

CHAPTER 1 HISTORY, THEORY, AND RESEARCH STRATEGIES

MULTIPLE CHOICE

- 1) Developmental science is a field of study devoted to
- A) proving contemporary theories of development.
 - B) understanding abnormal development in children and adolescents.
 - C) understanding constancy and change throughout the lifespan.
 - D) identifying genetic contributions to disease and illness.

Answer: C

Page Ref: 5

Skill: Understand

Objective: 1.1

- 2) While great diversity characterizes the interests and concerns of developmental scientists, they share a single goal: to identify
- A) genetic factors that contribute to longevity.
 - B) environmental factors that contribute to disease and illness.
 - C) those factors that lead to abnormal development in children and adolescents.
 - D) those factors that influence consistencies and transformations in people from conception to death.

Answer: D

Page Ref: 5

Skill: Understand

Objective: 1.1

- 3) Developmental science is _____ because it has grown through the combined efforts of people from many fields of study.
- A) interdisciplinary
 - B) empirical
 - C) applied
 - D) theoretical

Answer: A

Page Ref: 5

Skill: Remember

Objective: 1.1

- 4) Theories are vital tools for developmental researchers because they
- A) ensure proper use of research procedures.
 - B) illustrate the ultimate truth regarding human behavior.
 - C) provide organizing frameworks for our observations of people.
 - D) do not require scientific verification.

Answer: C

Page Ref: 5

Skill: Understand

Objective: 1.2

- 5) The continuous view of development holds that
- A) infants and children have unique ways of thinking, feeling, and behaving.
 - B) infants and preschoolers respond to the world in much the same way as adults do.
 - C) infants and children respond to the world quite differently than adults do.
 - D) new ways of understanding and responding to the world emerge at specific times.

Answer: B

Page Ref: 6

Skill: Understand

Objective: 1.2

- 6) Within the _____ view of development, new ways of understanding and responding to the world emerge at specific times.
- A) discontinuous
 - B) nature
 - C) continuous
 - D) nurture

Answer: A

Page Ref: 6

Skill: Remember

Objective: 1.2

- 7) Dr. Kostel believes that development takes place in stages. This belief is consistent with the _____ perspective.
- A) nurture
 - B) continuous
 - C) discontinuous
 - D) nature

Answer: C

Page Ref: 6

Skill: Apply

Objective: 1.2

- 8) Kim is interested in comparing the language development of shy versus outgoing preschoolers. Kim is most likely interested in _____ that shape development.
- A) genetic factors
 - B) the contexts
 - C) therapeutic techniques
 - D) historical factors

Answer: B

Page Ref: 7

Skill: Apply

Objective: 1.2

- 9) Tammy's father is an exceptional gymnast. When Tammy was just a toddler, her father believed that Tammy already showed great promise as a gymnast. Tammy's father probably believes that athletic ability is mostly determined by
- A) nurture.
 - B) stages.
 - C) nature.
 - D) early experiences.

Answer: C

Page Ref: 7

Skill: Apply

Objective: 1.2

10) Although Justin spent his first 18 months in an orphanage, his adoptive mother believes that sensitive caregiving will help Justin overcome his early experiences. Justin's mother emphasizes the role of _____ in development.

- A) nurture
- B) stages
- C) stability
- D) nature

Answer: A

Page Ref: 7

Skill: Apply

Objective: 1.2

11) Theorists who point to early experiences as establishing a lifelong pattern of behavior emphasize

- A) stages.
- B) discontinuity.
- C) stability.
- D) continuity.

Answer: C

Page Ref: 7

Skill: Remember

Objective: 1.2

12) Theorists who emphasize plasticity believe that

- A) change in response to influential experiences is possible.
- B) heredity, rather than the environment, influences behavior.
- C) individuals who are high in anxiety as children will remain so at later ages.
- D) early experiences establish a lifelong pattern of behavior.

Answer: A

Page Ref: 7

Skill: Understand

Objective: 1.2

13) The increase in the number of healthier, more active older adults suggests that human development is a

- A) controversial area of research.
- B) unidirectional system.
- C) dynamic system.
- D) biological, rather than environmental, science.

Answer: C

Page Ref: 8

Skill: Understand

Objective: 1.3

14) The lifespan perspective on human development assumes that development is

- A) static and stable.
- B) multidimensional and multidirectional.
- C) continuous, rather than discontinuous.
- D) largely the result of heredity.

Answer: B

Page Ref: 8

Skill: Understand

Objective: 1.3

- 15) According to the lifespan perspective, _____ is supreme in its impact on the life course.
- A) the prenatal period
 - B) early childhood
 - C) adolescence
 - D) no single age period

Answer: D

Page Ref: 8

Skill: Understand

Objective: 1.3

- 16) Max, age 65, learned to play the piano at a local senior center. Max demonstrates that
- A) aging is an eventual “shipwreck.”
 - B) learning follows a predictable timetable.
 - C) development is plastic at all ages.
 - D) musical talent peaks in late adulthood.

Answer: C

Page Ref: 9–10

Skill: Apply

Objective: 1.3

- 17) Although Betty grew up in a rundown neighborhood, had divorced parents, and rarely saw her father, she is a successful, happy, and healthy adult. Betty’s ability to adapt effectively in the face of threats to development is known as
- A) assimilation.
 - B) resilience.
 - C) age-graded development.
 - D) multidimensional development.

Answer: B

Page Ref: 10 Box: BIOLOGY AND ENVIRONMENT: Resilience

Skill: Apply

Objective: 1.3

- 18) Research on resilience shows that
- A) heredity is more powerful than the environment in protecting children from the negative effects of stressful life events.
 - B) the environment is more powerful than heredity in protecting children from the negative effects of stressful life events.
 - C) interventions must attend to both the person and the environment to strengthen a child’s capacity while also reducing hazardous experiences.
 - D) plasticity is limited to infancy and early childhood.

