

Chapter 1

The Science of Child Development

1) Viewing infants as *tabula rasas* suggests that

- A) infants will develop naturally unless the environment interferes.
- B) experience will mold infants into unique individuals.
- C) nature is more important than nurture.
- D) infants are born with a sense of morality.

Answer: B

Page Reference: 3

Topic: Setting the Stage

Skill: Factual

2) The idea that the mind of the human infant is a *tabula rasa* at birth reflects the belief that

- A) experience molds each person into a unique individual.
- B) children should be left alone so that their good natures can unfold.
- C) heredity plays a major role in an individual's development.
- D) infants cannot think because their minds are blank.

Answer: A

Page Reference: 3

Topic: Setting the Stage

Skill: Conceptual

3) If parents believe that children are *tabula rasas* at birth, they are likely to

- A) leave their children alone so their virtuous natures can unfold.
- B) be very permissive with their children.
- C) assume that nothing they do will have any influence on their children's development.
- D) plan their children's experiences from the moment of their birth.

Answer: D

Page Reference: 3

Topic: Setting the Stage

Skill: Applied

4) The French philosopher Jean Jacques Rousseau believed that

- A) the human infant is born a *tabula rasa*.
- B) infants were born with an innate sense of justice and morality.
- C) experience molds each human into a unique individual.
- D) parents should teach their children rationality and self-control.

Answer: B

Page Reference: 3

Topic: Setting the Stage

Skill: Factual

5) Heather believes her 12-month-old daughter will develop optimally if Heather gives her freedom to grow naturally and does not try to shape her development. Heather's beliefs about child rearing are most similar to those of

- A) Sigmund Freud.
- B) Erik Erikson.
- C) John Locke.
- D) Jean Jacques Rousseau.

Answer: D

Page Reference: 5

Topic: Setting the Stage

Skill: Applied

6) Detailed, systematic observations of individual children are referred to as

- A) blank slates.
- B) baby biographies.
- C) mental tests.
- D) critical periods.

Answer: B

Page Reference: 4

Topic: Setting the Stage

Skill: Conceptual

7) _____ based his ideas about child development on evolutionary theory and was interested in age trends in children's beliefs and feelings.

- A) John Locke
- B) Jean Jacques Rousseau
- C) G. Stanley Hall
- D) Alfred Binet

Answer: C

Page Reference: 4

Topic: Setting the Stage

Skill: Factual

8) _____ uses developmental research to promote healthy development, particularly for vulnerable children and families.

- A) Family policy
- B) Applied developmental science
- C) A quasi-experimental design
- D) The Index of Social Health for Children and Youth (ISHCY)

Answer: B

Page Reference: 5

Topic: Setting the Stage

Skill: Factual

9) An organized set of ideas that is designed to explain development is referred to as a

- A) theory.
- B) critical period.
- C) *tabula rasa*.
- D) case history.

Answer: A

Page Reference: 6

Topic: Foundational Theories of Child Development

Skill: Factual

10) The view that development is a result of the unfolding of a specific and prearranged scheme or plan within the body is characteristic of

- A) Konrad Lorenz's ethological theory.
- B) Sigmund Freud's psychodynamic theory.
- C) Erik Erikson's psychosocial theory.
- D) Arnold Gesell's maturational theory.

Answer: D

Page Reference: 7

Topic: Foundational Theories of Child Development

Skill: Factual

11) _____ theory states that child development occurs according to a prearranged scheme or plan within the body.

- A) Psychodynamic
- B) Ecological
- C) Maturational
- D) Cognitive developmental

Answer: C

Page Reference: 7

Topic: Foundational Theories of Child Development

Skill: Conceptual

12) Gesell's maturational theory most closely fits with the ideas of

- A) Jean Jacques Rousseau.
- B) Erik Erikson.
- C) John Locke.
- D) John Watson.

Answer: A

Page Reference: 7

Topic: Foundational Theories of Child Development

Skill: Conceptual

13) Which of the following theories has a biological perspective?

- A) Freud's psychosexual theory
- B) Bandura's social cognitive theory
- C) Gesell's maturational theory
- D) Erikson's psychosocial theory

Answer: C

Page Reference: 7

Topic: Foundational Theories of Child Development

Skill: Conceptual

14) An evolutionary perspective is most closely associated with which of the following theories?

- A) psychosocial
- B) psychodynamic
- C) maturational
- D) ethological

Answer: D

Page Reference: 7

Topic: Foundational Theories of Child Development

Skill: Conceptual

15) When a particular type of learning can take place only during a specific time period, not before or after that period, there is a(n) _____ for learning that behaviour.

- A) instinct
- B) critical period
- C) blank slate
- D) emotional bond

Answer: B

Page Reference: 8

Topic: Foundational Theories of Child Development

Skill: Factual

16) According to ethologists, some behaviours can only be learned

- A) when the behaviour is reinforced and opposing behaviours are punished.
- B) through observational learning.
- C) during a critical period when the organism is biologically programmed to learn that behaviour.
- D) when the conflict between biological drives and society's standards is resolved.

Answer: C

Page Reference: 8

Topic: Foundational Theories of Child Development

Skill: Factual

17) Raeann believes that babies are born with tendencies to form emotional bonds with their caregivers because it makes them more likely to survive. Raeann's beliefs fit most closely with _____ theory.

- A) maturational
- B) psychodynamic
- C) learning
- D) ethological

Answer: D

Page Reference: 8

Topic: Foundational Theories of Child Development

Skill: Applied

18) Creating an emotional bond with the mother is sometimes called

- A) self-efficacy.
- B) adapting.
- C) imprinting.
- D) maturation.

Answer: C

Page Reference: 8

Topic: Foundational Theories of Child Development

Skill: Conceptual

19) Jill was the first moving object a newly hatched chick saw. The chick later followed her around, just as if Jill were the chick's mother. The chick's behaviour is a result of

- A) maturation.
- B) *tabula rasa*.
- C) self-efficacy.
- D) imprinting.

Answer: D

Page Reference: 8

Topic: Foundational Theories of Child Development

Skill: Applied

20) Sigmund Freud's psychodynamic theory

- A) emphasizes the influence of early experiences on later development.
- B) suggests that learning is the key to understanding development.
- C) suggests that behaviour should be considered in context.
- D) emphasizes the importance of maturation.

Answer: A

Page Reference: 8

Topic: Foundational Theories of Child Development

Skill: Conceptual

21) Freud's psychodynamic theory contributed to the field of child development by suggesting that

- A) learning is more important than maturation.
- B) early experiences establish patterns that endure throughout a person's life.
- C) learned, adaptive behaviours influence later development.
- D) children's cognitive development influences later behaviour.

Answer: B

Page Reference: 8

Topic: Foundational Theories of Child Development

Skill: Conceptual

22) Freud based his psychodynamic theory on

- A) his patients' case histories.
- B) observations of his children.
- C) correlational research studies.
- D) experimental research studies.

Answer: A

Page Reference: 8

Topic: Foundational Theories of Child Development

Skill: Factual

23) The id

- A) wants immediate gratification of bodily desires.
- B) provides a sense of morality.
- C) works to resolve conflicts.
- D) presses for socially acceptable actions.

Answer: A

Page Reference: 11

Topic: Foundational Theories of Child Development

Skill: Factual

24) Hedy lives according to the philosophy "If it feels good, do it." Hedy's personality appears to be dominated by her

- A) ego.
- B) imprinting.
- C) superego.
- D) id.

Answer: D

Page Reference: 8

Topic: Foundational Theories of Child Development

Skill: Applied

25) If an ego could talk, it might say

- A) "I want to eat NOW!"
- B) "Do you think that is the right and honourable way to act?"
- C) "Let's see if we can discuss this issue calmly and rationally."
- D) "Is that what your mother would do?"

Answer: C

Page Reference: 8

Topic: Foundational Theories of Child Development

Skill: Conceptual

26) The moral agent in a child's personality is the

A) ego.

B) superego.

C) primitive instincts.

D) id.

Answer: B

Page Reference: 9

Topic: Foundational Theories of Child Development

Skill: Factual

27) During which stage of Freud's psychosexual theory of development do we mature sexually and become ready for adulthood?

A) anal

B) phallic

C) latency

D) genital

Answer: D

Page Reference: 9

Topic: Foundational Theories of Child Development

Skill: Factual

28) Gordon is nine years old. He is very interested in soccer, and not interested in girls at all. Which of Freud's psychosexual stages is Gordon experiencing?

A) oral

B) anal

C) phallic

D) latency

Answer: D

Page Reference: 9

Topic: Foundational Theories of Child Development

Skill: Applied

29) According to Freud, if we experience conflict during a stage of our development, this could result in _____, which means that later in life we will have a tendency to return to behaviours reminiscent of that stage.

- A) generativity
- B) fixation
- C) latency
- D) a critical period

Answer: B

Page Reference: 9

Topic: Foundational Theories of Child Development

Skill: Conceptual

30) Psychosocial theory is associated with

- A) Arnold Gesell.
- B) Sigmund Freud.
- C) Erik Erikson.
- D) Albert Bandura.

Answer: C

Page Reference: 9

Topic: Foundational Theories of Child Development

Skill: Factual

31) Erikson emphasized

- A) psychological and social aspects of development.
- B) biological and physical aspects of development.
- C) environmental influences on development.
- D) cognitive development.

Answer: A

Page Reference: 9

Topic: Foundational Theories of Child Development

Skill: Conceptual

32) Erikson proposed a _____ theory in which development consists of a sequence of stages, each defined by a unique crisis or challenge.

- A) biological
- B) learning
- C) psychosocial
- D) cognitive-developmental

Answer: C

Page Reference: 9

Topic: Foundational Theories of Child Development

Skill: Factual

33) The first of Erikson's stages focuses on the issue of

- A) industry vs. inferiority.
- B) autonomy vs. shame and doubt.
- C) trust vs. mistrust.
- D) identity vs. identity confusion.

Answer: C

Page Reference: 10

Topic: Foundational Theories of Child Development

Skill: Factual

34) Erikson's theory suggests that 16-year-old Glenn is likely to be facing the challenge of

- A) realizing that he is an independent person.
- B) establishing an intimate relationship with another person.
- C) developing a sense of trust in the world.
- D) developing a sense of his own identity.

