

1. Life-span development covers the period from _____ to _____.
- A. birth; middle adulthood
 - B. birth; old age
 - C. conception; early adulthood
 - D. conception; death**

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APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Studying Life-Span Development

2. Which of the following gives the BEST description of how life-span psychologists describe "development"?
- A. the pattern of movement or change that begins at conception and lasts through the human life span**
 - B. the pattern or movement of change that begins at conception and forms an adult's personality and physiology
 - C. the growth in skills and processes experienced from childhood through adolescence
 - D. the change in personality and perspective experienced by individuals between adolescence and adulthood

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APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Understand

Difficulty Level: Basic

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Studying Life-Span Development

3. Life-span development is the study of human development from conception to death. Historically, however, most of the focus has been on which age group?
- A. birth to adolescence**
 - B. young adulthood
 - C. adulthood
 - D. old age

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APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Studying Life-Span Development

4. The upper boundary of the human lifespan is _____ years.
- A. 105
 - B. 117
 - C. 122**
 - D. 131

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APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Characteristics of Life-Span Perspective

5. Although the maximum life span of humans has not changed, during the twentieth century, life expectancy
- A. in the United States increased by 15 years.
 - B. in the world increased by 15 years.
 - C. in the United States increased by 30 years.**
 - D. in the world increased by 30 years.

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APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Characteristics of Life-Span Perspective

6. According to life-span development expert Paul Baltes, which age period dominates development?
- A. infancy–childhood
 - B. adolescence–early adulthood
 - C. middle-aged to late adulthood
 - D. No single age group dominates development.**

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APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Characteristics of Life-Span Perspective

7. Diana feels that her human development course overemphasizes the changes that occur from birth to adolescence and disregards the developmental issues of adulthood. Which developmental perspective would address her concerns?

- A. traditional
- B. life-span**
- C. ethological
- D. ecological

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APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Characteristics of Life-Span Perspective

8. Some professors want to teach about the life-span approach in a Human Development course, whereas others want to keep the traditional developmental approach. They disagree about

- A. the plasticity of development.
- B. the multidimensional nature of development.
- C. whether development is lifelong.**
- D. whether development is multidirectional.

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APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Characteristics of Life-Span Perspective

9. Baltes describes development as multidirectional. What does this mean?

- A. Development is not dominated by any single age period.
- B. Development consists of biological, cognitive, and socioemotional dimensions.
- C. Development is characterized by the expansion of some dimensions and the shrinking of others.**
- D. Development needs psychologists, sociologists, biologists, and neuroscientists to work together in unlocking the mysteries of development.

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APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Understand

Difficulty Level: Moderate

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Characteristics of Life-Span Perspective

10. Kathy believes that life-span development cannot be studied without considering biological, social, and cognitive aspects. Kathy believes that development is

- A. lifelong.
- B. multidirectional.
- C. multidimensional.**
- D. plastic.

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APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Characteristics of Life-Span Perspective

11. Researchers increasingly study the development of adulthood. This implies that development is

- A. lifelong.**
- B. multidisciplinary.
- C. multidirectional.
- D. contextual.

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Bloom's Taxonomy: Understand

Difficulty Level: Basic

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Characteristics of Life-Span Perspective

12. Which of the following is NOT among Paul Baltes' eight characteristics of the life-span perspective on development?

- A. lifelong and multidirectional
- B. multidimensional and plastic
- C. contextual
- D. unidirectional**

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Bloom's Taxonomy: Remember

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Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Characteristics of Life-Span Perspective

13. The capacity for acquiring second and third languages decreases after early childhood, whereas experiential wisdom increases with age. This is an example of how development is

- A. lifelong.
- B. multidisciplinary.
- C. multidirectional.**
- D. contextual.

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APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Characteristics of Life-Span Perspective

14. Which of the following is an example of how development is contextual?

- A. Reasoning ability is biologically finite and cannot be improved through retraining.
- B. Parents in the United States are more likely to rear their children to be independent than parents in Japan.**
- C. Older adults call on experience to guide their decision making.
- D. Intelligence may be studied by looking at genetics, anthropology, sociology, and other disciplines.

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APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Understand

Difficulty Level: Moderate

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Topic: Characteristics of Life-Span Perspective

15. In the United States, most individuals begin school around age 5, whereas in Australia they start at 3. This is an illustration of how development is

- A. lifelong.
- B. multidisciplinary.
- C. multidirectional.
- D. contextual.**

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APA Outcome: 1.3: Describe applications of psychology

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Topic: Characteristics of Life-Span Perspective

16. Normative age-graded influences, normative history-graded influences, and nonnormative life events are all ways in which development can be classified as

- A. multidirectional.
- B. multidimensional.
- C. contextual.**
- D. plastic.

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APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Characteristics of Life-Span Perspective

17. Anna attributes her thriftiness to having been raised during the Great Depression. This is an example of a

- A. nonnormative life event.
- B. normative history-graded influence.**
- C. normative age-graded influence.
- D. nonnormative age-graded influence.

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Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective

18. The fact that I use e-mail virtually every day and my mother has never sent or received an e-mail is an example of a difference in

- A.** normative history-graded influences.
- B. nonnormative life events.
- C. normative age-graded influences.
- D. nonnormative age-graded influence.

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Difficulty Level: Moderate
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective

19. Biological processes such as puberty and menopause are

- A. nonnormative life events.
- B.** normative age-graded influences.
- C. normative history-graded influences.
- D. normative contextual influences.

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Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective

20. Neleh was on a popular reality TV show and got widespread exposure. This is an example of a

- A.** nonnormative life event.
- B. normative age-graded influence.
- C. normative history-graded influence.
- D. normative contextual influence.

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APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Apply
Difficulty Level: Difficult
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective

21. Lauro is 83 years old. Much of his development will now focus on

- A. growth and maintenance.
- B.** maintenance and regulation of loss.
- C. increasing plasticity.
- D. growth and regulation of loss.

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Bloom's Taxonomy: Apply
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective

22. Contemporary concerns in life-span development perspective include

- A. health and well-being issues.
- B. parenting and education issues.
- C. sociocultural, ethnicity, gender, and policy issues.
- D.** All of these answers are correct.

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APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Contemporary Concerns

23. Of special consideration for social policy intervention are children who grow up

- A.** in poverty.

- B. in single-parent homes.
- C. in very rural or very urban environments.
- D. as part of a minority group.

