

Chapter 1: Basic Concepts and Methods

Multiple Choice

1.1-1. **The philosophical approach of empiricism held that differences in human capabilities are due to**

- a. genetics.
- b. original sin.
- c. innate goodness.
- d. experience.

Difficulty: 1

Question ID: 1.1-1

Page Ref: 6

Topic: Philosophical and Scientific Roots

Skill: factual

Objective: 1.1

Answer: d. experience.

1.1-2. **The philosophies of Augustine and Rousseau agree that development is a conflict between internal and external events. Which of the following best represents the major disagreement between these two world views?**

- a. The environment is an important positive factor in development.
- b. Human beings are born with predisposed natures.
- c. Children are not blank slates.
- d. Full potential can be reached by every child.

Difficulty: 3

Question ID: 1.1-2

Page Ref: 6

Topic: Philosophical and Scientific Roots

Skill: conceptual

Objective: 1.1

Answer: a. The environment is an important positive factor in development.

Rationale: Augustine stated environment could be positive or negative; Rousseau stated humans would find positive growth factors.

1.1-3. **Christian doctrine dominated Western philosophy before the seventeenth century. According to this view of human nature, children were born**

- a. with innate goodness.
- b. as blank slates.
- c. with an immoral nature.
- d. with the traits of their parents.

Difficulty: 1

Question ID: 1.1-3

Page Ref: 6

Topic: Philosophical and Scientific Roots

Skill: factual

Objective: 1.1

Answer: c. with an immoral nature.

1.1-4. **Keesha has two children. She spends many hours engaged with them and their activities. She has strict rules including bedtimes and TV restrictions. With which philosophical tradition does Keesha's parenting style agree?**

- a. Innate goodness
- b. Original sin
- c. Blank slate
- d. Biological determinism

Difficulty: 2

Question ID: 1.1-4

Page Ref: 6

Topic: Philosophical and Scientific Roots

Skill: applied

Objective: 1.1

Answer: c. Blank slate

Rationale: The blank slate view suggests that adults can mold children into whatever they want them to be, thus Keesha believes she can mold her children.

1.1-5. **The first scientific study of child development was conducted by**

- a. Darwin.
- b. Hall.
- c. Rousseau.
- d. Gesell.

Difficulty: 1

Question ID: 1.1-5

Page Ref: 7

Topic: Philosophical and Scientific Roots

Skill: factual

Objective: 1.1

Answer: a. Darwin.

1.1-6. **The Planning Committee for a new preschool held many discussions centered on the underlying philosophy which would direct the program's structure and activities. It was agreed that children are naturally good and will involve themselves in positive growth activities. With which philosopher did the committee agree?**

- a. Rousseau
- b. Locke
- c. Augustine
- d. Hume

Difficulty: 2

Question ID: 1.1-6

Page Ref: 6

Topic: Philosophical and Scientific Roots

Skill: applied

Objective: 1.1

Answer: a. Rousseau

Rationale: Rousseau stated that all humans are good and he believed that children need only nurturing and protection to reach their full potential.

1.1-7. **Darwin wrote that evolution occurred by natural selection. Human development he concluded occurs due to**

- a. biological factors.
- b. environmental factors.
- c. innate goodness.
- d. the interaction of biological and environmental processes.

Difficulty: 3

Question ID: 1.1-7

Page Ref: 7

Topic: Philosophical and Scientific Roots

Skill: conceptual

Objective: 1.1

Answer: d. the interaction of biological and environmental processes.

Rationale: Charles Darwin proposed the idea that the wide variety of life forms that exist on Earth evolved gradually as a result of the interplay between environmental factors and genetic processes.

1.1-8. **Contemporary Developmental Science employs a multidisciplinary perspective. Research and theories from many fields, such as psychology, anthropology, economics, and biology, are employed. Which of the following topics unifies these different approaches in their study of development?**

- a. The effect of culture on development
- b. Age-related changes
- c. The genetic basis of development
- d. Unique personality characteristics

Difficulty: 1

Question ID: 1.1-8

Page Ref: 6

Topic: Philosophical and Scientific Roots

Skill: conceptual

Objective: 1.1

Answer: b. Age-related changes

Rationale: Student is asked to relate the definition of developmental science to the different disciplines.

1.1-9. **Darwin proposed that the scientific study of children would be useful for**

- a. improving educational opportunities.
- b. tracking individual development.
- c. understanding the evolution of the human species.
- d. creating norms.

Difficulty: 1

Question ID: 1.1-9

Page Ref: 7

Topic: Early Scientific Theories

Skill: factual

Objective: 1.1

Answer: c. understanding the evolution of the human species.

1.1-10. Which of the following periods of development did G. S. Hall introduce?

- a. Toddlerhood
- b. Early childhood
- c. Puberty
- d. Adolescence

Difficulty: 1

Question ID: 1.1-10

Page Ref: 7

Topic: Early Scientific Theories

Skill: factual

Objective: 1.1

Answer: d. Adolescence

1.1-11. The establishment of developmental norms was important for the field as norms demonstrated

- a. that the theory of evolution was accurate.
- b. the inaccuracy of the doctrine of original sin.
- c. age-related changes.
- d. the importance of experience.

Difficulty: 2

Question ID: 1.1-11

Page Ref: 7

Topic: Early Scientific Theories

Skill: conceptual

Objective: 1.1

Answer: c. age-related changes.

Rationale: Application of definition of norms to the supported theory.

1.1-12. Norms are best employed when assessing milestones in children's _____ domain.

- a. physical
- b. cognitive
- c. socioemotional
- d. personal

Difficulty: 2

Question ID: 1.1-12

Page Ref: 7

Topic: Domains and Periods of Development

Skill: applied

Objective: 1.2

Answer: a. physical

Rationale: Developmental milestones are reached at certain age timepoints, and norms are best applied to physical domains rather than the other domains which tend to be more variable.

