

## c2

*Student:* \_\_\_\_\_

1. \_\_\_\_\_ is considered the "father of modern psychology" by many.
  - A. Erik Erikson
  - B. John B. Watson
  - C. William James
  - D. Sigmund Freud
  
2. Freud is recognized as a major role player in psychology because:
  - A. he developed one of the first comprehensive theories of personality.
  - B. most people recall his name when asked about psychology.
  - C. his theories have withstood the test of time intact.
  - D. he generated a number of testable hypotheses about the later stages of adulthood.
  
3. Although much of Freud's approach to development has been discarded, one area that persists is:
  - A. his insistence on genetics as an explanation of behavior.
  - B. the notion that the mother has a pervasive influence throughout life.
  - C. his assertion that the early years of childhood play a decisive role in determining adult behavior.
  - D. his hypothesis that the interaction of physiology and environment produce behavior.
  
4. Freud used the term \_\_\_\_\_ to describe the psychic energy that empowered the structures of the mind.
  - A. superego
  - B. id
  - C. libido
  - D. mensa
  
5. According to Freud, the term "libido" refers to the:
  - A. part of the personality that adheres to the reality principle.
  - B. part of the mind that acts as a psychic censor
  - C. force behind self-destructive behaviors.
  - D. psychic energy that feeds the structures of the mind.

6. What psychic structure is present at birth and contains all of our basic instincts?

- A. Id
- B. Ego
- C. Superego
- D. Psychic censor

7. Four-year-old Tammy has been told by her mother that she cannot have a lollipop and is now stomping her feet and wailing. According to Freud, this type of behavior is driven by the

- A. superego.
- B. ego.
- C. id.
- D. base psyche.

8. Of Freud's structures, which seeks only pleasure and is the simplest?

- A. Ego
- B. Id
- C. Superego
- D. Libido

9. What is the developmental sequence of Freud's structures of the psyche?

- A. Superego, id, ego
- B. Ego, id, superego
- C. Id, superego, ego
- D. Id, ego, superego

10. Which of the following is analogous to the ego?

- A. Rational thinker
- B. Conscience
- C. Pleasure-seeking
- D. Bodily instincts

11. Which structure is the central part of our personality?

- A. Id
- B. Ego
- C. Superego
- D. Psychic censor

12. What is the main task of the ego?

- A. To instruct us in right and wrong
- B. To pursue bodily pleasures
- C. To compromise between the id and the superego
- D. To guide our unconscious thoughts

13. Karen is torn. She feels she should volunteer her time on the weekends to the hospice program, but she also would like to hang out with her friends and have a good time. She decides to spend Sundays at the hospice and Saturdays with her friends. According to Freud, Karen's \_\_\_\_\_ helped her reach this compromise.

- A. id
- B. superego
- C. libido
- D. ego

14. What is the main task of the superego?

- A. To instruct us in what is right and what is wrong
- B. To pursue bodily pleasures
- C. To be realistic
- D. To compromise between the id and the ego

15. At what point does the superego develop?

- A. It is present at birth.
- B. It begins to develop from the moment of birth.
- C. It begins to develop toward the end of the first year.
- D. It begins to develop during adolescence.

16. Russell cannot look at a woman without thinking about what it would be like to be intimate with her; however, he always resists the impulse to be forward and conducts himself like a gentleman. What is the force that prompts him to subdue his baser instincts?