Answer: C

Page Ref: 11 Box: BIOLOGY AND ENVIRONMENT: Resilience

Skill: Understand

Objective: 1.3

- 19) Which of the following is an example of an age-graded influence?
- A) Paul learned to play the violin at age 11.
 - B) Frank got his driver’s license at age 16.
 - C) Martina got married at age 34.
 - D) Jesse learned to use a computer at age 21.

Answer: B

Page Ref: 10

Skill: Apply

Objective: 1.3

- 20) History-graded influences explain why _____ tend to be alike in ways that set them apart from people born at other times.
- A) cohorts
 - B) ancestors
 - C) siblings
 - D) descendants

Answer: A

Page Ref: 11

Skill: Remember

Objective: 1.3

- 21) The splurge of births from 1946 to 1964 yielded a unique generation that today comprises nearly _____ percent of the U.S. population.
- A) 10
 - B) 20
 - C) 30
 - D) 40

Answer: C

Page Ref: 12 Box: CULTURAL INFLUENCES: The Baby Boomers Reshape the Life Course

Skill: Remember

Objective: 1.3

- 22) As a generation, baby boomers are
- A) healthier, but less educated, than any previous midlife cohort.
 - B) more educated, but less wealthy, than any previous midlife cohort.
 - C) more self-focused, but less healthy, than any previous midlife cohort.
 - D) healthier, better educated, and financially better off than any previous midlife cohort.

Answer: D

Page Ref: 13 Box: CULTURAL INFLUENCES: The Baby Boomers Reshape the Life Course

Skill: Remember

Objective: 1.3

- 23) Nonnormative influences
- A) are typical or average.
 - B) affect large numbers of people in a similar way.
 - C) do not follow a predictable timetable.
 - D) include age-graded and history-graded influences.

Answer: C

Page Ref: 12

Skill: Remember

Objective: 1.3

- 24) Charles Darwin's theory of evolution emphasized _____ and _____.
- A) the normative approach; survival of the fittest
 - B) noble savages; physical maturation
 - C) tabula rasa; natural selection
 - D) natural selection; survival of the fittest

Answer: D

Page Ref: 14

Skill: Understand

Objective: 1.4

- 25) G. Stanley Hall regarded development as a _____ process.
- A) maturational
 - B) nonnormative
 - C) psychosocial
 - D) social learning

Answer: A

Page Ref: 14

Skill: Remember

Objective: 1.4

- 26) G. Stanley Hall and his student, Arnold Gesell,
- A) discovered that prenatal growth is strikingly similar in many species.
 - B) launched the normative approach.
 - C) constructed the first standardized intelligence test.
 - D) were the forefathers of psychoanalytic theory.

Answer: B

Page Ref: 15

Skill: Remember

Objective: 1.4

- 27) Arnold Gessell
- A) was among the first to make knowledge about child development meaningful to parents by writing child-rearing books.
 - B) is generally regarded as the founder of the child study movement.
 - C) concluded that the development of the human child follows the same general plan as the evolution of the human species.
 - D) constructed the first successful intelligence test.

Answer: A

Page Ref: 15

Skill: Remember

Objective: 1.4

- 28) Alfred Binet and Theodore Simon addressed practical educational concerns by
- A) launching the normative approach.
 - B) constructing the first intelligence test.
 - C) writing the first parenting books.
 - D) conducting child observations and parent interviews.

Answer: B

Page Ref: 15

Skill: Remember

Objective: 1.4

- 29) Alfred Binet and Theodore Simon's intelligence test was originally constructed to
- A) measure individual differences in IQ.
 - B) document age-related improvements in children's intellectual functioning.
 - C) identify children with learning problems who needed to be placed in special classes.
 - D) compare the scores of people who varied in gender, ethnicity, and birth order.

Answer: C

Page Ref: 15

Skill: Remember

Objective: 1.4

30) According to the _____ perspective, people move through a series of stages in which they confront conflicts between biological drives and social expectations.

- A) normative
- B) behaviorism
- C) social learning
- D) psychoanalytic

Answer: D

Page Ref: 15

Skill: Remember

Objective: 1.5

31) Sigmund Freud constructed his psychosexual theory

- A) on the basis of his adult patients' memories of painful childhood events.
- B) by conducting studies of animal behavior.
- C) on the basis of interviews with institutionalized children and adolescents.
- D) by carefully observing his own children.

Answer: A

Page Ref: 15

Skill: Remember

Objective: 1.5

32) According to Sigmund Freud, the

- A) ego develops through interactions with parents.
- B) superego is the conscious, rational part of personality.
- C) ego is the largest portion of the mind.
- D) id is the source of basic biological needs and desires.

Answer: D

Page Ref: 15

Skill: Understand

Objective: 1.5

33) Freud's psychosexual theory was eventually criticized because

- A) it stressed the influence of the early parent-child relationship on development.
- B) it overemphasized the influence of sexual feelings in development.
- C) Freud had not directly studied adolescents or adults.
- D) it ignored personality development.

Answer: B

Page Ref: 15

Skill: Understand

Objective: 1.5

34) In contrast to Sigmund Freud, Erik Erikson

- A) viewed children as taking a more active role in their own development.
- B) pointed out that normal development must be understood in relation to each culture's life situation.
- C) minimized the role of culture in individual development.
- D) primarily focused on the importance of early life experiences.

Answer: B

Page Ref: 16

Skill: Understand

Objective: 1.5

- 35) One reason that the psychoanalytic perspective is no longer in the mainstream of child development is because
- A) it tells us little about factors that contribute to personality development.
 - B) its theorists were so strongly committed to the clinical approach that they failed to consider other methods.
 - C) contemporary theorists have found that personality development does not take places in stages.
 - D) it fails to recognize the role of the early parent–child relationship in personality development.