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APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Contemporary Concerns

24. Children living in poverty are more likely to

- A. be separated from a parent.
- B. be exposed to violence.
- C. be exposed to family turmoil.
- D. be in all these situations.**

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Moderate

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Contemporary Concerns

25. The U.S. percentage of children living in poverty is

- A. only half as much as some other industrialized nations.
- B. more than twice as much as that in Canada.**
- C. lowest among the industrial countries.
- D. not high enough to draw people's concerns.

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APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Contemporary Concerns

26. A primary concern in relation to social policy for older adults is

- A. negative public attitudes and prejudices.
- B. the increase in elder abuse.
- C. access to health care and personal support.**
- D. the need for funding public pensions.

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APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Discuss the distinctive features of a life-span perspective on development.

Topic: Contemporary Concerns

27. At age 3, Jillian is beginning to engage her imagination. This is the _____ process of Jillian's life-span development.

- A. ecological
- B. biological
- C. socioemotional
- D. cognitive**

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APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Cognitive Processes

28. Diego feels a strong happiness that he never had before as he holds his newborn child. This signifies development in the _____ process.

- A. neurological
- B. biological
- C. socioemotional**
- D. cognitive

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APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Socioemotional Processes

29. Doctors measure and chart a baby's height, weight, and head growth at each medical checkup. What processes are being tracked?

- A. abstract
- B. biological**
- C. socioemotional
- D. cognitive

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APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Biological Processes

30. Which of the following statements BEST describes the relationship between biological, cognitive, and socioemotional development?

- A. These processes develop independently of one another.
- B. The development of these processes is intricately interwoven.**
- C. Social development is independent of biological and cognitive development.
- D. Cognitive development sets the upper limits for biological and social development.

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APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Understand

Difficulty Level: Difficult

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Biological Processes

31. The developmental period during which a being grows from a single cell to an organism complete with brain and behavioral capabilities in 9 months is called

- A. prenatal.**
- B. infancy.
- C. early childhood.
- D. middle childhood.

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APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Periods of Development

32. Children in preschool years become more self-sufficient and can care for themselves. What period of development are they in?

- A. prenatal
- B. infancy
- C. early childhood**
- D. middle/late childhood

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APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Periods of Development

33. Alec is almost completely dependent on his parents and is beginning to develop his language and sensorimotor coordination. What period of development is he most likely in?

- A. prenatal
- B. infancy**
- C. early childhood
- D. middle/late childhood

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Periods of Development

34. The period of early childhood typically ends when the child

- A. is toilet trained.
- B. learns to dress herself.
- C. starts first grade.**

D. has mastered reading, writing, and arithmetic.

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APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Periods of Development

35. Jen has mastered the fundamental skills of how to read and write. She is mostly likely in what stage of development?

- A.** middle childhood
- B. late childhood
- C. adolescence
- D. primary years

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APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Periods of Development

36. Of the following developmental periods, most traditional undergraduate college students would be experiencing

- A. late childhood
- B.** emerging adulthood
- C. late adulthood
- D. middle adulthood

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Periods of Development

37. Paulo is struggling to handle his first professional job and a new marriage while becoming more independent and responsible. What period of development is he most likely in?

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

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Difficult

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Periods of Development

38. Len feels greatly contented in his career. He has more time to spend with his family, contribute to community activities, and mentor young people. What period of development is he most likely in?

- A. late adulthood
- B.** middle adulthood
- C. early adulthood
- D. stability and regulation

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Periods of Development

39. Margaret spends a lot of time thinking about the choices she has made in her life and the events she has witnessed. However, she needs to pay more attention to her health condition. Margaret is most likely in

- A. late adolescence.
- B. early adulthood.
- C. middle adulthood.
- D.** late adulthood.

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Periods of Development

40. At which of the following ages did the highest percentage of people (in the United States) report that they were happy?

- A. 19 years
- B. 23 years
- C. 42 years
- D. 88 years**

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Age and Happiness

41. On average, at what age do people enter the "oldest old" age group as classified by Paul Baltes and Jacqui Smith?

- A. 50 years
- B. 65 years
- C. 75 years
- D. 85 years**

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Periods of Development

42. What developmental period (as determined by Paul Baltes and Jacqui Smith) is marked by sizeable losses in cognitive potential, chronic stress, and frailty?

- A. oldest old**
- B. young old
- C. late adulthood
- D. middle adulthood

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Periods of Development

43. Each fall, the choir teacher faces the task of retraining the deepening voices of some of his male students. What period of development are these students most likely in?

- A. middle childhood
- B. adolescence**
- C. young adulthood
- D. late childhood

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APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Periods of Development

44. Leo is 65 years old. He is coping well with his change of lifestyle and is highly motivated to learn new things. Leo is young in his _____ age.

- A. social
- B. biological
- C. chronological
- D. psychological**

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Conceptions of Age

45. Which of the following is NOT one of the conceptions of age as described in the text?

- A. biological age
- B. cardiovascular age**
- C. social age
- D. psychological age

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Conceptions of Age

46. Becoming a grandmother is an example of _____ age.

- A. biological
- B. cognitive
- C. social**
- D. psychological

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Understand

Difficulty Level: Basic

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Conceptions of Age

47. The functional capacities of a person's vital organ system indicate _____ age.

- A. chronological
- B. biological**
- C. psychological
- D. social

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Conceptions of Age

48. Jerry is 60 years old. He has strong muscles, excellent lung capacity and very high cardiovascular health. Jerry is relatively young in his _____ age.

- A. chronological
- B. biological**
- C. psychological
- D. social

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Conceptions of Age

49. A person's adaptive capacities compared with those of other individuals of the same chronological age are called _____ age.

- A. psychological**
- B. social
- C. biological
- D. coping

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Conceptions of Age

50. Brent has a son diagnosed with ADHD and believes that this is primarily due to genetics, given that his father had ADHD as well. Brent most likely believes that ADHD is primarily influenced by

- A. nature.**
- B. nurture.
- C. stability.
- D. continuity.

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Nature and Nurture

51. In the nature/nurture debate, one's _____ is related to "nature," while one's _____ is related to "nurture."

- A.** biological inheritance; environment
- B. age; environment
- C. biological inheritance; behavior
- D. environment; biological inheritance

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Understand

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Nature and Nurture

52. During her intake interview, Jody's psychiatrist asks for a familial history of mental disorders, as well as for details about her childhood friends, neighborhood, and schools. The psychiatrist is gathering information related to the influence of _____ on development.

