

*Test Bank  
for*

**Educational Psychology  
Thirteenth Edition**

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Instructors of classes using Anita Woolfolk's *Educational Psychology*, may reproduce material from the test bank for classroom use.

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## Chapter 1

### Learning, Teaching, and Educational Psychology

Chapter 1 Objectives	Relevant Test Items
<b>Objective 1.1:</b> Describe the key elements of and changes to the No Child Left Behind Act.	Multiple Choice: 1-5 Essay: 19
<b>Objective 1.2:</b> Discuss the essential features of effective teaching, including different frameworks describing what good teachers do.	Multiple Choice: 6-8 Essay: 20
<b>Objective 1.3:</b> Describe the methods used to conduct research in the field of educational psychology and the kinds of questions each method can address.	Multiple Choice: 9-17 Essay: 21
<b>Objective 1.4:</b> Recognize how theories and research in development and learning are related to educational practice.	Multiple Choice: 18 Essay: 22

#### Multiple Choice Questions

1. As a new teacher, you are eager to meet your 24 students. You are interested in the ethnic and cultural diversity of your students and their range of abilities and needs. If the diversity among your students matches national statistical norms, how many children will you have with mild to severe developmental disabilities?
  - a. one
  - b. two
  - c. three
  - d. four
  
2. Nearly 16 million or 22% of children in America live in poverty. About how many of these children live in extreme poverty?
  - a. 2 million
  - b. 5 million
  - c. 7 million
  - d. 9 million
  
3. Javier emigrated from Mexico with his family and is starting third grade with minimal ability to speak English. Mrs. Foster can't wait to see how much progress Javier will make in her class this year. This seems to be evidence of:
  - a. teacher's sense of efficacy.
  - b. overly optimistic beliefs.
  - c. the school's expectations of teachers.
  - d. the teacher's lack of experience with non-English speakers.
  
4. According to the No Child Left Behind (NCLB) Act, which children were required to reach proficiency and meet adequate yearly performance goals?
  - a. All students
  - b. All students without developmental disabilities
  - c. All students in elementary grades
  - d. All English-speaking students
  
5. Many studies indicate that teacher-student relationships and the quality of teaching make a difference. Based on findings from such studies, which of the following children is likely to benefit most from good teaching?
  - a. Jorge is in the first grade and likes math but does not like to participate in reading group, though he's a good reader.
  - b. Kellie, in kindergarten, seems to be advanced for her age. She is reading books and working first grade math.
  - c. Dwayne is in the first grade and loves school, especially when he gets to work in groups with his friends or at centers with hands-on activities.
  - d. Johana is in kindergarten and exhibits behavior problems that include difficulty paying attention and regulating her attention-getting behaviors.
  
6. Mr. Tanaka has accepted a teaching job in a new district. In his interview, he learned that he will be evaluated on 22 components of knowledge and skills in

- four domains of teaching responsibilities. Which of the following models of good teaching is most likely being used in his district's teacher evaluation system?
- The Gates Foundation project's Measures of Effective Teaching
  - TeachingWorks high-leverage teaching practices
  - Daneilson's Framework for Teaching
  - The Blueprint for Reform of NCLB legislation
7. The Measures of Teaching Effectiveness Project identified three measures used together as a valid and reliable way of assessing teaching that leads to student learning. The three measures include surveys of student perceptions of their teachers and classroom observations from the Danielson Framework for Teaching. What is the other measure?
- Student scores on national standardized tests
  - Teacher content knowledge
  - Teacher classroom management skills
  - Student gains on state tests
8. Experienced teachers often ask several of the following questions as they teach. Which question is most likely to be the metacognitive concern of a beginning teacher?
- How might I help my students become self-regulated learners?
  - How well did I handle that disruptive behavior?
  - What might help my high achievers extend their learning?
  - What does Student A need in order to learn this skill?
9. Which teacher comments appear to be most related to educational psychology?
- Are interest rates most likely to rise or fall under these conditions?
  - Should the skill of summarizing be taught before students learn to identify the topic and main idea?
  - Do you want to explore the topic of slavery in the United States or slavery in other countries?
  - Which of these books would you like to read during the unit about historical fiction?
10. From the beginning, psychology in the United States was linked to teaching. Among the early psychologists in this country, which leader is respected as the father of the progressive education movement?
- William James, author of *Talks to Teacher about Psychology*
  - G. Stanley Hall, founder of the American Psychological Association
  - John Dewey, founder of the Laboratory School at the University of Chicago
  - E. L. Thorndike, founder of the *Journal of Educational Psychology*
11. In Austin Foley's research, he is collecting data in high schools in 10 school districts. He is using surveys to learn the types of support APA physics students prefer from their teachers in physics lab. What type of research is Austin conducting?

