in turn helps them develop a sense of:

- A. identity.
- B. intimacy.
- C. initiative.
- D. industry.

45. In Erikson's theory, during _____, people develop a sense of who they are and what they are moving toward in their life.

- A. adolescence
- B. middle childhood
- C. early adulthood
- D. middle adulthood

46. Tyson has a good sense of self, even though he is only 17 years old. He has friends from many different groups and can tolerate their different viewpoints without compromising his own beliefs. Erikson would say that Tyson has achieved the psychosocial strength of:

- A. care.
- B. wisdom.
- C. fidelity.
- D. willpower.

47. What, in Erikson's psychosocial theory, is the opposite characteristic of generativity?

- A. Isolation
- B. Despair
- C. Stagnation
- D. Identity confusion

48. Piaget's greatest legacy is thought to be the attention he brought to the role of _____ in development.

- A. self-concept
- B. cognitive mechanisms
- C. genes
- D. social factors

49. _____ refers to the realization that objects continue to exist even when they cannot be seen, heard or touched.

- A. Object permanence
- B. Accommodation
- C. Assimilation
- D. Conservation of mass

50. Jonathan is four months old and giggles uncontrollably every time his dad plays peek-a-boo with him. This game is fun for Jonathan because he lacks:

- A. object permanence.
- B. conservation.
- C. centration.
- D. reversibility.

51. Piaget used the term _____ to describe the guidelines individuals use to organize and adapt to their environments.

- A. cognitive structures
- B. defence mechanisms
- C. formal concepts
- D. life structures

52. How many stages of development did Jean Piaget propose?

- A. four, with 5-year transitional periods
- B. four
- C. five
- D. eight

53. According to Piaget, human beings adapt to their environments through:

- A. psychoanalysis.
- B. behavioural therapy.
- C. analysis and organization.
- D. assimilation and accommodation.

54. Fox is 2½ and has just been introduced to snow for the first time. He will now develop a new mental category to house the concept of snow. In Piaget's theory this process is called:

- A. accommodation.
- B. organization.
- C. analysis.
- D. assimilation.

55. When we adopt new ideas about the world, we are _____; whereas when we apply those ideas to different aspects of our lives and, as a result, change our behavior, we are _____.

- A. organizing; analyzing
- B. assimilating; accommodating
- C. accommodating; assimilating
- D. analyzing; organizing

56. _____ is the process by which we allow new ideas to change our existing perspectives.

- A. Assimilation
- B. Analysis
- C. Abstraction
- D. Accommodation

57. Piaget termed the process of developing a state of stability between the assimilation and accommodation of information as:

- A. adaptation.
- B. functional invariation.
- C. equilibration.
- D. developing schemas.

58. What is the first stage in Piaget's theory of cognitive development?

- A. Preoperational
- B. Concrete operational
- C. Sensorimotor
- D. Formal operational

59. Piaget argued that a baby's concept of the world is based on:

- A. what makes them feel the most pleasure.
- B. what they are given.
- C. whether or not they find predictability in their environment.
- D. what they can touch, taste, or see.

60. For Piaget, children learned about the world primarily due to:

- A. the assistance adults gave them.
- B. the interaction of peers.
- C. their own experiences in testing their ideas about the world.
- D. the formal instruction that was given them in a classroom setting.

61. Which of the following developmental psychologists emphasized the role of culture in development?

- A. Lev Vygotsky
- B. Jean Piaget
- C. Sigmund Freud
- D. James Watson

62. Which of the following accurately represents the sociocultural framework model of cognitive growth?
- A. Children grow cognitively by observation and assimilation.
 - B. Children's cognitive development is heavily dependent upon the reinforcement and punishment they receive from their environment.
 - C. Children develop cognitively through interactions with those around them.
 - D. Cognitive development occurs in stages that are closely tied to maturation.
63. Vygotsky used the term _____ processes for biological contributions to development.
- A. proximal
 - B. elementary
 - C. ultimate
 - D. psychosocial
64. Children are able to be potty-trained, because they have developed control of their anal sphincters as well as matured sufficiently to understand what is being asked of them. According to Vygotsky, this milestone is due to _____ processes.
- A. proximal
 - B. psychosocial
 - C. elementary
 - D. psychological
65. Vygotsky used the term _____ processes for the sociocultural contributions to development.
- A. ultimate
 - B. psychological
 - C. immediate
 - D. psychosocial
66. According to Vygotsky, children's cognitive growth depends on:
- A. their triumph in understanding a problem on their own.
 - B. physical maturation and psychological readiness.
 - C. assimilation and accommodation.
 - D. their interactions with those around them.
67. For Vygotsky, interpsychological influences on development are based on:
- A. self-talk by the child.
 - B. interactions with parents, teachers, and friends.
 - C. maturation of cognitive processes.
 - D. rewarding greater complexity of thought processes.

68. Shun is learning to write his name. First, he grabbed the crayon with his fist, but his older brother helped him hold it between his fingers like a chopstick, so Shun was able to form the letters more efficiently. This is an example of _____ processes in development.

- A. intrapsychological
- B. intrapersonal
- C. interpersonal
- D. interpsychological

69. The functional influence of _____ processes includes inner speech to guide behavior.

- A. intrapsychological
- B. intrapersonal
- C. interpersonal
- D. interpsychological

70. For Vygotsky, intrapsychological influences on development are based on:

- A. self-talk by the child.
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71. For Vygotsky, _____ is the process by which we take what we have observed and incorporate it into our own behaviors.

- A. internalization
- B. accommodation
- C. assimilation
- D. scaffolding

72. In Vygotsky's perspective, the "most powerful tool" used by humans in the course of intellectual development is:

- A. abstract thought.
- B. art.
- C. written communication.
- D. speech.