1.1-13. **Conscientious parents should use norms as _____ when assessing their child's development.**

- a. absolutes
- b. gauges
- c. tests
- d. hypotheses

Difficulty: 2

Question ID: 1.1-13

Page Ref: 7

Topic: Early Scientific Theories

Skill: applied

Objective: 1.1

Answer: b. gauges

Rationale: The emphasis is the understanding that norms are averages.

1.1-14. **The idea of stages implies**

- a. qualitative change.
- b. quantitative change.
- c. continuity of development.
- d. linear additions of capabilities.

Difficulty: 2

Question ID: 1.1-14

Page Ref: 10

Topic: Continuity versus Discontinuity

Skill: conceptual

Objective: 1.4

Answer: a. qualitative change.

Rationale: Stages are qualitatively distinct periods of development.

1.1-15. **Peer interactions are a topic of particular interest for researchers studying the _____ domain.**

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

Difficulty: 2

Question ID: 1.1-15

Page Ref: 8

Topic: Domains and Periods of Development

Skill: applied

Objective: 1.2

Answer: c. socioemotional

Rationale: Studies of children's social skills fall into the socioemotional domain, as does research on individual differences in personality and individuals' beliefs about themselves.

1.1-16. The only period of development with clear biological boundaries is

- a. the prenatal period.
- b. infancy.
- c. early childhood.
- d. adolescence.

Difficulty: 1

Question ID: 1.1-16

Page Ref: 8

Topic: Domains and Periods of Development

Skill: factual

Objective: 1.2

Answer: a. the prenatal period.

1.1-17. An example of a developmental change thought to be caused by maturation is

- a. walking.
- b. reading.
- c. riding a bike.
- d. dressing oneself.

Difficulty: 2

Question ID: 1.1-17

Page Ref: 7

Topic: Early Scientific Theories

Skill: factual

Objective: 1.1

Answer: a. walking.

1.1-18. Nature is to _____ as nurture is to _____

- a. maturation; environment.
- b. social; genetic.
- c. genetic; parents.
- d. biology; environment.

Difficulty: 2

Question ID: 1.1-18

Page Ref: 9

Topic: Nature versus Nurture

Skill: conceptual

Objective: 1.3

Answer: d. biology; environment.

Rationale: By definition, nature refers to biological attributes while nurture refers to one's environment.

1.1-19. **Contemporary developmental researchers acknowledge the importance of the internal model of experience when considering nurture factors of development. The internal model of experience would be studied as part of which domain?**

- a. Physical
- b. Cognitive
- c. Socioemotional
- d. Experiential

Difficulty: 3

Question ID: 1.1-19

Page Ref: 9

Topic: Domains of and Periods of Development; Nature versus Nurture

Skill: conceptual

Objective: 1.2; 1.3

Answer: b. Cognitive

Rationale: Analysis of definition and then application to correct domain.

1.1-20. **Several periods of development do not have clear biological boundaries. Rather, their limits are determined by**

- a. cognition.
- b. peer interaction.
- c. parental expectations.
- d. culture.

Difficulty: 1

Question ID: 1.1-20

Page Ref: 8

Topic: Domains and Periods of Development

Skill: factual

Objective: 1.2

Answer: d. culture.

1.1-21. **The beginning of adolescence is marked by puberty. What marks the end of puberty and the beginning of adulthood?**

- a. Age 16 – the ability to obtain a driver’s license
- b. Age 18 – criminal accountability
- c. Age 21 – the ability to purchase alcohol
- d. No set event marks the end of adolescence

Difficulty: 2

Question ID: 1.1-21

Page Ref: 8 - 9

Topic: Domains and Periods of Development

Skill: factual

Objective: 1.2

Answer: d. No set event marks the end of adolescence

1.1-22. **Alberto has just learned to read. This is an example of which domain?**

- a. Physical
- b. Cognitive
- c. Socioemotional
- d. Maturational

Difficulty: 2

Question ID: 1.1-22

Page Ref: 7-8

Topic: Domains and Periods of Development

Skill: conceptual

Objective: 1.2

Answer: b. Cognitive

Rationale: The cognitive domain refers to thinking, memory, problem-solving, and other intellectual skills.

1.1-23. **Changes in personality, emotions, and relationships with others are studied as part of which domain?**

- a. Physical
- b. Cognitive
- c. Socioemotional
- d. Personal

Difficulty: 1

Question ID: 1.1-23

Page Ref: 8

Topic: Domains and Periods of Development

Skill: factual

Objective: 1.2

Answer: c. Socioemotional

1.1-24. **If developmental change is seen as quantitative only, which of the following statements is accurate?**

- a. Age-related development can be explained by stages.
- b. Age-related development is due to changes in amount.
- c. Age-related development is due to changes in kind.
- d. Age-related changes are predetermined.

Difficulty: 3

Question ID: 1.1-24

Page Ref: 10

Topic: Continuity versus Discontinuity

Skill: conceptual

Objective: 1.4

Answer: b. Age-related development is due to changes in amount.

Rationale: By definition, quantitative change refers to a change in amount.

1.1-25. **Mr. Lopez is a second grade teacher. A parent of one's of his students insists that her child, Beatrice, be taught algebra. Mr. Lopez argues that although Beatrice has above average math scores for second grade, the ability to learn algebra involves comprehensive abilities not yet available to most second graders. Mr. Lopez would be advocating which of the following ideas of development?**

- a. Continuity of development
- b. Inborn biases
- c. Discontinuity of development
- d. Quantitative development

Difficulty: 2

Question ID: 1.1-25

Page Ref: 10

Topic: Continuity versus Discontinuity

Skill: conceptual

Objective: 1.4

Answer: c. Discontinuity of development

Rationale: The discontinuity of development refers to changes in type or kind, specifically qualitative development.