- a. Experimental study
  - b. Descriptive study
  - c. Quasi-experimental study
  - d. Ethnographic study
12. Marisa Campala is conducting research with fifth grade teachers in diverse classrooms. One group of teachers uses English and Spanish to greet students each morning and other teachers maintain their regular greetings in English. What type of research is Marisa most likely conducting?
- a. Microgenetic
  - b. Descriptive
  - c. Longitudinal
  - d. Experimental
13. Dr. Casey studied the effects of a particular after-school tutoring program on the academic achievement of children in extreme poverty in his state from preschool through fifth grade. What type of research is involved in such a study?
- a. Ethnographic
  - b. Case study
  - c. Longitudinal
  - d. Action research
14. Dr. Sullivan conducts research that involves measuring the amount of change in student scores on state math tests at the beginning of the year and at the end of the year for students in top teachers' classrooms. What type of research is Dr. Sullivan conducting?
- a. Ethnographic
  - b. Microgenetic
  - c. Quantitative
  - d. Qualitative
15. Ms. Markham is conducting a study in her classroom. She wants to determine whether students perform better on a concepts test after using a mini-lecture approach or after engaging in a group activity. What type of research is she conducting?
- a. Ethnographic
  - b. Longitudinal
  - c. Microgenetic
  - d. Action research
16. Mr. Grant is a reflective teacher who is always trying to improve his teaching practices to increase student learning. He has conducted several research projects and changed teaching strategies on the basis of the results. In his latest reflections, he predicted that his low-achieving students would complete their spelling tasks in less time and score higher on spelling tests if he began using a buddy system. In the research cycle, Mr. Grant has developed:

- a. a theory.
  - b. a principle.
  - c. a hypothesis.
  - d. a plan for data analysis.
17. Which of the following research designs involves ethnographic research?
- a. Measuring the increase in test scores on the state reading test when dyslexic children have additional time to take the test
  - b. Collecting data about the inclusion of a child with vision impairment by conducting interviews with a vision impaired child, his parents, his teachers, and his peers
  - c. Changing teaching strategies to see whether the new strategy brings about more learning in the math unit about adding fractions
  - d. Following a group of Hmong students who attend a public elementary school in Minneapolis to understand their acculturation at school
18. Bethany has taught language arts at Mann Middle School for two years. As she reflects and plans for the coming year, she reads a note she made to herself when she taught the persuasive writing unit. The students struggled with persuasion, and Bethany wants to find a better way to teach the unit. She has two ideas and wants to put them to the test to see which is more effective. What do you recommend?
- a. Get the opinion of another teacher in her school.
  - b. Conduct a single-subject experiment.
  - c. Ask students which approach they would prefer.
  - d. Conduct action research to answer her question.

### **Essay Questions**

19. Stan Lorenz is a beginning teacher in suburban Houston. He will be teaching fifth grade math and science and wonders how the diversity of his class will compare to the diversity he experienced growing up in Chicago. His principal describes the school as a typical representation of the diversity found in schools across the United States. Describe the diversity Stan might expect based on national norms. Include racial, ethnic, language, economic, and developmental diversity.
20. You've been teaching at the same high school for three years and are accustomed to being evaluated on the basis of the local district forms and procedures that include observations by the assistant principal and collection of data about your attendance, punctuality, and professionalism. You are moving to a new district and have just learned that they use the Danielson Framework for Teaching in their evaluation process. Based on your knowledge of the Framework for Teaching and

its domains of teaching responsibilities, describe how you might prepare for such evaluation.

21. McKenna Williams noticed an increasing number of students not completing their independent seatwork in language and spelling. She expects students to take responsibility for working independently while she works with small reading groups. Now she wonders whether she should start allowing students to work together in pairs or trios rather than continuing to require them to work quietly on an individual basis. Her common sense tells her that she should continue to require quiet individual work. Her colleague Cal Sitton disagrees. He allows his students to work in pairs. Explain why McKenna should not rely on her common sense as she solves this teaching problem.
  
22. McKenna Williams is a reflective teacher. She has noticed an increasing number of students not completing their independent seatwork in language and spelling. She expects students to take responsibility for working independently while she works with small reading groups. Now she wonders whether she should start allowing students to work together in pairs or trios rather than continuing to require them to work quietly on an individual basis. Her common sense tells her that she should continue to require quiet individual work. Her colleague Cal Sitton disagrees. He allows his students to work in pairs. McKenna respects her colleague Cal and knows he has more experience teaching than she does. But she doesn't want to mirror his teaching without reason or evidence that his strategies are more effective. How might she research this question in her own classroom and produce evidence to support one approach over another?