73. _____ refers to what a child can do on their own versus what they can accomplish with the assistance of an adult.
- A. The zone of proximal development
 - B. The preintellectual range
 - C. The norm or reaction range
 - D. Shaping
74. Gustavo is trying to tie his shoes. His stubby fingers make it hard to grasp the loops, but his mother patiently waits until he gets the loop set and then assists him pull the lace through. This is an example of Vygotsky's concept of:
- A. shaping.
 - B. intrapsychological processes.
 - C. the zone of proximal development
 - D. elementary processes.
75. _____ theory is based on computers as a model of cognitive functioning.
- A. Operant conditioning
 - B. Classical conditioning
 - C. Information-processing
 - D. Scaffolding
76. Of the following researchers, who would be most closely aligned with classical conditioning?
- A. Pavlov and Watson
 - B. Pavlov and Skinner
 - C. Pavlov and Bandura
 - D. Skinner and Bandura
77. _____ is based on the concept that involuntary responses can be elicited through a specific learning process.
- A. Operant conditioning
 - B. Observational learning
 - C. Classical conditioning
 - D. Modeling
78. _____ ran the famous experiment pairing the salivary response in dogs with the sound of a bell.
- A. Skinner
 - B. Watson
 - C. Pavlov
 - D. Bandura

79. John Watson's controversial study of "Little Albert" and other children was important because it showed that fears can be:
- A. the result of hidden conflicts left over from early childhood.
 - B. conditioned by pairing negative physical responses with the presence of learned objects.
 - C. eliminated through the careful use of punishment.
 - D. inborn and then manifested through manipulation of the environment.
80. Three-year-old Florian saw a spider and was immediately attracted to its quick movements. When his mother saw him reach for it, she screamed. This scared Florian badly, and now that he's five years old, he is afraid of spiders. This explanation for phobias was demonstrated by:
- A. John Watson.
 - B. Ivan Pavlov.
 - C. B.F. Skinner.
 - D. Albert Bandura.
81. Who is credited with discovering the theory of operant conditioning?
- A. Piaget
 - B. Skinner
 - C. Vygotsky
 - D. Bandura
82. The fundamental principle of operant conditioning is that learning occurs as a result of:
- A. contiguity.
 - B. associations.
 - C. S-R pairings.
 - D. consequences.
83. According to Skinner, what is the key to understanding behaviour?
- A. Punishment
 - B. The environment
 - C. Cognitive structures
 - D. The zone of proximal development
84. As shown by operant conditioning, in order for a behaviour to be repeated, or persist, it must be:
- A. reinforced.
 - B. noticed.
 - C. associated with a relevant stimulus.
 - D. learned over a series of exposures.

85. When 9-month-old Hannah climbed to the top of the stairs, her parents praised her and clapped their hands.

This is an example of:

- A. positive reinforcement.
- B. negative reinforcement.
- C. positive association.
- D. role modeling.

86. Bandura stresses the influence of _____ on personality development.

- A. modeling
- B. crisis resolution
- C. reinforcement
- D. defence mechanism

87. After several months of refusing to do so, Elsie now shares her toys with her sister. Which of the following theories would suggest Elsie learned this behaviour by watching others share?

- A. Operant conditioning theory
- B. Social cognitive learning theory
- C. Vygotsky's theory of development
- D. Hierarchy of needs

88. Which of the following is NOT a premise of social (cognitive) learning theory?

- A. New responses may be acquired by passive observation.
- B. A person learns most effectively by being directly reinforced.
- C. Observation of a model may cause the reappearance of responses that had been absent.
- D. Children learn by observing the consequences others receive based on their actions.

89. Which of the following statements regarding Bandura's research on modeling and aggression is accurate?

- A. Children exposed to all of the models of aggression were more aggressive than the control group.
- B. Only those children exposed to the live models were more aggressive than the control group.
- C. Only those children exposed to the filmed models were more aggressive than the control group.
- D. None of the groups exhibited more aggression than the control group.

90. Self-efficacy in social (cognitive) theory refers to:

- A. a growing sense of personal identity.
- B. the range of abilities that one demonstrates when given extra help.
- C. being a good role model for others.
- D. the belief that one's actions will achieve one's goals.

91. Misaki became afraid of a strange noise she heard, so she crawled over to her father and reached for him. He smiled and picked her up, which made her smile and snuggle closer to him and became calm. According to the bioecological model, this is an example of:
- A. modeling.
 - B. observational learning.
 - C. self-efficacy.
 - D. reciprocal interactions.
92. Who created the bioecological model of development?
- A. B.F. Skinner
 - B. Uri Bronfenbrenner
 - C. Albert Bandura
 - D. Jean Piaget
93. Which of the following is NOT one of the major components of the bioecological model?
- A. Context
 - B. Time
 - C. Person
 - D. Observation
94. Carolyn plays with her neighbour in the backyard, creating an imaginary world full of wizards and dwarfs. This would correspond with which component of the bioecological model?
- A. Proximal processes
 - B. Time
 - C. Context
 - D. Person
95. The _____ refers to the innermost environmental system according to the bioecological model.
- A. macrosystem
 - B. exosystem
 - C. microsystem
 - D. mesosystem
96. Which of the following corresponds to a society's larger culture?
- A. Exosystem
 - B. Macrosystem
 - C. Microsystem
 - D. Mesosystem

97. The critical component in the bioecological model for development is:

- A. context.
- B. consequences.
- C. genetics.
- D. modeling.