1.1-26. **Gradual is to _____ as emergence is to _____**

- a. continuity; discontinuity.
- b. stages; inborn biases.
- c. continuity; inborn biases.
- d. stages; discontinuity.

Difficulty: 2

Question ID: 1.1-26

Page Ref: 10

Topic: Continuity versus Discontinuity

Skill: conceptual

Objective: 1.4

Answer: a. continuity; discontinuity.

Rationale: Age-related change is debated as primarily a matter of amount or degree (the *continuity* side of the debate) or more commonly involves changes in type or kind (the *discontinuity* side).

1.1-27. **An example of a normative age-graded change is**

- a. writing.
- b. self dressing.
- c. empathy.
- d. puberty.

Difficulty: 1

Question ID: 1.1-27

Page Ref: 10

Topic: Three Kinds of Change

Skill: factual

Objective: 1.5

Answer: d. puberty.

1.1-28. In future studies of life experiences on development, the influence of 9/11 will be considered a

- a. normative age-graded change.
- b. atypical development.
- c. critical period.
- d. normative history-graded change.

Difficulty: 2

Question ID: 1.1-28

Page Ref: 10

Topic: Three Kinds of Change

Skill: conceptual

Objective: 1.5

Answer: d. normative history-graded change.

Rationale: Normative history-graded changes are changes that occur in most members of a cohort as a result of factors at work during a specific, well-defined historical period

1.1-29. A synonym for cohort is

- a. classmate.
- b. sibling.
- c. generation.
- d. same age peer.

Difficulty: 1

Question ID: 1.1-29

Page Ref: 10

Topic: Three Kinds of Change

Skill: factual

Objective: 1.5

Answer: c. generation.

1.1-30. Kim just turned 6 and enrolled in first grade. This is an example of a

- a. normative age-graded change.
- b. maturation.
- c. normative history-graded change.
- d. social clock.

Difficulty: 2

Question ID: 1.1-30

Page Ref: 10

Topic: Three Kinds of Change

Skill: conceptual

Objective: 1.5

Answer: d. social clock.

Rationale: The age of grade attendance is a set of age norms that defines a sequence of normal life experiences.

1.1-31. A _____ is a limited time in development when an individual is open to specific experiences in the environment.

- a. social clock
- b. critical period
- c. normative history-graded changes
- d. sensitive period

Difficulty: 1

Question ID: 1.1-31

Page Ref: 11

Topic: Three Kinds of Change

Skill: factual

Objective: 1.5

Answer: b. critical period

1.1-32. Reading skills are acquired by some children before they enter formal school, by other children in kindergarten and first grade, but are not achieved by some children until third and fourth grades. Acquiring reading skills is an example of a

- a. normative age-graded change.
- b. critical period.
- c. quantitative change.
- d. sensitive period.

Difficulty: 3

Question ID: 1.1-32

Page Ref: 11

Topic: Three Kinds of Change

Skill: conceptual

Objective: 1.5

Answer: d. sensitive period.

Rationale: The sensitive period is a span of months or years during which a child may be particularly responsive to specific forms of experience or particularly influenced by their absence.

1.1-33. Patterson has employed the ecological approach to examine the roots of antisocial behaviors. His research indicates that early inappropriate behaviors can cascade and influence behavior in a number of settings. Which of the following behaviors did Patterson identify as an antecedent for later antisocial behaviors?

- a. Peer rejection
- b. Difficult in school
- c. Aggression
- d. Noncompliance

Difficulty: 1

Question ID: 1.1-33

Page Ref: 11

Topic: Contexts of Development

Skill: factual

Objective: 1.6

Answer: d. Noncompliance

- 1.1-34. **Impoverished environments do not always result in negative developmental outcomes. Some children who are raised in such conditions exhibit high achievement levels. These children are referred to as**
- a. resilient.
 - b. compliant.
 - c. vulnerable.
 - d. exceptional.

Difficulty: 1

Question ID: 1.1-34

Page Ref: 13

Topic: Contexts of Development

Skill: factual

Objective: 1.6

Answer: a. resilient.

- 1.1-35. **Dr. Ahmed's current study is investigating Internet use by young adolescents in the United States. He is concerned with the generalizability of his results. Dr. Ahmed should**
- a. publish his results as quickly as possible.
 - b. include boys in his sample as they are the prime internet users.
 - c. include a wide range of young teens of both genders, many ethnic groups and economic levels.
 - d. change his focus to all adolescents.

Difficulty: 2

Question ID: 1.1-35

Page Ref: 14

Topic: Goals of Developmental Science

Skill: applied

Objective: 1.7

Answer: c. include a wide range of young teens of both genders, many ethnic groups and economic levels.

Rationale: The intent is to understand random sampling and the need to include as many individuals as possible in order to generalize one's results.

- 1.1-36. **Case histories are descriptive methods in which an individual child is studied at length. This method is most appropriate to employ when**
- a. determining the influence of TV watching on aggression.
 - b. assessing atypical development.
 - c. studying effective memory strategies when learning the American presidents.
 - d. setting developmental norms.

Difficulty: 2

Question ID: 1.1-36

Page Ref: 15

Topic: Descriptive Methods

Skill: applied

Objective: 1.8

Answer: b. assessing atypical development.

Rationale: Case studies are limited as their main focus is on individuals.

1.1-37. **Although the findings of case histories are not generalizable, they are useful beyond the studied individual in that**

- a. they may be the basis for future hypotheses.
- b. the findings may have been published.
- c. they are helpful in designing a clinical intervention for the individual.
- d. a variety of techniques may have been employed.

Difficulty: 2

Question ID: 1.1-37

Page Ref: 16

Topic: Descriptive Methods

Skill: conceptual

Objective: 1.8

Answer: a. they may be the basis for future hypotheses.

Rationale: While case studies focus on individuals, the data can be quite helpful in forming the basis for future hypotheses.

