

## Chapter 1—History, Theories, and Methods

---

### MULTIPLE CHOICE

1. Children:
  - a. have always been viewed in the same manner throughout history.
  - b. are considered small adults nowadays, whereas they were considered more childlike during the Middle Ages.
  - c. typically were expected to have more privileges in the past than they do today.
  - d. have been viewed in terms of their roles and privileges differently throughout history.

ANS: D                      DIF: Easy                      REF: p. 3  
OBJ: 01-01                      MSC: TYPE: Factual

2. In ancient times and in the Middle Ages, children were often viewed as:
  - a. innately good.
  - b. innately evil.
  - c. tabula rasa.
  - d. none of the above

ANS: B                      DIF: Easy                      REF: p. 3  
OBJ: 01-01                      MSC: TYPE: Factual

3. Which thinker suggested that children are born a "tabula rasa?"
  - a. Jean-Jacques Rousseau
  - b. John Locke
  - c. Alfred Binet
  - d. Sigmund Freud

ANS: B                      DIF: Easy                      REF: p. 4  
OBJ: 01-01                      MSC: TYPE: Factual

4. Which thinker suggested that children are innately good?
  - a. Jean-Jacques Rousseau
  - b. John Locke
  - c. Alfred Binet
  - d. Sigmund Freud

ANS: A                      DIF: Easy                      REF: p. 4  
OBJ: 01-01                      KEY: WWW                      MSC: TYPE: Factual

5. A "tabula rasa" suggests that children:
  - a. are born innately good.
  - b. are born innately evil.
  - c. can be influenced by their experiences.
  - d. are born with all that they need for survival.

ANS: C                      DIF: Easy                      REF: p. 4  
OBJ: 01-01                      KEY: WWW                      MSC: TYPE: Application

6. How have children been viewed historically?
- a. as innately evil and in need of harsh discipline
  - b. as miniature adults after age 7, or the "age of reason"
  - c. as clean slates changed by experience
  - d. all of these

ANS: D                      DIF: Moderate              REF: p. 3-4  
OBJ: 01-01                      MSC: TYPE: Application

7. Who is quoted as saying, "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in, and I'll guarantee to train them to become any type of specialist I might suggest?"
- a. John Watson
  - b. B.F. Skinner
  - c. Jean Piaget
  - d. John Locke

ANS: A                      DIF: Easy                      REF: p. 5  
OBJ: 01-02                      MSC: TYPE: Factual

8. \_\_\_\_\_ suggested that children would develop into generous and moral individuals if they were left to their natural tendencies or impulses.
- a. Jean-Jacques Rousseau
  - b. John Locke
  - c. Alfred Binet
  - d. Sigmund Freud

ANS: A                      DIF: Easy                      REF: p. 4  
OBJ: 01-01                      MSC: TYPE: Factual

9. During the 20<sup>th</sup> century, children experienced:
- a. greater legal protections than during other periods of history.
  - b. tended to get married younger than during previous centuries.
  - c. were considered the property of their parents and therefore not protected by the law from physical and sexual abuse.
  - d. less emphasis on education than during previous centuries.

ANS: A                      DIF: Moderate              REF: p. 4  
OBJ: 01-01                      KEY: WWW                      MSC: TYPE: Factual

10. The notion of "family life":
- a. has remained the same throughout history.
  - b. over time has grown to include a broader range of family members, like cousins, aunts, and uncles.
  - c. was narrowed to include just the nuclear family during the Industrial Revolution.
  - d. shrank to include only one child per family during the Industrial Revolution.

ANS: C                      DIF: Easy                      REF: p. 4  
OBJ: 01-01                      MSC: TYPE: Factual

11. The idea of “childhood” as a special time of life:
- a. was concurrent with a time of ease and play for children during the Industrial Revolution.
  - b. became evident during the Industrial Revolution.
  - c. declined throughout the 20<sup>th</sup> century.
  - d. corresponded to the Middle Ages and the importance of children in the family during this time.

ANS: B                      DIF: Moderate      REF: p. 4  
OBJ: 01-01                MSC: TYPE: Factual

12. The purpose of the first intelligence test was to:
- a. measure IQ scores to determine genius-level abilities in children.
  - b. identify children at risk of falling behind in school.
  - c. create separate classrooms for high- and low-intelligence children.
  - d. compare people of different racial and ethnic backgrounds.

ANS: B                      DIF: Moderate      REF: p. 4  
OBJ: 01-01                KEY: WWW          MSC: TYPE: Factual

13. Adult development:
- a. has been focused on more than child and adolescent development during the 20<sup>th</sup> century.
  - b. should not be studied since there are few changes that occur after adolescence that are of interest to researchers or others.
  - c. is being studied more and more by researchers today.
  - d. involves changes in physical, but not mental capacities.

ANS: C                      DIF: Moderate      REF: p. 4  
OBJ: 01-01                MSC: TYPE: Conceptual

14. John Watson’s behaviorism and John Locke’s concept of “tabula rasa”:
- a. have nothing in common.
  - b. both suggest that one’s genetic endowment determines one’s ideas, preferences, and skills.
  - c. both suggest that experience determines one’s ideas, preferences, and skills.
  - d. emphasize the importance of maturational processes.

ANS: C                      DIF: Moderate      REF: p. 5  
OBJ: 01-02                MSC: TYPE: Conceptual

15. Just four years after Watson proposed his view that children are blank slates whose ideas, preferences, and skills are shaped by their environments, Gesell came forth with which perspective of child development?
- a. Children are inherently evil.
  - b. Children are inherently good.
  - c. Biological maturation is the main principle of development.
  - d. Environment is the main principle of development.

ANS: C                      DIF: Moderate      REF: p. 5  
OBJ: 01-02                MSC: TYPE: Conceptual

16. John Watson's behaviorism came down on the side of \_\_\_\_\_, while Arnold Gesell's maturational perspective came down on the side of \_\_\_\_\_.
- a. nature; nurture
  - b. nurture; nature
  - c. biology; genetics
  - d. environment; learning

ANS: B                      DIF: Moderate      REF: p. 5  
OBJ: 01-02                MSC: TYPE: Conceptual

17. John Watson's behaviorism focused primarily on \_\_\_\_\_, while Arnold Gesell's maturational perspective focused primarily on \_\_\_\_\_.
- a. behavior patterns; physical aspects of growth and development
  - b. physical aspects of growth and development; behavior patterns
  - c. heredity; biology
  - d. biology; learning

ANS: A                      DIF: Moderate      REF: p. 5  
OBJ: 01-02                MSC: TYPE: Conceptual

18. Who was the originator of psychoanalytic theory?
- a. Horney
  - b. Jung
  - c. Freud
  - d. Darwin

ANS: C                      DIF: Moderate      REF: p. 5  
OBJ: 01-02                MSC: TYPE: Factual

19. According to psychoanalytic perspectives, children and adults are caught in conflict. Early in development, this conflict is between the child and
- a. parental expectations, social rules, and moral codes.
  - b. their sexual and aggressive tendencies.
  - c. their id.
  - d. the child's external limits which have been internalized.

ANS: A                      DIF: Difficult        REF: p. 6  
OBJ: 01-02                KEY: WWW          MSC: TYPE: Factual

20. According to Freud, which aspect of our personality is present at birth?
- a. id
  - b. ego
  - c. superego
  - d. all of these

ANS: A                      DIF: Moderate      REF: p. 6  
OBJ: 01-02                MSC: TYPE: Application

21. According to \_\_\_\_\_ theory, external limits, such as parental demands, are internalized and conflict with inner forces. The child's observable behavior, thoughts, and feelings reflect the outcomes of this conflict.
- a. behavioral
  - b. learning
  - c. cognitive-developmental
  - d. psychoanalytic

ANS: D                      DIF: Moderate      REF: p. 6  
OBJ: 01-02              MSC: TYPE: Conceptual

22. Both Freud's and Erikson's psychoanalytic theories are:
- a. stage theories.
  - b. quantitative theories.
  - c. exclusively nature theories.
  - d. continuous theories.

ANS: A                      DIF: Moderate      REF: p. 6-7  
OBJ: 01-02              MSC: TYPE: Application

23. Freudian psychoanalytic theory focuses on:
- a. observable behaviors.
  - b. emotional and social development.
  - c. learning and education.
  - d. quantitative change in development.

ANS: B                      DIF: Moderate      REF: p. 6  
OBJ: 01-02              KEY: WWW      MSC: TYPE: Conceptual

24. According to Freud, the id is considered:
- a. preconscious.
  - b. conscious.
  - c. unconscious.
  - d. it varies throughout life.

ANS: C                      DIF: Moderate      REF: p. 6  
OBJ: 01-02              MSC: TYPE: Factual

25. The id, according to Freudian psychoanalytic theory, represents:
- a. biological drives.
  - b. dependence, obsessive neatness, and vanity.
  - c. personality disorders.
  - d. learned behaviors.