## Chapter 2

### Cognitive Development

Chapter 2 Objectives	Relevant Test Items
<b>Objective 2.1:</b> Provide a definition of development that takes into account three agreed-upon principles and describe three continuing debates about development, along with current consensus on these questions.	Multiple Choice: 1-5
<b>Objective 2.2:</b> Summarize some current research on the physical development of the brain and possible implications for teaching.	Multiple Choice: 6-13 Essay: 26
<b>Objective 2.3:</b> Explain the principles and stages presented in Piaget's theory of cognitive development.	Multiple Choice: 14-20 Essay: 27-28
<b>Objective 2.4:</b> Explain the principles presented in Vygotsky's theory of development.	Multiple Choice: 21-23 Essay: 29-30
<b>Objective 2.5:</b> Discuss how the ideas of Piaget and Vygotsky influence current educational research and practice.	Multiple Choice: 24-25 Essay: 30

#### Multiple Choice Questions

1. Each of the following children is undergoing change. Which change is NOT defined as developmental?
  - a. Julius is working on his batting skills and hit the ball farther today.
  - b. Cait left out several steps in the process of conducting the lab experiment, but she understands what she did wrong and is redoing the experiment.
  - c. Mark is walking carefully on one foot while his sprained ankle heals.
  - d. Davarko has learned enough English to introduce himself and meet other students.
2. Rachel has a hard time relating to other students. She is very independent, but wants to have friends. She has tried to carry on conversations about the science concepts that interest her and information she learned from her dad who is a civil engineer. She's trying to branch out and watch a TV show some of the students like so she can discuss it with them at school tomorrow. What kind of development is involved in Rachel's experiences?
  - a. Cognitive development
  - b. Personal development
  - c. Physical development
  - d. Social development

3. Three questions surrounding development pose continuing debate among researchers and theorists. Which of the following is one of those questions?
  - a. Do people develop at the same rate?
  - b. Does development take place gradually?
  - c. Is development orderly?
  - d. What is the shape of development?
  
4. Kim heard her grandmother speak Mandarin from the time she was born. Her adopted brother never heard Mandarin as a baby or as a child. As Kim grows up, she is more likely than her adopted brother to produce native sounds in Mandarin. This illustrates which of the three ongoing debates surrounding development?
  - a. Nature versus nurture
  - b. Critical versus sensitive periods
  - c. Continuity versus discontinuity
  - d. Qualitative versus quantitative change
  
5. Mason grew one inch between sixth grade and seventh grade. What type of developmental change is this?
  - a. Quantitative
  - b. Qualitative
  - c. Discontinuous
  - d. Personal
  
6. Mr. Mills instructs his students to practice the steps in the process over and over. As a result of students' practice, what is happening in their brains?
  - a. Overproduction of neurons in the amygdala
  - b. Strengthening of connections between neurons
  - c. Pruning of neurons in the amygdala
  - d. Increase in number of axons per neuron
  
7. What part of the brain has the information processing capacity of a small computer?
  - a. Each neuron
  - b. Cerebellum
  - c. Thalamus
  - d. Hippocampus
  
8. Mrs. Bollar created four centers in her classroom that related to sea life. Children accessed books, photographs, charts and posters, computer programs, mini-movies, and models. At the end of the unit, the students visited an aquarium. What type of synaptic production takes place as a child accesses such a rich learning environment?
  - a. Neurogenesis
  - b. Myelination
  - c. Experience-dependent
  - d. Experience-expectant

9. As an adult, Sanya wants to learn Spanish and become a Spanish teacher. She is having trouble trilling the *r* and does not sound like a native speaker. What kind of synapse overproduction and pruning process is associated with Sanya's difficulty?
  - a. Neurogenesis
  - b. Myelination
  - c. Experience-dependent
  - d. Experience-expectant
  
10. Mr. Benet gives his students an assignment that prepares them for their upcoming debate. The assignment involves the analysis of divergent perspectives on the issue, development of arguments to support the diverse perspectives, and efficient recall of resources and persuasive points during the debate. What part or parts of the brain are most likely functioning to complete this assignment effectively?
  - a. Amygdala
  - b. Right hemisphere of the cortex processing creatively
  - c. Left hemisphere of the cortex processing analytically
  - d. Many parts working simultaneously
  
11. "High horse power, poor steering," is a common phrase describing adolescent brain maturity. Which of the following behaviors best illustrates the meaning behind this saying?
  - a. Hansen had never skipped class before, but decided it was worth skipping to spend the day on the lake with two buddies.
  - b. Sophie studied harder and longer than usual and really wanted to ace the chemistry test, but she didn't study the lab material.
  - c. Carrington studied every day for the physics exam and felt good about his preparation, but his anxiety overwhelmed him when he started taking the test.
  - d. DeLinda wanted to go to the football game on Friday night, but she decided to go to a movie with her dad instead.
  