- A.** biology and environment
- B. biology
- C. environment
- D. cognitive acuity and coping skills

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Nature and Nurture

53. Although Angie was somewhat irresponsible as a teen, she changed her ways when she entered college and leased her first apartment. This example most directly relates to the developmental issue of

- A. stability and nature.
- B.** stability and change.
- C. continuity and discontinuity.
- D. nature and nurture.

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Stability and Change

54. In the final analysis, most developmentalists tend to believe that

- A. development is more continuous than discontinuous.
- B. for the most part, people can't change.
- C. nature is more important than nurture.
- D.** development is influenced by nature and nurture, and is characterized by continuity and discontinuity, and also by stability and change.

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APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Nature and Nurture

Topic: Stability and Change

55. The life-span development concept of plasticity aligns most closely with which of the following?

- A. stability
- B.** change
- C. nature
- D. nurture

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Understand

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Characteristics of Life-Span Perspective

Topic: Stability and Change

56. A caterpillar spends time as a caterpillar, then a distinct period in a chrysalis, then emerges as a butterfly. In terms of development, this is

- A.** discontinuity.
- B. continuity.

- C. gradual change.
- D. quantitative change.

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APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Stability and Change

57. Tammy was shy as a child but became more outgoing and confident when she attended a university far from her hometown. This relates most directly to which developmental issue?

- A. multidirectionality
- B. multidimensionality
- C. nature and nurture
- D. stability and change**

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Understand

Difficulty Level: Moderate

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Stability and Change

58. The controversy of stability versus change is closely linked to which of the following concepts?

- A. plasticity.**
- B. contextualism.
- C. multidimensionalism.
- D. multidirectionality.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Understand

Difficulty Level: Basic

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Characteristics of Life-Span Perspective

Topic: Stability and Change

59. Conceptualize a problem to be studied, collect research information, analyze data, and draw conclusions. These steps describe

- A. discontinuity in development.
- B. the scientific method.**
- C. a hypothesis.
- D. a theory.

Accessibility: Keyboard Navigation

APA Outcome: 2.2: Demonstrate psychology information literacy

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Describe the main theories of human development.

Topic: Scientific Method

60. Nala decides to explore teenage pregnancy prevention for her Master's thesis. According to the scientific method, what should be her first step in getting started?

- A. Analyze the information she has gathered.
- B. Draw conclusions from the collected data.
- C. Conceptualize the problem to be studied.**
- D. Begin to collect information.

Accessibility: Keyboard Navigation

APA Outcome: 2.2: Demonstrate psychology information literacy

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Describe the main theories of human development.

Topic: Scientific Method

61. Which of the following statements is NOT true of a theory?

- A. A theory is an interrelated, coherent set of ideas that helps explain phenomena.
- B. A theory is an interrelated, coherent set of ideas that helps make predictions.
- C. When studying a topic, it is advisable to choose one developmental theory and disregard all others.**
- D. A theory is an interrelated, coherent set of ideas that may suggest hypotheses.

Accessibility: Keyboard Navigation

APA Outcome: 2.2: Demonstrate psychology information literacy

Bloom's Taxonomy: Understand

Difficulty Level: Moderate

Learning Objective: Describe the main theories of human development.
Topic: Scientific Method

62. Psychoanalytic theories hold that development primarily depends on
A. the unconscious mind.
B. thinking, reasoning, language, and other cognitive processes.
C. behavior's link to environment.
D. biology and evolution.

Accessibility: Keyboard Navigation
APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Psychoanalytic Theory

63. Psychoanalytic theories stress what in development?
A. the child's cognitive creativity
B. genes inherited from parents
C. late experiences with parents
D. early experiences with parents

Accessibility: Keyboard Navigation
APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Psychoanalytic Theory

64. Ben has repressed his sexual urges and has started to develop social and intellectual skills. Ben is in the psychosexual stage called the _____ stage.
A. phallic
B. anal
C. latency
D. oral

Accessibility: Keyboard Navigation
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Apply
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Freud's Theory

65. Erikson's theory emphasizes which of the following stages of human development?
A. experiences in early life
B. psychosexual
C. experiences in late life
D. psychosocial

Accessibility: Keyboard Navigation
APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Erikson's Psychosocial Theory

66. Each stage in Erikson's theory presents a crisis that must be resolved. These crises are
A. developmental landmarks with increased vulnerability.
B. developmental landmarks with both increased vulnerability and enhanced potentials.
C. catastrophic events that toughen the individual for future crises.
D. developmental landmarks with enhanced potentials.

Accessibility: Keyboard Navigation
APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Erikson's Psychosocial Theory

67. According to Erikson, a preschooler is in the _____ stage.
A. trust versus mistrust
B. initiative versus guilt
C. industry versus inferiority
D. identity versus identity confusion

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Erikson's Psychosocial Theory

68. At the airport, 4-year-old Kelly's mom encourages her to help with dragging the bags off the luggage carousel. According to Erikson's stage theory, Kelly's mom is helping Kelly develop
- A. trust.
 - B. her identity.
 - C. initiative.**
 - D. altruism.

Accessibility: Keyboard Navigation
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Erikson's Psychosocial Theory

69. The successful outcome of Erikson's stage of _____ results in a healthy sense of independence.
- A. autonomy versus shame and doubt**
 - B. initiative versus guilt
 - C. industry versus inferiority
 - D. identity versus identity confusion

Accessibility: Keyboard Navigation
APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Erikson's Psychosocial Theory

70. Piaget theorized that children move through distinct stages of cognitive development, with each stage being qualitatively different from the one preceding. His theory reflects which aspect of developmental philosophy?
- A. discontinuity**
 - B. multidirectionality
 - C. stability
 - D. nature

Accessibility: Keyboard Navigation
APA Outcome: 2.2: Demonstrate psychology information literacy
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Piaget's Cognitive Development Theory

71. If you believe that development occurs in stages, and you focus on cognitive development in an attempt to explain how children actively construct their own view of the world, then you are mostly likely to believe the development theory of
- A. Vygotsky.
 - B. Piaget.**
 - C. Erikson.
 - D. Freud.

Accessibility: Keyboard Navigation
APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Piaget's Cognitive Development Theory

72. While maintaining that children actively construct their knowledge, Vygotsky focused on _____ in explaining child cognitive development.
- A. social interaction.**
 - B. concrete operations.
 - C. formal operations.
 - D. organization and adaptation.