Answer: B

Page Ref: 17

Skill: Understand

Objective: 1.5

- 36) Dr. Faulkner believes that directly observable events—stimuli and responses—are the appropriate focus of the study of development. Dr. Faulkner probably follows the _____ perspective of development.
- A) psychosexual
 - B) psychosocial
 - C) behaviorism
 - D) cognitive-developmental

Answer: C

Page Ref: 17

Skill: Apply

Objective: 1.5

- 37) Ivan Pavlov discovered
- A) observational learning.
 - B) classical conditioning.
 - C) the ego's positive contributions to development.
 - D) the clinical method.

Answer: B

Page Ref: 17

Skill: Remember

Objective: 1.5

- 38) In a historic experiment with 11-month-old Albert, John Watson demonstrated that
- A) children cannot be conditioned to fear a formerly neutral stimulus.
 - B) infants as young as a few months old will repeat a behavior to obtain a desirable reward.
 - C) children can be conditioned to fear a formerly neutral stimulus.
 - D) children have an innate, inborn fear of rats.

Answer: C

Page Ref: 17

Skill: Understand

Objective: 1.5

- 39) According to _____ theory, the frequency of a behavior can be increased by following it with a wide variety of reinforcers.
- A) classical conditioning
 - B) observational learning
 - C) operant conditioning
 - D) psychoanalytic

Answer: C

Page Ref: 17

Skill: Remember

Objective: 1.5

- 40) According to B. F. Skinner, _____ will increase the frequency of a behavior and _____ will decrease the frequency of a behavior.
- A) punishment; reinforcement
 - B) reinforcement; punishment
 - C) modeling; reinforcement
 - D) punishment; imitation

Answer: B

Page Ref: 17

Skill: Understand

Objective: 1.5

- 41) According to _____ theory, children learn primarily through modeling.
- A) reinforcement
 - B) operant conditioning
 - C) social learning
 - D) classical conditioning

Answer: C

Page Ref: 18

Skill: Remember

Objective: 1.5

- 42) Today, Albert Bandura's theory stresses the importance of
- A) behavior modification.
 - B) punishment.
 - C) cognition.
 - D) reinforcement.

Answer: C

Page Ref: 18

Skill: Understand

Objective: 1.5

- 43) According to Bandura's revised social-cognitive theory, as children grow older they
- A) become more selective in what they imitate.
 - B) become less selective in what they imitate.
 - C) imitate more than they model.
 - D) respond more favorably to punishment than reinforcement.

Answer: A

Page Ref: 18

Skill: Understand

Objective: 1.5

- 44) Behavior modification eliminates undesirable behaviors by
- A) exposing children to group therapy.
 - B) having patients talk freely about painful childhood events.
 - C) improving children's social settings, such as school and home.
 - D) combining conditioning and modeling.

Answer: D

Page Ref: 18

Skill: Understand

Objective: 1.5

- 45) Many theorists believe that behaviorism and social learning theory
- A) overemphasize the plasticity of cognitive development.
 - B) overestimate people's contributions to their own development.
 - C) offer too narrow a view of important environmental influences.
 - D) overemphasize each individual's unique life history.

Answer: C

Page Ref: 18

Skill: Understand

Objective: 1.5

- 46) According to Jean Piaget's cognitive-developmental theory,
- A) children actively construct knowledge as they manipulate and explore their world.
 - B) children's learning depends on reinforcers, such as rewards from adults.
 - C) adult teaching is the best way to foster development.
 - D) rapid development occurs during sensitive periods.

Answer: A

Page Ref: 18

Skill: Understand

Objective: 1.5

- 47) Piaget's view of development was greatly influenced by his early training in
- A) physics.
 - B) sociology.
 - C) biology.
 - D) kinesiology.

Answer: C

Page Ref: 18

Skill: Remember

Objective: 1.5

- 48) According to Jean Piaget, _____ is the balance between internal structures and information that children encounter in their everyday worlds.
- A) imitation
 - B) adaptation
 - C) cognition
 - D) equilibrium

Answer: D

Page Ref: 19

Skill: Remember

Objective: 1.5

- 49) Jamar understands that a certain amount of liquid or clay remains the same even after its appearance changes and can organize objects into hierarchies of classes and subclasses. According to Piaget, Jamar is in the _____ stage of cognitive development.
- A) sensorimotor
 - B) preoperational
 - C) concrete operational
 - D) sociocultural

Answer: C

Page Ref: 19

Skill: Apply

Objective: 1.5

- 50) Sydney, when faced with a problem, starts with a hypothesis, deduces testable inferences, and isolates and combines variables to see which inferences are confirmed. Sydney is in Piaget's _____ stage of development.
- A) sensorimotor
 - B) preoperational
 - C) concrete operational
 - D) formal operational

Answer: D

Page Ref: 19

Skill: Apply

Objective: 1.5

- 51) Research on Piaget's cognitive-developmental theory indicates that
- A) he overestimated the competencies of infants and young children.
 - B) he overemphasized the role of social and cultural influences on development.
 - C) discovery learning facilitates learning better than adult teaching.
 - D) children's performances on Piagetian tasks can be improved with training.

Answer: D

Page Ref: 20

Skill: Understand

Objective: 1.5

- 52) The information-processing approach views the mind as a
- A) symbol-manipulating system through which information flows.
 - B) socially mediated process.
 - C) collection of stimuli and responses.
 - D) system of genetically programmed behaviors.

Answer: A

Page Ref: 20

Skill: Remember

Objective: 1.6

- 53) Lillian uses flowcharts to map the precise steps individuals use to solve problems and complete tasks. Lillian is a(n) _____ theorist.
- A) psychoanalytic
 - B) information-processing
 - C) dynamic systems
 - D) social learning

Answer: B

Page Ref: 20

Skill: Apply

Objective: 1.6

- 54) Unlike Piaget's cognitive-developmental theory, the information-processing approach
- A) uses clinical interviews to determine a child's stage of development.
 - B) does not divide development into stages.
 - C) characterizes each developmental stage by qualitatively distinct ways of thinking.
 - D) views development as a discontinuous process.

Answer: B

Page Ref: 21

Skill: Understand

Objective: 1.6

- 55) The information-processing perspective views development as
- A) continuous.
 - B) discontinuous.
 - C) a socially mediated process.
 - D) marked by imagination and creativity.