98. Currently, modern developmental psychologists, such as Gilbert Gottlieb and Richard Lerner analyze the developmental process on four levels: genetic, behavioural, environmental, and:

- A. neural.
- B. contextual.
- C. cultural.
- D. historical.

99. Which of the following individuals is associated with developmental systems theory?

- A. Erik Erikson
- B. Gilbert Gottlieb
- C. Abraham Maslow
- D. Albert Bandura

100. What was the main conclusion of the "From Neurons to Neighbourhoods" study by the National Research Council Institute of Medicine (2000)?

- A. The importance of the Human Genome Project in understanding development
- B. The critical time for intervention is early adolescence, so resources must be concentrated there
- C. Society's investment in children will have long-term benefits for society
- D. Freud was correct in saying that development tends to be set in early childhood, with minimal change throughout the rest of the lifespan

c2 Key

1. _____ is considered the "father of modern psychology" by many.
- A. Erik Erikson
 - B. John B. Watson
 - C. William James
 - D. Sigmund Freud**

Blooms: Knowledge

Fiore - Chapter 02 #1

Learning Objective: 02-01 How does psychoanalytic theory explain

2. Freud is recognized as a major role player in psychology because:
- A. he developed one of the first comprehensive theories of personality.**
 - B. most people recall his name when asked about psychology.
 - C. his theories have withstood the test of time intact.
 - D. he generated a number of testable hypotheses about the later stages of adulthood.

Blooms: Comprehension

Fiore - Chapter 02 #2

Learning Objective: 02-01 How does psychoanalytic theory explain

3. Although much of Freud's approach to development has been discarded, one area that persists is:
- A. his insistence on genetics as an explanation of behavior.
 - B. the notion that the mother has a pervasive influence throughout life.
 - C. his assertion that the early years of childhood play a decisive role in determining adult behavior.**
 - D. his hypothesis that the interaction of physiology and environment produce behavior.

Blooms: Knowledge

Fiore - Chapter 02 #3

Learning Objective: 02-01 How does psychoanalytic theory explain

4. Freud used the term _____ to describe the psychic energy that empowered the structures of the mind.
- A. superego
 - B. id
 - C. libido**
 - D. mensa

Blooms: Knowledge

Fiore - Chapter 02 #4

Learning Objective: 02-01 How does psychoanalytic theory explain

5. According to Freud, the term "libido" refers to the:
- A. part of the personality that adheres to the reality principle.
 - B. part of the mind that acts as a psychic censor
 - C. force behind self-destructive behaviors.
 - D.** psychic energy that feeds the structures of the mind.

Blooms: Knowledge

Fiore - Chapter 02 #5

Learning Objective: 02-01 How does psychoanalytic theory explain

6. What psychic structure is present at birth and contains all of our basic instincts?

- A.** Id
- B. Ego
- C. Superego
- D. Psychic censor

Blooms: Knowledge

Fiore - Chapter 02 #6

Learning Objective: 02-01 How does psychoanalytic theory explain

7. Four-year-old Tammy has been told by her mother that she cannot have a lollipop and is now stomping her feet and wailing. According to Freud, this type of behavior is driven by the

- A. superego.
- B. ego.
- C.** id.
- D. base psyche.

Blooms: Application

Fiore - Chapter 02 #7

Learning Objective: 02-01 How does psychoanalytic theory explain

8. Of Freud's structures, which seeks only pleasure and is the simplest?

- A. Ego
- B.** Id
- C. Superego
- D. Libido

Blooms: Knowledge

Fiore - Chapter 02 #8

Learning Objective: 02-01 How does psychoanalytic theory explain

9. What is the developmental sequence of Freud's structures of the psyche?

- A. Superego, id, ego
- B. Ego, id, superego
- C. Id, superego, ego
- D.** Id, ego, superego

Blooms: Knowledge

Fiore - Chapter 02 #9

Learning Objective: 02-01 How does psychoanalytic theory explain

10. Which of the following is analogous to the ego?

- A.** Rational thinker
- B. Conscience
- C. Pleasure-seeking
- D. Bodily instincts

Blooms: Comprehension

Fiore - Chapter 02 #10

Learning Objective: 02-01 How does psychoanalytic theory explain

11. Which structure is the central part of our personality?

- A. Id
- B.** Ego
- C. Superego
- D. Psychic censor

Blooms: Knowledge

Fiore - Chapter 02 #11

Learning Objective: 02-01 How does psychoanalytic theory explain

12. What is the main task of the ego?

- A. To instruct us in right and wrong
- B. To pursue bodily pleasures
- C.** To compromise between the id and the superego
- D. To guide our unconscious thoughts

Blooms: Knowledge

Fiore - Chapter 02 #12

Learning Objective: 02-01 How does psychoanalytic theory explain

13. Karen is torn. She feels she should volunteer her time on the weekends to the hospice program, but she also would like to hang out with her friends and have a good time. She decides to spend Sundays at the hospice and Saturdays with her friends. According to Freud, Karen's _____ helped her reach this compromise.

- A. id
- B. superego
- C. libido
- D. ego**

Blooms: Application

Fiore - Chapter 02 #13

Learning Objective: 02-01 How does psychoanalytic theory explain

14. What is the main task of the superego?

- A. To instruct us in what is right and what is wrong**
- B. To pursue bodily pleasures
- C. To be realistic
- D. To compromise between the id and the ego

Blooms: Knowledge

Fiore - Chapter 02 #14

Learning Objective: 02-01 How does psychoanalytic theory explain

15. At what point does the superego develop?

- A. It is present at birth.
- B. It begins to develop from the moment of birth.
- C. It begins to develop toward the end of the first year.**
- D. It begins to develop during adolescence.