- A. Id
- B. Ego
- C. Superego
- D. Alter-ego

17. Freud proposed \_\_\_\_\_ were necessary strategies to reduce the anxiety caused by conflicts among the personality structures.
- A. fixations
  - B. crises
  - C. defense mechanisms
  - D. discords
18. According to Freud, completing each of his proposed developmental stages requires:
- A. appropriate levels of stimulation for age-specific pleasure centers.
  - B. resolution of discrete crises.
  - C. attainment of cognitive milestones.
  - D. achievement of developmental tasks.
19. According to Freud, each stage of development is based on a:
- A. psychosocial crisis.
  - B. sensitive period.
  - C. pleasure centre.
  - D. defence mechanism.
20. In Freud's theory of development, if a person becomes fixated at a particular stage:
- A. that person will not be able to become a fully mature person.
  - B. that person must skip that stage and come back at a later date to resolve it.
  - C. that person will achieve a healthy role in society.
  - D. that person will inevitably develop undesirable latent characteristics.
21. A major modification of Freud's psychoanalytic theory is:
- A. emphasizing the later stages of sexual behavior in development.
  - B. acknowledging that even 10 year olds may be driven by pleasure centers.
  - C. replacing the emphasis of sexual motivation with social influences.
  - D. dismissing notions of influences of behavior that are below awareness.
22. Freud's theory of personality has fallen out of favor because of its emphasis on:
- A. cultural ambiguities
  - B. social constructions.
  - C. genetic determinism.
  - D. sexual instincts

23. Of the following theorists, who was most directly influenced by Freud?

- A. Erik Erikson
- B. Jean Piaget
- C. Daniel Levinson
- D. Richard Lerner

24. According to \_\_\_\_\_, each stage of life is marked by a psychosocial crisis.

- A. Sigmund Freud
- B. Erik Erikson
- C. Daniel Levinson
- D. Jean Piaget

25. Erik Erikson argued that \_\_\_\_\_ were critical in development.

- A. social experiences
- B. psychosexual stages
- C. anxiety states
- D. feelings of adequacy

26. \_\_\_\_\_ based his developmental theory on observations of people from many cultures and socioeconomic strata, and upon historical figures.

- A. Sigmund Freud
- B. Jean Piaget
- C. Erik Erikson
- D. Daniel Levinson

27. A major reason Erikson's theory of development has remained influential was his reliance on:

- A. cross-cultural and historical comparisons.
- B. comprehensive observation of his own children rather than relying on the memory of adults.
- C. interviews of middle-age adults from many socioeconomic strata.
- D. reviews of major theories in western cultures.

28. Erik Erikson based his theory of development on which of the following populations?

- A. Germans
- B. South Asians
- C. Sioux of South Dakota
- D. all of these and others

29. Erikson proposed that we must pass through \_\_\_\_\_ developmental stages during our lifetime.

- A. eight
- B. seven
- C. five
- D. four, with 5-year transitional periods between them

30. Each of Erikson's psychosocial stages of development is marked by some type of:

- A. crisis.
- B. defence mechanism.
- C. pleasure centre.
- D. cognitive resolve.

31. \_\_\_\_\_ is the main tension that individuals experience during resolution of Erikson's life stages.

- A. Anxiety
- B. Feeling inferior
- C. A life crisis
- D. Libido

32. For each of Erikson's stages of development, there is:

- A. only one potential outcome.
- B. a conflict between basic desires and social expectations, tempered by parental standards.
- C. either a positive or a harmful resolution, which will determine your life course.
- D. susceptibility to negative outcomes as well as for great personal growth.

33. Eighteen-year-old Tim feels pressured by internal needs and the external demands of society to make a major change in a new direction, and so he decides to attend college. Erikson would say that Time is experiencing a/an:

- A. urge.
- B. crisis.
- C. phase.
- D. defence mechanism.

34. Which of the following accurately reflects Erikson's view of the meaning of the word "trust" as applied to his first stage of psychosocial development?

- A. Safety and happiness
- B. Honesty and integrity
- C. Nurture and dignity
- D. Orderliness and predictability

35. According to Erikson, in order for an infant to gain trust, the world must be;

- A. happy.
- B. safe.
- C. rational.
- D. stimulating.

36. Every day, 6-month-old Kiri is fed, bathed, and dressed on a schedule. Her world is entirely predictable while her needs are met. If it remains so, according to Erikson, Kiri will develop:

- A. initiative.
- B. trust.
- C. autonomy.
- D. identity.

37. \_\_\_\_\_ is the psychosocial strength that an infant gains if she has learned to trust.