Answer: D

Page Reference: 10

Topic: Foundational Theories of Child Development

Skill: Applied

35) In Erikson's psychosocial theory,

- A) outcomes of earlier stages influence how well children deal with the challenges of later stages.
- B) each stage is self-contained and has no influence on other stages.
- C) physical aspects of development are more important than social aspects of development.
- D) the same challenges are faced over and over again in each stage.

Answer: A

Page Reference: 9

Topic: Foundational Theories of Child Development

Skill: Conceptual

36) Jaraan was never really able to answer the question “Who am I?” as a teenager. Erikson would predict that during young adulthood, Jaraan will

- A) be likely to view his life as satisfactory and worth living.
- B) establish a loving relationship with another person.
- C) develop the ability to try new things and handle failure.
- D) have difficulty forming intimate relationships.

Answer: D

Page Reference: 10

Topic: Foundational Theories of Child Development

Skill: Applied

37) According to Erikson’s theory of psychosocial development, development is

- A) the result of a natural unfolding of biological plans.
- B) determined by the resolution of conflicts between one’s biological drives and society’s standards of right and wrong.
- C) the result of children’s attempts to understand their worlds.
- D) determined by children’s resolution of psychological and social crises.

Answer: D

Page Reference: 10

Topic: Foundational Theories of Child Development

Skill: Conceptual

38) Experience plays the most important role in which of the following theories?

- A) maturational
- B) cognitive-developmental
- C) ethological
- D) learning

Answer: D

Page Reference: 10

Topic: Foundational Theories of Child Development

Skill: Conceptual

39) Creating an association between a stimulus (e.g., the sound of a bell or the presence of a rat) and a naturally occurring physical response (e.g., salivation or fear) is referred to as

- A) classical conditioning.
- B) imprinting.
- C) operant conditioning.
- D) fixation.

Answer: A

Page Reference: 10

Topic: Foundational Theories of Child Development

Skill: Conceptual

40) Who was the first theorist to use learning theory to explain child development?

- A) Sigmund Freud
- B) John Watson
- C) Jean Piaget
- D) Konrad Lorenz

Answer: B

Page Reference: 10

Topic: Foundational Theories of Child Development

Skill: Factual

41) Nehama believes that we could totally understand why children behave as they do if we would just look at the rewards and punishments they've received for their behaviours in the past. Nehama looks at child development as a(n) _____ theorist does.

- A) ecological
- B) cognitive-developmental
- C) psychodynamic
- D) learning

Answer: D

Page Reference: 11

Topic: Foundational Theories of Child Development

Skill: Applied

42) B.F. Skinner is most closely associated with which of the following concepts?

- A) imprinting
- B) self-efficacy
- C) operant conditioning
- D) observational learning

Answer: C

Page Reference: 11

Topic: Foundational Theories of Child Development

Skill: Conceptual

43) Beth has installed a doorbell inside her house and trained her dog to press the button when he wants to go outside. When the dog presses the doorbell, Beth rewards him by letting him outside. Which approach did Beth use to train her dog?

- A) classical conditioning
- B) psychosocial learning
- C) observational learning
- D) operant conditioning

Answer: D

Page Reference: 11

Topic: Foundational Theories of Child Development

Skill: Applied

44) Carol begged her father for some candy when they were in the grocery store. Eventually, Carol's father gave in and bought Carol some candy. According to theories of operant conditioning, what is likely to happen the next time Carol and her father go to the grocery store?

- A) Carol will not beg for candy because her father punished her begging the last time they were in the store.
- B) Carol will not beg for candy because her father reinforced her begging the last time they were in the store.
- C) Carol will beg for candy because her father reinforced her begging the last time they were in the store.
- D) Carol will beg for candy because her father punished her begging the last time they were in the store.

Answer: C

Page Reference: 11

Topic: Foundational Theories of Child Development

Skill: Applied

45) When eight-year-old Chris brought home a report card with all A's his parents gave him one dollar for each A. Chris's parents were attempting to use _____ to shape Chris's future behaviour.

- A) negative reinforcement
- B) positive reinforcement
- C) punishment
- D) self-efficacy

Answer: B

Page Reference: 11

Topic: Foundational Theories of Child Development

Skill: Applied

46) Whenever Krysia hung up her coat and put away her backpack after school, she was excused from setting the table, a chore she detests. Krysia's parents were using _____ to modify her behaviour.

- A) self-efficacy
- B) punishment
- C) negative reinforcement
- D) positive reinforcement

Answer: C

Page Reference: 11

Topic: Foundational Theories of Child Development

Skill: Applied

47) A reward that consists of taking away something unpleasant is called

- A) positive reinforcement.
- B) negative reinforcement.
- C) extinction.
- D) punishment.

Answer: B

Page Reference: 11

Topic: Foundational Theories of Child Development

Skill: Factual

48) Seth failed to put away his bicycle at night as he was supposed to do. His father told him that he would not be allowed to ride his bicycle for one week. Seth's father tried to change Seth's behaviour by using

- A) negative punishment.
- B) positive punishment.
- C) positive reinforcement.
- D) negative reinforcement.

Answer: A

Page Reference: 11

Topic: Foundational Theories of Child Development

Skill: Applied

49) A consequence that decreases the future likelihood of the behaviour that it follows is called

- A) positive reinforcement.
- B) negative reinforcement.
- C) self-efficacy.
- D) punishment.

Answer: D

Page Reference: 11

Topic: Foundational Theories of Child Development

Skill: Factual

50) Frank was watching a Saturday morning cartoon in which the main character kicked someone and took away a toy. Frank then walked across the room and kicked his brother Joe and took away Joe's toy just as a cartoon character had done on the TV show. According to social cognitive theory, Frank has just demonstrated

- A) observational learning or imitation.
- B) punishment for aggressive behaviour.
- C) reinforcement for sharing toys.
- D) imprinting.

Answer: A

Page Reference: 11

Topic: Foundational Theories of Child Development

Skill: Applied

51) Amanda noticed that whenever other children asked a question in class, their teacher seemed to get mad at them. Amanda decided not to ask her teacher for help, even though she needed it and her teacher had never seemed to be angry with her. Amanda's behaviour was shaped by

- A) positive reinforcement.
- B) negative reinforcement.
- C) observational learning.
- D) self-efficacy.

Answer: C

Page Reference: 11

Topic: Foundational Theories of Child Development

Skill: Applied

52) Nate watched another boy pull a girl's hair. Nate is most likely to imitate the boy's behaviour if

- A) the boy is not very popular.
- B) a teacher sends Nate to time-out.
- C) the girl smiled at the boy after he pulled her hair.
- D) the boy is not very smart.

Answer: C

Page Reference: 11

Topic: Foundational Theories of Child Development

Skill: Applied

53) Social cognitive theory extended operant conditioning theory by adding the concept of

- A) observational learning.
- B) punishment.
- C) reinforcement.
- D) genetic influences.

Answer: A

Page Reference: 12

Topic: Foundational Theories of Child Development

Skill: Conceptual

54) Six-year-old Sarah had been watching her older brother and sister in swim meets for several years. Sarah believed she was a good swimmer too, and eagerly entered her first swim meet shortly after she turned six. Bandura would say that _____ played a role in Sarah's desire to imitate her siblings.

- A) genetic factors
- B) self-efficacy
- C) punishment
- D) negative reinforcement

Answer: B

Page Reference: 12

Topic: Foundational Theories of Child Development

Skill: Applied

55) One difference between Skinner's operant conditioning and Bandura's social cognitive theory is that

- A) Bandura believes children play an active role in their own development while Skinner sees them as being passively shaped by the environment.
- B) Skinner views reinforcement and punishment as being important while Bandura does not.
- C) Skinner believes that self-efficacy influences behaviour while Bandura does not.
- D) Bandura emphasizes rewards and punishment while Skinner does not.

Answer: A

Page Reference: 12

Topic: Foundational Theories of Child Development

Skill: Conceptual

56) The cognitive-developmental perspective is mainly concerned with

- A) experience.
- B) personality.
- C) thinking.
- D) context.

Answer: C

Page Reference: 12

Topic: Foundational Theories of Child Development

Skill: Conceptual

57) Jean Piaget is associated with _____ theory.

- A) ecological
- B) psychodynamic
- C) learning
- D) cognitive-developmental

Answer: D

Page Reference: 13

Topic: Foundational Theories of Child Development

Skill: Factual

58) Piaget believed that children

- A) are passively shaped by their experiences.
- B) actively try to make sense of their world.
- C) learn through a series of reinforcements and punishments.
- D) face a series of conflicts or challenges as they develop.

Answer: B

Page Reference: 13

Topic: Foundational Theories of Child Development

Skill: Conceptual

59) Jean Piaget's theory of cognitive development focused on

- A) the resolution of psychological crises.
- B) improvements in mental hardware and software.
- C) children's creation of "theories" that help them understand their worlds.
- D) adaptive behaviours that are learned during critical periods.

Answer: C

Page Reference: 13

Topic: Foundational Theories of Child Development

Skill: Conceptual

60) Your neighbour tells you about his little boy who is always manipulating objects "just like a scientist trying to test his theory about the world." Having just read the first chapter of your child development textbook, you reply, "You sound just like

- A) B.F. Skinner!"
- B) Sigmund Freud!"
- C) Urie Bronfenbrenner!"
- D) Jean Piaget!"

Answer: D

Page Reference: 13

Topic: Foundational Theories of Child Development

Skill: Applied

61) Piaget stated that children's theories about the world

- A) remain the same until adulthood.
- B) undergo three major changes during development.
- C) are never tested by the children.
- D) are based on what adults tell them.

Answer: B

Page Reference: 13

Topic: Foundational Theories of Child Development

Skill: Conceptual

62) Which shows the correct sequence of Piaget's stages of cognitive development?

- A) preoperational, concrete operational, formal operational, sensorimotor
- B) sensorimotor, concrete operational, preoperational, formal operational
- C) sensorimotor, preoperational, concrete operational, formal operational
- D) concrete operational, formal operational, sensorimotor, preoperational

Answer: C

Page Reference: 13

Topic: Foundational Theories of Child Development

Skill: Factual

63) _____ was a theorist who was primarily interested in ways that adults convey cultural beliefs to children.