ANS: A                      DIF: Easy              REF: p. 6  
OBJ: 01-02              MSC: TYPE: Conceptual

26. According to Freud, the psychic structure called ego:
- a. curbs the appetites of the id and keeps within social conventions.
  - b. is driven by the quest for pleasure.
  - c. is our moral base that forces us to follow rules.
  - d. is biologically based and present at birth.

ANS: A                      DIF: Moderate              REF: p. 6  
OBJ: 01-02                      MSC: TYPE: Factual

27. The superego:
- a. is innate and transmitted to the child genetically.
  - b. develops to help the child find rational ways of satisfying urges.
  - c. represents the moral standards and values of parents.
  - d. is present at birth.

ANS: C                      DIF: Moderate              REF: p. 6  
OBJ: 01-02                      MSC: TYPE: Factual

28. Freud called his theory of child development:
- a. psychosocial.
  - b. epigenetic.
  - c. psychosexual.
  - d. emergent.

ANS: C                      DIF: Easy                      REF: p. 6  
OBJ: 01-02                      MSC: TYPE: Factual

29. According to Freud, during the first year of life, children are in the \_\_\_\_ stage of development.
- a. oral
  - b. fixated
  - c. anal
  - d. latency

ANS: A                      DIF: Moderate              REF: p. 6  
OBJ: 01-02                      MSC: TYPE: Factual

30. According to Freud, what causes a child to become "fixated" in a stage of development?
- a. insufficient gratification
  - b. excessive gratification
  - c. conflicts in gratification
  - d. all of these

ANS: D                      DIF: Moderate              REF: p. 6  
OBJ: 01-02                      KEY: WWW                      MSC: TYPE: Application

31. According to Freudian psychoanalytic theory, a child may become fixated in the oral stage of development by which of the following?
- a. being potty trained too strictly
  - b. being weaned too early or breast fed for too long
  - c. concentrating on school work too long
  - d. playing with opposite gender children too often

ANS: B                      DIF: Easy                      REF: p. 6  
OBJ: 01-02                      MSC: TYPE: Factual

32. Becoming fixated during the anal stage of development, in Freud's theory, would lead to:
- a. someone who is overly dependent.
  - b. someone who is very gullible (easily fooled).
  - c. someone who is shy and overcautious.
  - d. someone who is careless and sloppy.

ANS: D                      DIF: Moderate                      REF: p. 6  
OBJ: 01-02                      MSC: TYPE: Application

33. A nail-biting adult may be said, according to Freudian psychoanalytic theory, to be "fixated" during which stage of development?
- a. oral
  - b. phallic
  - c. anal
  - d. genital

ANS: A                      DIF: Easy                      REF: p. 6  
OBJ: 01-02                      MSC: TYPE: Application

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

ANS: D                      DIF: Easy                      REF: p. 5-6  
OBJ: 01-02                      KEY: WWW                      MSC: TYPE: Factual

35. According to Freud, it is not uncommon for boys to develop strong attachments to their mothers during the \_\_\_\_\_ stage of development.
- a. oral
  - b. anal
  - c. phallic
  - d. genital

ANS: C                      DIF: Moderate                      REF: p. 6  
OBJ: 01-02                      MSC: TYPE: Factual

36. Children enter the latency stage at 5 or 6 years of age and:
- a. usually never progress to further stages.
  - b. generally stay there until puberty.
  - c. then enter the phallic stage at adolescence.
  - d. stay there until the anal stage at age 8.

ANS: B                      DIF: Easy                      REF: p. 6  
OBJ: 01-02                      MSC: TYPE: Application

37. Ashley is an 8-year-old girl whose sexual impulses are suppressed. She spends her time focusing on her schoolwork and developing relationships with same-sex friends. Which of Freud's psychosexual stages is Ashley in?
- a. phallic
  - b. latency
  - c. genital
  - d. oral

ANS: B                      DIF: Moderate                      REF: p. 6  
OBJ: 01-02                      MSC: TYPE: Application

38. Freud's theories have been criticized for:
- a. underemphasizing sexuality and instinct.
  - b. overemphasizing social relationships and learning.
  - c. relying upon patients' memories of childhood events.
  - d. using the scientific method too carefully.

ANS: C                      DIF: Moderate                      REF: p. 6  
OBJ: 01-02                      MSC: TYPE: Factual

39. Which of the following is TRUE regarding Freud's legacy for future thinkers?
- a. Its focus on the scientific method has led to stronger ways of studying human development.
  - b. Its emphasis on the emotional needs of children has influenced how educators understand children's behavior.
  - c. Its focus on the importance of genetics has led to modern researchers understanding of how genetics and environment intersect.
  - d. There has been no further examination of issues in human development initially identified by Freud.

ANS: B                      DIF: Difficult                      REF: p. 6  
OBJ: 01-02                      KEY: WWW                      MSC: TYPE: Application

40. Erikson's psychosocial theory deviates from Freud's psychosexual theory in that Erikson:
- a. increases the emphasis on intrapsychic conflict.
  - b. emphasizes social relationships more than sexual ones.
  - c. places greater emphasis on the id.
  - d. focuses more on sexual relationships than social ones.

ANS: B                      DIF: Moderate                      REF: p. 6  
OBJ: 01-02                      MSC: TYPE: Conceptual



41. Erikson labeled the stages of his theory based on:

- a. chronological age.
- b. psychosexual conflicts.
- c. life crises.
- d. unhealthy patterns of parenting.

ANS: C                      DIF: Moderate              REF: p. 7  
OBJ: 01-02              KEY: WWW              MSC: TYPE: Factual

42. Erikson's psychosocial theory emphasizes \_\_\_\_\_ more than Freudian psychosexual theory.

- a. lifespan development
- b. the role of the id
- c. the importance of early experiences
- d. psychological traits

ANS: A                      DIF: Moderate              REF: p. 6-7  
OBJ: 01-02              MSC: TYPE: Conceptual

43. According to Erikson, early experiences:

- a. are easily overcome under the right circumstances.
- b. exert a continued influence on future development.
- c. exert very little influence on who we become.
- d. only predict future development once we reach 6-8 years of age.

ANS: B                      DIF: Moderate              REF: p. 7  
OBJ: 01-02              MSC: TYPE: Application

44. Which of the following is considered an advantage of Erikson's theory?

- a. It reinforces the importance of unconscious forces in human development.
- b. It suggests that childhood experiences could easily be overcome as we develop in our lives.
- c. It reminds us that humans are selfish and need to be forced to adhere to social norms.
- d. It emphasizes the importance of human consciousness and choice.

ANS: D                      DIF: Moderate              REF: p. 7  
OBJ: 01-02              MSC: TYPE: Conceptual

45. Erikson's psychosocial theory of development has been considered:

- a. less appealing than Freud's theory, since Erikson's theory portrays people as prisoners of their psyche.
- b. more positive and hopeful than Freudian theory.
- c. to be in conflict with all contemporary empirical evidence.
- d. a useless theory.

ANS: B                      DIF: Moderate              REF: p. 7  
OBJ: 01-02              MSC: TYPE: Conceptual

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

ANS: D                      DIF: Easy                      REF: p. 7  
OBJ: 01-02                      MSC: TYPE: Application

47. Kareem laughs whenever his neck is touched. Now his mommy says "gotcha" before touching his neck. Eventually, as soon as his mommy says "gotcha," Kareem starts to laugh. This is an example of:
- a. habituation learning
  - b. classical conditioning
  - c. sensitization learning
  - d. operant conditioning

ANS: B                      DIF: Moderate                      REF: p. 8  
OBJ: 01-02                      MSC: TYPE: Application

48. Kareem laughs whenever his neck is touched. Now his mommy says "gotcha" before touching his neck. Eventually, as soon as his mommy says "gotcha," Kareem starts to laugh. In this example, what is the conditioned response?
- a. laughing when his neck is touched
  - b. saying "gotcha"
  - c. laughing when he hears "gotcha"
  - d. touching his neck

ANS: C                      DIF: Moderate                      REF: p. 8  
OBJ: 01-02                      MSC: TYPE: Application

49. Kareem laughs whenever his neck is touched. Now his mommy says "gotcha" before touching his neck. Eventually, as soon as his mommy says "gotcha," Kareem starts to laugh. In this example, what is the unconditioned stimulus?
- a. laughing when his neck is touched
  - b. saying "gotcha"
  - c. laughing when he hears "gotcha"
  - d. touching his neck

ANS: D                      DIF: Moderate                      REF: p. 8  
OBJ: 01-02                      MSC: TYPE: Application

50. Kareem laughs whenever his neck is touched. Now his mommy says "gotcha" before touching his neck. Eventually, as soon as his mommy says "gotcha," Kareem starts to laugh. In this example, what is the unconditioned response?
- a. laughing when his neck is touched
  - b. saying "gotcha"
  - c. laughing when he hears "gotcha"
  - d. touching his neck

ANS: A                      DIF: Moderate      REF: p. 8  
OBJ: 01-02                MSC: TYPE: Application

51. Kareem laughs whenever his neck is touched. Now his mommy says "gotcha" before touching his neck. Eventually, as soon as his mommy says "gotcha," Kareem starts to laugh. In this example, what is the conditioned stimulus?
- a. laughing when his neck is touched
  - b. saying "gotcha"
  - c. laughing when he hears "gotcha"
  - d. touching his neck

ANS: B                      DIF: Moderate      REF: p. 8  
OBJ: 01-02                KEY: WWW          MSC: TYPE: Application

52. Who introduced the concept of reinforcement into behaviorism?
- a. Freud
  - b. Skinner
  - c. Watson
  - d. Piaget

ANS: B                      DIF: Easy              REF: p. 8  
OBJ: 01-02                MSC: TYPE: Factual

53. Negative reinforcement is:
- a. when one eliminates an unwanted behavior by administering something bad.
  - b. when one decreases an unwanted behavior by withholding something desired.
  - c. when one increases a desired behavior by taking away something unpleasant.
  - d. the same as punishment.