- A. Hope
- B. Willpower
- C. Care
- D. Fidelity

38. In Erikson's theory, what is the opposite outcome of autonomy?

- A. Shame and doubt
- B. Guilt and shame
- C. Inferiority and doubt
- D. Identity confusion and loneliness

39. Michele's parents are struggling with their daughter. She is in the "terrible twos" and wants to do everything by herself. Erikson would encourage them to let her try new things, providing gentle support so that Michele will gain:

- A. purpose.
- B. gross motor skills.
- C. trust.
- D. self-control

40. As Chelsea is only 2 ½, her parents are concerned about their daughter's safety. They do everything for her, including tying her shoes, dressing, and feeding her. Sometimes Chelsea wrestles with them as she wants to do it herself. According to Erikson, what is the likely outcome for Chelsea?

- A. She will become fixated on details and become obsessive as an adult.
- B. She will know she is loved and protected and so will gain trust.
- C. She will become sloppy and disorganized as she knows someone will pick up after her.
- D. She will learn to doubt her abilities and become dependent on her parents.

41. \_\_\_\_\_ is the psychosocial strength that a toddler gains if he has learned autonomy.

- A. Hope
- B. Willpower
- C. Care
- D. Fidelity

42. For Erikson, the major strength to be gained during the nursery or preschool stage of childhood is:

- A. hope.
- B. purpose.
- C. willpower.
- D. competence.

43. Lisa is 4½ years old. Her parents are fiercely competitive and want Lisa to succeed in life. They continually push her toward new goals and achievements while giving her very little time to relish the accomplishments she does make. If this scenario persists, Lisa is in danger of leaving this period in her life with a sense of:

- A. mistrust.
- B. isolation.
- C. guilt.
- D. despair.

44. Between the ages of 6 and 11, children's play becomes more purposeful, and they begin to search for the information required to complete the tasks they set for themselves. This in turn helps them develop a sense of:

- A. identity.
- B. intimacy.
- C. initiative.
- D. industry.



45. In Erikson's theory, during \_\_\_\_\_, people develop a sense of who they are and what they are moving toward in their life.
- A. adolescence
  - B. middle childhood
  - C. early adulthood
  - D. middle adulthood
46. Tyson has a good sense of self, even though he is only 17 years old. He has friends from many different groups and can tolerate their different viewpoints without compromising his own beliefs. Erikson would say that Tyson has achieved the psychosocial strength of:
- A. care.
  - B. wisdom.
  - C. fidelity.
  - D. willpower.
47. What, in Erikson's psychosocial theory, is the opposite characteristic of generativity?
- A. Isolation
  - B. Despair
  - C. Stagnation
  - D. Identity confusion
48. Piaget's greatest legacy is thought to be the attention he brought to the role of \_\_\_\_\_ in development.
- A. self-concept
  - B. cognitive mechanisms
  - C. genes
  - D. social factors
49. \_\_\_\_\_ refers to the realization that objects continue to exist even when they cannot be seen, heard or touched.
- A. Object permanence
  - B. Accommodation
  - C. Assimilation
  - D. Conservation of mass

50. Jonathan is four months old and giggles uncontrollably every time his dad plays peek-a-boo with him. This game is fun for Jonathan because he lacks:

- A. object permanence.
- B. conservation.
- C. centration.
- D. reversibility.

51. Piaget used the term \_\_\_\_\_ to describe the guidelines individuals use to organize and adapt to their environments.

- A. cognitive structures
- B. defence mechanisms
- C. formal concepts
- D. life structures

52. How many stages of development did Jean Piaget propose?

- A. four, with 5-year transitional periods
- B. four
- C. five
- D. eight

53. According to Piaget, human beings adapt to their environments through:

- A. psychoanalysis.
- B. behavioural therapy.
- C. analysis and organization.
- D. assimilation and accommodation.