Blooms: Knowledge

Fiore - Chapter 02 #15

Learning Objective: 02-01 How does psychoanalytic theory explain

16. Russell cannot look at a woman without thinking about what it would be like to be intimate with her; however, he always resists the impulse to be forward and conducts himself like a gentleman. What is the force that prompts him to subdue his baser instincts?

- A. Id
- B. Ego
- C. Superego**
- D. Alter-ego

Blooms: Application

Fiore - Chapter 02 #16

Learning Objective: 02-01 How does psychoanalytic theory explain

17. Freud proposed _____ were necessary strategies to reduce the anxiety caused by conflicts among the personality structures.

- A. fixations
- B. crises
- C. defense mechanisms**
- D. discords

Blooms: Knowledge

Fiore - Chapter 02 #17

Learning Objective: 02-01 How does psychoanalytic theory explain

18. According to Freud, completing each of his proposed developmental stages requires:

- A. appropriate levels of stimulation for age-specific pleasure centers.**
- B. resolution of discrete crises.
- C. attainment of cognitive milestones.
- D. achievement of developmental tasks.

Blooms: Comprehension

Fiore - Chapter 02 #18

Learning Objective: 02-01 How does psychoanalytic theory explain

19. According to Freud, each stage of development is based on a:

- A. psychosocial crisis.
- B. sensitive period.
- C. pleasure centre.**
- D. defence mechanism.

Blooms: Knowledge

Fiore - Chapter 02 #19

Learning Objective: 02-01 How does psychoanalytic theory explain

20. In Freud's theory of development, if a person becomes fixated at a particular stage:

- A. that person will not be able to become a fully mature person.**
- B. that person must skip that stage and come back at a later date to resolve it.
- C. that person will achieve a healthy role in society.
- D. that person will inevitably develop undesirable latent characteristics.

Blooms: Knowledge

Fiore - Chapter 02 #20

Learning Objective: 02-01 How does psychoanalytic theory explain

21. A major modification of Freud's psychoanalytic theory is:
- A. emphasizing the later stages of sexual behavior in development.
 - B. acknowledging that even 10 year olds may be driven by pleasure centers.
 - C. replacing the emphasis of sexual motivation with social influences.**
 - D. dismissing notions of influences of behavior that are below awareness.

Blooms: Comprehension

Fiore - Chapter 02 #21

Learning Objective: 02-01 How does psychoanalytic theory explain

22. Freud's theory of personality has fallen out of favor because of its emphasis on:
- A. cultural ambiguities
 - B. social constructions.
 - C. genetic determinism.
 - D. sexual instincts**

Blooms: Knowledge

Fiore - Chapter 02 #22

Learning Objective: 02-01 How does psychoanalytic theory explain

23. Of the following theorists, who was most directly influenced by Freud?
- A. Erik Erikson**
 - B. Jean Piaget
 - C. Daniel Levinson
 - D. Richard Lerner

Blooms: Knowledge

Fiore - Chapter 02 #23

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

24. According to _____, each stage of life is marked by a psychosocial crisis.
- A. Sigmund Freud
 - B. Erik Erikson**
 - C. Daniel Levinson
 - D. Jean Piaget

Blooms: Knowledge

Fiore - Chapter 02 #24

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

25. Erik Erikson argued that _____ were critical in development.

- A. social experiences
- B. psychosexual stages
- C. anxiety states
- D. feelings of adequacy

Blooms: Knowledge

Fiore - Chapter 02 #25

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

26. _____ based his developmental theory on observations of people from many cultures and socioeconomic strata, and upon historical figures.

- A. Sigmund Freud
- B. Jean Piaget
- C. Erik Erikson
- D. Daniel Levinson

Blooms: Knowledge

Fiore - Chapter 02 #26

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

27. A major reason Erikson's theory of development has remained influential was his reliance on:

- A. cross-cultural and historical comparisons.
- B. comprehensive observation of his own children rather than relying on the memory of adults.
- C. interviews of middle-age adults from many socioeconomic strata.
- D. reviews of major theories in western cultures.

Blooms: Knowledge

Fiore - Chapter 02 #27

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

28. Erik Erikson based his theory of development on which of the following populations?

- A. Germans
- B. South Asians
- C. Sioux of South Dakota
- D. all of these and others

Blooms: Knowledge

Fiore - Chapter 02 #28

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

29. Erikson proposed that we must pass through _____ developmental stages during our lifetime.
- A.** eight
 - B. seven
 - C. five
 - D. four, with 5-year transitional periods between them

Blooms: Knowledge

Fiore - Chapter 02 #29

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

30. Each of Erikson's psychosocial stages of development is marked by some type of:
- A.** crisis.
 - B. defence mechanism.
 - C. pleasure centre.
 - D. cognitive resolve.

Blooms: Knowledge

Fiore - Chapter 02 #30

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

31. _____ is the main tension that individuals experience during resolution of Erikson's life stages.
- A. Anxiety
 - B. Feeling inferior
 - C.** A life crisis
 - D. Libido

Blooms: Knowledge

Fiore - Chapter 02 #31

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

32. For each of Erikson's stages of development, there is:
- A. only one potential outcome.
 - B. a conflict between basic desires and social expectations, tempered by parental standards.
 - C. either a positive or a harmful resolution, which will determine your life course.
 - D.** susceptibility to negative outcomes as well as for great personal growth.

Blooms: Comprehension

Fiore - Chapter 02 #32

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

33. Eighteen-year-old Tim feels pressured by internal needs and the external demands of society to make a major change in a new direction, and so he decides to attend college. Erikson would say that Time is experiencing a/n:

- A. urge.
- B. crisis.**
- C. phase.
- D. defence mechanism.