- A) Piaget
- B) Skinner
- C) Freud
- D) Vygotsky

Answer: D

Page Reference: 14

Topic: Foundational Theories of Child Development

Skill: Factual

64) According to _____ theory, development is a result of how conflicts are resolved.

- A) biological
- B) learning
- C) cognitive-developmental
- D) psychodynamic

Answer: D

Page Reference: 15

Topic: Foundational Theories of Child Development

Skill: Factual

65) Biology is to environment as _____ theory is to _____ theory.

- A) maturational; Skinner's operant conditioning
- B) psychosocial; ethological
- C) Piaget's; Freud's
- D) psychodynamic; Erikson's psychosocial

Answer: A

Page Reference: 15

Topic: Foundational Theories of Child Development

Skill: Conceptual

66) One example of a theory with a learning perspective is

- A) Erikson's theory.
- B) Bandura's social cognitive theory.
- C) Piaget's theory.
- D) Freud's theory.

Answer: B

Page Reference: 15

Topic: Foundational Theories of Child Development

Skill: Conceptual

67) Compared to classic theories of child development, modern theories tend to

- A) be very broad.
- B) cover more age periods.
- C) be narrower in scope.
- D) be less likely to produce specific, testable hypotheses.

Answer: C

Page Reference: 15

Topic: Foundational Theories of Child Development

Skill: Conceptual

68) The idea of continuity in development

- A) is consistent with the view that behaviour during the preschool years is not related to behaviour during later childhood.
- B) means that development in one domain is related to development in other domains.
- C) is consistent with the view that early development is related to later development.
- D) means that development is jointly influenced by heredity and environment.

Answer: C

Page Reference: 17

Topic: Themes in Child-Development Research

Skill: Conceptual

69) Yvonne was a busy, energetic child who grew up to be a busy, energetic adult. Yvonne provides an example of

- A) the influence of nurture on development.
- B) continuity in development.
- C) the connectedness of different domains of development.
- D) the active role of the child in development.

Answer: B

Page Reference: 17

Topic: Themes in Child-Development Research

Skill: Applied

70) The continuity-discontinuity issue addresses the question of whether

- A) genes or environment are most important.
- B) development in different domains is related.
- C) children actively influence their own development.
- D) early development is related to later development.

Answer: D

Page Reference: 17

Topic: Themes in Child-Development Research

Skill: Factual

71) The nature-nurture issue is concerned with

- A) the connection of development in one domain to development in other domains.
- B) the role that children play in influencing their own development.
- C) the roles that biology and environment play in development.
- D) how early development is related to later development.

Answer: C

Page Reference: 18

Topic: Themes in Child-Development Research

Skill: Conceptual

72) Jackie feels that superior genes are the primary reason her daughter Jacqueline is intellectually gifted. Jackie believes in the importance of

- A) the active child.
- B) continuity.
- C) nature.
- D) the connection of domains.

Answer: C

Page Reference: 18

Topic: Themes in Child-Development Research

Skill: Applied

73) Travis insists that people are the masters of their own destinies. Travis believes in

- A) the active child.
- B) the passive child.
- C) continuity.
- D) discontinuity.

Answer: A

Page Reference: 18

Topic: Themes in Child-Development Research

Skill: Conceptual

74) Ximena and Chris believe that they don't need to worry about parenting their new son, Brant, because he was born with a good nature and his good nature will determine his outcomes in life. Chris and Ximena's views of parenting are consistent with the _____ of the _____ issue.

- A) nature; nature-nurture
- B) passive; active-passive child
- C) connection; connection of domains
- D) continuity; continuity-discontinuity

Answer: A

Page Reference: 18

Topic: Themes in Child-Development Research

Skill: Applied

75) Michael and Lisa are new parents and they believe that their actions will influence their new son. They don't think that their son's behaviour will influence their parenting. Michael and Lisa's views of parenting are consistent with the _____ position of the _____ issue.

- A) nature; nature-nurture
- B) passive; active-passive child
- C) connection; connection of domains
- D) continuity; continuity-discontinuity

Answer: B

Page Reference: 18

Topic: Themes in Child-Development Research

Skill: Conceptual

76) Who was 'correct' about child development? Locke (child as blank slate) or Rousseau (development unfolding naturally)?

- A) Locke was correct. Experiences are crucial to a child's development.
- B) They were both correct. Experiences are crucial but a child's temperament change what experiences he or she has access to.
- C) Rousseau was correct. The child's unique characteristics are crucial to a child's development.
- D) Neither were correct. Development is discontinuous.

Answer: B

Page Reference: 18

Topic: Themes in Child-Development Research

Skill: Conceptual

77) Based on her experience in rearing five children, Elaine believes that personality influences the rate of physical-motor development. Elaine appears to take the view that

- A) development is always jointly influenced by heredity and environment.
- B) early development is related to later development.
- C) development in different domains is connected.
- D) children are at the mercy of the environment.

Answer: C

Page Reference: 19

Topic: Themes in Child-Development Research

Skill: Applied

78) Which of the following statements best represents the prevailing view among developmentalists?

- A) Social development is not related to cognitive development.
- B) Physical development is not related to cognitive development.
- C) Social development is not related to physical development.
- D) Physical, social, and cognitive development are interrelated.

Answer: D

Page Reference: 19

Topic: Themes in Child-Development Research

Skill: Conceptual

79) Rousseau believed that human development unfolds naturally, based on our own preset, innate tendencies, and that our childhood experiences did not greatly affect our development.

- A) True
- B) False

Answer: A

Page Reference: 1

Topic: Setting the Stage

Skill: Conceptual

80) Applied developmental science uses developmental research to promote healthy development, particularly for vulnerable children and families.

A) True

B) False

Answer: A

Page Reference: 5

Topic: Setting the Stage

Skill: Factual

81) The modern era of child development research began during World War II, as millions of people around the world looked for a diversion from the war.

A) True

B) False

Answer: B

Page Reference: 5

Topic: Setting the Stage

Skill: Factual

82) Baby biographies were detailed, systematic observations of individual children that were often subjective in nature but paved the way for more analytical, objective research.

A) True

B) False

Answer: A

Page Reference: 4

Topic: Setting the Stage

Skill: Factual

83) The American Psychological Society was formed in 1933 in an effort to bring together an interdisciplinary group dedicated to improving children's lives through research.

A) True

B) False

Answer: B

Page Reference: 5

Topic: Setting the Stage

Skill: Factual

84) In developmental psychology, a theory not only explains our development, but also makes predictions about what might affect our development.

A) True

B) False

Answer: A

Page Reference: 6

Topic: Foundational Theories of Child Development

Skill: Conceptual

85) A theory is supported when research results match the theory's predictions.

A) True

B) False

Answer: A

Page Reference: 7

Topic: Foundational Theories of Child Development

Skill: Conceptual

86) According to maturational theory, parents should carefully construct their children's environments so that behaviours like speech, play, and reasoning will all emerge.

A) True

B) False

Answer: B

Page Reference: 7

Topic: Foundational Theories of Child Development

Skill: Conceptual

87) The concept of a critical period in development refers to the time when a specific type of learning can take place.

A) True

B) False

Answer: A

Page Reference: 8

Topic: Foundational Theories of Child Development

Skill: Factual

88) Imprinting occurs when a child becomes independent from his/her mother.

A) True

B) False

Answer: B

Page Reference: 8

Topic: Foundational Theories of Child Development

Skill: Conceptual

89) When a child sees someone having fun with a toy, their superego tells them to just grab the toy from that person and play with it.

A) True

B) False

Answer: B

Page Reference: 9

Topic: Foundational Theories of Child Development

Skill: Applied

90) The ego, one of Freud's components of personality, tries to resolve the conflicts between one's biological desires and society's standards.

A) True

B) False

Answer: A

Page Reference: 8

Topic: Foundational Theories of Child Development

Skill: Conceptual

91) The oral stage of Freud's psychosexual theory of development begins about age 7.

A) True

B) False

Answer: B

Page Reference: 9

Topic: Foundational Theories of Child Development

Skill: Conceptual

92) The latency stage of Freud's psychosexual theory of development is when the child reaches sexual maturity.

A) True

B) False

Answer: B

Page Reference: 9

Topic: Foundational Theories of Child Development

Skill: Conceptual

93) According to Erikson, the challenge during adolescence is to develop a sense of trust in the world.

A) True

B) False

Answer: B

Page Reference: 10

Topic: Foundational Theories of Child Development

Skill: Conceptual

94) According to Erikson, the challenge during infancy is to develop a sense of initiative.

A) True

B) False

Answer: B

Page Reference: 10

Topic: Foundational Theories of Child Development

Skill: Conceptual

95) According to Erikson, the earlier stages of psychosocial development provide the foundation for later stages.

A) True

B) False

Answer: A

Page Reference: 10

Topic: Foundational Theories of Child Development

Skill: Conceptual

96) Pavlov was the first researcher to describe classical conditioning in animals.

A) True

B) False

Answer: A

Page Reference: 11

Topic: Foundational Theories of Child Development

Skill: Conceptual

97) Making a child do extra chores when she doesn't clean her room is an example of positive reinforcement.

A) True

B) False

Answer: B

Page Reference: 11

Topic: Foundational Theories of Child Development

Skill: Conceptual

98) Watson was able to train a human to fear a white rat, even though the human was previously not afraid of the rat.

A) True

B) False

Answer: A

Page Reference: 10

Topic: Foundational Theories of Child Development

Skill: Conceptual

99) Because Joe got an A on his psychology test, his parents told him he didn't have to wash the dishes (a job he hates doing) for two weeks. This is an example of negative reinforcement.

A) True

B) False

Answer: A

Page Reference: 11

Topic: Foundational Theories of Child Development

Skill: Conceptual

100) Children are just as likely to imitate the behaviour of someone they think is popular and talented, as they are to imitate the behaviour of someone they consider unpopular or untalented.

A) True

B) False

Answer: B

Page Reference: 12

Topic: Foundational Theories of Child Development

Skill: Conceptual

101) According to Bandura, self-efficacy beliefs help determine when children will imitate others.