12. What facts about brain development during adolescence explain their risk-taking impulsivity?
  - a. The right hemisphere develops earlier than the left hemisphere.
  - b. The left hemisphere develops earlier than the right hemisphere.
  - c. The limbic system develops more slowly than the prefrontal lobe.
  - d. The prefrontal lobe develops more slowly than the limbic system.
  
13. Katie was watching a movie and heard the main character say, "You only use 10% of your brain, and you're either right-brained or left-brained. Stop working at it. Your brain can't change. Drink up. At least we know your drinking isn't killing your brain cells." What part of the character's statement is true?
  - a. You only use 10% of your brain.
  - b. Your drinking isn't killing your brain cells.
  - c. You're either right-brained or left-brained.

- d. Your brain can't change.
14. According to Piaget, three factors interact to influence cognitive development. Two of the factors are maturation and acting on the environment. What is the third factor?
- a. Synaptic pruning
  - b. Social transmission
  - c. Quality of parenting
  - d. Quality of teaching
15. Bryan went to the zoo with his first grade class. At the zoo, he saw alligators for the first time. He had never even seen pictures of alligators, but called them big-mouthed snakes. What basic tendency of thinking is Bryan using?
- a. Conservation
  - b. Assimilation
  - c. Object permanence
  - d. Reversible thinking
16. Which of the following children has most likely reached the concrete operational stage of cognitive development according to Piaget's four stages?
- a. Bart dislikes carrots and tells his mom that his friend Doug doesn't like carrots.
  - b. Sara imitates her mother's mouth movements and says, "Dad."
  - c. Pierre follows the steps of brushing his teeth and changing his clothes before bedtime.
  - d. Cori places the six colorful containers in order of size from smallest to largest.
17. Sherita is now grasping the concept of conservation. She is most likely in what stage of development?
- a. Formal operational
  - b. Preoperational
  - c. Sensorimotor
  - d. Concrete operational
18. Dewayne is engaged in the following activities. Which of the activities illustrates conservation?
- a. Dewayne grouped the words according to their parts of speech by creating columns for nouns, verbs, adjectives, and adverbs.
  - b. Dewayne subtracted 100 from 700 and then added it back to arrive at 700 again.
  - c. Dewayne poured paint from the gallon bucket into his paint pan and realized it's the same amount of paint, but looks like less.
  - d. Dewayne arranged the members of his favorite baseball team in sequential order according to height.

19. In which assignment does Ms. Carlson expect her students to use formal operational thinking?
- Ms. Carlson asked students to create mind maps representing their understanding of the organization of the state government.
  - Ms. Carlson instructed students to use the note-taking strategy they learned earlier to make notes during a guest lecturer's presentation.
  - Ms. Carlson asked students to think of metaphors for the current state of the economy in the U.S.
  - Ms. Carlson told students to share their summary of the story with their partner and compare perceptions.
20. Sierra walked into class late and felt quite embarrassed. To make matters worse, she was having a bad hair day and felt like all eyes were on her, judging her, and rejecting her. Her thinking can be described as:
- disequilibrium.
  - adolescent egocentrism.
  - adaptation by assimilation.
  - accommodation.
21. Which theorist or group of theorists promoted the idea that knowledge is co-constructed during social interactions?
- Piaget
  - Neo-Piagetian theorists
  - Elkind
  - Vygotsky
22. Paige talks out loud to herself as she gets her backpack ready for school. She doesn't want to forget anything important. What would Vygotsky most likely say about Paige's behavior?
- Paige's inner speech is a sign of immaturity.
  - Paige's self-talk serves a positive self-guiding function.
  - Paige's private speech is a sign of instability.
  - Paige's private speech is egocentric and negative.
23. Nick is doing his sixth grade homework in history. The task requires him to make two maps of his state and compare the two maps. One map represents the state in 1850 and the other represents the state in current times. Nick is working at the task, following the instructions, and feeling that he can complete it successfully. He does need to ask the teacher one question before he finishes. Which of the following terms best describes the relationship of this assignment to Nick's level of performance?
- Above his zone of proximal development
  - In his zone of proximal development
  - Below his zone of proximal development
  - Unrelated to his zone of proximal development