Blooms: Application

Fiore - Chapter 02 #33

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

34. Which of the following accurately reflects Erikson's view of the meaning of the word "trust" as applied to his first stage of psychosocial development?

- A. Safety and happiness
- B. Honesty and integrity
- C. Nurture and dignity
- D. Orderliness and predictability**

Blooms: Comprehension

Fiore - Chapter 02 #34

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

35. According to Erikson, in order for an infant to gain trust, the world must be;

- A. happy.
- B. safe.**
- C. rational.
- D. stimulating.

Blooms: Comprehension

Fiore - Chapter 02 #35

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

36. Every day, 6-month-old Kiri is fed, bathed, and dressed on a schedule. Her world is entirely predictable while her needs are met. If it remains so, according to Erikson, Kiri will develop:

- A. initiative.
- B. trust.**
- C. autonomy.
- D. identity.

Blooms: Application

Fiore - Chapter 02 #36

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

37. _____ is the psychosocial strength that an infant gains if she has learned to trust.

- A.** Hope
- B. Willpower
- C. Care
- D. Fidelity

Blooms: Knowledge

Fiore - Chapter 02 #37

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

38. In Erikson's theory, what is the opposite outcome of autonomy?

- A.** Shame and doubt
- B. Guilt and shame
- C. Inferiority and doubt
- D. Identity confusion and loneliness

Blooms: Knowledge

Fiore - Chapter 02 #38

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

39. Michele's parents are struggling with their daughter. She is in the "terrible twos" and wants to do everything by herself. Erikson would encourage them to let her try new things, providing gentle support so that Michele will gain:

- A. purpose.
- B. gross motor skills.
- C. trust.
- D.** self-control

Blooms: Application

Fiore - Chapter 02 #39

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

40. As Chelsea is only 2 ½, her parents are concerned about their daughter's safety. They do everything for her, including tying her shoes, dressing, and feeding her. Sometimes Chelsea wrestles with them as she wants to do it herself. According to Erikson, what is the likely outcome for Chelsea?

- A. She will become fixated on details and become obsessive as an adult.
- B. She will know she is loved and protected and so will gain trust.
- C. She will become sloppy and disorganized as she knows someone will pick up after her.
- D.** She will learn to doubt her abilities and become dependent on her parents.

Blooms: Application

Fiore - Chapter 02 #40

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

41. _____ is the psychosocial strength that a toddler gains if he has learned autonomy.

- A. Hope
- B. Willpower**
- C. Care
- D. Fidelity

Blooms: Knowledge

Fiore - Chapter 02 #41

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

42. For Erikson, the major strength to be gained during the nursery or preschool stage of childhood is:

- A. hope.
- B. purpose.**
- C. willpower.
- D. competence.

Blooms: Knowledge

Fiore - Chapter 02 #42

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

43. Lisa is 4½ years old. Her parents are fiercely competitive and want Lisa to succeed in life. They continually push her toward new goals and achievements while giving her very little time to relish the accomplishments she does make. If this scenario persists, Lisa is in danger of leaving this period in her life with a sense of:

- A. mistrust.
- B. isolation.
- C. guilt.**
- D. despair.

Blooms: Application

Fiore - Chapter 02 #43

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

44. Between the ages of 6 and 11, children's play becomes more purposeful, and they begin to search for the information required to complete the tasks they set for themselves. This in turn helps them develop a sense of:

- A. identity.
- B. intimacy.
- C. initiative.
- D. industry.**

Blooms: Comprehension

Fiore - Chapter 02 #44

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

45. In Erikson's theory, during _____, people develop a sense of who they are and what they are moving toward in their life.

- A. adolescence
- B. middle childhood
- C. early adulthood
- D. middle adulthood

Blooms: Comprehension

Fiore - Chapter 02 #45

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

46. Tyson has a good sense of self, even though he is only 17 years old. He has friends from many different groups and can tolerate their different viewpoints without compromising his own beliefs. Erikson would say that Tyson has achieved the psychosocial strength of:

- A. care.
- B. wisdom.
- C. fidelity.
- D. willpower.

Blooms: Application

Fiore - Chapter 02 #46

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

47. What, in Erikson's psychosocial theory, is the opposite characteristic of generativity?

- A. Isolation
- B. Despair
- C. Stagnation
- D. Identity confusion

Blooms: Knowledge

Fiore - Chapter 02 #47

Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?

48. Piaget's greatest legacy is thought to be the attention he brought to the role of _____ in development.

- A. self-concept
- B. cognitive mechanisms
- C. genes
- D. social factors

Blooms: Comprehension

Fiore - Chapter 02 #48

Learning Objective: 02-03 How did Piaget explain cognitive development?

49. _____ refers to the realization that objects continue to exist even when they cannot be seen, heard or touched.

- A.** Object permanence
- B. Accommodation
- C. Assimilation
- D. Conservation of mass

Blooms: Knowledge

Fiore - Chapter 02 #49

Learning Objective: 02-03 How did Piaget explain cognitive development?

50. Jonathan is four months old and giggles uncontrollably every time his dad plays peek-a-boo with him. This game is fun for Jonathan because he lacks:

- A.** object permanence.
- B. conservation.
- C. centration.
- D. reversibility.

Blooms: Application

Fiore - Chapter 02 #50

Learning Objective: 02-03 How did Piaget explain cognitive development?

51. Piaget used the term _____ to describe the guidelines individuals use to organize and adapt to their environments.

- A.** cognitive structures
- B. defence mechanisms
- C. formal concepts
- D. life structures

Blooms: Knowledge

Fiore - Chapter 02 #51

Learning Objective: 02-03 How did Piaget explain cognitive development?