A) True

B) False

Answer: A

Page Reference: 12

Topic: Foundational Theories of Child Development

Skill: Conceptual

102) During Piaget's preoperational period, knowledge of the world is based on an infant's sensory and motor skills.

A) True

B) False

Answer: B

Page Reference: 13

Topic: Foundational Theories of Child Development

Skill: Conceptual

103) Abstract thinking characterizes thought during Piaget's stage of formal operational thinking.

A) True

B) False

Answer: A

Page Reference: 13

Topic: Foundational Theories of Child Development

Skill: Conceptual

104) According to Vygotsky, a child's development must be considered against the backdrop of his/her culture's beliefs, customs, and skills.

A) True

B) False

Answer: A

Page Reference: 14

Topic: Foundational Theories of Child Development

Skill: Conceptual

105) Most modern theories of child development account for many different facets of behaviour.

A) True

B) False

Answer: B

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Topic: Foundational Theories of Child Development

Skill: Conceptual

106) The belief that outgoing five-year-olds become outgoing adults is consistent with the belief that development is discontinuous.

A) True

B) False

Answer: B

Page Reference: 17

Topic: Themes in Child-Development Research

Skill: Conceptual

107) Most of our psychological characteristics are determined either solely by our genes or solely by the environment in which we are raised.

A) True

B) False

Answer: B

Page Reference: 18

Topic: Themes in Child-Development Research
Skill: Conceptual

108) Development is shaped by the interaction of nature and nurture.

- A) True
- B) False

Answer: A

Page Reference: 18

Topic: Themes in Child-Development Research

Skill: Conceptual

109) The view that children are active in their development means that children are at the mercy of their environments.

- A) True
- B) False

Answer: B

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Topic: Themes in Child-Development Research

Skill: Conceptual

110) Most developmental psychologists agree that cognitive, physical, social, and personality development are all intertwined and that each area of development affects every other area.

- A) True
- B) False

Answer: A

Page Reference: 19

Topic: Themes in Child-Development Research

Skill: Conceptual

111) Name and briefly describe the eight stages of Erikson's psychosocial development theory.

Answer:

A good answer will include the following key points:

- *Basic trust versus mistrust* (birth to 1 year). Challenge: to develop a sense that the world is a safe, good place.
- *Autonomy versus shame and doubt* (1-3 years). Challenge: to realize that one is an independent person who can make decisions.
- *Initiative versus guilt* (3-6 years). Challenge: to develop a willingness to try new

things and to handle failure.

- *Industry versus inferiority* (6-adolescence). Challenge: to learn basic skills and to work with others.
- *Identity versus identity confusion* (adolescence). Challenge: to develop a lasting, integrated sense of self.
- *Intimacy versus isolation* (young adulthood). Challenge: to commit to another in a loving relationship.
- *Generativity versus stagnation* (middle adulthood). Challenge: to contribute to young people through child rearing, child care, or other productive work.
- *Integrity versus despair* (later life). Challenge: to view one's life as satisfactory and worth living.

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Topic: Foundational Theories of Child Development

Skill: Conceptual

112) Explain the concepts of positive and negative reinforcement and positive and negative punishment and give examples of each.

Answer:

A good answer will include the following key points:

Explanation:

- *Positive reinforcement*: Adding something that a person likes when they do something you want them to do, thus making that behaviour more likely in the future (e.g., buying a child a toy when they get an A in school).
- *Negative reinforcement*: Taking away something the person doesn't like when they do something you want them to do, thus making that behaviour more likely in the future (e.g., if a child gets an A in school, he doesn't have to wash the dishes for a month).
- *Positive punishment*: Adding something the person doesn't like when they do something you don't want them to do, thus making that behaviour less likely in the future (e.g., scolding a child for using inappropriate language).
- *Negative punishment*: Taking away something the person likes when they do something bad, thus making that behaviour less likely in the future (e.g., if a child swears, take away his television privileges).

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Topic: Foundational Theories of Child Development

Skill: Conceptual

113) Name and briefly describe the four stages of Piaget's cognitive development theory.

Answer:

A good answer will include the following key points:

- *Sensorimotor* (birth to 2 years): Infant's knowledge of the world is based on senses and motor skills. By the end of the period, infant uses mental representations.
- *Preoperational* (2-6 years): The child learns how to use symbols such as words

and numbers to represent the world, but related to the world only through his/her perspective.

- *Concrete operational* (7-11 years): The child understands and applies logical operations to experiences, provided they are concrete and focused on the here and now.

- *Formal operational* (adolescence and beyond): The adolescent or adult thinks abstractly, speculates on hypothetical situations, and reasons deductively about what may be possible.

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Topic: Foundational Theories of Child Development

Skill: Conceptual

114) Summarize the five developmental perspectives (e.g., biological, psychodynamic, etc.) and list which theories belong with each perspective.

Answer:

A good answer will include the following key points:

- *Biological*: Development is determined by biological forces—maturational theory and ethological theory

- *Psychodynamic*: Development is determined by how a child resolves conflicts at different ages—Freud’s theory and Erikson’s psychosocial theory

- *Learning*: Development is determined by a child’s environment—Skinner’s operant conditioning and Bandura’s social cognitive theory

- *Cognitive-Developmental*: Development reflects children’s efforts to understand the world—Piaget’s cognitive development theory

- *Contextual*: Development is influenced by immediate and more distant environments, which influence each other—Vygotsky’s theory

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Topic: Foundational Theories of Child Development

Skill: Conceptual

115) Describe four themes or issues that often arise in the study of child development.

Answer:

A good answer will include the following key points:

- Early development is related to later development, but not perfectly (*continuity vs. discontinuity issue*). This issue addresses the question of how consistently early development is related to later development.

- Development is always jointly influenced by heredity and environment (*nature vs. nurture issue*). This issue addresses the roles of biology and environment in child development.

- Children determine their own development (*active-passive child issue*). This issue addresses the question of whether children are at the mercy of their environment or if they actively influence their own development through their own unique individual characteristics.

- Development in different domains is *connected*. Development in the physical, cognitive, social, and other domains is interrelated.

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Topic: Themes in Child-Development Research

Skill: Conceptual

116) Give a clear explanation of Erikson's theory of psychosocial development. Include examples from at least two of the stages of his theory.

Answer:

A good answer will be similar to the following:

Erikson pointed out that we face many challenges throughout our lifespan, and that these challenges change based on the social settings we are experiencing. For example, when a child goes off to elementary school, for the first time they are encountering a situation where they have to work to keep up with the children around them or risk feeling inferior to them. Erikson called this the "industry vs. inferiority" crisis. As we develop, different challenges arise. For an adolescent, the crisis is "identity vs. role confusion." During adolescence, we feel an urge to define ourselves. We are in a situation (high school) where we are able to (and expected to) express our identity. Throughout the lifespan, the social demands upon us change, and these demands create pressure that drives us to develop in some new way.

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Topic: Foundational Theories of Child Development

Skill: Conceptual

117) When she was young, the only times that Ashley watched daytime television (soap operas) was when she stayed home sick from school. Now that she is older, whenever Ashley sees a soap opera on television, she starts to feel like she has a cold, even if she is perfectly healthy. How would Watson or Pavlov explain this situation? How is this similar to their research?

Answer:

A good answer will be similar to the following:

Watson and Pavlov would explain that Ashley has been classically conditioned to associate soap operas (a stimulus) with feeling sick (a physical response). She formed this association because the only time she ever watched soap operas as a child, she was sick. This is similar to Pavlov's research with dogs. He trained them to salivate whenever they heard the bell by associating the bell with the presentation of food (which causes a natural salivation response). After the training period, the dogs would salivate whenever the bell rang, even if there was no food present. It is also similar to Watson's research with Little Albert. Albert was trained to associate the presence of a white rat with a loud sound that scared him. Once the association was made, Albert felt fear whenever the white rat was present even when there was no loud noise. In Ashley's case, each time she watched daytime television she was also sick, so she formed an association between soap operas and being sick. Now even when she is not sick, watching soap operas causes her to feel sick.

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Topic: Foundational Theories of Child Development

Skill: Applied

118) Your sister Kumi is having problems with her two-year-old daughter. Your niece, Kayla, has been throwing tantrums to get her own way. As you watch Kumi and Kayla interact, you see that Kumi will say “no” to Kayla, Kayla will scream and cry, and then Kumi will give in to her. What can you tell Kumi about the principles of operant conditioning that might help her deal with the situation?

Answer:

A good answer will be similar to the following:

You should tell Kumi that reinforcement is a consequence that increases the future likelihood of the behaviour that it follows. Reinforcers can include food, candy, toys, or getting your own way. By giving in to Kayla, Kumi is reinforcing her tantrums and increasing the likelihood that Kayla will throw another tantrum. Instead, Kumi should be punishing Kayla’s tantrums because punishment decreases the likelihood that a behaviour will be repeated. Punishments can include things such as being sent to one’s room, having privileges taken away, or having a toy taken away. So, Kumi should stop reinforcing Kayla’s tantrums by giving in to her.

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Topic: Foundational Theories of Child Development

Skill: Applied

119) Explain Piaget’s perspective on development and contrast it with the early learning theories of Watson and Skinner.

Answer:

A good answer will be similar to the following:

Early learning theorists believed that human development was mostly a matter of forming associations either between a stimulus and a response (classical conditioning) or between a behaviour and a consequence (operant conditioning). Piaget saw children as scientists who actively create theories about the world and try to test their theories through experience. Whereas the early learning theorists saw human development as a passive process of allowing our experiences to influence our development, Piaget viewed development as a series of experiments that children actively engage in, in order to further understand the world around them.

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Topic: Foundational Theories of Child Development

Skill: Conceptual

120) Your friends have a new baby girl named Kaycee and they have told you that they can’t wait to raise her because they will create a wonderful environment that Kaycee will love. For example, they will never let Kaycee watch worthless shows on television, and she will love to read because they will read to her all the time when she is a baby. What can you tell your friends about the issue of the child being active versus passive in her development?