ANS: C                      DIF: Moderate      REF: p. 8  
OBJ: 01-02                MSC: TYPE: Application

54. Operant conditioning involves changing behavior as a result of:
- a. innate processes.
  - b. mental evaluation of a situation.
  - c. reinforcements or punishments.
  - d. pairing two stimuli to produce a response.

ANS: C                      DIF: Moderate      REF: p. 8  
OBJ: 01-02                MSC: TYPE: Conceptual

55. Extinction of learning occurs:
- a. from repeated performance of operant behavior without reinforcement.
  - b. when classically conditioned stimuli are removed.
  - c. with the passage of time, even if reinforcement continues.
  - d. never - once something is learned it cannot be "unlearned."

ANS: A                      DIF: Moderate              REF: p. 8  
OBJ: 01-02              KEY: WWW              MSC: TYPE: Application

56. Punishment:
- a. decreases the frequency of a behavior.
  - b. works as well as reinforcements.
  - c. is always physical, such as spanking.
  - d. is considered the best method of childrearing.

ANS: A                      DIF: Moderate              REF: p. 8  
OBJ: 01-02              MSC: TYPE: Factual

57. Chris's mother offers to give him a cookie, but only if he doesn't throw a temper tantrum in the grocery store. What concept of operant conditioning is at work here?
- a. positive reinforcement
  - b. negative reinforcement
  - c. extinction
  - d. conditioned stimulus and conditioned response

ANS: A                      DIF: Moderate              REF: p. 8  
OBJ: 01-02              KEY: WWW              MSC: TYPE: Application

58. Parental or teacher attention acts as a:
- a. reinforcement.
  - b. punishment.
  - c. neither a reinforcement or punishment.
  - d. either a reinforcement or punishment, depending on whether the behavior in question increases or decreases in frequency.

ANS: D                      DIF: Difficult              REF: p. 8-9  
OBJ: 01-02              MSC: TYPE: Conceptual

59. Punishment, in the form of aversive events that suppress the frequency of a behavior, may not be the most effective form of childrearing technique because:
- a. it works even when delivery is not guaranteed.
  - b. it suppresses the behavior for both parents or with all teachers when used.
  - c. it may cause feelings of anger and hostility.
  - d. it provides clear alternatives to unacceptable behavior.

ANS: C                      DIF: Moderate              REF: p. 8  
OBJ: 01-02              MSC: TYPE: Factual

60. Which of the following is true about punishment?
- a. It is usually more effective than reinforcement.
  - b. It is a good way to teach children how to deal with stress.
  - c. It does not suggest an alternative to unacceptable behavior.
  - d. all of these

ANS: C                      DIF: Moderate              REF: p. 8  
OBJ: 01-02                      MSC: TYPE: Application

61. What appears to be the most effective way for teachers to increase appropriate behavior and decrease disruptive behavior in their students?
- a. Be very firm and harsh in response to disruption.
  - b. Reinforce appropriate behavior and ignore misbehavior.
  - c. Do not reinforce the positive but be sure to punish the negative.
  - d. Stick to classical rather than operant conditioning techniques.

ANS: B                      DIF: Difficult              REF: p. 8-9  
OBJ: 01-02                      MSC: TYPE: Application

62. Which of the following is an example of "time out from positive reinforcement?"
- a. placing a child in a time out seat at the front of the classroom
  - b. punishing a child by making him write sentences on the board
  - c. refusing to put stars and fun stickers on improperly completed homework
  - d. placing a child away from peers for a time with no reinforcement

ANS: D                      DIF: Easy                      REF: p. 8-9  
OBJ: 01-02                      MSC: TYPE: Application

63. Social cognitive theorists, such as Albert Bandura, suggest that:
- a. children do not learn by the use of such principles as reinforcement and punishment.
  - b. children do not learn unless they are given hands-on practice with what is to be learned.
  - c. children learn much of what they learn through the observation of others.
  - d. children only learn through classical and operant conditioning.

ANS: C                      DIF: Moderate              REF: p. 9  
OBJ: 01-02                      KEY: WWW                      MSC: TYPE: Conceptual

64. According to Bandura, a social cognitive theorist:
- a. children choose whether or not to show new behaviors they have learned.
  - b. children can only learn by doing.
  - c. children will not imitate the behavior of others unless they are rewarded for doing so.
  - d. children are passive recipients of knowledge.

ANS: A                      DIF: Moderate              REF: p. 9  
OBJ: 01-02                      MSC: TYPE: Application

65. Which of the following represents observational learning?
- a. Jonathan jumps when he hears loud thunder.
  - b. Nicholas isn't given any dessert because he didn't eat his green vegetables at dinner.
  - c. Gina watches her mother mow the grass and then she pushes her toy lawnmower around the lawn in a similar way.
  - d. Sara stops having temper tantrums in public when her father begins ignoring them.

ANS: C                      DIF: Moderate      REF: p. 9  
OBJ: 01-02                MSC: TYPE: Application

66. Which of the following theorists would be most interested in how children perceive and mentally represent the world?
- a. Freud
  - b. Skinner
  - c. Pavlov
  - d. Piaget

ANS: D                      DIF: Moderate      REF: p. 9  
OBJ: 01-02                MSC: TYPE: Application

67. Which of the following is a cognitive theorist MOST likely to study?
- a. how children confront and resolve developmental crises in their lives
  - b. how id, ego, and superego work together to form a healthy personality
  - c. how patterns of reinforcement and punishment promote learning
  - d. how children perceive and mentally represent the world

ANS: D                      DIF: Moderate      REF: p. 9  
OBJ: 01-02                KEY: WWW          MSC: TYPE: Conceptual

68. From his work at the Binet Institute in Paris, Piaget concluded that:
- a. children's incorrect answers resulted from inconsistent cognitive processing.
  - b. only children's correct answers demonstrated what they were thinking.
  - c. children's incorrect answers followed consistent cognitive processes.
  - d. there was nothing to learn about cognitive processes from children's incorrect answers.

ANS: C                      DIF: Moderate      REF: p. 9  
OBJ: 01-02                MSC: TYPE: Application

69. Piaget saw children who \_\_\_\_\_ as "natural physicists."
- a. liked to experiment with their physical environments
  - b. only learned through reinforcements and punishments
  - c. were at the mercy of their ids
  - d. had innate knowledge of their worlds which was unaffected by experience

ANS: A                      DIF: Moderate      REF: p. 9-10  
OBJ: 01-02                MSC: TYPE: Conceptual

70. According to Piaget, what is a scheme?
- a. a pattern of action or mental structure used in acquiring or organizing knowledge
  - b. something babies suck
  - c. the interaction between the environment and the organism
  - d. an innate knowledge structure that does not change with development

ANS: A                      DIF: Difficult              REF: p. 10  
OBJ: 01-02              MSC: TYPE: Conceptual

71. How are schemes changed?
- a. only through assimilation
  - b. by comparing old information with new schemes
  - c. As children get older, they get more complex genetic structures.
  - d. by comparing new information with old schemes that do not fit the new information

ANS: D                      DIF: Difficult              REF: p. 10  
OBJ: 01-02              MSC: TYPE: Application

72. Which of the following terms is not associated with Piaget's theory?
- a. schemas
  - b. adaptation
  - c. equilibration
  - d. superego

ANS: D                      DIF: Moderate              REF: p. 10  
OBJ: 01-02              KEY: WWW              MSC: TYPE: Application

73. Schemas serve:
- a. as action patterns.
  - b. to limit our ability to learn about and to represent our world mentally.
  - c. to guarantee that information processing will be unique and individualized.
  - d. to restrict our understanding of the world.