52. How many stages of development did Jean Piaget propose?

- A. four, with 5-year transitional periods
- B.** four
- C. five
- D. eight

Blooms: Knowledge

Fiore - Chapter 02 #52

Learning Objective: 02-03 How did Piaget explain cognitive development?

53. According to Piaget, human beings adapt to their environments through:

- A. psychoanalysis.
- B. behavioural therapy.
- C. analysis and organization.
- D.** assimilation and accommodation.

Blooms: Knowledge

Fiore - Chapter 02 #53

Learning Objective: 02-03 How did Piaget explain cognitive development?

54. Fox is 2½ and has just been introduced to snow for the first time. He will now develop a new mental category to house the concept of snow. In Piaget's theory this process is called:

- A. accommodation.
- B. organization.
- C. analysis.
- D.** assimilation.

Blooms: Application

Fiore - Chapter 02 #54

Learning Objective: 02-03 How did Piaget explain cognitive development?

55. When we adopt new ideas about the world, we are _____; whereas when we apply those ideas to different aspects of our lives and, as a result, change our behavior, we are _____.

- A. organizing; analyzing
- B.** assimilating; accommodating
- C. accommodating; assimilating
- D. analyzing; organizing

Blooms: Comprehension

Fiore - Chapter 02 #55

Learning Objective: 02-03 How did Piaget explain cognitive development?

56. _____ is the process by which we allow new ideas to change our existing perspectives.

- A. Assimilation
- B. Analysis
- C. Abstraction
- D.** Accommodation

Blooms: Comprehension

Fiore - Chapter 02 #56

Learning Objective: 02-03 How did Piaget explain cognitive development?

57. Piaget termed the process of developing a state of stability between the assimilation and accommodation of information as:

- A. adaptation.
- B. functional invariation.
- C. equilibration.**
- D. developing schemas.

Blooms: Knowledge

Fiore - Chapter 02 #57

Learning Objective: 02-03 How did Piaget explain cognitive development?

58. What is the first stage in Piaget's theory of cognitive development?

- A. Preoperational
- B. Concrete operational
- C. Sensorimotor**
- D. Formal operational

Blooms: Knowledge

Fiore - Chapter 02 #58

Learning Objective: 02-03 How did Piaget explain cognitive development?

59. Piaget argued that a baby's concept of the world is based on:

- A. what makes them feel the most pleasure.
- B. what they are given.
- C. whether or not they find predictability in their environment.
- D. what they can touch, taste, or see.**

Blooms: Comprehension

Fiore - Chapter 02 #59

Learning Objective: 02-03 How did Piaget explain cognitive development?

60. For Piaget, children learned about the world primarily due to:

- A. the assistance adults gave them.
- B. the interaction of peers.
- C. their own experiences in testing their ideas about the world.**
- D. the formal instruction that was given them in a classroom setting.

Blooms: Comprehension

Fiore - Chapter 02 #60

Learning Objective: 02-03 How did Piaget explain cognitive development?

61. Which of the following developmental psychologists emphasized the role of culture in development?

- A.** Lev Vygotsky
- B. Jean Piaget
- C. Sigmund Freud
- D. James Watson

Blooms: Knowledge

Fiore - Chapter 02 #61

Learning Objective: 02-04 What impact does culture have on lifespan development?

62. Which of the following accurately represents the sociocultural framework model of cognitive growth?

- A. Children grow cognitively by observation and assimilation.
- B. Children's cognitive development is heavily dependent upon the reinforcement and punishment they receive from their environment.
- C.** Children develop cognitively through interactions with those around them.
- D. Cognitive development occurs in stages that are closely tied to maturation.

Blooms: Comprehension

Fiore - Chapter 02 #62

Learning Objective: 02-04 What impact does culture have on lifespan development?

63. Vygotsky used the term _____ processes for biological contributions to development.

- A. proximal
- B.** elementary
- C. ultimate
- D. psychosocial

Blooms: Knowledge

Fiore - Chapter 02 #63

Learning Objective: 02-04 What impact does culture have on lifespan development?

64. Children are able to be potty-trained, because they have developed control of their anal sphincters as well as matured sufficiently to understand what is being asked of them. According to Vygotsky, this milestone is due to _____ processes.

- A. proximal
- B. psychosocial
- C.** elementary
- D. psychological

Blooms: Comprehension

Fiore - Chapter 02 #64

Learning Objective: 02-04 What impact does culture have on lifespan development?

65. Vygotsky used the term _____ processes for the sociocultural contributions to development.

- A. ultimate
- B. psychological**
- C. immediate
- D. psychosocial

Blooms: Knowledge

Fiore - Chapter 02 #65

Learning Objective: 02-04 What impact does culture have on lifespan development?

66. According to Vygotsky, children's cognitive growth depends on:

- A. their triumph in understanding a problem on their own.
- B. physical maturation and psychological readiness.
- C. assimilation and accommodation.
- D. their interactions with those around them.**

Blooms: Knowledge

Fiore - Chapter 02 #66

Learning Objective: 02-04 What impact does culture have on lifespan development?

67. For Vygotsky, interpsychological influences on development are based on:

- A. self-talk by the child.
- B. interactions with parents, teachers, and friends.**
- C. maturation of cognitive processes.
- D. rewarding greater complexity of thought processes.

Blooms: Comprehension

Fiore - Chapter 02 #67

Learning Objective: 02-04 What impact does culture have on lifespan development?

68. Shun is learning to write his name. First, he grabbed the crayon with his fist, but his older brother helped him hold it between his fingers like a chopstick, so Shun was able to form the letters more efficiently. This is an example of _____ processes in development.