Accessibility: Keyboard Navigation
APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Vygotsky's Sociocultural Cognitive Theory

73. Carlos is just starting to learn about the world. According to Vygotsky's sociocultural cognitive theory, which of the

following would be among the most important tools he will use to do this?

- A. mobility
- B. sensory perceptions
- C. language
- D. physical tools

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Describe the main theories of human development.

Topic: Vygotsky's Sociocultural Cognitive Theory

74. Who among the following is a cognitive theorist?

- A. Vygotsky
- B. Freud
- C. Erikson
- D. both Freud and Erikson

Accessibility: Keyboard Navigation

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Describe the main theories of human development.

Topic: Vygotsky's Sociocultural Cognitive Theory

75. Which of the following is a central focus of the information-processing approach?

- A. the influence of culture on development
- B. how individuals store and retrieve information
- C. the stage-like advances in an individual's capability to recognize internal cognitive processes
- D. the influence of biology and evolution on an individual's development

Accessibility: Keyboard Navigation

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Understand

Difficulty Level: Basic

Learning Objective: Describe the main theories of human development.

Topic: Information-Processing Theory

76. Which of the following theories emphasizes that people manipulate and monitor information and strategize about it?

- A. ethological theory
- B. Piaget's cognitive development theory
- C. information-processing theory
- D. psychoanalytic theory

Accessibility: Keyboard Navigation

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Understand

Difficulty Level: Basic

Learning Objective: Describe the main theories of human development.

Topic: Information-Processing Theory

77. Which of the following theories is NOT a stage theory and claims that development is continuous rather than discontinuous?

- A. Erikson's theory of psychosocial development
- B. Freud's theory of personality development
- C. the information-processing theory
- D. Piaget's theory of cognitive development

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Describe the main theories of human development.

Topic: Information-Processing Theory

78. Behaviorism argues that we should only study scientifically that which can be _____ and _____.

- A. observed; measured
- B. observed; changed
- C. learned; changed
- D. rewarded; punished

Accessibility: Keyboard Navigation

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Describe the main theories of human development.
Topic: Skinner's Operant Conditioning

79. Nathan bites his hand frequently throughout the day. According to Skinner, the BEST way to solve this problem is to
- A. explore experiences from Nathan's early childhood.
 - B. administer an IQ test to determine Nathan's cognitive potential.
 - C. determine how Nathan's expectations about success have led him to develop this behavior.
 - D. show disapproval responses whenever Nathan bites his hand, and provide encouragement when he refrains from doing so.**

Accessibility: Keyboard Navigation
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Skinner's Operant Conditioning

80. Which theory would provide the BEST support for your belief in using incentives and time-outs as ways to help children behave?
- A. Skinner's behaviorism**
 - B. Piaget's cognitive theory
 - C. Erikson's psychosocial stages
 - D. Bronfenbrenner's ecological theory

Accessibility: Keyboard Navigation
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Skinner's Operant Conditioning

81. Which of the following is a criticism of behavioral and social cognitive theories?
- A. devotes inadequate attention to environmental determinants
 - B. devotes inadequate attention to developmental changes**
 - C. devotes inadequate attention to behavioral changes
 - D. devotes inadequate attention to how people learn

Accessibility: Keyboard Navigation
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Bandura's Social Cognitive Theory

82. A major common characteristic shared by behavioral and social cognitive theories is
- A. the limits of scientific research.
 - B. environmental influences on behavior.**
 - C. the role of unconsciousness in behavior.
 - D. an emphasis on the role of cognition in development.

Accessibility: Keyboard Navigation
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Bandura's Social Cognitive Theory
Topic: Skinner's Operant Conditioning

83. Justine repeats a phrase she has heard older students use at recess. This is an example of
- A. Erikson's developmental crises.
 - B. Piaget's cognitive stages.
 - C. Skinner's operant conditioning.
 - D. Bandura's observational learning.**

Accessibility: Keyboard Navigation
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Bandura's Social Cognitive Theory

84. Mrs. Jones uses spanking as the primary method of discipline in her household. The focus of Bandura's early research, sometimes called modeling, suggest that her children will most likely
- A. learn quickly not to disobey.
 - B. learn to hit others in similar situations.**
 - C. become well-behaved people.
 - D. rebel and become more disobedient.

Accessibility: Keyboard Navigation

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Understand

Difficulty Level: Moderate

Learning Objective: Describe the main theories of human development.

Topic: Bandura's Social Cognitive Theory

85. The process by which some organisms become attached to the first moving object they see is called

- A. positive reinforcement.
- B. bonding.
- C. sensitive period.
- D. imprinting.**

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Describe the main theories of human development.

Topic: Ethological Theory

86. Which theory most strongly emphasizes the role of biology and evolution in development?

- A. ecological
- B. behavioral
- C. cognitive
- D. ethological**

Accessibility: Keyboard Navigation

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Describe the main theories of human development.

Topic: Ethological Theory

87. Amy will be having her first child soon. She insists that she be the first to see and hold her baby after delivery in order to foster bonding. Her belief is consistent with which theory?

- A. cognitive
- B. ecological
- C. ethological**
- D. behavioral

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Describe the main theories of human development.

Topic: Ethological Theory

88. Janice found that baby geese recognize the first thing they see as their mother. Which theory would this observation support?

- A. ecological
- B. social learning
- C. ethological**
- D. cognitive

Accessibility: Keyboard Navigation

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Understand

Difficulty Level: Moderate

Learning Objective: Describe the main theories of human development.

Topic: Ethological Theory

89. Infants raised in orphanages may not develop a positive and secure attachment to a caregiver in their first year of life. According to John Bowlby, what might the consequences of this be?

- A. The infant will bond to the first moving object seen after birth.
- B. Life-span development will likely not be optimal.**
- C. As long as the child is adopted by age 10, no negative effects will be experienced.
- D. The outcome will depend on the child's temperament.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Moderate

Learning Objective: Describe the main theories of human development.

Topic: Ethological Theory

90. While ethology stresses biological factors in human development, ecological theory emphasizes the role of
- A. cognition.
 - B. parental genes.
 - C. the environment.**
 - D. evolution.

Accessibility: Keyboard Navigation

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Understand

Difficulty Level: Basic

Learning Objective: Describe the main theories of human development.

Topic: Ecological Theory

91. Ecological theory has been criticized for paying too little attention to
- A. environmental settings.
 - B. biological foundations.**
 - C. social considerations.
 - D. microdimensions of culture.

Accessibility: Keyboard Navigation

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Describe the main theories of human development.