Answer: A

Page Ref: 21

Skill: Understand

Objective: 1.6

- 56) A major strength of the information-processing approach to development is its commitment to
- A) the study of imagination.
 - B) flexible case study interviews.
 - C) rigorous research methods.
 - D) disproving other developmental theories.

Answer: C

Page Ref: 21

Skill: Understand

Objective: 1.6

- 57) The information-processing approach
- A) overemphasizes nonlinear aspects of cognition, such as creativity and imagination.
 - B) is better at analyzing thinking into its components than at putting them back together into a comprehensive theory.
 - C) regards the thought processes studied—perception, attention, memory, planning strategies, categorization of information—as stagelike in their development.
 - D) underestimates the individual's contribution to his or her own development.

Answer: B

Page Ref: 21

Skill: Conceptual

Objective: 1.6

- 58) Dr. Singh studies the relationship between changes in the brain and the developing person's cognitive processing and behavior patterns. She is part of a group of researchers from the fields of psychology, biology, neuroscience, and medicine. This approach to development is known as
- A) the information-processing approach.
 - B) cognitive-development theory.
 - C) behaviorism.
 - D) developmental cognitive neuroscience.

Answer: D

Page Ref: 21

Skill: Apply

Objective: 1.6

- 59) Konrad Lorenz and Niko Tinbergen laid the modern foundations for
- A) social learning theory.
 - B) developmental cognitive theory.
 - C) ethology.
 - D) psychoanalytic theory.

Answer: C

Page Ref: 22

Skill: Remember

Objective: 1.6

- 60) A(n) _____ period is a time that is optimal for certain capacities to emerge.
- A) equilibration
 - B) imprinting
 - C) adaptive
 - D) sensitive

Answer: D

Page Ref: 22

Skill: Remember

Objective: 1.6

- 61) John Bowlby argued that
- A) behaviors such as smiling, babbling, and crying are innate social signals that encourage parents to interact with their infants.
 - B) infants become attached to their parents because parents are associated with the reduction of primary drives, such as hunger and thirst.
 - C) parents and infants are both instinctively attached to each other.
 - D) attachment patterns are difficult to study in humans.

Answer: A

Page Ref: 22

Skill: Understand

Objective: 1.6

- 62) Evolutionary developmental psychology
- A) focuses on how the structures of the mind develop to better fit with, or represent, the external world.
 - B) seeks to understand the adaptive value of specieswide cognitive, emotional, and social competencies as those competencies change with age.
 - C) views the human mind as a symbol-manipulating system through which information flows.
 - D) brings together researchers from psychology, biology, neuroscience, and medicine to study the relationship between changes in the brain and the developing person's cognitive processing and behavior patterns.

Answer: B

Page Ref: 22

Skill: Understand

Objective: 1.6

- 63) Lev Vygotsky's theory focuses on
- A) critical periods of human development.
 - B) children's capacity to shape their own development.
 - C) how behavior patterns promote survival.
 - D) how culture is transmitted to the next generation.

Answer: D

Page Ref: 23

Skill: Understand

Objective: 1.6

- 64) Unlike Jean Piaget, Lev Vygotsky viewed cognitive development as a _____ process.
- A) socially mediated
 - B) genetically predictable
 - C) preoperational
 - D) neurological

Answer: A

Page Ref: 23

Skill: Understand

Objective: 1.6

- 65) Cross-cultural research stimulated by Vygotsky's theory reveals that
- A) heredity and brain growth contribute significantly to social development.
 - B) the stages of cognitive development are universal.
 - C) children in every culture develop unique strengths.
 - D) adults begin to encourage culturally valued skills as soon as children begin school.

Answer: C

Page Ref: 24

Skill: Understand

Objective: 1.6

- 66) Ecological systems theory views the person as
- A) a blossoming flower, and it regards development as a maturational process.
 - B) developing within a complex system of relationships affected by multiple levels of the surrounding environment.
 - C) a social being influenced primarily by observational learning or adult modeling.
 - D) a computer-like system that actively codes, transforms, and organizes information.

Answer: B

Page Ref: 24

Skill: Understand

Objective: 1.6

- 67) Because a child's biologically influenced dispositions join with environmental forces to mold development, Urie Bronfenbrenner characterized his perspective as a(n) _____ model.

- A) sociocultural
- B) stagewise
- C) bioecological
- D) evolutionary

Answer: C

Page Ref: 24

Skill: Remember

Objective: 1.6

- 68) According to ecological systems theory, interactions between Marina and her child occur in the
- A) microsystem.
 - B) mesosystem.
 - C) exosystem.
 - D) macrosystem.

Answer: A

Page Ref: 24–25

Skill: Apply

Objective: 1.6

- 69) Family chaos is linked to
- A) warm, involved parent–child interaction.
 - B) enhanced language development.
 - C) economic disadvantage.
 - D) time spent sleeping.

Answer: C

Page Ref: 26 Box: SOCIAL ISSUES: HEALTH: Family Chaos Undermines Children's Well-Being

Skill: Remember

Objective: 1.6

- 70) _____ can help prevent escalating demands on families that give way to chaos.
- A) Ethnographic research
 - B) Absence of daily structure
 - C) Compression of family routines
 - D) High-quality child care that is affordable and reliable

Answer: D

Page Ref: 26 Box: SOCIAL ISSUES: HEALTH: Family Chaos Undermines Children's Well-Being

Skill: Understand

Objective: 1.6

- 71) Bronfenbrenner's macrosystem consists of
- A) activities and interaction patterns in the individual's immediate surroundings.
 - B) third parties that affect the quality of the parent-child relationship.
 - C) cultural values, laws, customs, and resources.
 - D) social settings that do not contain the developing person but nevertheless affect experiences.

Answer: C

Page Ref: 25

Skill: Understand

Objective: 1.6

- 72) Toby moved with his family just before he entered fourth grade. In ecological systems theory, the move represents a change in Toby's
- A) microsystem.
 - B) mesosystem.
 - C) exosystem.
 - D) chronosystem.