- A. intrapsychological
- B. intrapersonal
- C. interpersonal
- D. interpsychological**

Blooms: Application

Fiore - Chapter 02 #68

Learning Objective: 02-04 What impact does culture have on lifespan development?

69. The functional influence of _____ processes includes inner speech to guide behavior.

- A.** intrapsychological
- B. intrapersonal
- C. interpersonal
- D. interpsychological

Blooms: Knowledge

Fiore - Chapter 02 #69

Learning Objective: 02-04 What impact does culture have on lifespan development?

70. For Vygotsky, intrapsychological influences on development are based on:

- A.** self-talk by the child.
- B. interactions with parents, teachers and friends.
- C. maturation of cognitive processes.
- D. rewarding greater complexity of thought processes.

Blooms: Comprehension

Fiore - Chapter 02 #70

Learning Objective: 02-04 What impact does culture have on lifespan development?

71. For Vygotsky, _____ is the process by which we take what we have observed and incorporate it into our own behaviors.

- A.** internalization
- B. accommodation
- C. assimilation
- D. scaffolding

Blooms: Comprehension

Fiore - Chapter 02 #71

Learning Objective: 02-04 What impact does culture have on lifespan development?

72. In Vygotsky's perspective, the "most powerful tool" used by humans in the course of intellectual development is:

- A. abstract thought.
- B. art.
- C. written communication.
- D.** speech.

Blooms: Knowledge

Fiore - Chapter 02 #72

Learning Objective: 02-04 What impact does culture have on lifespan development?

73. _____ refers to what a child can do on their own versus what they can accomplish with the assistance of an adult.

- A. The zone of proximal development
- B. The preintellectual range
- C. The norm or reaction range
- D. Shaping

Blooms: Knowledge

Fiore - Chapter 02 #73

Learning Objective: 02-04 What impact does culture have on lifespan development?

74. Gustavo is trying to tie his shoes. His stubby fingers make it hard to grasp the loops, but his mother patiently waits until he gets the loop set and then assists him pull the lace through. This is an example of Vygotsky's concept of:

- A. shaping.
- B. intrapsychological processes.
- C. the zone of proximal development
- D. elementary processes.

Blooms: Application

Fiore - Chapter 02 #74

Learning Objective: 02-04 What impact does culture have on lifespan development?

75. _____ theory is based on computers as a model of cognitive functioning.

- A. Operant conditioning
- B. Classical conditioning
- C. Information-processing
- D. Scaffolding

Blooms: Comprehension

Fiore - Chapter 02 #75

Learning Objective: 02-04 What impact does culture have on lifespan development?

76. Of the following researchers, who would be most closely aligned with classical conditioning?

- A. Pavlov and Watson
- B. Pavlov and Skinner
- C. Pavlov and Bandura
- D. Skinner and Bandura

Blooms: Comprehension

Fiore - Chapter 02 #76

Learning Objective: 02-05 What is the behavioural perspective on development?

77. _____ is based on the concept that involuntary responses can be elicited through a specific learning process.

- A. Operant conditioning
- B. Observational learning
- C. Classical conditioning**
- D. Modeling

Blooms: Knowledge

Fiore - Chapter 02 #77

Learning Objective: 02-05 What is the behavioural perspective on development?

78. _____ ran the famous experiment pairing the salivary response in dogs with the sound of a bell.

- A. Skinner
- B. Watson
- C. Pavlov**
- D. Bandura

Blooms: Knowledge

Fiore - Chapter 02 #78

Learning Objective: 02-05 What is the behavioural perspective on development?

79. John Watson's controversial study of "Little Albert" and other children was important because it showed that fears can be:

- A. the result of hidden conflicts left over from early childhood.
- B. conditioned by pairing negative physical responses with the presence of learned objects.**
- C. eliminated through the careful use of punishment.
- D. inborn and then manifested through manipulation of the environment.

Blooms: Comprehension

Fiore - Chapter 02 #79

Learning Objective: 02-05 What is the behavioural perspective on development?

80. Three-year-old Florian saw a spider and was immediately attracted to its quick movements. When his mother saw him reach for it, she screamed. This scared Florian badly, and now that he's five years old, he is afraid of spiders. This explanation for phobias was demonstrated by:

- A. John Watson.**
- B. Ivan Pavlov.
- C. B.F. Skinner.
- D. Albert Bandura.

Blooms: Application

Fiore - Chapter 02 #80

Learning Objective: 02-05 What is the behavioural perspective on development?

81. Who is credited with discovering the theory of operant conditioning?

- A. Piaget
- B. Skinner**
- C. Vygotsky
- D. Bandura

Blooms: Knowledge

Fiore - Chapter 02 #81

Learning Objective: 02-05 What is the behavioural perspective on development?

82. The fundamental principle of operant conditioning is that learning occurs as a result of:

- A. contiguity.
- B. associations.
- C. S-R pairings.
- D. consequences.**

Blooms: Knowledge

Fiore - Chapter 02 #82

Learning Objective: 02-05 What is the behavioural perspective on development?

83. According to Skinner, what is the key to understanding behaviour?

- A. Punishment
- B. The environment**
- C. Cognitive structures
- D. The zone of proximal development

Blooms: Knowledge

Fiore - Chapter 02 #83

Learning Objective: 02-05 What is the behavioural perspective on development?

84. As shown by operant conditioning, in order for a behaviour to be repeated, or persist, it must be:

- A. reinforced.**
- B. noticed.
- C. associated with a relevant stimulus.
- D. learned over a series of exposures.

Blooms: Knowledge

Fiore - Chapter 02 #84

Learning Objective: 02-05 What is the behavioural perspective on development?