Topic: Ecological Theory

92. Joe is the second of seven children in his very conservative family. Jackie is the only child of liberal parents. When we compare such differences in studying their ecological systems, we are focusing on the difference in
- A. microsystem.**
 - B. mesosystem.
 - C. exosystem.
 - D. macrosystem.

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Describe the main theories of human development.

Topic: Ecological Theory

93. Shawn's job requires lots of travel, and the demands of his job are affecting his marriage and his child's relations with him. This relationship between Shawn's job and his child's development illustrates Bronfenbrenner's concept of a(n)
- A. microsystem.
 - B. exosystem.**
 - C. chronosystem.
 - D. macrosystem.

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Describe the main theories of human development.

Topic: Ecological Theory

94. Which developmental theory most fully realizes Baltes' assertion that development is contextual?
- A. psychoanalytic
 - B. social cognitive
 - C. ecological**
 - D. ethological

Accessibility: Keyboard Navigation

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Understand

Difficulty Level: Basic

Learning Objective: Describe the main theories of human development.

Topic: Ecological Theory

95. Recent changes in the Medicare system have affected the quality of health care that David's elderly mother receives. These changes do not affect David directly, but Bronfenbrenner would say they affect David's development because they are part of David's
- A. microsystem.
 - B. mesosystem.
 - C. exosystem.**
 - D. macrosystem.

Accessibility: Keyboard Navigation
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Ecological Theory

96. An eclectic theoretical orientation assumes that
- A. development is a predictable and rigid process.
 - B. no single theory can account for all of human development.**
 - C. the different developmental theories are all correct and complete within their own contexts.
 - D. contemporary theories are more accurate than those created before 1950.

Accessibility: Keyboard Navigation
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Eclectic Theoretical Orientation

97. A social worker is helping Brody by applying Skinner's theory to reward Brody for his efforts, Erikson's theory to understand the identity and intimacy crises that Brody is facing, and Bronfenbrenner's theory to understand how environmental contexts and interactions will affect Brody's development. What theoretical approach is the social worker using?
- A. dynamic
 - B. eclectic**
 - C. fragmented
 - D. ethological

Accessibility: Keyboard Navigation
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Apply
Difficulty Level: Difficult
Learning Objective: Describe the main theories of human development.
Topic: Eclectic Theoretical Orientation

98. The textbook states that no single theory can account for the complexity of human development. Which theoretical approach does this statement advocate?
- A. eclectic**
 - B. life-span
 - C. psychoanalytic
 - D. social learning

Accessibility: Keyboard Navigation
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Eclectic Theoretical Orientation

99. A researcher uses a video camera to record children as they play on a school playground. This researcher is conducting a
- A. case study.
 - B. naturalistic observation.**
 - C. standardized test.
 - D. survey.

Accessibility: Keyboard Navigation
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Observation

100. Which of the following is NOT a reason for conducting an observation in a natural setting rather than in a laboratory?
- A. In a laboratory setting, the subjects likely know they are being observed.
 - B. The observation will be more controlled if done in a natural setting.**
 - C. participants will behave more naturally in a natural setting.
 - D. A laboratory setting may unfairly represent certain populations.

Accessibility: Keyboard Navigation
APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Observation

101. Dr. Sam collects data on how often strangers approach one another by sitting at the park on weekend afternoons and jotting down what people do. One strength of this observational approach is that it

- A. occurs in a real-world setting.
- B. involves a structured set of interview questions.
- C. allows for a great deal of control over the observational setting.
- D. shows how people behave when they know they are being observed.

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Explain how research on life-span development is conducted.

Topic: Naturalistic Observation

102. Which method is being used when market researchers call consumers on the telephone to ask about certain products used in the home?

- A. case study
- B. standardized test
- C. naturalistic observation
- D. interview

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Understand

Difficulty Level: Basic

Learning Objective: Explain how research on life-span development is conducted.

Topic: Survey and Interview

103. What is the main problem with survey research?

- A. It is expensive to conduct.
- B. Participants may give inaccurate responses.
- C. It is only biased or unclear.
- D. It cannot be conducted in a laboratory setting.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Understand

Difficulty Level: Basic

Learning Objective: Explain how research on life-span development is conducted.

Topic: Survey and Interview

104. Which of the following is NOT a weakness associated with standardized tests?

- A. People may behave differently in different settings.
- B. Their use assumes that people's behaviors are consistent and stable.
- C. People's performances may be influenced by their emotions in different settings.
- D. They allow an individual's performance to be compared with that of another.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Explain how research on life-span development is conducted.

Topic: Standardized Test

105. Which of the following is NOT a drawback of using a case study to explore a developmental issue?

- A. The unique aspects of one person's life cannot be tested in other individuals.
- B. Conclusions of case studies have limited reliability.
- C. Conclusions drawn from case studies are unique and cannot be generalized to other members of a population.
- D. It may focus on nearly any aspect of the participant's life that will help the researcher to understand the person's mind and behavior.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Understand

Difficulty Level: Basic

Learning Objective: Explain how research on life-span development is conducted.

Topic: Case Study

Topic: Physiological Measures

106. A researcher chooses to study one pregnant teen in great detail by taking frequent measures of her behavior, thoughts, and feelings. Which method does this researcher use?

- A. case study
- B. questionnaire
- C. standardized test
- D. naturalistic observation

Accessibility: Keyboard Navigation
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Case Study

107. Someone with an extremely rare psychological disorder would most likely be studied using what method?

- A. questionnaire
- B. survey
- C. case study**
- D. naturalistic observation

Accessibility: Keyboard Navigation
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Case Study

108. Assessment of hormones in the bloodstream is a type of

- A. physiological measure.**
- B. standardized test.
- C. case study.
- D. naturalistic observation.

Accessibility: Keyboard Navigation
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Physiological Measures

109. Which research design aims to observe and record behavior?

- A. experimental
- B. descriptive**
- C. correlational
- D. All of these answers are correct.

Accessibility: Keyboard Navigation
APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Descriptive Research

110. If it is shown that people who eat bananas are more likely to have diabetes, it does not necessarily mean that bananas cause diabetes because _____ does not equal _____.