Answer: D

Page Ref: 25

Skill: Apply

Objective: 1.6

- 73) Piaget's cognitive-developmental theory, information processing, and Vygotsky's sociocultural theory all stress
- A) nature over nurture.
 - B) changes in thinking.
 - C) unconscious motives and drives.
 - D) the effects of punishment and reinforcement on behavior.

Answer: B

Page Ref: 27

Skill: Understand

Objective: 1.7

- 74) A _____ is a prediction about behavior drawn from a _____.
- A) theory; research question
 - B) hypothesis; theory
 - C) theory; hypothesis
 - D) hypothesis; research question

Answer: B

Page Ref: 27

Skill: Remember

Objective: 1.8

- 75) Dr. George predicted that positive reinforcement would increase prosocial behavior in preschoolers. Dr. George's prediction is an example of a
- A) theory.
 - B) research question.
 - C) hypothesis.
 - D) research design.

Answer: C

Page Ref: 27

Skill: Apply

Objective: 1.8

- 76) Taking tests and answering questionnaires are examples of
- A) research designs.
 - B) theories.
 - C) hypotheses.
 - D) research methods.

Answer: D

Page Ref: 27

Skill: Apply

Objective: 1.8

- 77) Which of the following statements about learning research strategies is true?
- A) It is unimportant to individuals who work directly with children and should be left to research specialists.
 - B) It is important in separating dependable information from misleading results.
 - C) It is unimportant because schools and community agencies rarely collaborate with researchers in an effort to enhance development.
 - D) It is unimportant because theories and hypotheses alone result in sound evidence on human development.

Answer: B

Page Ref: 27

Skill: Understand

Objective: 1.8

- 78) Ethology, evolutionary developmental psychology, sociocultural theory, and the lifespan perspective all view development as
- A) primarily influenced by nature.
 - B) primarily influenced by nurture.
 - C) both continuous and discontinuous.
 - D) one course with universal stages.

Answer: C

Page Ref: 28

Skill: Understand

Objective: 1.7

- 79) Dr. Wren observes children's responses to bullying by watching them play in a park. This is an example of a(n)
- A) ethnographic study.
 - B) naturalistic observation.
 - C) structured observation.
 - D) clinical interview.

Answer: B

Page Ref: 28

Skill: Apply

Objective: 1.8

- 80) In a naturalistic observation, the investigator
- A) sets up a laboratory situation that evokes the behavior of interest.
 - B) goes into the field and records the behavior of interest.
 - C) uses a flexible, conversational style to probe for the participant's point of view.
 - D) asks each participant the same set of questions in the same way.

Answer: B
Page Ref: 28
Skill: Understand
Objective: 1.8

- 81) A major limitation of systematic observation is that it
- A) provides little information on how participants actually behave.
 - B) underestimates the capacities of individuals who have difficulty putting their thoughts into words.
 - C) tells investigators little about the reasoning behind responses and behaviors.
 - D) ignores participants with poor memories, who may have trouble recalling exactly what happened.

Answer: C
Page Ref: 30
Skill: Understand
Objective: 1.8

- 82) _____ ask research participants to provide information on their perceptions, thoughts, and feelings.
- A) Naturalistic observations
 - B) Field experiments
 - C) Structured observations
 - D) Self-reports

Answer: D
Page Ref: 30
Skill: Remember
Objective: 1.8

- 83) A major strength of the clinical interview is that it
- A) makes comparing individuals' responses very easy.
 - B) permits participants to display their thoughts in terms that are as close as possible to the way they think in everyday life.
 - C) is directed toward understanding a culture or distinct social group.
 - D) allow researchers to see the behavior of interest as it occurs in natural settings.

Answer: B
Page Ref: 30
Skill: Conceptual
Objective: 1.8

- 84) Jessica asked each of 21 children in a kindergarten classroom to explain where rain comes from. She asked the same set of follow-up questions to each participant. This is an example of a
- A) field experiment.
 - B) naturalistic observation.
 - C) structured interview.
 - D) structured observation.

Answer: C
Page Ref: 30
Skill: Apply
Objective: 1.8

85) A researcher using a structured interview would typically ask

- A) questions in a large group of participants.
- B) the same set of questions in the same way to each research participant.
- C) only yes/no, multiple choice, and true/false questions.
- D) a different set of questions for each participant.

Answer: B

Page Ref: 30

Skill: Understand

Objective: 1.8

86) Which of the following research methods is an outgrowth of psychoanalytic theory?

- A) naturalistic observation
- B) structured observation
- C) ethnography
- D) the clinical method

Answer: D

Page Ref: 30

Skill: Remember

Objective: 1.8

87) Dr. Bigelow is interested in studying musical prodigies. Which method is best suited for this type of research?

- A) naturalistic observation
- B) clinical interview
- C) case study
- D) structured interview

Answer: C

Page Ref: 31

Skill: Apply

Objective: 1.8

88) One major limitation of the clinical, or case study, method is

- A) that researchers' theoretical preferences may bias their observations and interpretations.
- B) that it must be conducted with large groups of people at the same time.
- C) it provides little information on how children and adults actually behave.
- D) it provides little information about the reasoning behind responses and behaviors.

Answer: A

Page Ref: 31

Skill: Understand

Objective: 1.8

89) Which of the following methods is best suited for studying whether American parents are warmer than Japanese parents?