ANS: A                      DIF: Difficult              REF: p. 10  
OBJ: 01-02              MSC: TYPE: Application

74. Infants:
- a. do not have schemes.
  - b. are incapable of cognition.
  - c. have schemes that involve simply what they can and cannot do with objects.
  - d. are entirely dependent upon reflexes for survival.

ANS: C                      DIF: Moderate              REF: p. 10  
OBJ: 01-02              MSC: TYPE: Application

75. Piaget called a biological tendency to interact with and respond to the environment:
- a. adaptation.
  - b. accommodation.
  - c. assimilation.
  - d. referencing.

ANS: A                      DIF: Moderate              REF: p. 10  
OBJ: 01-02              MSC: TYPE: Factual

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

ANS: B                      DIF: Difficult              REF: p. 10  
OBJ: 01-02              MSC: TYPE: Application

77. Accommodation involves:
- a. the changing of a scheme or the creation of a new scheme.
  - b. the elimination of an old scheme.
  - c. a process of restricting knowledge to avoid confusion.
  - d. a linkage between cognition and language.

ANS: A                      DIF: Moderate              REF: p. 10  
OBJ: 01-02              MSC: TYPE: Factual

78. Cynthia's mother gives her an apple each day and tells her that apples are "fruit." However one day, Cynthia's mother gives her an orange. She tells Cynthia this is also "fruit." What happens to Cynthia's scheme of "fruit?"
- a. She assimilates the new information about oranges into the existing scheme.
  - b. She ignores the new information about oranges.
  - c. She incorporates the information so that her scheme now includes apples and oranges.
  - d. She eliminates the concept of apple and now her scheme of fruit only contains oranges.

ANS: C                      DIF: Difficult              REF: p. 10  
OBJ: 01-02              MSC: TYPE: Application

79. What happens when a child attempts to assimilate new information and cannot?
- a. The child will ignore the contradiction at all costs.
  - b. The child may accommodate to restore equilibrium.
  - c. The child will simply accept the incongruity.
  - d. none of these

ANS: B                      DIF: Moderate              REF: p. 10  
OBJ: 01-02              MSC: TYPE: Conceptual

80. Which of the following is NOT a stage of cognitive development, according to Piaget?
- a. hypothetical
  - b. sensorimotor
  - c. concrete operational
  - d. preoperational

ANS: A                      DIF: Moderate              REF: p. 10  
OBJ: 01-02              MSC: TYPE: Factual



81. According to Piaget, the cognitive-developmental theorist:
- a. intelligence is genetic and unfolds through maturation with the passage of time.
  - b. cognition is a simple process that is innate and becomes stronger with experience and time.
  - c. cognitive developments are based upon children's interactions with the environment.
  - d. children are born with all of the schemes they will ever need.

ANS: C                      DIF: Moderate              REF: p. 10  
OBJ: 01-02                      MSC: TYPE: Conceptual

82. Piaget, the cognitive-developmental theorist, believed that:
- a. development is haphazard, random, and based on experience.
  - b. cognitive developments are stage-based and universal.
  - c. children learn in different sequences based on their environments.
  - d. perception is too directly linked to sensation to separate the two.

ANS: B                      DIF: Difficult              REF: p. 10  
OBJ: 01-02                      MSC: TYPE: Conceptual

83. Applying Piaget's theory to educational settings would involve:
- a. looking at the child's ability to repress his aggressive tendencies.
  - b. gearing instruction to the child's developmental level.
  - c. assisting children in completing problems in workbooks.
  - d. realizing that children of all ages process information similarly.

ANS: B                      DIF: Easy                      REF: p. 10  
OBJ: 01-02                      MSC: TYPE: Application

84. When evaluating Piaget's theory of cognitive development, which of the following is true?
- a. Piaget overestimated the ages at which children are capable of doing certain things.
  - b. Piaget underestimated the ages at which children are capable of doing certain things.
  - c. Cognitive development does occur in distinct stages as Piaget believed.
  - d. Piaget completely misunderstood children's ability to think logically.

ANS: B                      DIF: Moderate              REF: p. 10  
OBJ: 01-02                      MSC: TYPE: Conceptual

85. Which of the following represents an information processing view of cognition?
- a. how people encode, store, and retrieve information
  - b. how people develop sexual attractions for their opposite-sex parent
  - c. how people assimilate and accommodate information into their schemes
  - d. how people develop their native intelligence

ANS: A                      DIF: Easy                      REF: p. 10  
OBJ: 01-02                      MSC: TYPE: Factual

86. The information processing perspective uses the \_\_\_\_\_ as a metaphor for explaining how people's memory and problem-solving work.
- a. computer
  - b. camera
  - c. camera
  - d. digital clock

ANS: A                      DIF: Easy                      REF: p. 10  
OBJ: 01-02                      MSC: TYPE: Conceptual

87. The information processing perspective refers to people's strategies for problem solving as:
- a. input.
  - b. hardware.
  - c. software.
  - d. RAM.

ANS: C                      DIF: Moderate                      REF: p. 10  
OBJ: 01-02                      MSC: TYPE: Application

88. What is the scope of the biological perspective?
- a. It deals with the ways in which children encode information.
  - b. It examines how children learn to act by observing models.
  - c. It views children as going through stages of psychosexual development.
  - d. It refers to heredity, maturation of the nervous system, and the effects of hormones.

ANS: C                      DIF: Moderate                      REF: p. 11-12  
OBJ: 01-02                      MSC: TYPE: Application

89. Ethology is an example of:
- a. a biologically oriented theory of development.
  - b. a strict information processing approach to studying development.
  - c. a stage theory for studying cognitive development.
  - d. a behaviorist method for studying behavior.

ANS: A                      DIF: Moderate                      REF: p. 12  
OBJ: 01-02                      MSC: TYPE: Application

90. Which of the following researchers was an ethologist?
- a. Freud
  - b. Lorenz
  - c. Piaget
  - d. Bandura

ANS: B                      DIF: Moderate                      REF: p. 12  
OBJ: 01-02                      MSC: TYPE: Factual

91. According to the theory of ethology, built-in or instinctive behaviors can also be called:
- a. phenotypic.
  - b. nurture.
  - c. fixed action patterns.
  - d. releasing stimuli.

ANS: C                      DIF: Moderate              REF: p. 12  
OBJ: 01-02              KEY: WWW              MSC: TYPE: Factual

92. Ethology suggests that behavior is a result of:
- a. innate behaviors.
  - b. learned associations.
  - c. experimentation with the environment.
  - d. psychosexual crises.

ANS: A                      DIF: Easy                      REF: p. 12  
OBJ: 01-02              KEY: WWW              MSC: TYPE: Application

93. Birds reared in isolation have been known to build nests, even if they have never seen another bird building a nest, or a nest itself. These built-in, instinctive behaviors are referred to by ethologists as:
- a. fixed action patterns.
  - b. learned behavioral tendencies.
  - c. survival mechanisms.
  - d. reflexes.

ANS: A                      DIF: Moderate              REF: p. 12  
OBJ: 01-02              MSC: TYPE: Conceptual

94. Which of the following is TRUE regarding ethology?
- a. Instincts have little effect on the behavior of an individual.
  - b. Prenatal exposure to hormones has little effect on gender behaviors.
  - c. Most ethologists tend to believe that the same level of influence of biology affects humans as it does other animals.
  - d. Different species have different fixed action patterns.

ANS: D                      DIF: Difficult              REF: p. 12  
OBJ: 01-02              MSC: TYPE: Conceptual

95. According to Urie Bronfenbrenner, an ecological systems theorist:
- a. who you are at birth is who you are throughout life.
  - b. there are reciprocal interactions that influence child development.
  - c. unconscious conflicts and urges primarily influence child development.
  - d. interactions with parents determine what kind of adult a child becomes.

ANS: B                      DIF: Difficult              REF: p. 12  
OBJ: 01-02              MSC: TYPE: Application

96. Which of the following is the correct order of Bronfenbrenner's 5 systems, going from narrowest (closest to the child) to widest (furthest away from the child)?
- a. microsystem, exosystem, mesosystem, macrosystem, chronosystem
  - b. mesosystem, microsystem, exosystem, macrosystem, chronosystem
  - c. microsystem, mesosystem, exosystem, macrosystem, chronosystem
  - d. macrosystem, exosystem, microsystem, chronosystem, mesosystem

ANS: C                      DIF: Easy                      REF: p. 12  
OBJ: 01-02                      KEY: WWW                      MSC: TYPE: Conceptual

97. Which of the following represents a "microsystem?"
- a. the child's home
  - b. the interaction between a child's home and school
  - c. the school board
  - d. the child's culture

ANS: A                      DIF: Moderate                      REF: p. 12  
OBJ: 01-02                      MSC: TYPE: Application

98. Which of the following represents an "exosystem?"
- a. a parent's workplace
  - b. a child's daycare center
  - c. a child's school
  - d. a child's neighborhood

ANS: A                      DIF: Moderate                      REF: p. 12  
OBJ: 01-02                      MSC: TYPE: Application

99. Cross-cultural studies examine the effects of:
- a. mesosystems.
  - b. exosystems.
  - c. microsystems.
  - d. macrosystems.