1.1-38. **An increase in the number of multiple births, 5, 6 and even 7 infants, has occurred due to technical advances in assisted fertility. This phenomenon is best studied with which of the following research methods?**

- a. Naturalistic observation
- b. Case study
- c. Laboratory observation
- d. Experiment

Difficulty: 3

Question ID: 1.1-38

Page Ref: 15

Topic: Descriptive Methods

Skill: applied

Objective: 1.8

Answer: b. Case study

Rationale: The use of the case study is also for unique events, not just one individual.

1.1-39. **When should the naturalistic observation method be employed?**

- a. When studying unique individuals
- b. For experimental results
- c. When maximum control is desired
- d. For ecological validity

Difficulty: 3

Question ID: 1.1-39

Page Ref: 15 - 16

Topic: Descriptive Methods

Skill: conceptual

Objective: 1.8

Answer: d. For ecological validity

Rationale: Naturalistic observation studies individuals in their natural environments.

1.1-40. **Blind observers are employed in research in order to limit the effect of**

- a. bias.
- b. extraneous variables.
- c. distractions.
- d. resilience.

Difficulty: 1

Question ID: 1.1-40

Page Ref: 15

Topic: Descriptive Methods

Skill: factual

Objective: 1.8

Answer: a. bias.

1.1-41. **A blind observer study should be employed if**

- a. there is more than one researcher.
- b. there is more than one observer.
- c. the observers know the hypotheses.
- d. it is the first project done by a researcher.

Difficulty: 2

Question ID: 1.1-41

Page Ref: 15 - 16

Topic: Descriptive Methods

Skill: conceptual

Objective: 1.8

Answer: c. the observers know the hypotheses.

Rationale: Blind observers are often used to check observations of the other observers.

1.1-42. **The results of naturalistic observations research can be helpful when designing experimental studies. Which of the following best illustrates how natural observation research can be employed in formulating experimental research?**

- a. The same sample can be employed.
- b. Independent variables can be identified.
- c. Generalizability can be determined.
- d. Cause-effect relations can be replicated.

Difficulty: 3

Question ID: 1.1-42

Page Ref: 15 - 16

Topic: Descriptive Methods

Skill: conceptual

Objective: 1.8

Answer: b. Independent variables can be identified.

Rationale: Requires understanding of how different research methods can be employed together to understand age-related changes.

1.1-43. A correlation indicates that there is a _____ between two or more variables.

- a. causal effect
- b. connection
- c. comparison
- d. relationship

Difficulty: 1

Question ID: 1.1-43

Page Ref: 16

Topic: Descriptive Methods

Skill: factual

Objective: 1.8

Answer: d. relationship

1.1-44. A recent study conducted by Professor Brightman found that as the number of behavioral infractions committed by a child in the classroom rose, their grades fell. This is an example of a

- a. positive correlation.
- b. negative correlation.
- c. zero correlation.
- d. cause and effect relationship.

Difficulty: 2

Question ID: 1.1-44

Page Ref: 16

Topic: Descriptive Methods

Skill: applied

Objective: 1.8

Answer: b. negative correlation.

Rationale: Two variables that change in opposite directions have a negative correlation.

1.1-45. A researcher interested in the toy preferences of preschool children has decided to simulate an actual store. However, she also wishes to maintain some control over the number of choices and the influence of others. She would be best advised to use which of the following research methods?

- a. Survey
- b. Laboratory observation
- c. Naturalistic observation
- d. Case history

Difficulty: 2

Question ID: 1.1-45

Page Ref: 16

Topic: Descriptive Methods

Skill: conceptual

Objective: 1.8

Answer: b. Laboratory observation

Rationale: In this study, some level of control is required, thus a simulation study or laboratory observation is required.

- 1.1-46. In an experimental study, certain variables are manipulated to determine if they cause changes in the target measure or behavior. This is called the
- independent variable.
 - dependent variable.
 - control variable.
 - selected variable.

Difficulty: 1

Question ID: 1.1-46

Page Ref: 17

Topic: The Experimental Method

Skill: factual

Objective: 1.9

Answer: a. independent variable.

- 1.1-47. Central School District is interested in improving the math scores of the enrolled fourth graders. They have elicited the assistance of Professor Glen. He informs the twenty fourth grade teachers that reviewing basic math facts is crucial to increasing the math scores. They are unconvinced. So, Professor Glen devised an experiment. All of the fourth graders were given the same math test. Then the teachers were randomly assigned to one of four groups. The groups differed on how many minutes per day were spent on reviewing basic math facts. All reviewing was identical and was conducted by completing and self grading of work sheets. The groups were ten minutes, fifteen minutes, twenty minutes, and thirty minutes. This continued for three months. At the end of the three-month period, the students were tested again on the same math test. In this experiment, the time spent reviewing is the

- control.
- dependent variable.
- independent variable.
- extraneous variable.

Difficulty: 2

Question ID: 1.1-47

Page Ref: 17

Topic: The Experimental Method

Skill: applied

Objective: 1.9

Answer: c. independent variable.

Rationale: The independent variable the factor that can be manipulated, in this case time is manipulated.

1.1-48. Central School District is interested in improving the math scores of the enrolled fourth graders. They have elicited the assistance of Professor Glen. He informs the twenty fourth grade teachers that reviewing basic math facts is crucial to increasing the math scores. They are unconvinced. So, Professor Glen devised an experiment. All of the fourth graders were given the same math test. Then the teachers were randomly assigned to one of four groups. The groups differed on how many minutes per day were spent on reviewing basic math facts. All reviewing was identical and was conducted by completing and self grading of work sheets. The groups were ten minutes, fifteen minutes, twenty minutes, and thirty minutes. This continued for three months. At the end of the three-month period, the students were tested again on the same math test. In this experiment, the math score is the

- a. control group.
- b. dependent variable.
- c. independent variable.
- d. extraneous variable.