- A. experimentation; causation
- B. experimentation; correlation
- C. causation; correlation
- D. correlation; causation**

Accessibility: Keyboard Navigation
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Correlational Research

111. If a researcher finds that the number of positive statements parents say to their children is positively correlated with the children's self-esteem, the researcher could correctly conclude that

- A. more negative parental feedback causes low self-esteem in children.
- B. more positive parental feedback causes high self-esteem in children.
- C. more positive parental feedback is related to low self-esteem in children.
- D. more positive parental feedback is related to high self-esteem in children.**

Accessibility: Keyboard Navigation
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Correlational Research

112. Which of the following correlation coefficients indicates the strongest relationship?

- A. -0.93**
- B. +0.87
- C. +0.13
- D. -0.47

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Understand

Difficulty Level: Basic

Learning Objective: Explain how research on life-span development is conducted.

Topic: Correlational Research

113. A correlation coefficient of 0 indicates

- A. no relationship between variables.**
- B. a positive correlation between variables.
- C. an inverse relationship between variables.
- D. a higher relationship between variables than if the coefficient is -1.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Explain how research on life-span development is conducted.

Topic: Correlational Research

114. Which research method is used to determine causality?

- A. correlational
- B. experimental**
- C. observational
- D. descriptive

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Explain how research on life-span development is conducted.

Topic: Experimental Research

115. Dr. Lewis wants to determine the physical effects of ADHD medication dosages on children aged 8 to 15. What kind of study will he most likely conduct?

- A. descriptive
- B. experimental**
- C. longitudinal
- D. correlational

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Explain how research on life-span development is conducted.

Topic: Experimental Research

116. Which of the following is manipulated during an experiment?

- A. dependent variable
- B. correlation coefficient
- C. independent variable**
- D. observed effect

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Explain how research on life-span development is conducted.

Topic: Independent and Dependent Variables

117. A psychologist designs an experiment to determine if the number of adults' eye contacts with children would increase the number of children's smiles. In this study, the number of

- A. children's smiles is the independent variable.
- B. adults' eye contacts with children is the dependent variable.
- C. adults' eye contacts with children is the independent variable.**
- D. children's smiles is the correlative variable.

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Independent and Dependent Variables

118. A researcher studies the effect of exercise on stamina. Participants are randomly assigned to be in an exercise or no-exercise group for 12 weeks. Stamina is then measured by how long participants can walk comfortably on a treadmill. In this study, the dependent variable is

- A. the number of minutes participants spend comfortably on the treadmill.
- B. whether the participants are in the exercise program or not.
- C. the heart rate during the exercise program.
- D. whether the duration of the exercise program is 12 weeks or longer.

Accessibility: Keyboard Navigation
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Independent and Dependent Variables

119. In an experiment to determine the effects of an antidepressant medication, half of the subjects receive the medication and half receive a placebo, which is a harmless sugar pill without any medication effects. The group of people who receive the placebo is the _____ group.

- A. random
- B. control
- C. experimental
- D. correlation

Accessibility: Keyboard Navigation
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Experimental and Control Groups

120. Random assignment is used in experiments because researchers want to

- A. guarantee that the results will be statistically significant.
- B. ensure that people from different social classes will be in separate groups.
- C. ensure that the experimental results are not merely correlational.
- D. reduce the likelihood that the experiment's results will be due to any preexisting differences between the experimental and control groups.

Accessibility: Keyboard Navigation
APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Experimental and Control Groups

121. To chart the development of gross motor coordination over the life span, researchers tested individuals ranging in age from childhood to old age. Which approach did they take?

- A. cross-sectional
- B. longitudinal
- C. both cross-sectional and longitudinal
- D. neither cross-sectional nor longitudinal

Accessibility: Keyboard Navigation
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Cross-Sectional Approach

122. Professor Fischer observes a group of participants over a period of 10 years to chart changes in memory. What kind of research is this?

- A. cross-sectional
- B. longitudinal
- C. both cross-sectional and longitudinal
- D. neither cross-sectional nor longitudinal

Accessibility: Keyboard Navigation
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Longitudinal Approach

123. Sheri answered a life satisfaction rating survey every 5 years between the ages of 20 and 65. What type of study was this?

- A. cross-sectional
- B. naturalistic observation
- C. longitudinal**
- D. experimental

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Explain how research on life-span development is conducted.

Topic: Longitudinal Approach

124. Cohort effects are NOT due to which of the following?

- A. a person's time of birth
- B. a person's era
- C. a person's actual age**
- D. a person's generation

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Understand

Difficulty Level: Basic

Learning Objective: Explain how research on life-span development is conducted.

Topic: Cohort Effects

125. Before his study begins, Dr. Holly lets the subjects know that their participation will include a small, weekly time commitment and may arouse negative thoughts and feelings about past academic experiences. This is an example of

- A. deception.
- B. debriefing.
- C. confidentiality.
- D. informed consent.**

Accessibility: Keyboard Navigation

APA Outcome: 3.1: Apply ethical standards to evaluate psychological science and practice

Bloom's Taxonomy: Apply

Difficulty Level: Moderate

Learning Objective: Explain how research on life-span development is conducted.

Topic: Ethical Research

126. Which of the following is NOT a form of bias that is discussed in the textbook?

- A. gender
- B. socioeconomic**
- C. cultural
- D. ethnic

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Explain how research on life-span development is conducted.

Topic: Gender Bias

127. The term "ethnic gloss" refers to a tendency to make ethnic groups appear to

- A. be more homogeneous than they really are.**
- B. be more diverse than they really are.
- C. commit more crimes than they actually do.
- D. be more different than each other than they really are.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Explain how research on life-span development is conducted.

Topic: Cultural and Ethnic Bias

128. Define development and discuss the period it encompasses.

Development is the pattern of movement or change that begins at conception and continues through the human life span.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Moderate

Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Studying Life-Span Development

129. Describe how the traditional approach to development differs from the life-span approach.

In the traditional approach, focus is placed on dramatic change occurring from birth to adolescence with particular emphasis on infancy, little or no change in adult development, and decline in old age. In the life-span approach, developmental change takes place throughout the human life span.

Accessibility: Keyboard Navigation
APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Studying Life-Span Development

130. Describe each of Paul Baltes' life-span development characteristics.

Lifelong: No one age period dominates development. Issues are worthy of study from birth until death.

Multidimensional: Biological, cognitive, and socioemotional components comprise development.

Multidirectional: Development is characterized by expansion of some dimensions or components of dimensions and shrinking of others.

Plastic: Development includes the capacity for change across the life span.

Multidisciplinary: Understanding development requires the study of many subjects—psychology, anthropology, neuroscience, medicine, and so on.

Contextual: Individuals are changing beings in a changing world. Environment and situation affect development.

Growth, maintenance, and regulation of loss: Three aspects of development—growth, maintenance, and regulation of loss—will compete in differing quantities according to the developmental stage. Maintenance and regulation of loss will become more important in middle and old age.