54. Fox is 2½ and has just been introduced to snow for the first time. He will now develop a new mental category to house the concept of snow. In Piaget's theory this process is called:

- A. accommodation.
- B. organization.
- C. analysis.
- D. assimilation.

55. When we adopt new ideas about the world, we are \_\_\_\_\_; whereas when we apply those ideas to different aspects of our lives and, as a result, change our behavior, we are \_\_\_\_\_.

- A. organizing; analyzing
- B. assimilating; accommodating
- C. accommodating; assimilating
- D. analyzing; organizing

56. \_\_\_\_\_ is the process by which we allow new ideas to change our existing perspectives.

- A. Assimilation
- B. Analysis
- C. Abstraction
- D. Accommodation

57. Piaget termed the process of developing a state of stability between the assimilation and accommodation of information as:

- A. adaptation.
- B. functional invariation.
- C. equilibration.
- D. developing schemas.

58. What is the first stage in Piaget's theory of cognitive development?

- A. Preoperational
- B. Concrete operational
- C. Sensorimotor
- D. Formal operational

59. Piaget argued that a baby's concept of the world is based on:

- A. what makes them feel the most pleasure.
- B. what they are given.
- C. whether or not they find predictability in their environment.
- D. what they can touch, taste, or see.

60. For Piaget, children learned about the world primarily due to:

- A. the assistance adults gave them.
- B. the interaction of peers.
- C. their own experiences in testing their ideas about the world.
- D. the formal instruction that was given them in a classroom setting.

61. Which of the following developmental psychologists emphasized the role of culture in development?

- A. Lev Vygotsky
- B. Jean Piaget
- C. Sigmund Freud
- D. James Watson

62. Which of the following accurately represents the sociocultural framework model of cognitive growth?
- A. Children grow cognitively by observation and assimilation.
  - B. Children's cognitive development is heavily dependent upon the reinforcement and punishment they receive from their environment.
  - C. Children develop cognitively through interactions with those around them.
  - D. Cognitive development occurs in stages that are closely tied to maturation.

63. Vygotsky used the term \_\_\_\_\_ processes for biological contributions to development.
- A. proximal
  - B. elementary
  - C. ultimate
  - D. psychosocial

64. Children are able to be potty-trained, because they have developed control of their anal sphincters as well as matured sufficiently to understand what is being asked of them. According to Vygotsky, this milestone is due to \_\_\_\_\_ processes.
- A. proximal
  - B. psychosocial
  - C. elementary
  - D. psychological

65. Vygotsky used the term \_\_\_\_\_ processes for the sociocultural contributions to development.
- A. ultimate
  - B. psychological
  - C. immediate
  - D. psychosocial

66. According to Vygotsky, children's cognitive growth depends on:
- A. their triumph in understanding a problem on their own.
  - B. physical maturation and psychological readiness.
  - C. assimilation and accommodation.
  - D. their interactions with those around them.

67. For Vygotsky, interpsychological influences on development are based on:
- A. self-talk by the child.
  - B. interactions with parents, teachers, and friends.
  - C. maturation of cognitive processes.
  - D. rewarding greater complexity of thought processes.

68. Shun is learning to write his name. First, he grabbed the crayon with his fist, but his older brother helped him hold it between his fingers like a chopstick, so Shun was able to form the letters more efficiently. This is an example of \_\_\_\_\_ processes in development.

- A. intrapsychological
- B. intrapersonal
- C. interpersonal
- D. interpsychological

69. The functional influence of \_\_\_\_\_ processes includes inner speech to guide behavior.

- A. intrapsychological
- B. intrapersonal
- C. interpersonal
- D. interpsychological

70. For Vygotsky, intrapsychological influences on development are based on:

- A. self-talk by the child.
- B. interactions with parents, teachers and friends.
- C. maturation of cognitive processes.
- D. rewarding greater complexity of thought processes.

71. For Vygotsky, \_\_\_\_\_ is the process by which we take what we have observed and incorporate it into our own behaviors.