24. In which of the following situations does Mr. Cannon scaffold learning?
- Mr. Cannon assigned readings in the text about the period of history immediately following the Civil War in the U.S.
  - Mr. Cannon gave a student a choice between two actions: return to his seat quietly and immediately or stay after school.
  - Mr. Cannon showed a brief video with a close-up demonstration of the detailed steps he had explained to the class.
  - Mr. Cannon divided students into groups to play their favorite game of trivial pursuit in history.
25. Mrs. Strasbourg made the following statement to her students. "Learning is an active process. Your learning leads you to higher levels of development. I will be working with you, guiding you to more advanced thinking this year. And you will be working together, learning from one another." Which theorist or theorists most likely agree with Mrs. Strasbourg's statement?
- Piaget
  - Vygotsky
  - Both Piaget and Vygotsky
  - Current and past psychologists

### **Essay Questions**

26. Riley is typically a rule follower who doesn't cause trouble. He's on the football team, has a good reputation, and likes school. In his tenth grade year, he has started going out with the guys after football games on Friday nights. Now he's breaking rules, taking risks, and doing things that his younger self labeled as stupid and reckless. Based on what we know about brain development, what explains Riley's behavior?
27. Suppose that you have a new teaching job, and your students are all most likely in Piaget's concrete-operational stage of development. Describe strategies you will use to teach the concrete-operational students effectively.
28. Five-year-old Ava and her family welcomed a new baby this week. Ava's little sister was adopted a few days ago, and now Ava is a little confused. Her little sister didn't come from Mommy's tummy. Her parents flew away and came home with her. But Ava remembers that her little brother came from Mommy's tummy two years ago.

Using Piaget's conclusions about humans' basic tendency toward adaptation, discuss how Ava must adapt her existing schemes to assimilate and accommodate these changes in family structure.

29. Mr. Harper tells one of his third grade students to talk to himself and tell himself to stay seated, stay focused, and complete the task. This third grader has been diagnosed with ADHD and needs to learn strategies to help him control his behavior and complete his work. What would Lev Vygotsky most likely say about Mr. Harper's method of management?
30. Ms. Jacobs teaches 26 second grade students who represent a wide range of diversity. Her students include six English learners, one student who just arrived from Mexico, three students with special learning needs, students from extreme poverty to middle class, and students from various ethnic groups. She has divided students into three reading groups and expects other students to work silently and independently as she works with reading groups. All students work on the same spelling tasks and worksheets during their independent seatwork.

How might Ms. Jacobs's teaching procedures during reading group time need to change if she followed Vygotsky's ideas about the zone of proximal development?

## Chapter 3

### The Self, Social, and Moral Development

Chapter 3 Objectives	Relevant Test Items
<b>Objective 3.1:</b> Describe general trends, group differences, and challenges in physical development through childhood and adolescence.	Multiple Choice: 1-6 Essay: 29
<b>Objective 3.2:</b> Discuss how the components of Bronfenbrenner’s bioecological model influence development, especially the impact of families, parenting styles, peers, and teachers.	Multiple Choice: 7-14 Essay: 30
<b>Objective 3.3:</b> Describe general trends and group differences in the development of identity and self-concept.	Multiple Choice: 15-22 Essay: 31-32
<b>Objective 3.4:</b> Explain theories of moral development including those of Kohlberg, Gilligan, Nucci, and Haidt, and how teachers can deal with one moral challenge for students—cheating.	Multiple Choice: 23-28

#### Multiple Choice Questions

- Which adult seems to be well informed and have the right idea about children’s handedness?
  - “You don’t want Alissa to be left-handed. Encourage her to use her right hand.”
  - “Stop trying to make Aden right-handed. Handedness is genetic.”
  - “Leave Michelle alone. It’s too late to change her handedness.”
  - Teach Mark to use both hands equally. If you train him early, he’ll do just as well right-handed as left-handed.
- These adolescents are the same age and are seniors at Lakeland High School. Based on statistics, which one is most likely to reach his or her maximum height last?
  - Emma is a European American girl.
  - Darla is a Latina girl.
  - Bruce is an Asian American boy.
  - Carlos is a Mexican American boy.
- Based on general statistics, which one of the following students is most likely to have fewer problems associated with timing of maturation?
  - Hayden, a broad-shouldered boy who experiences spermarche around age 11
  - Kelli, who is taller than other girls her age and is maturing earlier
  - Dason, a boy who shows signs of maturity a bit later than other boys his age
  - Claire, who experiences menarche just before her 15<sup>th</sup> birthday