Answer:

A good answer will be similar to the following:

According to John Locke, a child is a blank slate on which experiences in the environment are written. Locke's view is consistent with the view of the child who is passive in her development. Your friends also seem to be taking the view that Kaycee will be the passive recipient of the environment that they structure for her. In reality, children often are active in influencing and interpreting their worlds. For example, Kaycee may not sit still when they read to her so they will eventually stop trying. Also, Kaycee may prefer playing catch and kicking a soccer ball to sitting and reading.

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Topic: Themes in Child-Development Research

Skill: Conceptual

121) One day you and a friend are talking and your friend states, "Development is the result of the genes that you inherit, and those genes put you on a developmental path that stays the same throughout your life." What can you tell your friend about the issues of nature vs. nurture and continuity vs. discontinuity?

Answer:

A good answer will be similar to the following:

You can tell your friend that both nature and nurture interact with each other to influence development. So, your friend's idea that genes are the only important influence on development is wrong. Almost all aspects of development are shaped by both heredity and environment. Also, the developmental path that one is on is not completely rigid and fixed as your friend thinks. Early behaviour does not predict later behaviour perfectly so a child who is a brat may actually grow up to be a nice adult.

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Topic: Themes in Child-Development Research

Skill: Conceptual

122) Please give two examples where observational learning could be helpful/harmful to a developing child.

Answer:

A good answer will be similar to the following:

Observational learning would be helpful to the child in many instances. Not everything in life can be explicitly taught, so the child will learn many useful things (from how to twist the top off Oreos to how to be cautious when stepping onto ice) from observing others. The most beneficial things will help keep the child safe (buckling a seat belt, being careful around the stove). However the child could also learn some negative/harmful things from watching the actions of others. Some examples might include developing an irrational fear of dogs, starting to smoke, or developing a racist attitude towards others.

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Topic: The Science of Child Development

Skill: Conceptual

123) Irina wants to study infant language development. She decides to watch 10 babies once a month from birth to two years of age and write down the sounds they make and the words they use. Irina is using

- A) self-report.
- B) systematic observation.
- C) sampling behaviour with tasks.
- D) interviews.

Answer: B

Page Reference: 21

Topic: Doing Child-Development Research

Skill: Applied

124) Research measures that involve watching children's unprompted behaviour in real-life settings are referred to as

- A) structured observations.
- B) tasks that sample behaviour.
- C) self-report measures.
- D) naturalistic observations.

Answer: D

Page Reference: 21

Topic: Doing Child-Development Research

Skill: Factual

125) Which of the following is true of naturalistic observations?

- A) Researchers usually record all of a child's behaviours.
- B) Because children are being observed in their natural settings, the behaviour of interest is less likely to be disturbed.
- C) This method is useful for studying phenomena that occur rarely.
- D) This method is useful for studying behaviours that occur in private settings.

Answer: B

Page Reference: 21

Topic: Doing Child-Development Research

Skill: Factual

126) The factors subject to change that a researcher records in an observation are referred to as

- A) variables.
- B) samples.
- C) populations.
- D) correlation coefficients.

Answer: A

Page Reference: 21

Topic: Doing Child-Development Research

Skill: Factual

127) Which of the following is a variable?

- A) The number of siblings a child has.
- B) A child who participates in a study.
- C) The results of a study.
- D) A checklist used to record information about a child's behaviour.

Answer: A

Page Reference: 19

Topic: Doing Child-Development Research

Skill: Applied

128) Pepler, Craig, and Roberts (1998) used _____ to study prosocial and aggressive behaviour on Toronto's playgrounds.

- A) naturalistic observation
- B) structured observation
- C) self-report data
- D) experimental data

Answer: A

Page Reference: 21

Topic: Doing Child-Development Research

Skill: Conceptual

129) Laible, Panfile, and Makariev (2008) found a weak positive (.31) correlation between mother-child dyad's ability to resolve a conflict in two settings. This means

- A) there was no relationship between ability to resolve the conflict in setting one vs. setting two.
- B) if the dyad resolved the conflict in one setting there was a high likelihood that they would also resolve it in the second setting.
- C) if the dyad resolved the conflict in one setting, they were somewhat likely to resolve it in the second—but there were many dyads who did not conform to this pattern.

D) if the dyad resolved the conflict in one setting there was a high likelihood that they would not resolve it in the second setting.

Answer: C

Page Reference: 26-27

Topic: Doing Child-Development Research

Skill: Conceptual

130) The _____ design has been referred to as a “snapshot” taken at one point in time.

- A) longitudinal
- B) microgenetic
- C) cross-sectional
- D) longitudinal-sequential

Answer: C

Page Reference: 32

Topic: Doing Child-Development Research

Skill: Factual

131) Mary chose to assess the quality of infants’ relationships with their caregivers by observing infants in a laboratory situation wherein the infants experienced a series of separations from and reunions with their caregivers. What kind of measure did Mary use?

- A) self-report
- B) naturalistic observation
- C) structured observation
- D) questionnaire

Answer: C

Page Reference: 21

Topic: Doing Child-Development Research

Skill: Applied

132) One drawback of structured observations is that

- A) the artificial nature of the setting may distort the behaviour of interest.
- B) they cannot be used to study behaviours that occur naturally only rarely.
- C) they can only be used to study behaviours that occur in public settings.
- D) they cannot be performed in a laboratory.

Answer: A

Page Reference: 22

Topic: Doing Child-Development Research

Skill: Conceptual

133) Which of the following statements best describes observer bias?

- A) Children tend to watch a researcher more than their parents.
- B) We are more likely to notice events that fit into our theories.
- C) Children are often unaware that they are being watched.
- D) We are more likely to behave nicely when people are watching us.

Answer: B

Page Reference: 22

Topic: Doing Child-Development Research

Skill: Conceptual

134) What might a researcher do to avoid a potential observation bias?

- A) Use a blind observation technique.
- B) Make sure he or she is observing carefully.
- C) Clearly explain the research with the participants.
- D) Perform the study multiple times.

Answer: A

Page Reference: 22

Topic: Doing Child-Development Research

Skill: Conceptual

135) Jack and Darren are research assistants observing a child and recording how many times the child performs an aggressive act. After the observation they compare notes. Jack counted 13 aggressive acts but Darren counted 14. This is a problem of:

- A) inter-rater reliability.
- B) observer influence.
- C) observer bias.
- D) concurrent validity.

Answer: A

Page Reference: 22

Topic: Doing Child-Development Research

Skill: Applied

136) Which of the following refers to our tendency to act differently when we know someone is watching us?

- A) observer bias
- B) habituation
- C) reliability
- D) observer influence

Answer: D

Page Reference: 22

Topic: Doing Child-Development Research

Skill: Conceptual

137) An infant comes to the lab to be observed. At first, she is very shy and seems uncomfortable with the researcher, but after a few minutes she doesn't seem to even notice the researcher. What has happened here?

- A) inter-rater reliability
- B) blind observation
- C) habituation
- D) a longitudinal study

Answer: C

Page Reference: 22

Topic: Doing Child-Development Research

Skill: Applied

138) Which of the following measures involves sampling behaviour with a task?

- A) putting a number of objects in front of a child and having the child count them
- B) listening to children's everyday conversations and recording the complexity of their sentence structures
- C) asking children how much television they watch in one week
- D) having children fill out a questionnaire about their study habits

Answer: A

Page Reference: 23

Topic: Doing Child-Development Research

Skill: Applied

139) Which of the following is a strength associated with measures that sample behaviour with tasks?

- A) Children's behaviour is seen as it occurs naturally.
- B) They almost always validly represent real-life behaviours.
- C) They are convenient to use.
- D) They assure representative sampling.

Answer: C

Page Reference: 31

Topic: Doing Child-Development Research

Skill: Factual

140) Which of the following is true of sampling behaviour with tasks?

- A) Sampling behaviour with tasks may not really sample the behaviour of interest.
- B) Sampling behaviour with tasks can be used to observe behaviour directly.
- C) Sampling behaviour with tasks isn't a popular method because it isn't convenient to use.
- D) Sampling behaviour with tasks might lead some children to provide socially acceptable answers.

Answer: A

Page Reference: 23

Topic: Doing Child-Development Research

Skill: Conceptual

141) _____ measures ask children questions about the topic of interest.

- A) Naturalistic observation
- B) Structured observation
- C) Sampling behaviour with tasks
- D) Self-report

Answer: D

Page Reference: 23

Topic: Doing Child-Development Research

Skill: Factual

142) Which of the following is a problem with the use of self-report?

- A) Answers do not lead directly to information on the topic of interest.
- B) Children may provide answers that are socially acceptable.
- C) The collection of information is not convenient.
- D) Children have very accurate memories so their answers regarding past events can be trusted.

Answer: B

Page Reference: 23

Topic: Doing Child-Development Research

Skill: Factual

143) Alvaro is interested in finding out how children's conceptions of death change with age. He decides to interview children and ask them questions such as "What happens when people die?" and "Do people eat when they die?" Alvaro is using a form of _____ to measure children's conceptions of death.

- A) naturalistic observation
- B) self-report
- C) sampling behaviour with tasks
- D) structured observation

Answer: B

Page Reference: 23

Topic: Doing Child-Development Research

Skill: Applied

144) The tendency to select socially acceptable answers is called

- A) response bias.
- B) self report.
- C) validity.
- D) sampling behaviour.

Answer: A

Page Reference: 23

Topic: Doing Child-Development Research

Skill: Factual

145) Abe is investigating moral reasoning by asking children what they would do in different situations, such as if one of their friends would shoplift when they were together. He is concerned that children may be giving him the answers they think he wants to hear rather than their genuine feelings about what they would really do. Abe is worried about

- A) cohort effects.
- B) representative sampling.
- C) response bias.
- D) confidentiality.

Answer: C

Page Reference: 24

Topic: Doing Child-Development Research

Skill: Applied

146) Which of the following is a weakness of self-report measures?

- A) They are difficult to use with behaviours that are rare or that typically occur in private settings.
- B) They may be invalid because they cannot sample behaviour as it occurs naturally.
- C) They may be invalid because structured settings distort the behaviour.

D) They may be invalid because children answer incorrectly due to forgetting or response bias.

Answer: D

Page Reference: 24

Topic: Doing Child-Development Research

Skill: Factual

147) A measure is _____ if the results are consistent over time.