ANS: D                      DIF: Easy                      REF: p. 13  
OBJ: 01-02                      MSC: TYPE: Application

100. Gina's mother is a Vice President at a large company. Her work requires long hours at the office. As a result, Gina's mom does not always make it to her soccer games. Her mother's workplace represents which type of system for Gina?
- a. mesosystem
  - b. exosystem
  - c. microsystem
  - d. macrosystem

ANS: B                      DIF: Moderate                      REF: p. 12  
OBJ: 01-02                      MSC: TYPE: Application

101. Studies that investigate the effects of divorce on children over time examine which of Bronfenbrenner's systems?
- a. mesosystem
  - b. exosystem
  - c. macrosystem
  - d. chronosystem

ANS: D                      DIF: Moderate      REF: p. 13  
OBJ: 01-02              MSC: TYPE: Application

102. What is valuable about ecological theory?
- a. It looks for unconscious motives of behavior.
  - b. It emphasizes the impact of genetic determinants.
  - c. It makes researchers aware of the multiple systems that impact children.
  - d. It clearly delineates the overarching importance of reinforcement and punishment.

ANS: C                      DIF: Moderate      REF: p. 13  
OBJ: 01-02              MSC: TYPE: Application

103. Which of the following names is associated with sociocultural theory?
- a. Freud
  - b. Erikson
  - c. Bronfenbrenner
  - d. Vygotsky

ANS: D                      DIF: Easy              REF: p. 13  
OBJ: 01-02              MSC: TYPE: Factual

104. Sociocultural theory:
- a. illuminates the interplay between genetics and development.
  - b. addresses the impact of diverse systems on children.
  - c. explores the importance of the unconscious on child development.
  - d. explains how one's genes interact with one's environment.

ANS: B                      DIF: Moderate      REF: p. 13  
OBJ: 01-02              MSC: TYPE: Factual

105. Vygotsky's sociocultural theory suggests that
- a. a child's interactions with adults organize the child's learning experiences.
  - b. children learn only through a complex interaction of rewards and punishments.
  - c. children are like miniature adults and need to be nurtured to obtain cognitive skills.
  - d. factors such as ethnicity and gender do not play an important role in development.

ANS: A                      DIF: Moderate      REF: p. 13  
OBJ: 01-02              MSC: TYPE: Conceptual

106. Omar can tie his shoes, but only with his mother's help. This suggests that tying shoes:
- a. is beyond Omar's scope of capability.
  - b. is within Omar's zone of proximal development.
  - c. is an innate process that simply needs nurturing to unfold.
  - d. is too difficult for a child his age and should not be attempted.

ANS: B                      DIF: Moderate              REF: p. 14  
OBJ: 01-02              MSC: TYPE: Application

107. Which of the following is an example of scaffolding?
- a. tying a child's shoes for him
  - b. a child reading a book on her own
  - c. using flash cards to learn math until the child can calculate the answer in her head
  - d. none of the above

ANS: C                      DIF: Difficult              REF: p. 14  
OBJ: 01-02              MSC: TYPE: Application

108. The sociocultural perspective does NOT emphasize:
- a. diversity
  - b. ethnicity
  - c. gender
  - d. genetics

ANS: D                      DIF: Easy                      REF: p. 14  
OBJ: 01-02              MSC: TYPE: Conceptual

109. Which of the various ethnic groups are projected to grow the fastest between the year 2000 and the year 2050?
- a. European Americans and African Americans
  - b. European Americans and Asian Americans & Pacific Islanders
  - c. European Americans and Latino & Latina Americans
  - d. Latino & Latina Americans and African Americans

ANS: D                      DIF: Moderate              REF: p. 14-15  
OBJ: 01-02              MSC: TYPE: Factual

110. The nature/nurture debate is concerned with:
- a. the question of why genes are more influential in development than environment.
  - b. the question of why the environment is more important in development than evolution.
  - c. the relationship(s) between genetics, environment, and human development.
  - d. the claim that females are more intelligent for genetic reasons.

ANS: C                      DIF: Moderate              REF: p. 15  
OBJ: 01-03              KEY: WWW              MSC: TYPE: Conceptual

111. Which theorist would answer the “continuity-discontinuity” debate by saying that development is continuous, with maturational processes of the nervous system allowing cognitive development?
- a. Piaget
  - b. Freud
  - c. Erikson
  - d. Watson

ANS: A                      DIF: Difficult                      REF: p. 15-16  
OBJ: 01-03                      MSC: TYPE: Conceptual

112. Is development continuous or discontinuous?
- a. continuous
  - b. discontinuous
  - c. the answer to this is not known
  - d. both continuous and discontinuous - it may depend on what aspect of development is being studied

ANS: D                      DIF: Moderate                      REF: p. 15-16  
OBJ: 01-03                      MSC: TYPE: Factual

113. An educator who provides an open education and encourages children to explore their environment is most likely to believe in children as:
- a. passive.
  - b. continuous.
  - c. discontinuous.
  - d. active.

ANS: D                      DIF: Moderate                      REF: p. 16  
OBJ: 01-03                      MSC: TYPE: Conceptual

114. Dr. Martinez wants to know which exhibits children prefer at the new Children's Museum. To find out, she unobtrusively observes them to see which exhibits they choose to visit most and at which ones they spend the most time. Which type of research method does this represent?
- a. naturalistic observation
  - b. the case study method
  - c. a longitudinal study
  - d. a standardized test

ANS: A                      DIF: Moderate                      REF: p. 16-17  
OBJ: 01-04                      KEY: WWW                      MSC: TYPE: Application

115. Dr. Meyers has intensely studied a pair of conjoined twins for two years. This represents:
- a. an experiment.
  - b. a correlational design.
  - c. a cross-lagged method.
  - d. a case study.

ANS: D                      DIF: Easy                      REF: p. 17  
OBJ: 01-04                      MSC: TYPE: Application

116. Which of the following represents the "strongest" correlation?
- a.  $+.65$
  - b.  $+.70$
  - c.  $-.80$
  - d.  $-.45$

ANS: C                      DIF: Difficult              REF: p. 17  
OBJ: 01-04                      MSC: TYPE: Application

117. A researcher has found that the more hours students spend partying, the lower their exam scores tend to be. This represents:
- a. a fact of life for college students.
  - b. a negative correlation.
  - c. a positive correlation.
  - d. a case study.

ANS: B                      DIF: Moderate              REF: p. 17  
OBJ: 01-04                      MSC: TYPE: Application

118. Dr. Simmons has found a strong positive correlation between watching violent cartoons on TV and children's levels of aggression toward others. What can be concluded from this research?
- a. Violent TV causes aggressive behavior in children.
  - b. Aggressive behavior causes children to watch more violent TV.
  - c. Violent TV viewing and aggressive behavior are unrelated.
  - d. Watching violent television and children's aggression are related, but possibly not causally.

ANS: D                      DIF: Moderate              REF: p. 17  
OBJ: 01-04                      MSC: TYPE: Application

119. A hypothesis is:
- a. only used in correlational research.
  - b. tested with an experiment.
  - c. always supported by the findings of an experiment.
  - d. useless when comparing two equal groups of participants.

ANS: B                      DIF: Moderate              REF: p. 18  
OBJ: 01-04                      MSC: TYPE: Factual

120. Dr. Manquero forms the hypothesis that ingesting chocolate prior to an exam will improve exam performance. She gives half of her participants chocolate and the other half gum. She then gives the participants an exam. In this experiment, what is the experimental group?
- a. the group that chews gum
  - b. the performance on the exam
  - c. the group that eats chocolate
  - d. There is no experimental group.

ANS: C                      DIF: Difficult              REF: p. 18  
OBJ: 01-04                      MSC: TYPE: Application



121. Dr. Manquero forms the hypothesis that ingesting chocolate prior to an exam will improve exam performance. She gives half of her participants chocolate and the other half gum. She then gives the participants an exam. In this experiment, what is the dependent variable?
- a. the group that chews gum
  - b. the performance on the exam
  - c. the group that eats chocolate
  - d. whether they eat chocolate or chew gum

ANS: B                      DIF: Difficult                      REF: p. 18  
OBJ: 01-04                      MSC: TYPE: Application

122. Dr. Manquero forms the hypothesis that ingesting chocolate prior to an exam will improve exam performance. She gives half of her participants chocolate and the other half gum. She then gives the participants an exam. In this experiment, what is the best way to divide the participants into groups?
- a. Make sure that each group wants to eat the chocolate or chew the gum.
  - b. How the groups are formed doesn't matter.
  - c. Have all males in one group and all females in the other.
  - d. Use random assignment.