Co-construction of Biology, Culture, and the Individual: Our genetic inheritance, our environment, and our own self-directed learning and decisions will work together to influence development.

Accessibility: Keyboard Navigation
APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective

131. List the three types of contextual influences that affect development in Baltes' contextual component of development, and give an example of each.

1. Normative age-graded influences: puberty, menopause, entry into formal education, retirement.

2. Normative history-graded influences: economic changes (the Great Depression), war, the changing roles of women, the computer revolution, political upheaval and change.

3. Nonnormative life events: death of a parent when a child is young, pregnancy in early adolescence, a disaster, an accident, winning the lottery.

Accessibility: Keyboard Navigation
APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.3: Describe applications of psychology
Bloom's Taxonomy: Apply
Difficulty Level: Difficult
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective

132. Briefly define biological processes, cognitive processes, and socioemotional processes.

Biological processes involve changes in the individual's physical nature.

Cognitive processes involve changes in the individual's thought, intelligence, and language.

Socioemotional processes involve changes in the individual's relationships with other people, emotions, and personality.

Accessibility: Keyboard Navigation
APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Identify the most important processes, periods, and issues in development.
Topic: Biological Processes
Topic: Cognitive Processes
Topic: Socioemotional Processes

133. Identify and briefly describe the four ways that age has been conceptualized.

1. Chronological age: the number of years that have elapsed since a person's birth.
2. Biological age: a person's age in terms of biological health.
3. Psychological age: an individual's adaptive capacities compared to those of other individuals of the same chronological age.
4. Social age: social roles and social connectedness with others that a person adopts.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Difficult

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Conceptions of Age

134. Briefly discuss the nature-nurture issue.

Involves the debate about whether development is influenced primarily by an individual's genetic blueprint or biological inheritance (nature) or by environmental experiences (nurture).

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Understand

Difficulty Level: Difficult

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Nature and Nurture

135. Briefly discuss the stability-change issue.

This issue concerns whether we become older renditions of our early experiences or whether we have the capacity to develop into something different based on experiences later in life. The relative weight of influence of early and late experiences is key to the debate between stability and change perspectives.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Understand

Difficulty Level: Difficult

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Stability and Change

136. Given the choices, identify which developmental issue is addressed in each of the following questions.

1. Can enriched experiences in adolescence reduce or eclipse the negative effects of poverty and/or neglect in very early childhood?
2. Is a girl less likely to do well in math because of a masculine bias in society, or would her biological or genetic aptitude primarily determine her skill in mathematics?
3. Does development occur primarily in distinct stages or in a more gradual and cumulative manner?

- a. stability and change
- b. continuity and discontinuity
- c. nature and nurture

1: a, 2: c, 3: b

Accessibility: Keyboard Navigation

APA Outcome: 1.3: Describe applications of psychology

Bloom's Taxonomy: Apply

Difficulty Level: Difficult

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Developmental Issues

137. Briefly discuss the difference between developmentalists who favor stability vs. developmentalists who favor change in the stability-change issue.

Those who favor stability argue that infant and early childhood experiences are most important in shaping human development, whereas those who emphasize change believe that people are malleable throughout development and later experiences are equally important in shaping development.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Understand

Difficulty Level: Difficult

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Stability and Change

138. Briefly discuss the continuity-discontinuity issue.

The focus of this issue is on whether development involves gradual, cumulative change from conception to death (continuity), or whether development occurs in distinct stages or phases across the life span (discontinuity).

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Understand

Difficulty Level: Difficult

Learning Objective: Identify the most important processes, periods, and issues in development.

Topic: Continuity and Discontinuity

139. What is the difference between a theory and a hypothesis?

A theory is an interrelated, coherent set of ideas that helps explain phenomena and make predictions. A hypothesis is a specific assertion and prediction that can be tested. Hypotheses may be suggested by theories.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Understand

Difficulty Level: Moderate

Learning Objective: Describe the main theories of human development.

Topic: Developmental Issues

140. List Freud's psychosexual stages in order.

oral, anal, phallic, latency, genital

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Remember

Difficulty Level: Moderate

Learning Objective: Describe the main theories of human development.

Topic: Freud's Theory

141. In what way do the ethological and ecological theories of development relate to the nature-nurture issue?

The ethological theory of development stresses biological factors in development or the influence of nature. Ecological theory emphasizes environmental contexts in which development takes place and is thus more consistent with "nurture."

Accessibility: Keyboard Navigation

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains

Bloom's Taxonomy: Understand

Difficulty Level: Difficult

Learning Objective: Describe the main theories of human development.

Topic: Ecological Theory

Topic: Ethological Theory

142. List three of the five systems in Bronfenbrenner's ecological theory, and give a brief definition of each.

Microsystem: setting in which the individual lives.

Mesosystem: relationships between microsystems or connections between contexts.

Exosystem: interplay between an individual's immediate social setting and another social setting in which the individual does not have an active role.

Macrosystem: the culture in which individuals live.

Chronosystem: the patterning of environmental events and transitions over the life course, as well as sociohistorical circumstances.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Difficult

Learning Objective: Describe the main theories of human development.

Topic: Ecological Theory

143. What is an eclectic approach and why is it recommended for studying life-span development?

An eclectic orientation does not follow any one theoretical approach completely but selects and uses what is considered the best in each theory. No single theory has been able to account for all aspects of life-span development, but each theory has made important contributions to our understanding of development. Different theories contain many ideas that are complimentary and explain different aspects and issues in development.

Accessibility: Keyboard Navigation

APA Outcome: 2.1: Use scientific reasoning to interpret psychological phenomena

Bloom's Taxonomy: Understand

Difficulty Level: Difficult

Learning Objective: Describe the main theories of human development.

144. Briefly describe observation, survey and interview, standardized testing, case study, and physiological measures as types of data collecting in research.

Observation: Observation includes watching participants and being scientifically alert to the behavior to be studied.

Observations must be systematic and can occur in natural or laboratory settings.

Survey and Interview: Participants answer questions either through a person-to-person, interview, through a questionnaire, on the telephone, or over the internet. A disadvantage to this type of study is that participants may not answer questions accurately.

Standardized testing: An evaluative measure with uniform administration procedures that yields results that often allow participants to be compared to other participants.

Case study: An in-depth look at a single individual. These are performed when it may not be ethical or practical to induce a situation to be studied.