A) representative

B) reliable

C) valid

D) a sample

Answer: B

Page Reference: 22

Topic: Doing Child-Development Research

Skill: Factual

148) If Mohammed took the same achievement test three different times and received scores of 100, 55, and 75, the test would have low levels of

A) validity.

B) representativeness.

C) sampling behaviour.

D) reliability.

Answer: D

Page Reference: 22

Topic: Doing Child-Development Research

Skill: Applied

149) _____ refers to whether a measure really measures what it is intended to measure.

A) Validity

B) Reliability

C) Sampling

D) Stability

Answer: A

Page Reference: 25

Topic: Doing Child-Development Research

Skill: Factual

150) To measure children's social skill, you decide to use the number of interactions children have with other children. As you collect data, you notice that some children who have many interactions do not seem to be very socially skilled because many of their interactions are negative. This makes you question the _____ of your measure.

- A) sampling
- B) stability
- C) validity
- D) reliability

Answer: C

Page Reference: 25

Topic: Doing Child-Development Research

Skill: Applied

151) A researcher is interested in the development of early math skills in Canadian preschool females. He observes 25 children at a local day care centre. The population he is studying is

- A) humans.
- B) Canadian children.
- C) Canadian preschool females.
- D) the 25 children at the local day care centre.

Answer: C

Page Reference: 25

Topic: Doing Child-Development Research

Skill: Applied

152) Ludmilla is interested in finding out how children typically learn math concepts. She found a class of gifted math students willing to be her subjects. What might be an issue with using that particular group of students as subjects?

- A) response bias
- B) representative sampling
- C) structured setting
- D) cohort effects

Answer: B

Page Reference: 25

Topic: Doing Child-Development Research

Skill: Applied

153) Correlations can range from

- A) 0 to 100.
- B) 1 to 10.
- C) -1.00 to 1.00.
- D) -.10 to .10.

Answer: C

Page Reference: 26

Topic: Doing Child-Development Research

Skill: Factual

154) A correlation coefficient of 0.0 indicates what about the relation between two variables?

- A) The two variables are directly related.
- B) The two variables are inversely related.
- C) The two variables are completely unrelated.
- D) This coefficient indicates which variable was the “cause” and which the “effect.”

Answer: C

Page Reference: 26

Topic: Doing Child-Development Research

Skill: Conceptual

155) In a correlational study

- A) factors are manipulated to determine whether they are related.
- B) it is possible to determine whether there is a causal relationship between two variables.
- C) it is possible to determine whether two variables are related, but not whether there is a causal relationship between the variables.
- D) there is an independent variable and a dependent variable.

Answer: C

Page Reference: 26

Topic: Doing Child-Development Research

Skill: Conceptual

156) A correlation of .82 was found between the number of hours studied and final exam scores. This means that

- A) students who studied less received higher exam scores.
- B) students who studied less received lower exam scores.
- C) studying caused students to receive higher exam scores.

D) the amount of studying was unrelated to exam scores.

Answer: B

Page Reference: 26

Topic: Doing Child-Development Research

Skill: Applied

157) A high correlation between a child's behaviour (e.g., being aggressive) and that of her parents (e.g., spanking) indicates that

A) the child's aggression caused the spanking.

B) the spanking caused the aggression.

C) shared aggressive genes, a third factor, caused the child's aggression and the parents' spanking.

D) aggression and spanking are related but correlations do not indicate causality.

Answer: D

Page Reference: 26

Topic: Doing Child-Development Research

Skill: Conceptual

158) In an experimental study, the _____ is manipulated to observe its effects on another variable.

A) dependent variable

B) independent variable

C) correlation coefficient

D) random assignment

Answer: B

Page Reference: 29

Topic: Doing Child-Development Research

Skill: Factual

159) A researcher is interested in how the scores that children receive on a spelling test are affected by the amount of food that they eat for lunch. The independent variable is

A) the age of the children.

B) the scores on the spelling test.

C) the words on the spelling test.

D) the amount of food eaten for lunch.

Answer: D

Page Reference: 26

Topic: Doing Child-Development Research

Skill: Applied

160) Sonja conducts an experiment to determine whether listening to music affects emotional state. She has children wait alone in a room that either did or did not have music playing and then has them complete a questionnaire asking about their current level of happiness. The independent variable in this study is

- A) how happy they were before the study began.
- B) being alone in the room while waiting.
- C) whether or not music was playing in the room.
- D) their level of happiness as rated on the questionnaire.

Answer: C

Page Reference: 26

Topic: Doing Child-Development Research

Skill: Applied

161) The variable in an experiment that is observed to see if it changes when another variable is manipulated is called the

- A) correlation coefficient.
- B) independent variable.
- C) cohort.
- D) dependent variable.

Answer: D

Page Reference: 28

Topic: Doing Child-Development Research

Skill: Factual

162) Yuri is interested in finding out whether exercise affects boys' and girls' performance on a memory task. The dependent variable in this situation is

- A) memory performance.
- B) the amount of exercise.
- C) the age of the children.
- D) gender.

Answer: A

Page Reference: 28

Topic: Doing Child-Development Research

Skill: Applied

163) Professor Gordon is studying the effects of peer relationships on emotional well-being in Canadian children. She collects information from a sample of 900 Grade 3 children. Although she has a lot of information about these particular 900 children, what

does she need to do in order to make statements about the population of Canadian Grade 3 children?

- A) Prove her null hypothesis.
- B) Interview every Grade 3 child in Canada.
- C) Discuss the findings with researchers in other countries.
- D) Calculate inferential statistics.

Answer: D

Page Reference: 28

Topic: Doing Child-Development Research

Skill: Conceptual

164) In an experiment, the null hypothesis states

- A) the debriefing information for the participants in this experiment.
- B) that the researcher will find what his/her theory predicts.
- C) the previous findings in this area of research.
- D) that no significant effect will be found in this experiment.

Answer: D

Page Reference: 28

Topic: Doing Child-Development Research

Skill: Conceptual

165) A weakness of experimental studies is that

- A) they cannot be used to determine cause and effect.
- B) results may not be representative of real-life behaviour.
- C) they cannot be used in a laboratory setting.
- D) they are usually expensive.

Answer: B

Page Reference: 28

Topic: Doing Child-Development Research

Skill: Conceptual

166) A strength of experimental studies is that

- A) they measure behaviour in a natural setting.
- B) no manipulation of variables is done.
- C) they allow conclusions about cause and effect.
- D) only a single study is needed to definitely settle a question.

Answer: C

Page Reference: 28

Topic: Doing Child-Development Research
Skill: Conceptual

167) Field experiments

- A) involve manipulation of independent variables.
- B) occur in a laboratory setting.
- C) do not allow investigators to draw conclusions about cause and effect.
- D) are usually fairly easy to conduct.

Answer: A

Page Reference: 29

Topic: Doing Child-Development Research
Skill: Factual

168) Dr. Land conducted a study in a preschool to test his hypothesis that the amount of unstructured time (free play) in a day affects the amount of unruliness that children display. Teachers systematically varied the amount of free play each day for a month, and Dr. Land's research assistants recorded the amount of unruliness children displayed each day. This study would best be described as a(n)

- A) correlational study.
- B) laboratory experiment
- C) field experiment.
- D) self-report study.

Answer: C

Page Reference: 29

Topic: Doing Child-Development Research
Skill: Applied

169) Professor Bake is comparing the working memory of four- and five-year-olds. She reads a list of words to 30 four-year-olds and records how many of the words they were able to recall. She does the same thing with 30 five-year olds. She then compares the average number of words remembered by the four-year-olds to the average number of words remembered by the five-year-olds. This is an example of which type of research?

- A) quantitative
- B) longitudinal
- C) qualitative
- D) habituation

Answer: A

Page Reference: 30

Topic: Doing Child-Development Research
Skill: Applied

170) Professor Kiefer is interested in learning about how easily children make the transition from grade school to high school. She interviews 120 Grade 8 students at various schools and collects information about their hopes, fears, and general feelings about moving on to high school. This is an example of which type of research?

- A) quantitative
- B) longitudinal
- C) qualitative
- D) habituation

Answer: C

Page Reference: 30

Topic: Doing Child-Development Research

Skill: Applied

171) Marcio studies developmental changes in intelligence by testing one group of subjects when they are 4, 8, 12, and 16 years of age. What kind of design is Marcio using?

- A) self-report
- B) observational
- C) cross-sectional
- D) longitudinal

Answer: D

Page Reference: 30

Topic: Doing Child-Development Research

Skill: Applied

172) A microgenetic study would best be described as

- A) a very short longitudinal study.
- B) a very long longitudinal study.
- C) a very short cross-sectional study.
- D) a very long cross-sectional study.

Answer: A

Page Reference: 31

Topic: Doing Child-Development Research

Skill: Conceptual

173) Which of the following is a disadvantage of longitudinal studies?

- A) The development of “test-wise” subjects.
- B) The complication of interpretation of differences between groups.

- C) The sample of subjects over the course of the research stays the same.
- D) The cost of conducting a longitudinal study is relatively low.

Answer: A

Page Reference: 31

Topic: Doing Child-Development Research

Skill: Conceptual

174) Which of the following is NOT a disadvantage of a longitudinal approach?

- A) They cannot answer questions about the continuity or discontinuity of behaviour.
- B) Subject dropout may alter results.
- C) Results may be specific to a particular cohort.
- D) Repeated testing may distort results.

Answer: A

Page Reference: 34

Topic: Doing Child-Development Research

Skill: Conceptual

175) In 1999, Hall and Kail investigated age differences in arithmetic performance in 8- to 12-year-olds. Based on the information given, what can you conclude about the type of approach Hall and Kail used? It was

- A) longitudinal.
- B) cross-sectional.
- C) correlational.
- D) experimental.

Answer: B

Page Reference: 32

Topic: Doing Child-Development Research

Skill: Applied

176) Cohort effects are most likely to be a problem in _____ studies.

- A) experimental
- B) correlational
- C) longitudinal
- D) cross-sectional

Answer: D

Page Reference: 32

Topic: Doing Child-Development Research

Skill: Conceptual

177) Differences between age groups resulting from environmental events rather than developmental processes are referred to as

- A) response biases.
- B) cohort effects.
- C) representative samplings.
- D) artificial settings.