85. When 9-month-old Hannah climbed to the top of the stairs, her parents praised her and clapped their hands.

This is an example of:

- A.** positive reinforcement.
- B. negative reinforcement.
- C. positive association.
- D. role modeling.

Blooms: Application

Fiore - Chapter 02 #85

Learning Objective: 02-05 What is the behavioural perspective on development?

86. Bandura stresses the influence of _____ on personality development.

- A.** modeling
- B. crisis resolution
- C. reinforcement
- D. defence mechanism

Blooms: Knowledge

Fiore - Chapter 02 #86

Learning Objective: 02-05 What is the behavioural perspective on development?

87. After several months of refusing to do so, Elsie now shares her toys with her sister. Which of the following theories would suggest Elsie learned this behaviour by watching others share?

- A. Operant conditioning theory
- B.** Social cognitive learning theory
- C. Vygotsky's theory of development
- D. Hierarchy of needs

Blooms: Application

Fiore - Chapter 02 #87

Learning Objective: 02-05 What is the behavioural perspective on development?

88. Which of the following is NOT a premise of social (cognitive) learning theory?

- A. New responses may be acquired by passive observation.
- B.** A person learns most effectively by being directly reinforced.
- C. Observation of a model may cause the reappearance of responses that had been absent.
- D. Children learn by observing the consequences others receive based on their actions.

Blooms: Comprehension

Fiore - Chapter 02 #88

Learning Objective: 02-05 What is the behavioural perspective on development?

89. Which of the following statements regarding Bandura's research on modeling and aggression is accurate?

- A.** Children exposed to all of the models of aggression were more aggressive than the control group.
- B. Only those children exposed to the live models were more aggressive than the control group.
- C. Only those children exposed to the filmed models were more aggressive than the control group.
- D. None of the groups exhibited more aggression than the control group.

Blooms: Knowledge

Fiore - Chapter 02 #89

Learning Objective: 02-05 What is the behavioural perspective on development?

90. Self-efficacy in social (cognitive) theory refers to:

- A. a growing sense of personal identity.
- B. the range of abilities that one demonstrates when given extra help.
- C. being a good role model for others.
- D.** the belief that one's actions will achieve one's goals.

Blooms: Knowledge

Fiore - Chapter 02 #90

Learning Objective: 02-05 What is the behavioural perspective on development?

91. Misaki became afraid of a strange noise she heard, so she crawled over to her father and reached for him. He smiled and picked her up, which made her smile and snuggle closer to him and became calm. According to the bioecological model, this is an example of:

- A. modeling.
- B. observational learning.
- C. self-efficacy.
- D.** reciprocal interactions.

Blooms: Application

Fiore - Chapter 02 #91

Learning Objective: 02-06 How does the bioecological model explain development?

92. Who created the bioecological model of development?

- A. B.F. Skinner
- B.** Uri Bronfenbrenner
- C. Albert Bandura
- D. Jean Piaget

Blooms: Knowledge

Fiore - Chapter 02 #92

Learning Objective: 02-06 How does the bioecological model explain development?

93. Which of the following is NOT one of the major components of the bioecological model?

- A. Context
- B. Time
- C. Person
- D.** Observation

Blooms: Knowledge

Fiore - Chapter 02 #93

Learning Objective: 02-06 How does the bioecological model explain development?

94. Carolyn plays with her neighbour in the backyard, creating an imaginary world full of wizards and dwarfs. This would correspond with which component of the bioecological model?

- A.** Proximal processes
- B. Time
- C. Context
- D. Person

Blooms: Application

Fiore - Chapter 02 #94

Learning Objective: 02-06 How does the bioecological model explain development?

95. The _____ refers to the innermost environmental system according to the bioecological model.

- A. macrosystem
- B. exosystem
- C.** microsystem
- D. mesosystem

Blooms: Knowledge

Fiore - Chapter 02 #95

Learning Objective: 02-06 How does the bioecological model explain development?

96. Which of the following corresponds to a society's larger culture?

- A. Exosystem
- B.** Macrosystem
- C. Microsystem
- D. Mesosystem

Blooms: Comprehension

Fiore - Chapter 02 #96

Learning Objective: 02-06 How does the bioecological model explain development?

97. The critical component in the bioecological model for development is:

- A.** context.
- B. consequences.
- C. genetics.
- D. modeling.

Blooms: Comprehension

Fiore - Chapter 02 #97

Learning Objective: 02-06 How does the bioecological model explain development?

98. Currently, modern developmental psychologists, such as Gilbert Gottlieb and Richard Lerner analyze the developmental process on four levels: genetic, behavioural, environmental, and:

- A.** neural.
- B. contextual.
- C. cultural.
- D. historical.

Blooms: Knowledge

Fiore - Chapter 02 #98

Learning Objective: 02-06 How does the bioecological model explain development?

99. Which of the following individuals is associated with developmental systems theory?

- A. Erik Erikson
- B.** Gilbert Gottlieb
- C. Abraham Maslow
- D. Albert Bandura

Blooms: Knowledge

Fiore - Chapter 02 #99

Learning Objective: 02-06 How does the bioecological model explain development?

100. What was the main conclusion of the "From Neurons to Neighbourhoods" study by the National Research Council Institute of Medicine (2000)?

- A. The importance of the Human Genome Project in understanding development
- B. The critical time for intervention is early adolescence, so resources must be concentrated there
- C.** Society's investment in children will have long-term benefits for society
- D. Freud was correct in saying that development tends to be set in early childhood, with minimal change throughout the rest of the lifespan

Blooms: Knowledge

Fiore - Chapter 02 #100

Learning Objective: 02-06 How does the bioecological model explain development?

c2 Summary

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