Difficulty: 2

Question ID: 1.1-48

Page Ref: 17

Topic: The Experimental Method

Skill: applied

Objective: 1.9

Answer: b. dependent variable.

Rationale: The dependent variable is the affected by the independent variable; in this case, the math score is affected.

1.1-49. In the experimental method, which of the following groups receives the independent variable?

- a. Control
- b. Independent
- c. Dependent
- d. Experimental

Difficulty: 1

Question ID: 1.1-49

Page Ref: 17

Topic: The Experimental Method

Skill: factual

Objective: 1.9

Answer: d. Experimental

1.1-50. Independent variable is to _____ as dependent variable is to _____.

- a. manipulate; control
- b. manipulate; measure
- c. measure; test
- d. correlational; cause

Difficulty: 2

Question ID: 1.1-50

Page Ref: 17

Topic: The Experimental Method

Skill: conceptual

Objective: 1.9

Answer: b. manipulate; measure

Rationale: Independent variables are manipulated while the dependent variable are affected and provide the measure of change from manipulation of the independent variable.

1.1-51. Which of the following best measures cause and effect?

- a. Experimental method
- b. Case study
- c. Correlational method
- d. Laboratory observation

Difficulty: 1

Question ID: 1.1-51

Page Ref: 17

Topic: The Experimental Method

Skill: factual

Objective: 1.9

Answer: a. Experimental method

1.1-52. One of the main components of an experimental study is random assignment of participants to one or more groups. This is an attempt to control for

- a. the independent variable.
- b. the dependent variable.
- c. extraneous variables.
- d. correlational variables.

Difficulty: 2

Question ID: 1.1-52

Page Ref: 17

Topic: The Experimental Method

Skill: conceptual

Objective: 1.9

Answer: c. extraneous variables.

Rationale: When participants are randomly assigned to groups, the groups have equal amounts of variation with respect to characteristics such as intelligence, personality traits, height, weight, and health status. Consequently, none of these variables can affect the outcome of the experiment.

1.1-53. A recent study by Dr. Fulani wanted to insure that each participant in the study had an equal chance of being assigned to the experimental groups or the control group. Which of the following is the best method to assign participants?

- a. Systematically
- b. Their choice
- c. Researcher preference
- d. Randomly

Difficulty: 2

Question ID: 1.1-53

Page Ref: 17

Topic: The Experimental Method

Skill: factual

Objective: 1.9

Answer: d. Randomly

1.1-54. The experimental method allows for causal explanations and maximum control. However, a major limitation of the experimental method is

- a. results cannot be replicated.
- b. generalizability.
- c. extraneous variables.
- d. certain variables cannot be ethically manipulated.

Difficulty: 2

Question ID: 1.1-54

Page Ref: 17

Topic: The Experimental Method

Skill: conceptual

Objective: 1.9

Answer: d. certain variables cannot be ethically manipulated.

Rationale: Alcoholism, child abuse, etc. are difficult to study as researchers cannot ethically perform experiments where some participants receive abuse and others do not.

1.1-55. The dependent variable in an experimental design

- a. can change the independent variable.
- b. can change age-related variables.
- c. can change only as a result of change in the independent variable.
- d. can be studied free of the independent variable.

Difficulty: 3

Question ID: 1.1-55

Page Ref: 17

Topic: The Experimental Method

Skill: conceptual

Objective: 1.9

Answer: c. can change only as a result of change in the independent variable.

Rationale: The dependent variable is the affected by the independent variable; in this case, the math score is affected.

1.1-56. In cases where random assignment cannot be accomplished and the ethical manipulation of variables is not possible, a researcher must rely on which of the following research designs?

- a. Experimental
- b. Quasi-experimental
- c. Manipulative
- d. Sequential

Difficulty: 2

Question ID: 1.1-56

Page Ref: 18, 19

Topic: The Experimental Method

Skill: factual

Objective: 1.10

Answer: b. Quasi-experimental

1.1-57. Repeated measures over time of the same participants is which of the following designs?

- a. Cross-sectional
- b. Manipulative
- c. Systematic
- d. Longitudinal

Difficulty: 1

Question ID: 1.1-57

Page Ref: 18

Topic: Designs for Studying Age-Related Changes

Skill: factual

Objective: 1.10

Answer: d. Longitudinal

1.1-58. A personality inventory was given to 100 8-years olds in 1998. These same children were given the personality inventory again in 2000, 2002, and 2004. This is an example of the _____ design method.

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

Difficulty: 2

Question ID: 1.1-58

Page Ref: 18

Topic: Designs for Studying Age-Related Changes

Skill: applied

Objective: 1.10

Answer: d. longitudinal

Rationale: A single group of individuals were studied at various timepoints which is the definition of longitudinal study design.

1.1-59. **A major limitation of longitudinal designs in particular is**

- a. age of the participants.
- b. the ability to observe sequences of change.
- c. practice effects.
- d. experimenter bias.

Difficulty: 2

Question ID: 1.1-59

Page Ref: 18

Topic: Designs for Studying Age-Related Changes

Skill: factual

Objective: 1.10

Answer: c. practice effects.

1.1-60. **An example of a cohort variable is**

- a. poverty.
- b. nutrition.
- c. Sesame Street.
- d. religion.

Difficulty: 3

Question ID: 1.1-60

Page Ref: 18 - 19

Topic: Designs for Studying Age-Related Changes

Skill: conceptual

Objective: 1.10

Answer: c. Sesame Street.

Rationale: Sesame Street would be an example of an experience that most children would have experienced in their lives.

1.1-61. **In a sequential design, if two different cohort groups score alike on a particular measure at the same testing point, the changes in the measured variable can be concluded to be due to**

- a. cohort effects.
- b. developmental changes.
- c. random variables.
- d. the historical period.