ANS: D                      DIF: Difficult                      REF: p. 18  
OBJ: 01-04                      KEY: WWW                      MSC: TYPE: Application

123. In the study on violent television and aggression, the independent variable is the:
- a. subject.
  - b. aggressiveness (child's behavior).
  - c. television.
  - d. type of TV program watched (violent or not).

ANS: D                      DIF: Moderate                      REF: p. 18  
OBJ: 01-04                      KEY: WWW                      MSC: TYPE: Application

124. In the study on violent television and aggression, the dependent variable is the:
- a. subject.
  - b. aggressiveness (child's behavior).
  - c. television.
  - d. type of TV program watched (violent or not).

ANS: B                      DIF: Moderate                      REF: p. 18  
OBJ: 01-04                      MSC: TYPE: Application

125. Which of the following methods involves studying development over time?
- a. a longitudinal study
  - b. an experiment
  - c. a cross-sectional study
  - d. a correlational study

ANS: A                      DIF: Moderate                      REF: p. 19  
OBJ: 01-04                      MSC: TYPE: Factual

126. Dr. Klein wants to investigate the long-term effects of anti-depressants in children. To do so, she randomly selects a group of subjects and follows them across five years. What type of study is this?
- a. naturalistic
  - b. cross-sequential
  - c. cross-sectional
  - d. longitudinal

ANS: D                      DIF: Moderate              REF: p. 18  
OBJ: 01-04              KEY: WWW              MSC: TYPE: Application

127. The purpose of having random assignment in an experiment is to:
- a. prevent subjects from knowing of which experimental group they are a member.
  - b. provide ethical reasons for being in an experiment .
  - c. make sure that no pre-existing differences among groups caused the change in the experimental group's behavior.
  - d. cause a selection factor to determine how the subjects will behave in the experiment.

ANS: C                      DIF: Difficult              REF: p. 18  
OBJ: 01-04              MSC: TYPE: Factual

128. Which of the following is NOT considered a drawback of the longitudinal method?
- a. Subjects may die.
  - b. Subjects may be studied over a number of years.
  - c. Subjects may fall out of touch with the researchers.
  - d. Subjects may not want to participate for a long-term study.

ANS: B                      DIF: Moderate              REF: p. 19  
OBJ: 01-04              MSC: TYPE: Factual

129. The cohort effect:
- a. is a particular problem in cross-sectional research.
  - b. occurs when subjects know of which experimental group they are a member.
  - c. is a problem when subjects die off selectively from longitudinal research.
  - d. is a particular problem in cross-sequential research.

ANS: A                      DIF: Difficult              REF: p. 19  
OBJ: 01-04              MSC: TYPE: Factual

130. Cross-sequential research:
- a. takes less time than cross-sectional research.
  - b. is hampered by the cohort effect.
  - c. combines longitudinal and cross-sectional research methods.
  - d. has too many ethical problems to be considered an effective research method.

ANS: C                      DIF: Moderate              REF: p. 19-20  
OBJ: 01-04              KEY: WWW              MSC: TYPE: Conceptual

131. Four-year-old Shaunda took part in a research study that investigated the effects of fruit juice consumption on obesity in children. When the study was published in a research journal, Shaunda's name was used in the article. Which guideline of ethical research involving children was violated?
- Parental participation was not obtained.
  - Identities of children are to remain confidential.
  - Children and parents must be informed of the purposes of the research.
  - The researchers did not get proper approval for conducting the study.

ANS: B                      DIF: Moderate      REF: p. 20  
OBJ: 01-04                MSC: TYPE: Application

## MATCHING

*Match the following:*

- Children actively construct their knowledge.
- maturation
- theory of psychosocial development
- place information into existing schemas
- outside of awareness
- using consequences to alter behavior
- Children are innately good.
- first year of life
- theory of psychosexual development
- standardized intelligence test
- Children are caught in conflicts.
- begins in the third year of life
- tested in experiments
- decreases behavior
- modify schema to fit new information
- cultural setting
- increases behavior
- Pavlov
- what we are currently aware of
- tabula rasa

- |                           |                             |
|---------------------------|-----------------------------|
| 1. Hypothesis             | 11. Unconscious             |
| 2. Oral stage             | 12. Phallic stage           |
| 3. Operant conditioning   | 13. Jean Piaget             |
| 4. John Locke             | 14. Classical conditioning  |
| 5. Sigmund Freud          | 15. Alfred Binet            |
| 6. Macrosystem            | 16. Conscious               |
| 7. Assimilation           | 17. Jean-Jacques Rousseau   |
| 8. Accommodation          | 18. Reinforcement           |
| 9. Biological development | 19. Psychoanalytic theories |
| 10. Punishment            | 20. Erik Erikson            |

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

## TRUE/FALSE

- During the Middle Ages, children were expected to reach the “age of reason” at age 7.  
  
ANS: T                      DIF: Moderate      REF: p. 3  
OBJ: 01-01                MSC: TYPE: Factual
- John Locke said children begin life without inborn predispositions.  
  
ANS: T                      DIF: Difficult      REF: p. 4  
OBJ: 01-01                MSC: TYPE: Application
- “Tabula rasa” means “blank slate.”  
  
ANS: T                      DIF: Easy              REF: p. 4  
OBJ: 01-01                MSC: TYPE: Factual
- Jean-Jacques Rousseau stated that children were born inherently evil.  
  
ANS: F                      DIF: Easy              REF: p. 4  
OBJ: 01-01                MSC: TYPE: Factual
- Researchers have found no difference between adolescent and adult performance on intellectual tasks.  
  
ANS: F                      DIF: Moderate      REF: p. 4  
OBJ: 01-01                KEY: WWW          MSC: TYPE: Factual
- Freud believed the superego developed to force the id to follow rules.  
  
ANS: F                      DIF: Difficult      REF: p. 5  
OBJ: 01-02                MSC: TYPE: Application
- Freud felt insufficient or excessive gratification in a stage of development would lead to developmental problems.  
  
ANS: T                      DIF: Difficult      REF: p. 5-6  
OBJ: 01-02                MSC: TYPE: Application
- According to Freud, becoming “fixated” in a stage of psychosexual development is a result of receiving too little or too much gratification during that stage.  
  
ANS: T                      DIF: Moderate      REF: p. 06  
OBJ: 01-02                MSC: TYPE: Conceptual

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

ANS: F                      DIF: Moderate      REF: p. 6  
OBJ: 01-02                MSC: TYPE: Conceptual

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

ANS: F                      DIF: Difficult      REF: p. 6-7  
OBJ: 01-02                MSC: TYPE: Application

11. Erikson's psychosocial theory emphasizes the role of the ego.

ANS: T                      DIF: Moderate      REF: p. 7  
OBJ: 01-02                KEY: WWW          MSC: TYPE: Conceptual

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

ANS: F                      DIF: Moderate      REF: p. 7  
OBJ: 01-02                MSC: TYPE: Conceptual

13. A conditioned stimulus is one that occurs without prior learning.

ANS: F                      DIF: Difficult      REF: p. 7-8  
OBJ: 01-04                MSC: TYPE: Application

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

ANS: T                      DIF: Difficult      REF: p. 7-8  
OBJ: 01-02                MSC: TYPE: Conceptual

15. According to behaviorists, once a behavior is learned it cannot be extinguished.

ANS: F                      DIF: Difficult      REF: p. 8  
OBJ: 01-02                MSC: TYPE: Application

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

ANS: F                      DIF: Difficult      REF: p. 8  
OBJ: 01-02                MSC: TYPE: Application

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

ANS: T                      DIF: Moderate      REF: p. 8  
OBJ: 01-02                MSC: TYPE: Conceptual

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

ANS: T                      DIF: Difficult              REF: p. 9  
OBJ: 01-02              MSC: TYPE: Application

19. With accommodation, new schemas may be formed.

ANS: T                      DIF: Difficult              REF: p. 10  
OBJ: 01-02              MSC: TYPE: Application

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

ANS: T                      DIF: Difficult              REF: p. 12  
OBJ: 01-02              KEY: WWW              MSC: TYPE: Application

21. Scaffolding is what teachers and parents do to help children reach a higher level of performance than they could without assistance.