Answer: B

Page Reference: 32

Topic: Doing Child-Development Research

Skill: Conceptual

178) The fact that differences between age groups in a cross-sectional study may result as easily from chance environmental events as from significant developmental processes is

- A) an example of the sample constancy problem.
- B) a major problem of longitudinal studies.
- C) a problem with a random sample from a population of interest.
- D) a major disadvantage of the cross-sectional approach.

Answer: D

Page Reference: 32

Topic: Doing Child-Development Research

Skill: Factual

179) Different sequences of children are tested longitudinally in a study with a

- A) cross-sectional design.
- B) longitudinal design.
- C) longitudinal-sequential design.
- D) microgenetic design.

Answer: C

Page Reference: 40

Topic: Doing Child-Development Research

Skill: Conceptual

180) Dr. Roberts wants to compare the results of many studies that have looked at the relation between gender and math ability. Dr. Roberts would find a _____ most appropriate for his needs.

- A) microgenetic design
- B) meta-analysis
- C) longitudinal-sequential design
- D) quasi-experimental design

Answer: B

Page Reference: 34

Topic: Doing Child-Development Research

Skill: Applied

181) _____ is a tool that allows researchers to synthesize the results of many studies to estimate relations between variables.

- A) Quasi-experimental design
- B) Microgenetic design
- C) Naturalistic observation
- D) Meta-analysis

Answer: D

Page Reference: 34

Topic: Doing Child-Development Research

Skill: Factual

182) Which of the following is an ethical responsibility that researchers have to the participants in their research?

- A) Researchers do not need to explain the use of deception in their studies.
- B) Children's data should be linked with their names so that they can be identified easily.
- C) Researchers should minimize the potential for harm or stress to their participants.
- D) Researchers do not need to describe the research to participants before they decide to participate.

Answer: C

Page Reference: 36

Topic: Doing Child-Development Research

Skill: Factual

183) Deciding whether a research study is ethical is

- A) usually done by the researcher alone.
- B) typically done by a review board.
- C) arbitrary because no one has established uniform guidelines for making decisions about whether research is ethical.
- D) determined by whether a study is deemed as being worthy of publication.

Answer: B

Page Reference: 36

Topic: Doing Child-Development Research

Skill: Factual

184) After any research is conducted with human participants, those participants must be given a _____, explaining the purpose of the research.

- A) debriefing
- B) video
- C) informed consent
- D) inferential statistics package

Answer: A

Page Reference: 36

Topic: Doing Child-Development Research

Skill: Conceptual

185) When writing a paper, which of the following is the APA-style way to let your reader know whose research you are referring to?

- A) (Lester Loschky and George McConkie, 2002)
- B) (1999, Logan and Zbrodoff)
- C) (LeFevre & Morris, 1999)
- D) (Craik and colleague, 1972)

Answer: C

Page Reference: 37

Topic: Doing Child-Development Research

Skill: Factual

186) _____ refers to laws and regulations that directly or indirectly affect families with children.

- A) Family policy
- B) Debriefing
- C) Meta-analysis
- D) Applied developmental science

Answer: A

Page Reference: 38

Topic: Child-Development Research and Family Policy

Skill: Conceptual

187) Which of the following statements is true about family policy?

- A) Child-development research does not affect family policy.
- B) Researchers can only affect policy if they are also members of a political party.
- C) Applied developmental science uses research to promote healthy development in children.

D) Research is not helpful in changing policy because the policy-makers do not understand it.

Answer: C

Page Reference: 38

Topic: Child-Development Research and Family Policy

Skill: Conceptual

188) Why do researchers use quasi-experimental design?

A) To form groups based on random assignment.

B) To link variables together.

C) To observe behaviour in different settings.

D) Because sometimes it is unethical/impossible to form groups based on random assignment.

Answer: D

Page Reference: 40

Topic: Child-Development Research and Family Policy

Skill: Conceptual

189) A researcher wants to compare boys' reading performance to girls' reading performance. He collects reading performance scores from a sample of children from five local schools. This is an example of a

A) correlational study.

B) longitudinal study.

C) experiment.

D) quasi-experiment.

Answer: D

Page Reference: 40

Topic: Child-Development Research and Family Policy

Skill: Applied

190) A quasi-experimental design involves comparisons between

A) groups that were not formed by random assignment.

B) groups that were not formed based on gender.

C) groups that were formed by random assignment.

D) groups that were formed based on age.

Answer: A

Page Reference: 40

Topic: Child-Development Research and Family Policy

Skill: Conceptual

191) Systematic observation involves watching children and carefully recording what they do or say.

- A) True
- B) False

Answer: A

Page Reference: 21

Topic: Doing Child-Development Research

Skill: Conceptual

192) Naturalistic observation involves observing children's behaviour in carefully controlled conditions.

- A) True
- B) False

Answer: B

Page Reference: 21

Topic: Doing Child-Development Research

Skill: Conceptual

193) A variable is a factor which may be different from person to person.

- A) True
- B) False

Answer: A

Page Reference: 21

Topic: Doing Child-Development Research

Skill: Conceptual

194) In structured observation, the researcher goes out of his/her way to create a situation where they are unlikely to observe the behaviour they are studying.

- A) True
- B) False

Answer: B

Page Reference: 21

Topic: Doing Child-Development Research

Skill: Conceptual

195) Observer bias is the tendency for people to notice new things when they look at familiar situations.

- A) True
- B) False

Answer: B

Page Reference: 22

Topic: Doing Child-Development Research

Skill: Conceptual

196) In order to avoid observer bias, researchers often use a blind observation technique.

- A) True
- B) False

Answer: A

Page Reference: 22

Topic: Doing Child-Development Research

Skill: Conceptual

197) Inter-rater reliability refers to whether or not a test is really measuring what it is supposed to measure.

- A) True
- B) False

Answer: B

Page Reference: 22

Topic: Doing Child-Development Research

Skill: Conceptual

198) A researcher wants to study children's behaviour in the playground, so he follows children around with a camera crew, recording their behaviour. This research is likely to suffer from an observer influence.

- A) True
- B) False

Answer: A

Page Reference: 22

Topic: Doing Child-Development Research

Skill: Applied

199) Children can "get used to" the presence of a researcher observing them, and exhibit their usual behaviour patterns.

- A) True
- B) False

Answer: A

Page Reference: 22

Topic: Doing Child-Development Research

Skill: Conceptual

200) When investigators can't observe a behaviour directly in a natural context, they are unable to study that behaviour.

- A) True
- B) False

Answer: B

Page Reference: 23

Topic: Doing Child-Development Research

Skill: Conceptual

201) Self-reports are children's answers to questions about a topic of interest.

- A) True
- B) False

Answer: A

Page Reference: 23

Topic: Doing Child-Development Research

Skill: Conceptual

202) Response bias occurs when children change their answers to questions based on what they believe is more socially desirable.

- A) True
- B) False

Answer: A

Page Reference: 24

Topic: Doing Child-Development Research

Skill: Conceptual

203) Gregory knows that hitting his sister is wrong. When a researcher asks Gregory how many times he has ever hit his sister, Gregory's answer is much lower than the real number. This is an example of response bias.

- A) True
- B) False

Answer: A

Page Reference: 24

Topic: Doing Child-Development Research

Skill: Applied

204) Joseph is interested in studying political attitudes of Canadian adolescents. He collects information from 500 high school students in Toronto. These students are the population he is interested in.

- A) True
- B) False

Answer: B

Page Reference: 25

Topic: Doing Child-Development Research

Skill: Applied

205) A researcher wanted to study the growth rates of infants in Canada. He collects information from 120 infants at a very expensive day care centre in a wealthy neighbourhood in Vancouver. This constitutes a representative sample of the population he is interested in.

- A) True
- B) False

Answer: B

Page Reference: 25

Topic: Doing Child-Development Research

Skill: Applied

206) A strength of correlational research is that it can be used to determine cause and effect.

- A) True
- B) False

Answer: B

Page Reference: 26

Topic: Doing Child-Development Research

Skill: Conceptual

207) A strength of correlational research is that investigators can examine relationships between variables as they exist naturally in the world.

- A) True
- B) False

Answer: A

Page Reference: 26

Topic: Doing Child-Development Research

Skill: Conceptual

208) A correlation coefficient of .85 indicates that two variables are positively related (e.g., children who watch many violent TV shows are more aggressive).

- A) True
- B) False

Answer: A

Page Reference: 26

Topic: Doing Child-Development Research

Skill: Applied

209) A correlation coefficient of -.85 indicates that there is no relationship between two variables (e.g., children's aggressive behaviour and watching violent TV shows are not related).

- A) True
- B) False

Answer: B

Page Reference: 26

Topic: Doing Child-Development Research

Skill: Applied

210) In an experiment the researcher manipulates the dependent variable and measures the independent variable.

- A) True
- B) False

Answer: B

Page Reference: 27

Topic: Doing Child-Development Research

Skill: Conceptual

211) Inferential statistics allow researchers to make statements about populations based on the findings from their samples.

- A) True
- B) False

Answer: A

Page Reference: 28

Topic: Doing Child-Development Research

Skill: Conceptual

212) The null hypothesis states that a child has no knowledge of what the experimenter is expecting.

- A) True
- B) False

Answer: B

Page Reference: 28

Topic: Doing Child-Development Research

Skill: Conceptual

213) A strength of field experiments is that the results are more likely to be representative of behaviour in real-world settings than results obtained in a laboratory.

- A) True
- B) False

Answer: A

Page Reference: 29

Topic: Doing Child-Development Research

Skill: Conceptual

214) One strength of longitudinal studies is that they allow researchers to chart an individual's development.

- A) True
- B) False

Answer: A

Page Reference: 30

Topic: Doing Child-Development Research

Skill: Conceptual

215) A microgenetic study is a particularly long type of longitudinal study.

- A) True
- B) False

Answer: B

Page Reference: 31

Topic: Doing Child-Development Research

Skill: Conceptual

216) In cross-sectional studies, children are tested repeatedly over the course of months or years.

- A) True
- B) False

Answer: B

Page Reference: 32

Topic: Doing Child-Development Research

Skill: Conceptual

217) One disadvantage of cross-sectional studies is that repeated testing may change participants' behaviours.