4. Kim Carlton is a new fifth grade teacher. She is surprised to learn that her school has reduced the amount of recess for all students and eliminated time for physical education in the fifth grade curriculum. Kim believes that exercise and recess enhance academic performance. Based on national trends, why is her school (like many other schools in the U.S.) most likely reducing recess and physical education?
  - a. To reduce risks of accidents on the playground and in physical education classes
  - b. To avoid the cost of hiring teachers for physical education
  - c. To increase academic time in the classroom
  - d. To reduce teacher responsibilities for student behavior on the playground and in physical education activities
  
5. Child obesity and eating disorders are growing problems in the U.S. Several of Mr. Thomas's middle school students fit these categories. Which of his students most likely shows signs of anorexia?
  - a. Tanner, a gymnast, is a fanatic about exercise and has lost a lot of weight during the six months since school started. Mr. Thomas rarely sees him at lunch.
  - b. Brit seems to be on an emotional roller coaster. Mr. Thomas has noticed that one day she may gorge on her lunch, a friend's lunch, and extra snacks, but other days she skips lunch.
  - c. Carson is painfully thin. In class photos, he appears to be the thinnest boy in his class every year. When Mr. Thomas visits the lunchroom, he sees Carson eating a regular school lunch every day.
  - d. Shawna is about thirty pounds overweight and is always on a diet. She tells Mr. Thomas that she has tried one diet after another but nothing has worked for her.
  
6. Mr. Thomas has noticed that one of his students shows signs of anorexia and another shows signs of bulimia. If Mr. Thomas follows the guidelines for supporting positive body image, which of the following is he most likely to do?
  - a. Compliment these students on their appearance to build their confidence in their body images
  - b. Talk to their closest friends and try to get additional information or confirmation about his suspicions
  - c. Avoid talking to the students, but ask the school counselor to make appointments with these students and gather information about their eating habits
  - d. Pose questions to these students privately about their eating habits and health and listen attentively to their answers
  
7. Selena's parents divorced recently, and Selena is having difficulty adjusting to the changes in her life. According to Bronfenbrenner's bioecological model, which of Selena's social/cultural systems is most directly affected?

- a. Exosystem
  - b. Macrosystem
  - c. Microsystem
  - d. Chronosystem
8. Nine-year-old Connor is curious about technology and wants to become an engineer. Due to changes in No Child Left Behind legislation, his school received a large grant that funds a special technology program. Connor is particularly excited to be one of the participants in the program. According to Bronfenbrenner's bioecological model, the legislative changes took place in which social/cultural ecosystem?
- a. Microsystem
  - b. Macrosystem
  - c. Chronosystem
  - d. Mesosystem
9. Mr. Lytle called Brenna's mother to discuss Brenna's classroom behavior and get parental support to help Brenna learn self-control. Brenna uses aggressive behavior to get her way, and today she pushed Liam and caused him to fall. Mr. Lytle instructed Brenna to take time out from the group, and he talked to her privately. Brenna's mother responded to Mr. Lytle by saying, "Brenna's that way. She doesn't realize how strong she is. She's really a sweet girl. She'll grow out of it." The parenting style in Brenna's microsystem is most likely:
- a. authoritarian.
  - b. authoritative.
  - c. neglecting.
  - d. permissive.
10. Cultural differences influence variations in parenting styles. Researchers who study parenting in cultures other than European American families find that warmth and control are not the only significant factors to consider. For example, researchers have found that Latino parenting adds the dimension of:
- a. levels of showing respect.
  - b. levels of granting autonomy.
  - c. levels of resolving conflict.
  - d. levels of imposing punishment.
11. As a sophomore in high school, Caitlin is allowed to make a lot of decisions related to her style and personal preferences. She recently asked her parents to let her take two friends and drive to a concert in Atlanta, 90 miles from their home. Her parents said they could not allow it and explained that the three girls needed an adult presence. The parenting style of Caitlin's parents most likely is:
- a. permissive.
  - b. rejecting.
  - c. authoritarian.
  - d. authoritative.