ANS: T                      DIF: Moderate              REF: p. 14  
OBJ: 01-02              MSC: TYPE: Conceptual

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

ANS: T                      DIF: Easy                      REF: p. 4  
OBJ: 01-01              MSC: TYPE: Factual

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

ANS: F                      DIF: Difficult              REF: p. 10  
OBJ: 01-02              MSC: TYPE: Conceptual

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

ANS: T                      DIF: Difficult              REF: p. 10  
OBJ: 01-02              MSC: TYPE: Conceptual

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

ANS: T                      DIF: Difficult              REF: p. 11  
OBJ: 01-02              MSC: TYPE: Conceptual

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

ANS: T                      DIF: Easy                      REF: p. 11  
OBJ: 01-02              KEY: WWW              MSC: TYPE: Conceptual

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

ANS: F                      DIF: Moderate              REF: p. 12  
OBJ: 01-02                      MSC: TYPE: Conceptual

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

ANS: T                      DIF: Difficult              REF: p. 13-14  
OBJ: 01-02                      MSC: TYPE: Application

29. In the sociocultural perspective, children's aggressive and sexual impulses are the focus.

ANS: F                      DIF: Difficult              REF: p. 14  
OBJ: 01-02                      MSC: TYPE: Application

30. Ecological system theory states that only genetic factors are worth studying.

ANS: F                      DIF: Difficult              REF: p. 12  
OBJ: 01-02                      MSC: TYPE: Conceptual

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

ANS: F                      DIF: Difficult              REF: p. 12-13  
OBJ: 01-02                      MSC: TYPE: Application

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

ANS: T                      DIF: Moderate              REF: p. 13  
OBJ: 01-02                      MSC: TYPE: Conceptual

33. It is not important to study diversity, since all people are born with the same capacities and same opportunities in life.

ANS: F                      DIF: Moderate              REF: p. 14  
OBJ: 01-02                      MSC: TYPE: Application

34. Gender is not considered an aspect of diversity.

ANS: F                      DIF: Easy                      REF: p. 14  
OBJ: 01-02                      MSC: TYPE: Conceptual

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

ANS: F                      DIF: Easy                      REF: p. 15  
OBJ: 01-03                      MSC: TYPE: Conceptual

36. Stage theories consider development as a discontinuous process.

ANS: T                      DIF: Moderate              REF: p. 15-16  
OBJ: 01-03                      MSC: TYPE: Conceptual

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

ANS: T                      DIF: Moderate      REF: p. 16  
OBJ: 01-03                MSC: TYPE: Conceptual

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

ANS: F                      DIF: Moderate      REF: p. 18  
OBJ: 01-04                MSC: TYPE: Conceptual

39. Naturalistic observation is used to study children from different cultures.

ANS: T                      DIF: Moderate      REF: p. 16-17  
OBJ: 01-04                KEY: WWW          MSC: TYPE: Conceptual

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

ANS: F                      DIF: Easy            REF: p. 17  
OBJ: 01-04                MSC: TYPE: Conceptual

41. Correlational studies prove causal relationships between variables.

ANS: F                      DIF: Moderate      REF: p. 17  
OBJ: 01-04                MSC: TYPE: Conceptual

42. Experiments are used to test hypotheses.

ANS: T                      DIF: Moderate      REF: p. 18  
OBJ: 01-04                MSC: TYPE: Conceptual

43. Independent variables are manipulated by the experimenter.

ANS: T                      DIF: Moderate      REF: p. 18  
OBJ: 01-04                MSC: TYPE: Factual

44. Dependent variables are measured results in an experiment.

ANS: T                      DIF: Moderate      REF: p. 18  
OBJ: 01-04                MSC: TYPE: Factual

45. A control group in an experiment receives the experimental treatment.

ANS: F                      DIF: Moderate      REF: p. 18  
OBJ: 01-04                MSC: TYPE: Factual

46. Random assignment in an experiment is important to reduce the likelihood that a selection factor is determining the outcome.

ANS: T                      DIF: Difficult        REF: p. 18  
OBJ: 01-04                MSC: TYPE: Conceptual



47. Longitudinal research studies the same individuals over time.

ANS: T                      DIF: Moderate      REF: p. 19  
OBJ: 01-04              MSC: TYPE: Conceptual

48. It is rare for subjects to drop out of long-term longitudinal research.

ANS: F                      DIF: Moderate      REF: p. 19  
OBJ: 01-04              MSC: TYPE: Application

49. The cohort effect is a potential problem in cross-sectional research.

ANS: T                      DIF: Moderate      REF: p. 19  
OBJ: 01-04              MSC: TYPE: Conceptual

50. Cross-sequential research combines the longitudinal and cross-sectional research methods.

ANS: T                      DIF: Moderate      REF: p. 19-20  
OBJ: 01-04              MSC: TYPE: Conceptual

51. Researchers do not have to worry about ethical considerations when designing an experiment.

ANS: F                      DIF: Easy              REF: p. 20  
OBJ: 01-04              MSC: TYPE: Conceptual

52. Ethical guidelines dictate that research participants' identities remain confidential.

ANS: T                      DIF: Moderate      REF: p. 20  
OBJ: 01-04              MSC: TYPE: Conceptual

## COMPLETION

1. During the \_\_\_\_\_, children were considered to reach the “age of reason” at the age of 7 years.

ANS: Middle Ages

DIF: Easy              REF: p. 3              OBJ: 01-01

2. John Locke considered a child to be born a \_\_\_\_\_, ready to be written upon by experience.

ANS:  
blank slate, tabula rasa

DIF: Easy              REF: p. 4              OBJ: 01-01

3. Jean-Jacques Rousseau considered children to be born inherently \_\_\_\_\_.

ANS: good

DIF: Easy      REF: p. 4      OBJ: 01-01

4. Charles Darwin was a big influence on \_\_\_\_\_ views about behavior.

ANS: ethologists

DIF: Moderate      REF: p. 12      OBJ: 01-01

5. Alfred Binet created the first \_\_\_\_\_ to identify children who were at risk of falling behind in their academic achievement

ANS: intelligence test

DIF: Easy      REF: p. 4      OBJ: 01-01

6. John Watson, the founder of American \_\_\_\_\_, suggested that development was a result of experience.

ANS: behaviorism

DIF: Easy      REF: p. 5      OBJ: 01-02

7. \_\_\_\_\_ is the process by which development occurs as a result of biological processes.

ANS: Maturation

DIF: Moderate      REF: p. 5      OBJ: 01-02

8. Sigmund Freud's \_\_\_\_\_ theory suggested that development was a result of unconscious conflicts between the id and ego.

ANS:  
Psychosexual, psychoanalytic

DIF: Easy      REF: p. 5-6      OBJ: 01-02

9. During the \_\_\_\_\_ stage of Freud's psychosexual development, sucking and biting bring pleasure and gratification.

ANS: oral

DIF: Easy      REF: p. 6      OBJ: 01-02

10. If a child receives too much or too little gratification during a stage of Freud's psychosexual development, \_\_\_\_\_ is likely to occur.

ANS: fixation

DIF: Easy      REF: p. 6      OBJ: 01-02

11. Erikson's concept of \_\_\_\_\_ contributed significantly to the study of adolescents.

ANS: identity crisis

DIF: Moderate      REF: p. 7      OBJ: 01-02

12. The bell-and-pad method for bed-wetting uses \_\_\_\_\_ conditioning to have children associate the sound of a bell with a wet bed to train them to wake up before wetting the bed.

ANS: classical

DIF: Easy      REF: p. 7-8      OBJ: 01-02

13. \_\_\_\_\_ conditioning uses punishments and reinforcements to alter an individual's behavior.

ANS: Operant

DIF: Difficult      REF: p. 7-8      OBJ: 01-02

14. \_\_\_\_\_ results from repeated performance of operant behavior without reinforcement.

ANS: Extinction

DIF: Moderate      REF: p. 7-8      OBJ: 01-02

15. \_\_\_\_\_ may lead children to become hostile and angry or to avoid their parents or teachers.

ANS: Punishment

DIF: Moderate      REF: p. 8      OBJ: 01-02

16. \_\_\_\_\_ theory states that learning occurs through observation.

ANS: Social cognitive

DIF: Moderate      REF: p. 9      OBJ: 01-02

17. \_\_\_\_\_ is the process by which a scheme is changed when new information does not fit with one's prior experiences.

ANS: Accommodation

DIF: Difficult      REF: p. 10      OBJ: 01-02

18. According to Piaget's cognitive-developmental theory, \_\_\_\_\_ is a biological tendency.

ANS: adaptation

DIF: Moderate      REF: p. 10      OBJ: 01-02

19. Taking new information and fitting it into existing schemes is known as \_\_\_\_\_ in Piaget's cognitive-developmental theory.

ANS: assimilation

DIF: Difficult      REF: p. 10      OBJ: 01-02

20. The information-processing theory uses the \_\_\_\_\_ metaphor to describe human thought processes.

ANS: computer

DIF: Easy      REF: p. 11      OBJ: 01-02

21. Problem-solving strategies are referred to as \_\_\_\_\_ in the information-processing theory.

ANS:  
Software, mental programs

DIF: Easy      REF: p. 11      OBJ: 01-02

22. \_\_\_\_\_ is the study of instinctive or inborn behavior patterns.

ANS: Ethology

DIF: Easy      REF: p. 12      OBJ: 01-02

23. Built-in or instinctive behaviors are known by ethologists as \_\_\_\_\_.

ANS: fixed action patterns

DIF: Easy      REF: p. 12      OBJ: 01-02

24. Bronfenbrenner's \_\_\_\_\_ states that an individual's development should be understood in the context of his or her environment.