- A) True
- B) False

Answer: B

Page Reference: 32

Topic: Doing Child-Development Research

Skill: Conceptual

218) Converging evidence from many research studies leads to increased confidence in research findings.

- A) True
- B) False

Answer: A

Page Reference: 34

Topic: Doing Child-Development Research

Skill: Conceptual

219) Meta-analysis is a tool that allows researchers to synthesize the results of many studies in order to estimate relations between variables.

- A) True
- B) False

Answer: A

Page Reference: 34

Topic: Doing Child-Development Research

Skill: Conceptual

220) Children under the age of 18 are not legally capable of giving informed consent to participate in research, therefore their parents or guardians must be asked for consent as well.

- A) True
- B) False

Answer: A

Page Reference: 36

Topic: Doing Child-Development Research

Skill: Factual

221) Research participants do not need to be told if deception is part of an experiment.

- A) True
- B) False

Answer: B

Page Reference: 36

Topic: Doing Child-Development Research

Skill: Conceptual

222) Children's names should be linked with their data so that they are easy to identify.

- A) True
- B) False

Answer: B

Page Reference: 36

Topic: Doing Child-Development Research

Skill: Conceptual

223) Family policy refers to laws and regulations that directly or indirectly affect families with children.

- A) True
- B) False

Answer: A

Page Reference: 39

Topic: Child-Development Research and Family Policy

Skill: Conceptual

224) A quasi-experimental design involves random assignment of participants into groups.

A) True

B) False

Answer: B

Page Reference: 40

Topic: Child-Development Research and Family Policy

Skill: Conceptual

225) Compare naturalistic observation to structured observation and discuss the benefits and drawbacks of each approach.

Answer:

A good answer will include the following key points:

- *Naturalistic observation* involves the study of children in their own natural context. This could be their home, a local park, or some other familiar setting. By observing children in their normal surroundings, we can be confident that their behaviour is genuine and not influenced by artificial surroundings. The drawback with this type of research is that the researcher has no control over what kind of situations the child will encounter, and thus only gets an abbreviated view of the child's behaviour.

- *Structured observation* involves the study of children in a situation that has been created to test how children behave under particular circumstances. Often this occurs in a laboratory. The advantage to this form of research is that it gives us precise information about how children behave in these situations. The drawback is that these laboratory situations are not natural for the child, and their responses may be influenced by the artificial nature of the task.

Page Reference: 21

Topic: Doing Child-Development Research

Skill: Conceptual

226) Describe the correlational and experimental research designs. Discuss the strengths and weaknesses of each design.

Answer:

A good answer will include the following key points:

- *Correlational*: Observe variables as they exist in the world and determine their relations.

- *Strength*: Behaviour is measured as it occurs naturally.
- *Weakness*: Cannot determine cause and effect.
- *Experimental*: Manipulate independent variable and determine effect on dependent variable.
 - *Strength*: Control of variables allows conclusions about cause and effect.
 - *Weakness*: Work is often laboratory-based, which can be artificial.

Page Reference: 26-27

Topic: Doing Child-Development Research

Skill: Conceptual

227) Describe longitudinal and cross-sectional research designs. What are strengths and weaknesses of each design?

Answer:

A good answer will include the following key points:

- *Longitudinal*: One group of children is tested repeatedly as they develop.
 - *Strength*: Only way to chart an individual's development and look at the stability of behaviour over time.
 - *Weakness*: Expensive, participants drop out, and repeated testing can distort performance.
- *Cross-sectional*: Children of different ages are tested at the same time.
 - *Strength*: Convenient, inexpensive, don't have participant drop-out because they're seen at only one time, don't have repeated testing effects.
 - *Weakness*: Cannot study stability of behaviour; cohort effects complicate interpretation of differences between groups.

Page Reference: 30-32

Topic: Doing Child-Development Research

Skill: Conceptual

228) Describe the key guidelines of ethical research.

Answer:

A good answer will include the following key points:

- Seek to do research which benefits humanity
- Minimize risks to research participants
- Describe the research to potential participants so they can determine whether they wish to participate
 - Obtain informed consent
- Avoid deception. If participants must be deceived, provide a thorough explanation of the true nature of the research as soon as possible (debriefing)
- Keep results anonymous (no names gathered) or confidential (names are gathered but

not reported)

- Give a debriefing afterward (even when deception was not used)

Page Reference: 36

Topic: Doing Child-Development Research

Skill: Conceptual

229) Do you believe that the potential benefits to research justify the use of deception by the researcher? Support your answer.

Answer:

A good answer will include the following key points:

Here are some possible arguments for and against the use of deception in research.

- *Against:* People who are deceived may not trust another researcher and they may be unwilling to participate in future research projects.
- *Against:* If participants find out that they were deceived their data may be distorted.
- *For:* Deception is okay if any false information given to participants is corrected and a rationale for the deception is given.
- *For:* Sometimes deception is necessary. For example, studies that examine honesty, sharing, and aggression may need to use deception because full knowledge of the purpose of the study may change participants' behaviours.

Page Reference: 36

Topic: Doing Child-Development Research

Skill: Conceptual

230) Describe the problems of observer bias and observer influence. Using concepts from our textbook, discuss how these problems can be avoided.

Answer:

A good answer will be similar to the following:

- *Observer bias* occurs when a researcher tends to notice things that are consistent with his/her theory and tends not to notice things that are inconsistent with his/her theory. This is a problem because the researcher is likely to find evidence for the theory, even when no evidence exists.
- Observer bias can be avoided through the use of *blind observation*, a technique where the researcher hires an assistant to conduct the research, who does not know anything about the hypothesis of the study. In this way, the research cannot be affected by bias.
- *Observer influence* occurs when a participant's behaviour is affected by their awareness of the fact that they are being observed. When children know they are being watched, they may act differently than when they are not aware that they are being watched.
- Observer influence can be avoided by properly *habituating* participants before observing them.

· *Habituation* refers to the participant “getting used to” the presence of the researcher. If they are properly habituated, children will not even notice the presence of the researcher and will presumably behave in the same way that they would normally behave unobserved.

Page Reference: 22

Topic: Doing Child-Development Research

Skill: Conceptual

231) A researcher is interested in studying cooperative and competitive behaviour in siblings. How might he/she use (1) systematic observations and (2) self-reports to measure sibling behaviour? Explain each type of measure, and give an example of how each could be used to measure cooperation and competition between siblings.

Answer:

A good answer will be similar to the following:

· *Systematic observations* involve watching children and carefully recording what they say or do. They can be either *naturalistic observations* (observing children as they behave spontaneously in some real-life situation) or *structured observations* (observing children in a setting the researcher has created that is likely to elicit the behaviour of interest). For example, a researcher might observe siblings in a naturalistic setting, such as a park or playground, and watch for spontaneously occurring occasions where the siblings behave cooperatively, such as taking turns pushing each other on swings, or competitively, such as racing to see who reaches a slide first. Or a researcher might put children in situations which would be likely to elicit either cooperative or competitive behaviour. For example, they could be given a puzzle and told they would be rewarded if, together, they are able to complete it within a specified amount of time. Or they could each be given their own puzzle and be told that the one who finishes their puzzle first would be given a reward.

· *Self-reports* involve children answering questions about the topic of interest. The questions and answers can either be given verbally (*interview format*) or in a written format (*questionnaire*). For example, a researcher might ask children how cooperative and competitive they are with their siblings.

Page Reference: 22-23

Topic: Doing Child-Development Research

Skill: Applied

232) Using examples from everyday life, explain why a correlation between two variables does not prove a cause and effect relation between the variables.

Answer:

A good answer will be similar to the following:

There is a positive correlation between the number of fire trucks at a fire and the number of deaths in the fire. In other words, the more fire trucks at a fire the more people who will die in the fire. However, it doesn't make sense to say that the fire trucks cause the

deaths or that the number of deaths caused the presence of more fire trucks. In this case, a third variable, the size of the fire, leads to more fire trucks at the fire and the likelihood of more deaths in the fire. So, while the number of fire trucks and the number of deaths are correlated there is no cause-effect relation between the two variables. (Note: Students examples will vary, but the logic should be similar to the logic given in this example.)

Page Reference: 26

Topic: Doing Child-Development Research

Skill: Conceptual

233) A researcher wants to see if watching a violent movie leads to more aggressive behaviour in preschool children. How should the researcher proceed? Be sure to discuss sampling, assignment to conditions, and choice of independent and dependent variables.

Answer:

A good answer will be similar to the following:

The researcher could use an experimental design. The participants should be a sample of preschool children who are similar in social class, IQ, etc. to population of interest (representative sampling). These children would be assigned randomly to one of two experimental conditions. In one condition, children would see a movie that contained many violent acts. In the other condition, children would see a movie about sharing that contained no violent acts. The type of movie that the children watched is the independent variable. After watching the movie, the children would be allowed to play in a room with toys. Structured observation would be used to determine if the amount of aggressive behaviour while playing was related to the type of movie that the children had watched. Aggressive behaviour while playing (e.g., hitting, kicking, punching) is the dependent variable.

Page Reference: 27

Topic: Doing Child-Development Research

Skill: Applied

234) A researcher wants to examine the changes in the stability of friendship between first and third grade. Should the researcher use a cross-sectional or a longitudinal design? Give the advantages and disadvantages of each design.

Answer:

A good answer will be similar to the following:

A longitudinal study would involve looking at children's friendships in Grade 1. Later, when the same children were in Grade 3, researchers could see how many friendships still existed. A cross-sectional study might involve asking a group of first-graders and a group of third-graders questions about the stability of their friendships. The main advantage of a cross-sectional research design is that it can be done in a relatively short period of time and at a much lower cost than a longitudinal study. The major disadvantage is that cohort effects may be present which make it difficult to draw conclusions about developmental change. The main advantage of longitudinal research designs is that cohort effects are eliminated and actual stability and change can be

studied. The major disadvantage of longitudinal studies is that they are expensive. Other disadvantages include the lack of sample constancy over the course of the study as participants drop out and the development of “test-wise” participants.

Page Reference: 30-32

Topic: Doing Child-Development Research

Skill: Applied