Difficulty: 2

Question ID: 1.1-61

Page Ref: 19

Topic: Designs for Studying Age-Related Changes

Skill: factual

Objective: 1.10

Answer: b. developmental changes.

1.1-62. Which of the following research designs have attrition rate concerns?

- a. Cross-sectional and longitudinal
- b. Longitudinal and correlational
- c. Cross-sectional and sequential
- d. Longitudinal and sequential

Difficulty: 3

Question ID: 1.1-62

Page Ref: 18 - 19

Topic: Designs for Studying Age-Related Changes

Skill: conceptual

Objective: 1.10

Answer: d. Longitudinal and sequential

Rationale: Studies which last over a period of time are susceptible to high levels of dropout.

1.1-63. A study conducted by Professor McGowan investigated the memory capabilities of three different age groups over a period of 15 years. This is an example of

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

Difficulty: 2

Question ID: 1.1-63

Page Ref: 19

Topic: Designs for Studying Age-Related Changes

Skill: applied

Objective: 1.10

Answer: c. sequential design.

Rationale: Sequential design is a research design that combines cross-sectional and longitudinal comparisons of development.

1.1-64. The combination of the between-group comparisons of the cross-sectional design and the within-group comparisons of the longitudinal study results in which of the following designs?

- a. Experimental
- b. Ethnography
- c. Natural observation
- d. Sequential

Difficulty: 1

Question ID: 1.1-64

Page Ref: 19

Topic: Designs for Studying Age-Related Changes

Skill: factual

Objective: 1.10

Answer: d. Sequential

- 1.1-65. A type of research design which examines a specific culture or context over an extended period of time is a(n)
- a. ethnography.
 - b. longitudinal design.
 - c. cross-sectional.
 - d. observational design.

Difficulty: 1

Question ID: 1.1-65

Page Ref: 19

Topic: Cross-Cultural Research

Skill: factual

Objective: 1.11

Answer: a. ethnography.

- 1.1-66. Ms. Chan has been teaching third grade for 15 years. For the past two years, she has been awarded both Best Teacher in the County and Best Teacher in the School District Recognitions. This year, however, she has found that her class is just “not coming together.” The number of behavioral infractions has increased, and the test scores have decreased. Ms. Chan decided to contact Professor Allen in the psychology program at the nearby university to assist her. Professor Allen suggests that she conduct a _____ to determine the unique workings of Ms. Chan’s current class.

- a. case study
- b. laboratory observation
- c. experiment
- d. ethnography

Difficulty: 2

Question ID: 1.1-66

Page Ref: 19

Topic: Cross-Cultural Research

Skill: applied

Objective: 1.11

Answer: d. ethnography

Rationale: An ethnography is a detailed description of a single culture or context based on extensive observation.

- 1.1-67. Which one of the following types of research designs would best be employed to examine if universal age-related changes exist?

- a. Longitudinal
- b. Cross-cultural
- c. Case history
- d. Descriptive

Difficulty: 2

Question ID: 1.1-67

Page Ref: 19

Topic: Cross-Cultural Research

Skill: applied

Objective: 1.11

Answer: b. Cross-cultural

Rationale: In order to study and identify universal changes across cultures, cross-cultural research is employed.

1.1-68. According to the ethical guidelines of the American Psychological Association, all information that is collected in a research study is

- a. cross-cultural.
- b. confidential.
- c. public.
- d. shared.

Difficulty: 1

Question ID: 1.1-68

Page Ref: 21

Topic: Research Ethics

Skill: factual

Objective: 1.12

Answer: b. confidential.

1.1-69. At the completion of any study, the participants are to be informed of the purpose and results of the study. According to the APA guidelines this is the standard of

- a. knowledge of results.
- b. shared information.
- c. deception.
- d. public record.

Difficulty: 1

Question ID: 1.1-69

Page Ref: 21

Topic: Research Ethics

Skill: factual

Objective: 1.12

Answer: a. knowledge of results.

1.1-70. According to the APA guidelines, all participants in human research over the age of 7 must

- a. give informed consent.
- b. know the true purpose of the study beforehand.
- c. be paid.
- d. sign release documents

Difficulty: 2

Question ID: 1.1-70

Page Ref: 21

Topic: Research Ethics

Skill: factual

Objective: 1.12

Answer: a. give informed consent.

1.1-71. Which of the following variables can be systematically manipulated?

- a. Intelligence
- b. Age
- c. Reading Scores
- d. Gender

Difficulty: 3

Question ID: 1.1-71

Page Ref: 17

Topic: The Experimental Method

Skill: conceptual

Objective: 1.9

Answer: c. Reading Scores

Rationale: You cannot manipulate a person's intelligence, gender, or age.

1.1-72. Normative history-graded changes are best studied by employing which of the following designs?

- a. Cross-sectional
- b. Longitudinal
- c. Sequential
- d. Laboratory Observation

Difficulty: 3

Question ID: 1.1-72

Page Ref: 19

Topic: Designs for Studying Age-Related Changes

Skill: conceptual

Objective: 1.10

Answer: c. Sequential

Rationale: Normative history-graded changes are changes that occur in most members of a cohort as a result of factors at work during a specific, well-defined historical period. Sequential design a research design that combines cross-sectional and longitudinal comparisons of development.

1.1-73. When would a case study most likely be conducted?

- a. Comparison of two age groups
- b. When a variable cannot be manipulated
- c. Determining cause effect
- d. Clinical assessment of an individual child

Difficulty: 2

Question ID: 1.1-73

Page Ref: 15

Topic: Descriptive Methods

Skill: applied

Objective: 1.8

Answer: d. Clinical assessment of an individual child

Rationale: Case studies involve the study of one individual.

1.1-74. Human nature, according to John Locke is shaped

- a. entirely by experience.
- b. entirely by biological processes.
- c. by an interaction of experience and genetics.
- d. by innate principles.