- A) systematic observation
- B) case study
- C) structured interview
- D) ethnography

Answer: D

Page Ref: 31–32

Skill: Understand

Objective: 1.8

- 90) Ethnographic research is directed toward understanding a culture through _____ observation.
- A) naturalistic
 - B) participant
 - C) systematic
 - D) structured

Answer: B

Page Ref: 32

Skill: Remember

Objective: 1.8

- 91) Jade spent two years in a Mexican-American community studying communication between parents and children. Jade is using the _____ research method.
- A) naturalistic observation
 - B) ethnographic
 - C) self-report
 - D) structured observation

Answer: B

Page Ref: 32

Skill: Apply

Objective: 1.8

- 92) Compared to their agemates, adolescents from immigrant families are _____ likely to _____.
- A) more; commit delinquent and violent acts
 - B) more; use drugs or alcohol
 - C) more; have early sex
 - D) less; commit delinquent or violent acts

Answer: D

Page Ref: 32 Box: CULTURAL INFLUENCES: Immigrant Youths: Adapting to a New Land

Skill: Understand

Objective: 1.8

- 93) In the United States, adolescents from immigrant families
- A) view school success as both their own and their parents' success.
 - B) are more likely than those from native-born families to miss school because of illness.
 - C) report lower self-esteem than those from native-born families.
 - D) are more likely to be obese than their agemates with native-born parents.

Answer: A

Page Ref: 33 Box: CULTURAL INFLUENCES: Immigrant Youths: Adapting to a New Land

Skill: Understand

Objective: 1.8

- 94) One limitation of the ethnographic method is that
- A) investigators' cultural values sometimes lead them to misinterpret what they see.
 - B) it provides little information on how children and adults actually behave.
 - C) it relies on unobtrusive techniques, such as surveillance cameras and one-way mirrors.
 - D) it provides little information about the reasoning behind participants' responses.

Answer: A

Page Ref: 33

Skill: Understand

Objective: 1.8

- 95) Two main types of designs used in all research on human behavior are _____ and _____.
- A) observational; experimental
 - B) correlational; experimental
 - C) observational; correlational
 - D) variable; observational

Answer: B

Page Ref: 34

Skill: Remember

Objective: 1.9

- 96) In a(n) _____ design, researchers look at relationships between participants' characteristics and their behavior or development.
- A) observational
 - B) correlational
 - C) experimental
 - D) variable

Answer: B

Page Ref: 34

Skill: Remember

Objective: 1.9

- 97) Dr. Dias's research shows that the death of a spouse in old age is correlated with a decline in the surviving partner's physical health. Which of the following conclusions is supported by this study?
- A) The death of a spouse causes a decline in the surviving partner's physical health.
 - B) The death of a spouse is related to a decline in the surviving partner's physical health.
 - C) A decline in a surviving partner's physical health can cause the death of a spouse.
 - D) A third variable, such as memory loss, causes a surviving partner's decline in physical health following the death of a spouse.

Answer: B

Page Ref: 34

Skill: Apply

Objective: 1.9

- 98) One limitation of correlational studies is
- A) researchers cannot replicate the studies.
 - B) investigators cannot infer cause and effect.
 - C) researchers randomly assign participants and manipulate their experiences.
 - D) age-related changes may be distorted because of participant dropout.

Answer: B

Page Ref: 34

Skill: Understand

Objective: 1.9

- 99) Dr. Anodyne found a correlation of +.49 between illegal drug use and levels of adolescent delinquency. This correlation is _____ and _____.
- A) moderate; positive
 - B) low; positive
 - C) high; negative
 - D) low; negative

Answer: A

Page Ref: 34

Skill: Apply

Objective: 1.9

- 100) Dr. Anderson wants to conduct a study to determine the cause-and-effect relationship between domestic violence and anger in children. Dr. Anderson should use a(n) _____ design.
- A) structured
 - B) observational
 - C) correlational
 - D) experimental

Answer: D

Page Ref: 35

Skill: Apply

Objective: 1.9

- 101) A dependent variable is the
- A) one the investigator expects to be influenced by the independent variable.
 - B) number that describes how two measures are associated with each other.
 - C) number that shows the strength of the relationship between two measures.
 - D) one the investigator randomly assigns to represent participant characteristics.

Answer: A

Page Ref: 35

Skill: Remember

Objective: 1.9

- 102) In an experiment on the effects of music versus acting lessons on intelligence, the independent variable would be
- A) the type of lessons (music versus acting).
 - B) a measure of intelligence.
 - C) the type of music lessons.
 - D) the frequency of the acting lessons.

Answer: A

Page Ref: 35

Skill: Apply

Objective: 1.9

- 103) In an experiment examining whether phonics instruction in preschool increases a child's reading level in third grade, the dependent variable would be the
- A) type of phonics instruction.
 - B) number of children in the experiment.
 - C) child's reading level in third grade.
 - D) frequency of phonics instruction.

Answer: C

Page Ref: 35

Skill: Apply

Objective: 1.9

- 104) In experimental studies,
- A) the investigator cannot make cause-and-effect inferences.
 - B) investigators must take special precautions to control for participants' characteristics that could reduce the accuracy of their findings.
 - C) the researcher directly controls or manipulates changes in the dependent variable.
 - D) researchers gather information on participants without altering their experiences.

Answer: B

Page Ref: 35

Skill: Understand

Objective: 1.9

105) By using _____ assignment of participants to treatment conditions, investigators increase the chances that participants' characteristics will be equally distributed across treatment groups.

- A) sequential
- B) random
- C) systematic
- D) correlational

Answer: B

Page Ref: 35

Skill: Remember

Objective: 1.9

106) Professor Martinez wants to know if children who receive one-on-one instruction at school feel more self-confident than children who receive group instruction. To identify a causal relationship between type of instruction and self-confidence, Professor Martinez should

- A) compare the number of hours teachers spend on group instruction with the number of hours they spend on individualized instruction.
- B) observe a teacher's one-on-one interactions with several children in a laboratory school.
- C) select a group of children who score high on the self-confidence measure and a second group who score low on the self-confidence measure and expose them to both types of instruction.
- D) randomly assign half of the participants to group instruction and the other half to one-on-one instruction and compare measures of self-confidence for each group.

Answer: D

Page Ref: 35

Skill: Apply

Objective: 1.9

107) In _____ experiments, investigators capitalize on opportunities to assign participants randomly to treatment conditions in natural settings.