Physiological measures: These are aspects of development that can be assessed medically, such as hormone levels in the body or neuroimaging to capture brain activity.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Difficult

Learning Objective: Explain how research on life-span development is conducted.

Topic: Case Study

Topic: Observation

Topic: Physiological Measures

Topic: Standardized Test

Topic: Survey and Interview

145. Briefly describe the cross-sectional approach to research.

The cross-sectional approach is a research strategy that simultaneously compares individuals of different ages.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Remember

Difficulty Level: Basic

Learning Objective: Explain how research on life-span development is conducted.

Topic: Cross-Sectional Approach

146. Briefly describe the longitudinal approach to research.

The longitudinal approach is a research strategy in which the same individuals are studied over a period of time, usually several years or more.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology

Bloom's Taxonomy: Understand

Difficulty Level: Moderate

Learning Objective: Explain how research on life-span development is conducted.

Topic: Longitudinal Approach

147. Describe three ethical concerns regarding research.

Informed consent: Participants must know what their participation will involve and what risks might develop.

Confidentiality: The psychologist must keep all data gathered on individuals confidential and, when possible, anonymous.

Debriefing: The researcher must inform participants of the purpose and methods used in a study after the study has been completed.

Deception: In some circumstances, researchers may mislead participants as to the purpose of a study. In all cases of deception, the psychologist must ensure that the deception will not harm the participants, and that the participants will be told the actual nature of the study as soon as possible after the study is completed (debriefing).

Accessibility: Keyboard Navigation

APA Outcome: 3.1: Apply ethical standards to evaluate psychological science and practice

Bloom's Taxonomy: Understand

Difficulty Level: Difficult

Learning Objective: Explain how research on life-span development is conducted.

Topic: Ethical Research

148. Explain the concept of ethnic gloss.

Ethnic gloss involves using an ethnic label in a superficial way that portrays an ethnic group as being more homogeneous than it really is. This can cause researchers to obtain samples of ethnic groups that are not representative of the group's diversity, which can lead to overgeneralization and stereotyping.

Accessibility: Keyboard Navigation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Cultural and Ethnic Bias

149. List one contribution and one criticism of psychoanalytic theories.

Contributions:

- Early experiences play an important part in development.
- Family relationships are a central aspect of development.
- Unconscious aspects of the mind need to be considered.
- Erikson's theory acknowledges development during adulthood as well as during childhood.

Criticisms:

- Many note the lack of scientific support for psychoanalytic theories.
- Sexual underpinnings of development in Freud's theory are given too much importance.
- Images of human beings are too negative.

Accessibility: Keyboard Navigation
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Describe the main theories of human development.
Topic: Psychoanalytic Theory

150. List one contribution and one criticism of cognitive theories of development.

Contributions:

- An individual's active construction of understanding and developmental changes in thinking is emphasized.

Criticisms:

- Inadequate attention is devoted to individual differences in development.
- There is skepticism about the pureness of Piaget's stages.

Accessibility: Keyboard Navigation
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Describe the main theories of human development.
Topic: Information-Processing Theory
Topic: Piaget's Cognitive Development Theory
Topic: Vygotsky's Sociocultural Cognitive Theory

151. List one contribution and one criticism of behavioral and social cognitive theories of development.

Contributions:

- Scientific research is emphasized.
- Environmental determinants of behavior are addressed.

Criticisms:

- Too little emphasis is placed on cognition (Skinner).
- Inadequate attention is paid to developmental changes.

Accessibility: Keyboard Navigation
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Describe the main theories of human development.
Topic: Bandura's Social Cognitive Theory
Topic: Skinner's Operant Conditioning

152. Compare and contrast ethological and ecological theories.

Ethological theory holds that behavior is strongly influenced by biology and evolution. Ecological theory puts more emphasis on the environmental contexts in which development occurs and less on biology.

Accessibility: Keyboard Navigation
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Describe the main theories of human development.
Topic: Ecological Theory
Topic: Ethological Theory

Category

of Questions

Accessibility: Keyboard Navigation	152
APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology	68
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains	26
APA Outcome: 1.3: Describe applications of psychology	53
APA Outcome: 2.1: Use scientific reasoning to interpret psychological phenomena	1
APA Outcome: 2.2: Demonstrate psychology information literacy	4
APA Outcome: 3.1: Apply ethical standards to evaluate psychological science and practice	2
Bloom's Taxonomy: Apply	50
Bloom's Taxonomy: Remember	51
Bloom's Taxonomy: Understand	51
Difficulty Level: Basic	64
Difficulty Level: Difficult	23
Difficulty Level: Moderate	65
Learning Objective: Describe the main theories of human development.	49
Learning Objective: Discuss the distinctive features of a life-span perspective on development.	30
Learning Objective: Explain how research on life-span development is conducted.	34
Learning Objective: Identify the most important processes, periods, and issues in development.	39
Topic: Age and Happiness	1
Topic: Bandura's Social Cognitive Theory	5
Topic: Biological Processes	3
Topic: Case Study	4
Topic: Characteristics of Life-Span Perspective	22
Topic: Cognitive Processes	2
Topic: Cohort Effects	1
Topic: Conceptions of Age	7
Topic: Contemporary Concerns	5
Topic: Continuity and Discontinuity	1
Topic: Correlational Research	4
Topic: Cross-Sectional Approach	2
Topic: Cultural and Ethnic Bias	2
Topic: Descriptive Research	1
Topic: Developmental Issues	2
Topic: Eclectic Theoretical Orientation	4
Topic: Ecological Theory	9
Topic: Erikson's Psychosocial Theory	5
Topic: Ethical Research	2
Topic: Ethological Theory	7
Topic: Experimental and Control Groups	2
Topic: Experimental Research	2
Topic: Freud's Theory	2
Topic: Gender Bias	1
Topic: Independent and Dependent Variables	3
Topic: Information-Processing Theory	4
Topic: Longitudinal Approach	3
Topic: Naturalistic Observation	1
Topic: Nature and Nurture	5
Topic: Observation	3
Topic: Periods of Development	12
Topic: Physiological Measures	3
Topic: Piaget's Cognitive Development Theory	3
Topic: Psychoanalytic Theory	3
Topic: Scientific Method	3
Topic: Skinner's Operant Conditioning	5
Topic: Socioemotional Processes	2
Topic: Stability and Change	8
Topic: Standardized Test	2
Topic: Studying Life-Span Development	5
Topic: Survey and Interview	3
Topic: Vygotsky's Sociocultural Cognitive Theory	4