Difficulty: 1

Question ID: 1.1-74

Page Ref: 6

Topic: Philosophical and Scientific Roots

Skill: factual

Objective: 1.1

Answer: a. entirely by experience.

1.1-75. Aggression at recess has become a problem in Mr. Brown's third grade class. He has asked the research methods psychology class at the local university to help him discern the factors involved. Which of the following research methods would best assist in this situation?

- a. Case history
- b. Naturalistic observation
- c. Laboratory observation
- d. Longitudinal design

Difficulty: 2

Question ID: 1.1-75

Page Ref: 15 - 16

Topic: Descriptive Designs

Skill: applied

Objective: 1.8

Answer: b. Naturalistic observation

Rationale: Naturalistic observation would provide the most data as the psychology class would be able to study the third grade class in their natural setting.

1.1-76. Roberta's first baby was cheerful and compliant. Her second child, however, cried frequently and was difficult. This is an example of

- a. environmental factors.
- b. nurture.
- c. inborn biases.
- d. culture.

Difficulty: 2

Question ID: 1.1-76

Page Ref: 9

Topic: Nature versus Nurture

Skill: conceptual

Objective: 1.3

Answer: c. inborn biases.

Rationale: Children are born with certain tendencies to respond in certain ways.

Fill-in-the-Blank

- 1.2-1. _____ is the concept that children are born with dispositions to respond to the environment in a particular manner.

Difficulty: 1
Question ID: 1.2-1
Page Ref: 9
Topic: Nature versus Nurture
Skill: factual
Objective: 1.3
Answer: inborn biases

- 1.2-2. When children are born, their minds are like _____ according to the 17th-century philosopher, John Locke.

Difficulty: 1
Question ID: 1.2-2
Page Ref: 6
Topic: Early Philosophical and Scientific Roots
Skill: factual
Objective: 1.1
Answer: blank slates

- 1.2-3. _____ were detailed observations of individual's development recorded by Darwin and other early researchers.

Difficulty: 2
Question ID: 1.2-3
Page Ref: 7
Topic: Early Philosophical and Scientific Roots
Skill: factual
Objective: 1.1
Answer: Baby biographies

- 1.2-4. When assessing children for _____ developmental norms can provide useful information to both parents and professionals.

Difficulty: 2
Question ID: 1.2-4
Page Ref: 8
Topic: Early Philosophical and Scientific Roots
Skill: applied
Objective: 1.1
Answer: developmental delays

1.2-5. The _____ delineates specific age-related cultural expectations for sequences of behavior.

Difficulty: 1
Question ID: 1.2-5
Page Ref: 10
Topic: Three Kinds of Change
Skill: factual
Objective: 1.5
Answer: social clock

1.2-6. _____ is the type of developmental change which occurs due to unique events in an individual's experience.

Difficulty: 1
Question ID: 1.2-6
Page Ref: 11
Topic: Three kinds of change
Skill: factual
Objective: 1.5
Answer: Nonnormative change

1.2-7. Another name for a (n) _____ is an age-related milestone of development.

Difficulty: 1
Question ID: 1.2-7
Page Ref: 7
Topic: Early Philosophical and Scientific Roots
Skill: factual
Objective: 1.1
Answer: norm

1.2-8. The _____ approach to development considers the expanded environment of the child and includes contexts beyond the child's immediate family.

Difficulty: 1
Question ID: 1.2-8
Page Ref: 11
Topic: Contexts of Development
Skill: factual
Objective: 1.6
Answer: ecological

1.2-9. Theories generate testable predictions or _____, which can be verified by scientific research.

Difficulty: 1
Question ID: 1.2-9
Page Ref: 14
Topic: Goals of Developmental Science
Skill: factual
Objective: 1.7
Answer: hypotheses

1.2-10. _____ is the concern with the naturalistic observation method that the observer may have preconceived ideas about the behaviors they are viewing.

Difficulty: 1
Question ID: 1.2-10
Page Ref: 15
Topic: Descriptive Methods
Skill: factual
Objective: 1.8
Answer: Observer bias

1.2-11. _____ is the only research method that studies cause and effect variables.

Difficulty: 1
Question ID: 1.2-11
Page Ref: 16
Topic: The Experimental Method
Skill: factual
Objective: 1.9
Answer: Experiment

1.2-12. A _____ research method allows for the comparison of groups without random assignment.

Difficulty: 1
Question ID: 1.2-12
Page Ref: 17 - 18
Topic: The Experimental Method
Skill: factual
Objective: 1.9
Answer: quasi-experiment

1.2-13. A(n) _____ is an intensive study of a specific culture or context.

Difficulty: 1
Question ID: 1.2-13
Page Ref: 19
Topic: Cross-Cultural Research
Skill: factual
Objective: 1.11
Answer: ethnography

1.2-14. The research design which investigates differences due to age, race, gender, and ethnic group, is called the _____ research design.

Difficulty: 2
Question ID: 1.2-14
Page Ref: 18
Topic: Designs for Studying Age-Related Changes
Skill: conceptual
Objective: 1.10
Answer: cross-sectional

1.2-15. Age-related changes in kind are called _____ changes.

Difficulty: 1
Question ID: 1.2-15
Page Ref: 10
Topic: Continuity versus Discontinuity
Skill: factual
Objective: 1.4
Answer: qualitative

1.2-16. _____ is a system of meanings and symbols, including customs, ideas, and values that are transmitted from one generation to the next.

Difficulty: 1
Question ID: 1.2 -16
Page Ref: 13
Topic: Contexts of Development
Skill: factual
Objective: 1.6
Answer: Culture

Essay

- 1.3-1. **Define the three domains employed by researchers in their study of development. For each domain provide an example from two different periods of child development.**

Difficulty: 2
Question ID: 1.3-1
Page Ref: 7 - 8
Topic: Domains and Periods of Development
Skill: factual and conceptual
Objective: 1.2

Answer:

Physical Domain: changes in size, shape, and characteristics of the body. Also included are changes in how individuals sense and perceive the physical world. Example: Puberty.