- A) field
- B) natural
- C) structured
- D) laboratory

Answer: A

Page Ref: 35

Skill: Remember

Objective: 1.9

108) Researchers randomly assigned adolescents to either a single-grade classroom or a mixed-age classroom. This is an example of a

- A) naturalistic observation.
- B) case study.
- C) natural experiment.
- D) field experiment.

Answer: D

Page Ref: 35

Skill: Apply

Objective: 1.9

- 109) In a longitudinal design, researchers study
- A) the same group of participants repeatedly at different ages.
 - B) groups of participants differing in age at the same point in time.
 - C) participants over the same ages but in different years.
 - D) participants of the same age at the same point in time.
- Answer: A
Page Ref: 35
Skill: Understand
Objective: 1.10
- 110) Longitudinal research can identify common patterns as well as individual differences in behavior because the investigator
- A) studies groups of participants differing in age at the same point in time.
 - B) randomly assigns participants to treatment conditions.
 - C) tracks the performance of each person over time.
 - D) conducts quasi-experiments, comparing conditions that already exist.
- Answer: C
Page Ref: 35–36
Skill: Understand
Objective: 1.10
- 111) A major strength of the longitudinal design is that researchers can
- A) examine relationships between early and later behaviors.
 - B) collect a large amount of data in a short time span.
 - C) explore similarities among children of different cohorts.
 - D) study participants differing in age at the same point in time.
- Answer: A
Page Ref: 36
Skill: Understand
Objective: 1.10
- 112) To examine whether depression is stable or changes with age, Dr. Bleu followed a group of participants from age 8 to age 40. This is an example of a _____ design.
- A) cross-sectional
 - B) sequential
 - C) correlational
 - D) longitudinal
- Answer: D
Page Ref: 36
Skill: Apply
Objective: 1.10
- 113) Bernadette, a participant in a longitudinal study, became quite familiar with the test over time and, as a result, her performance improved. This limitation of longitudinal research is known as
- A) biased sampling.
 - B) practice effects.
 - C) random assignment.
 - D) cohort effects.
- Answer: B
Page Ref: 37
Skill: Apply
Objective: 1.10

114) In a longitudinal study, _____ effects occur when individuals born in the same time period are influenced by a particular set of historical and cultural conditions.

- A) practice
- B) historical
- C) cohort
- D) cultural

Answer: C

Page Ref: 37

Skill: Remember

Objective: 1.10

115) In a cross-sectional design, researchers study

- A) the same group of participants repeatedly at different ages.
- B) groups of participants differing in age at the same point in time.
- C) participants over the same ages but in different years.
- D) participants of the same age at the same point in time.

Answer: B

Page Ref: 37

Skill: Understand

Objective: 1.10

116) Professor Gimby wants to investigate how children of different ages characterize their friendships. Professor Gimby should use a _____ research design.

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

Answer: A

Page Ref: 37

Skill: Apply

Objective: 1.10

117) A major disadvantage of cross-sectional research is that

- A) age-related changes cannot be examined.
- B) participants often drop out before the study is over.
- C) factors affecting individual development cannot be explored.
- D) practice effects often cause biased findings.

Answer: C

Page Ref: 37

Skill: Understand

Objective: 1.10

118) Like longitudinal research, cross-sectional studies can be threatened by

- A) practice effects.
- B) participant dropout.
- C) sequential timing.
- D) cohort effects.

Answer: D

Page Ref: 37

Skill: Understand

Objective: 1.10

- 119) In sequential designs, researchers study
- A) the same group of participants repeatedly at different ages.
 - B) groups of participants differing in age at the same point in time.
 - C) participants over the same ages but in different years.
 - D) participants of the same age at the same point in time.

Answer: C

Page Ref: 38

Skill: Understand

Objective: 1.10

- 120) A sequential design
- A) does not address diversity in developmental outcomes.
 - B) permits researchers to check if cohort effects are operating.
 - C) is less efficient than a longitudinal design.
 - D) makes cross-sectional, but not longitudinal, comparisons.

Answer: B

Page Ref: 38

Skill: Understand

Objective: 1.10

- 121) Research that combines _____ and _____ designs is increasingly common because it permits correlational and causal inferences.
- A) longitudinal; sequential
 - B) experimental; developmental
 - C) cross-sectional; developmental
 - D) correlational; experimental

Answer: B

Page Ref: 38

Skill: Understand

Objective: 1.10

- 122) The ethical principle of _____ requires special interpretation when participants cannot fully appreciate the research goals and activities.
- A) researchers' rights
 - B) informed consent
 - C) beneficial treatments
 - D) protection from harm

Answer: B

Page Ref: 40

Skill: Understand

Objective: 1.11

- 123) Dr. Ramorey wants 90-year-old Mr. Higgins to participate in a research study that involves moderate risks. Mr. Higgins is incapable of consenting. Which of the following would best state your advice regarding Mr. Higgins's participation in the study?
- A) He should not be allowed to participate in the study under any circumstances.
 - B) He should be allowed to participate in the study regardless of the benefit.
 - C) He should only be allowed to participate in the study if his participation will benefit others.
 - D) He should only be allowed to participate in the study if it is likely to benefit him directly.

Answer: D

Page Ref: 40

Skill: Apply

Objective: 1.11

124) One limitation of debriefing is

- A) young children often lack the cognitive skills to understand the reasons for deceptive procedures.
- B) some individuals may agree to participate simply to engage in rewarding social interaction.
- C) the lack of availability of surrogate decision makers.
- D) children may be concerned that the information they provide will not be kept confidential.

Answer: A

Page Ref: 40

Skill: Understand

Objective: 1.11

125) Ethical standards permit deception in research studies if

- A) the participants are young enough that they would not understand the deception.
- B) the benefits to society justify the risks to the participants.
- C) researchers can observe participants from behind one-way mirrors.
- D) the participants give informed consent and the researchers never reveal the real purpose of the study.

Answer: B

Page Ref: 40

Skill: Understand

Objective: 1.11

ESSAY

126) Although there are many major theories of human development, your textbook organizes them by looking at the stand they take on what three basic issues? Briefly describe the opposing views taken on each basic issue.