12. One of the girls in Mr. Kent's class is shy and has difficulty making friends. Her social skills are immature and awkward. She usually walks to class alone, holds her head down, avoids contact with other students, and tries not to speak up in class. Based on the categories of children's popularity, this girl's behavior fits which category?
  - a. Neglected
  - b. Rejected aggressive
  - c. Rejected withdrawn
  - d. Controversial
  
13. Devin watches TV several hours a day. In his favorite shows, key characters model aggressive behavior. Devin imitates the actions of these characters on the playground and in the classroom to get what he wants. He pushes other children aside to get the toy he wants or to claim the chair he wants. Devin demonstrates what type of aggression?
  - a. Hostile
  - b. Relational
  - c. Instrumental
  - d. Overt
  
14. After recess, Cooper tells Mrs. Morris that Jeremy has cigarette burns on his chest and goes on to say that Jeremy says his mom's boyfriend did that to him last night. Mrs. Morris asks Jeremy to come with her to the nurse's office, and there she confirms the cigarette burns and the story. What is the best way for Mrs. Morris to follow up at this point?
  - a. Report the situation to the principal and discuss further follow-up.
  - b. Call Jeremy's mom and warn her that the school has noticed the burn marks.
  - c. Call the police to the school and discuss the matter with the police.
  - d. Tell Jeremy to let Mrs. Morris know if this happens again.
  
15. Levi is like most other children in elementary school, learning new skills and coming to some understanding of his abilities in comparison to the abilities of peers. At this stage of psychosocial development, which developmental crisis is Levi learning to resolve?
  - a. Identity versus role confusion
  - b. Initiative versus guilt
  - c. Industry versus inferiority
  - d. Generativity versus stagnation
  
16. Amanda has been interested in political parties during this election year and has decided that her ideas align with one party and its platform. She feels strongly about her ideas and is becoming quite an advocate for one candidate in her state. Some of her friends are uncommitted and take no interest in politics. Amanda's passion for this area of interest is helping her feel more decisive about other

- things such as subjects she wants to study. Amanda is in what stage of psychosocial development?
- a. Generativity versus stagnation
  - b. Identity versus role confusion
  - c. Industry versus inferiority
  - d. Autonomy versus doubt
17. Among his peers, Donovan is not a leader. He is having a hard time deciding which group of friends to follow. He is quite interested in all aspects of science and technology, but he doesn't really want to be identified as a geek. His family has wealth, but he doesn't like to risk getting into trouble by hanging out with the group of wealthy guys. Donovan seems to be in what process of the search for identity?
- a. Achievement
  - b. Foreclosure
  - c. Commitment
  - d. Exploration
18. Which of the following adolescents has reached the identity status of foreclosure?
- a. Bennett doesn't like school or care about professions. He says he might do oil field work or construction. His mom just warns him not to grow up and be like his dad who abandoned the family.
  - b. Carlos loves sports and wanted to be a professional tennis player, but has learned enough to recognize that he doesn't want the hectic lifestyle that goes with it. He recently shadowed a tennis coach and looked at the requirements for a profession in coaching. Now Carlos plans to pursue coaching.
  - c. Maliyah has a heart of compassion and wants to help people who are sick. She talks about medical school, but she doesn't have high self-efficacy for mastering the complex knowledge required in the medical field. She is not deciding on a college major yet.
  - d. Reggie is going to be a teacher. Her uncle and her grandmother are teachers and Reggie has never considered any other profession. She hasn't thought about the academic skills required to be a teacher or the classroom management aspects of being an effective teacher.
19. Keyshawn didn't think much about being African American until he got to high school. Then he became painfully aware of his ethnic minority status. He still wants to do well in school and become a lawyer like his uncle, but he feels alienated when he's at school. His African American friends from middle school are not interested in academics, and Keyshawn doesn't have much in common with them anymore. His racial-ethnic identity seems to be:
- a. marginality.
  - b. assimilation.
  - c. biculturalism.
  - d. separated.

20. As one of the few African American females at her high school, Rhonda is quite comfortable talking about race, enjoys inviting friends of other races to her house, and has dated boys of different races. She feels confident in her ability to make friends and maintain relationships without regard for racial differences. For her, racial differences are not a big deal. What stage of nigrescence does Rhonda's story illustrate?
- Encounter
  - Immersion/Emersion
  - Internalization
  - Internalization-Commitment
21. Which of the following quotes is a statement of self-concept?
- I remember the first day of high school when I didn't know anyone else or have a clue about what to do or where to go.
  - I plan to go to college and major in music, but I don't know what I'll do after that.
  - I don't have very many books on my shelves because I don't like to read paper copies.
  - I'm not good at solving interpersonal conflicts, but I am good at solving math problems.
22. By definition, self-esteem is associated with:
- the academic skill set you are able to achieve.
  - your perception of others' opinions about you.
  - your value judgment about your self-worth.
  - the value you place on others' opinions.
23. Which of the following children seems to have the most well developed theory of mind?
- Stefano's favorite flavor of popsicle is green, so he told his mom to give his friend a green popsicle too.
  - Gina saved a seat for her friend, but the friend sat next to someone else. Gina didn't really care. She was interested in the play.
  - Darby realized that Bryson didn't mean to step on her when he moved his desk into place for group work, so she didn't make an issue of it.
  - Grant apologized for breaking his friend's toy after his friend threatened to tell his mom about the incident. Grant knew his mom always made him say he was sorry.
24. Quin makes sure everyone follows the rules of the game exactly as they are written on the box. His sister insists that they can alter the rules to make the game go faster, but Quin refuses to consider such a change. He tells her no one can win if they don't follow the rules. According to Kohlberg's stages of moral reasoning, what level of moral development is Quin demonstrating?
- Conventional
  - Amoral