Cognitive Domain: changes in thinking, memory, problem-solving, and other intellectual skills.

Example: Language; learning to read.

Socioemotional Domain: changes in relationships of the individual to the self and to others. Example: social skills; peer relationships.

- 1.3-2. **The nature versus nurture controversy has both historical and contemporary considerations. Characterize the four historical and contemporary approaches. Present an example from on the periods of development for the four concepts you present.**

Difficulty: 3
Question ID: 1.3 -2
Page Ref: 9 - 10
Topic: Nature versus Nurture
Skill: factual and conceptual
Objective: 1.3

Answer: Biological / Genetic: Every individual is born with a genetic blueprint (DNA). Our genetic blueprint provides the guide for our development, our likes and dislikes, aptitudes, etc. Although our genes play a large part in who we are, they are not our destiny, environment also plays a role.

Example: Our DNA provides a blueprint for how tall an individual will be, provided the environment allows for the full expression of his or her DNA (i.e. he or she is afforded good nutrition and avoids toxins (prenatally and postnatally), etc.

Environment: An individual's environment consists of various systems which influence one another (i.e. the immediate family, the extended family, school, peers, neighborhood, culture, economy, social structure, government, etc.) The environment may play a positive or a negative role in one's developmental journey. For example, it has been shown that if parents talk to their children often using a variety of vocabulary words, their children will speak earlier, have a larger vocabulary and have an easier time learning to read. Thus, the environment will have played a positive role in their development. Inborn Biases: Children are born with tendencies to respond in certain ways. Some inborn biases are shared by all children (i.e. the sequence in which children acquire spoken language). Example: Temperament is said to be evident within the first month of life and hold some consistency throughout the lifespan.

Internal Models of Experience: The effect of a particular experience depends on the individual's interpretation of it, the meaning the individual attaches to the experience. Example: A student receives a D on her first college paper. She may interpret this to mean that she will never succeed in college.

- 1.3-3. **Compare and contrast normative age-graded, normative history-graded, and nonmormative changes. Provide an age-related example for each.**

Difficulty: 3
Question ID: 1.3 -3
Page Ref: 10 - 11
Topic: Three Kinds of Change
Skill: conceptual
Objective: 1.5

Answer:

Normative Age-Graded Changes: Changes that are common to every individual in a species and are linked to specific ages.

Example: A baby's first steps.

Normative History-Graded Changes: Variations in life experience which affect each generation somewhat differently.

Example: 9/11.

Nonnormative Changes: Changes that result from unique, unshared events.

Example: Conception.

- 1.3-4. **Demonstrate your knowledge of the experimental method by designing a project that would evaluate the effectiveness of a new after-school program.**

Difficulty: 2
Question ID: 1.3 -4
Page Ref: 16 - 17
Topic: The Experimental Method
Skill: applied
Objective: 1.9

Answer: Answer will include identification of: an hypothesis, experimental and control groups, random assignment; independent variable(s), dependent variables. Answer should also discuss extraneous variables and control.

- 1.3-5. **Present two reasons why cross-cultural research is important to the study of development.**

Difficulty: 1
Question ID: 1.3-5
Page Ref: 19 - 20
Topic: Cross-Cultural Research
Skill: factual
Objective: 1.11

Answer: The identification of universal changes that are age-related; improvement of human condition.

MyDevelopmentLab Essay

- 1.4-1. **In all human development research ethical guidelines as set by the American Psychological Association must be followed. Present three of these guidelines and then describe how a researcher would comply with them when conducting child and adolescent research.**

Difficulty: 2
Question ID: 1.4-1
Page Ref: MDL
Topic: Simulation: Ethics in Psychological Research
Skill: factual and conceptual
Objective: 1.12

Answer:

1. Protection from harm – insure that children are not exposed to negative materials or events. If such occurs, counseling must be offered.
2. Informed consent – must relate research in understandable terms; 7 years and old must agree; if children are participants must also have consent of parents.
3. Confidentiality – results are not made public; numbers or a code must be assigned to responses.
4. Knowledge of results – participants should be informed in writing and in understandable terms the results of the research. This should be made available to parents.
5. Deception – if this is employed, true purpose of study must be revealed at the completion of the study, this is called debriefing.

- 1.4-2. **A number of descriptive methods are available to developmental scientists. Describe two and present one advantage and disadvantage for employing each. When would a researcher employ these? What kind of data do they produce?**

Difficulty: 3
Question ID: 1.4-2
Page Ref: MDL
Topic: Explore: Descriptive Methods
Skill: conceptual
Objective: 1.8

Answer: Answers will vary. The three major types are case study, naturalistic observation, laboratory observation.

1. Case study – in-depth understanding a unique event, employed for unique event or to identify variables; not generalizable.
2. naturalistic – ecological validity, observer bias, employed for understanding behavior in real world.
3. laboratory observation – some control of variables, loss of ecological validity, used to gain some control over variables identified in naturalistic observations or to limit extraneous variables; correlational results

- 1.4-3. The cross-sectional, longitudinal, and sequential research designs are all important tools for the developmental scientist. Present the defining factor, a major advantage, and disadvantage for each one.

Difficulty: 2

Question ID: 1.4-3

Page Ref: MDL

Topic: Explore: Correlations Do Not Show Causation

Skill: factual

Objective: 1.10

Answer:

1. Cross-sectional compares different groups on a single variable one time; can be completed quickly; cohort concerns.
2. Longitudinal – repeated measures over time of same individuals; should developmental sequences; practice effects (also cohort effects).
3. Sequential – combination of both; eliminates cohort effects; both costly and time consuming.