Answer: The three basic issues are: (1) Is the course of development continuous or discontinuous? (2) Does one course of development characterize all people, or are there many possible courses? (3) What are the roles of genetic and environmental factors—nature and nurture—in development?

- If development is continuous—a process of gradually augmenting the same types of skills that were there to begin with—then infants and children respond to the world in much the same way as adults do. The difference between the immature and mature being is simply one of amount or complexity. If it is discontinuous—a process in which new ways of understanding and responding to the world emerge at specific times—then infants and children have unique ways of thinking, feeling, and behaving, ones quite different from adults.
- Theories that accept the discontinuous perspective regard development as taking place in stages. Stage theorists assume that people everywhere follow the same sequence of development. Yet contemporary theorists regard the contexts that shape development as many-layered and complex. Different circumstances foster different capacities.
- Finally, the age-old nature–nurture controversy asks whether genetics or environmental factors are more important in shaping development. Although all theories grant roles to both nature and nurture, they vary in emphasis.

Page Ref: 6–7

127) Describe the role that Charles Darwin played in the study of human development.

Answer: British naturalist Charles Darwin observed the infinite variation among plant and animal species. He also saw that within a species, no two individuals are exactly alike. From these observations, he constructed his famous theory of evolution. The theory emphasized two related principles: natural selection and survival of the fittest. Darwin explained that certain species survive in particular environments because they have characteristics that fit with, or are adapted to, their surroundings. Other species die off because they are less well-suited to their environments. Individuals within a species who best meet the environment's survival requirements live long enough to reproduce and pass their more beneficial characteristics to future generations. Darwin's emphasis on the adaptive value of physical characteristics and behavior found its way into important developmental theories.

During his explorations, Darwin discovered that early prenatal growth is strikingly similar in many species. Other scientists concluded from Darwin's observations that the development of the human child follows the same general plan as the evolution of the human species. Although this belief eventually proved inaccurate, efforts to chart parallels between child growth and human evolution prompted researchers to make careful observations of all aspects of children's behavior. Out of these first attempts to document an idea about development, scientific child study was born.

Page Ref: 14

128) Describe the contributions and limitations of behaviorism and social learning theory to the scientific study of human development.

Answer: According to behaviorism, directly observable events—stimuli and responses—are the appropriate focus of study. Traditional behaviorists use classical and operant conditioning to mold children's behavior. The most influential kind of social learning theory emphasizes modeling, also known as imitation or observational learning, as a powerful source of development. The most recent version of the theory places strong emphasis on cognition.

Behaviorism and social learning theory have been helpful in treating a wide range of adjustment problems. Behavior modification consists of procedures that combine conditioning and modeling to eliminate undesirable behaviors and increase desirable responses. It has been used to relieve a wide range of difficulties in children and adults, ranging from poor time management and unwanted habits to serious problems, such as language delays, persistent aggression, and extreme fears.

Nevertheless, many theorists believe that behaviorism and social learning theory offer too narrow a view of important environmental influences, which extend beyond immediate reinforcement, punishment, and modeled behaviors to people's rich physical and social worlds. Behaviorism and social learning theory have also been criticized for underestimating people's contributions to their own development.

Page Ref: 17–18

129) Describe the lifespan theory of development, and indicate its stance on the three basic issues of human development .

Answer: According to the lifespan perspective, human development is lifelong, multidimensional, and multidirectional .

It involves both continuous gains and declines, and the discontinuous, stagewise emergence of new skills occurs. Development is influenced by multiple, interacting biological, psychological, and social forces, many of which vary from person to person, leading to diverse pathways of change. It also is affected by an intricate blend of hereditary and environmental factors. Both early and later experiences are important. There is plasticity at all ages.

Page Ref: 28

130) Compare and contrast naturalistic and structured observations.

Answer: Observations of the behavior of children and adults can be made in different ways. One approach is to go into the field, or natural environment, and record the behavior of interest—a method called naturalistic observation. The great strength of naturalistic observation is that investigators can see directly the everyday behaviors they hope to explain. Naturalistic observation also has a major limitation: Not all individuals have the same opportunity to display a particular behavior in everyday life. Researchers commonly deal with this difficulty by making structured observations, in which the investigator sets up a laboratory situation that evokes the behavior of interest so that every participant has equal opportunity to display the response. The procedures used to collect systematic observations vary, depending on the research problem posed. Sometimes investigators choose to analyze the entire stream of behavior—everything said and done over a certain time period. Systematic observation provides invaluable information on how children and adults actually behave, but it tells us little about the reasoning behind their responses. For that information, researchers must turn to self-report techniques.

Page Ref: 28–30

131) Describe longitudinal design, and explain its strengths and weaknesses.

Answer: In a longitudinal design, participants are studied repeatedly, and changes are noted as they get older. The time spanned may be relatively short (a few months to several years) or very long (a decade or even a lifetime). The longitudinal approach has two major strengths. First, because it tracks the performance of each person over time, researchers can identify common patterns as well as individual differences in development. Second, longitudinal studies permit investigators to examine relationships between early and later events and behaviors. Despite their strengths, longitudinal investigations pose a number of problems. For example, participants may move away or drop out of the research for other reasons. This biases the sample so that it no longer represents the population to whom researchers would like to generalize their findings. Also, from repeated study, people may become more aware of their own thoughts, feelings, and actions and revise them in ways that have little to do with age-related change. In addition, they may become “test-wise.” Their performance may improve as a result of practice effects—better test-taking skills and increased familiarity with the test—not because of factors commonly associated with development. The most widely discussed threat to longitudinal findings is cohort effects: Individuals born in the same time period are influenced by a particular set of historical and cultural conditions. Results based on one cohort may not apply to people developing at other times. But, cohort effects do not just operate broadly on an entire generation. They also occur when specific experiences influence some groups of individuals but not others in the same generation.

Page Ref: 35–37