- c. Postconventional
  - d. Preconventional
25. Mrs. Fuller is dealing with a classroom management issue involving an argument in one of her groups. The second graders were working at the math center and discussing the best way to share the make-believe pizza. Tomas said he should have more than the other children because he is bigger. Mrs. Fuller is dealing with an issue that is best described as:
- a. social convention.
  - b. distributive justice.
  - c. personal choice.
  - d. morality of cooperation.
26. In Jonathan Haidt's research, he identified three key principles that comprise his Social Intuitionist Model. Which of the following statements represents one of his key principles?
- a. Reasoning comes first and intuition comes second in moral judgment.
  - b. Moral judgment is based on justice and welfare.
  - c. Moral values include loyalty, authority, sanctity, and liberty.
  - d. Moral judgment binds groups with shared beliefs and makes them more open to moral beliefs of other groups.
27. Which of the following students is LEAST likely to cheat on the upcoming calculus test?
- a. Skylar is focused on performance goals in calculus class and is determined to make a good grade.
  - b. Ramon's dad cheats on his taxes, but he has taught his son to do his best, be satisfied with his best, and never cheat on tests.
  - c. Jaclyn wants to get accepted into a special math program, so she's interested in learning calculus as preparation for more difficult math challenges.
  - d. Mark is taking calculus only because his mom insisted, but he doesn't really care about his grade.
28. Ms. Costello suspects that several of her students cheat on assignments and tests. What actions might she take if she wants to reduce the temptation for students to cheat in her classroom?
- a. Keep pressure on students by maintaining specified time constraints on assignments and tests.
  - b. Assign reasonable workloads that challenge students without causing them to feel overwhelmed.
  - c. Avoid creating an environment of distrust that develops when teachers monitor students closely during tests.
  - d. Encourage students to pursue performance goals and keep their grades high to increase the likelihood of acceptance into the university of their choice.

## Essay Questions

29. Mrs. Berry teaches fifth grade in an inner city school. The students in the district have not performed well on standardized tests and the school board is proposing changes in order to increase the amount of academic time students spend in the classroom. If the changes are approved, Mrs. Berry's fifth graders will no longer have a recess during the school day. Mrs. Berry has researched this matter and wants to address the school board.

What points might she make from her research that are likely to influence the board's decision?

30. Two of the students in your second grade class exhibit aggressive behaviors. They use aggressive language, name calling, and threats to hurt others. One of these students instigates physical fights and has difficulty following your class rules about showing respect and keeping hands to self.

Discuss sources that contribute to such aggression and describe how you might deal with such aggression in your classroom.

31. Mr. Cooke teaches the fourth grade and expects his students to show a high level of independence about completing assignments, following procedures, and keeping up with homework and other daily responsibilities. School started two months ago, and Mr. Cooke is becoming increasingly frustrated with Teagan and her unwillingness to stick with difficult tasks. Teagan does not take risks or accept challenges. She prefers to work on assignments that are easy, and she stops when she faces a challenge. Rather than asking for help, she either turns in an incomplete assignment or hides it in her desk. During group work, she seldom speaks up and only wants to fill roles that are easy for her. She is intellectually capable of succeeding academically, but she is not successfully resolving the developmental crisis of her current stage of psychosocial development.

Using Erikson's stages of psychosocial development, describe the developmental crisis Teagan must resolve. Suggest strategies Mr. Cooke might use to help Teagan resolve the crisis productively.

32. Ms. Greyson teaches freshman English and enjoys positive relationships with her students. She uses the following strategies and skills in her teaching: She shows respect for students and addresses them by name. She speaks politely and uses "please" and "thank you" when she calls on them during class discussions. She uses interactive teaching strategies that encourage all students to participate. Many of her tasks involve group work, and she avoids competitive

tasks. She uses encouragement to help students persevere with difficult tasks, and she does not use insults or putdowns at any time. With writing assignments, she uses portfolio assessment and helps students appreciate the progress they make during the year.

Addressing all aspects of Ms. Greyson's teaching (as described in this question), explain the effects of Ms. Greyson's strategies and skills on her students' self-concepts.