ANS: ecological systems theory

DIF: Moderate REF: p. 12-13 OBJ: 01-02

25. One's home, school, and peer group are considered one's \_\_\_\_\_.

ANS: microsystems

DIF: Moderate REF: p. 12-13 OBJ: 01-02

26. A \_\_\_\_\_ consists of the beliefs, values, expectations, and lifestyles of one's cultural setting.

ANS: macrosystem

DIF: Moderate REF: p. 12-13 OBJ: 01-02

27. Lev Vygotsky's \_\_\_\_\_ theory addresses the transmission of information and cognitive skills from generation to generation.

ANS: sociocultural

DIF: Moderate REF: p. 13-14 OBJ: 01-02

28. The \_\_\_\_\_ is the range of tasks that a child can perform successfully with the assistance of another but not alone.

ANS: zone of proximal development

DIF: Easy REF: p. 14 OBJ: 01-02

29. Ethnicity, gender, and socioeconomic status are important to study to understand human \_\_\_\_\_.

ANS: diversity

DIF: Easy REF: p. 14 OBJ: 01-02

30. Studying \_\_\_\_\_ can assist educators and others working with people to treat others in culturally sensitive ways.

ANS: diversity

DIF: Easy REF: p. 14 OBJ: 01-02

31. \_\_\_\_\_ involves one's genetic inheritance.

ANS: Nature

DIF: Moderate REF: p. 15 OBJ: 01-03

32. The \_\_\_\_\_ controversy asks whether inheritance or experience is more important in determining one's developmental outcome.

ANS:  
nature-nurture, nature nurture

DIF: Easy REF: p. 15 OBJ: 01-03

33. \_\_\_\_\_ theories are discontinuous.

ANS: Stage

DIF: Moderate REF: p. 15-16 OBJ: 01-03

34. Quantitative change is considered to be \_\_\_\_\_.

ANS: continuous

DIF: Difficult REF: p. 15-16 OBJ: 01-03

35. Educators who consider children \_\_\_\_\_ may assume that they must be motivated to learn by their instructors.

ANS: passive

DIF: Difficult REF: p. 16 OBJ: 01-03

36. \_\_\_\_\_ is obtained only by gathering sound information and conducting research.

ANS: Scientific evidence

DIF: Moderate REF: p. 16 OBJ: 01-04

37. \_\_\_\_\_ studies are used to study people of different cultures in 'real-life' situations.

ANS:  
Naturalistic-observation, Naturalistic observation

DIF: Easy REF: p. 16-17 OBJ: 01-04

38. Studying an individual in-depth over time is called a \_\_\_\_\_.

ANS: case study

DIF: Easy REF: p. 17 OBJ: 01-04

39. High test scores are associated with a large amount of studying. This is an example of a \_\_\_\_\_ correlation.

ANS: positive

DIF: Moderate REF: p. 17 OBJ: 01-04

40. Correlational studies may not be able to determine the \_\_\_\_\_ relationship between variables.

ANS: causal

DIF: Easy REF: p. 17 OBJ: 01-04

41. Experiments are used to test \_\_\_\_\_.

ANS: hypotheses

DIF: Easy REF: p. 18 OBJ: 01-04

42. The \_\_\_\_\_ is manipulated in an experiment.

ANS: independent variable

DIF: Moderate REF: p. 18 OBJ: 01-04

43. Aggressive behavior is the \_\_\_\_\_ in an experiment concerned with the effects of watching violent television.

ANS: dependent variable

DIF: Difficult REF: p. 18 OBJ: 01-04

44. A \_\_\_\_\_ may be responsible for differences in groups prior to an experiment.

ANS: selection factor

DIF: Moderate REF: p. 17-18 OBJ: 01-04

45. Correlational studies may be done when \_\_\_\_\_ considerations make an experiment impractical or inappropriate.

ANS: ethical

DIF: Moderate REF: p. 17-18 OBJ: 01-04

46. In a \_\_\_\_\_ study, participants are measured on more than one occasion over a period of time.

ANS: longitudinal

DIF: Moderate REF: p. 19 OBJ: 01-04

47. The \_\_\_\_\_ effect is problematic for cross-sectional studies.

ANS: cohort

DIF: Moderate      REF: p. 19      OBJ: 01-04

48. \_\_\_\_\_ studies combine the positive aspects of longitudinal and cross-sectional research.

ANS:  
Cross-sequential, Cross sequential

DIF: Moderate      REF: p. 19-20      OBJ: 01-04

49. Participants must provide \_\_\_\_\_ consent to participate in a study, according to ethical guidelines.

ANS: voluntary (informed)

DIF: Moderate      REF: p. 20      OBJ: 01-04

50. Researchers must not use methods that may do \_\_\_\_\_ or \_\_\_\_\_ harm to the participants in a study.

ANS: physical, psychological

DIF: Easy      REF: p. 20      OBJ: 01-04

## SHORT ANSWER

*Based on the information provided in Chapter One of the textbook, provide brief answers to the following question(s):*

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

ANS:

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

DIF: Moderate      REF: p. 3-4      OBJ: 01-01



2. Give examples of the following: microsystem, mesosystem, exosystem, macrosystem, chronosystem.

ANS:

Microsystem: parents, peers, teachers; Mesosystem: relations among Microsystems, such as parent-teacher conferences, school-community interactions on field trips; Exosystem: parents' work places, poverty and unemployment of parents, school board; Macrosystem: cultural values, such as expectations for independence of children, belief in co-sleeping of parents and children, importance of mother staying at home with children; Chronosystem: time since divorce for family, historical events such as Depression.

DIF: Moderate      REF: p. 12-13      OBJ: 01-02

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

ANS:

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

DIF: Moderate      REF: p. 9-11      OBJ: 01-02

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

ANS:

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

DIF: Easy      REF: p. 5-7      OBJ: 01-02

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

ANS:

Behaviorism suggests that children are like clay, ready to be molded. It is primarily parents, through patterns of reinforcement and punishment, who are thought to provide this molding. Theorists operating from this biological perspective look at maturation (the predetermined and orderly unfolding of abilities) and ethology examines instinctive or inborn behavior patterns. Behaviorism assumes that the individual will start with few abilities, except for basic learning patterns, based on classical and operant conditioning, responding to the environment while the ethological theorists assume that the individual brings a host of skills to bear from genetic inheritance.

DIF: Moderate      REF: p. 5-9      OBJ: 01-02

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

ANS:

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

DIF: Easy      REF: p. 11      OBJ: 01-02

7. Describe the controversies in human development.

ANS:

The main controversies are: (1) nature vs. nurture, (2) continuity vs. discontinuity, and (3) active vs. passive. The nature vs. nurture controversy is not as much a controversy as it is a debate. The issue is to delineate how much and what aspects of development are due to genetic influences and which are due to environmental influences. The issue of continuity or discontinuity concerns the orderliness and linearity of child development. Continuity theories assume that development is steady, gradual, stage-like, and sequential. Discontinuity theories stress individual differences in development and that development involves both gains and losses. The active vs. passive controversy focuses on how big a role the child plays in her own development. Theorists, such as Freud, seemed to think that development was something that happened to children (passive) while Piaget stressed the active role children take in their own cognitive development.

DIF: Easy      REF: p. 15-16      OBJ: 01-03

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

ANS:

We study human development in a scientific manner. The goals of studying child development are: (1) description, (2) prediction, (3) control, and (4) explanation. From observation, researchers may generate theories about why development might occur in certain ways. Hypotheses may be generated that are specific testable predictions that can then be used to formulate experiments and conduct research. People may be studied using naturalistic observation. You might, for example, watch children at a daycare center and document gender differences in amount and type of aggressive behaviors. Experiments may be conducted if ethical and not harmful to children. Individuals may be randomly assigned to groups and comparisons made. Let's say you have the hypothesis that giving rewards for good behavior will increase those behaviors. You randomly assign 10 children to a "reward" group (the experimental group) and 10 to a "non-reward" group (the control group). You complete the first phase of the study by comparing the number of positive behaviors elicited by each child (this establishes that your groups are comparable in the number of positive behaviors elicited prior to the second phase of the study). During the second phase of the study, you reward the positive behaviors of the children in the reward group and not in the control group. During the third phase of the study, you count the number of positive behaviors elicited by the children in each group and then make comparisons. If the children in the reward group are engaging in more positive behaviors than those in the control group, you might conclude that this is due to the presence of the reward in one group and the absence of reward in the other group.

DIF: Moderate      REF: p. 18-19      OBJ: 01-04

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

ANS:

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

DIF: Moderate      REF: p. 19-20      OBJ: 01-04

10. What ethical considerations must researchers make when determining a study of human development?

ANS:

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

DIF: Easy      REF: p. 20      OBJ: 01-04