- A. internalization
- B. accommodation
- C. assimilation
- D. scaffolding

72. In Vygotsky's perspective, the "most powerful tool" used by humans in the course of intellectual development is:

- A. abstract thought.
- B. art.
- C. written communication.
- D. speech.

73. \_\_\_\_\_ refers to what a child can do on their own versus what they can accomplish with the assistance of an adult.
- A. The zone of proximal development
  - B. The preintellectual range
  - C. The norm or reaction range
  - D. Shaping
74. Gustavo is trying to tie his shoes. His stubby fingers make it hard to grasp the loops, but his mother patiently waits until he gets the loop set and then assists him pull the lace through. This is an example of Vygotsky's concept of:
- A. shaping.
  - B. intrapsychological processes.
  - C. the zone of proximal development
  - D. elementary processes.
75. \_\_\_\_\_ theory is based on computers as a model of cognitive functioning.
- A. Operant conditioning
  - B. Classical conditioning
  - C. Information-processing
  - D. Scaffolding
76. Of the following researchers, who would be most closely aligned with classical conditioning?
- A. Pavlov and Watson
  - B. Pavlov and Skinner
  - C. Pavlov and Bandura
  - D. Skinner and Bandura
77. \_\_\_\_\_ is based on the concept that involuntary responses can be elicited through a specific learning process.
- A. Operant conditioning
  - B. Observational learning
  - C. Classical conditioning
  - D. Modeling
78. \_\_\_\_\_ ran the famous experiment pairing the salivary response in dogs with the sound of a bell.
- A. Skinner
  - B. Watson
  - C. Pavlov
  - D. Bandura

79. John Watson's controversial study of "Little Albert" and other children was important because it showed that fears can be:
- A. the result of hidden conflicts left over from early childhood.
  - B. conditioned by pairing negative physical responses with the presence of learned objects.
  - C. eliminated through the careful use of punishment.
  - D. inborn and then manifested through manipulation of the environment.
80. Three-year-old Florian saw a spider and was immediately attracted to its quick movements. When his mother saw him reach for it, she screamed. This scared Florian badly, and now that he's five years old, he is afraid of spiders. This explanation for phobias was demonstrated by:
- A. John Watson.
  - B. Ivan Pavlov.
  - C. B.F. Skinner.
  - D. Albert Bandura.
81. Who is credited with discovering the theory of operant conditioning?
- A. Piaget
  - B. Skinner
  - C. Vygotsky
  - D. Bandura
82. The fundamental principle of operant conditioning is that learning occurs as a result of:
- A. contiguity.
  - B. associations.
  - C. S-R pairings.
  - D. consequences.
83. According to Skinner, what is the key to understanding behaviour?
- A. Punishment
  - B. The environment
  - C. Cognitive structures
  - D. The zone of proximal development
84. As shown by operant conditioning, in order for a behaviour to be repeated, or persist, it must be:
- A. reinforced.
  - B. noticed.
  - C. associated with a relevant stimulus.
  - D. learned over a series of exposures.

85. When 9-month-old Hannah climbed to the top of the stairs, her parents praised her and clapped their hands.

This is an example of:

- A. positive reinforcement.
- B. negative reinforcement.
- C. positive association.
- D. role modeling.

86. Bandura stresses the influence of \_\_\_\_\_ on personality development.

- A. modeling
- B. crisis resolution
- C. reinforcement
- D. defence mechanism

87. After several months of refusing to do so, Elsie now shares her toys with her sister. Which of the following theories would suggest Elsie learned this behaviour by watching others share?

- A. Operant conditioning theory
- B. Social cognitive learning theory
- C. Vygotsky's theory of development
- D. Hierarchy of needs

88. Which of the following is NOT a premise of social (cognitive) learning theory?

- A. New responses may be acquired by passive observation.
- B. A person learns most effectively by being directly reinforced.
- C. Observation of a model may cause the reappearance of responses that had been absent.
- D. Children learn by observing the consequences others receive based on their actions.

89. Which of the following statements regarding Bandura's research on modeling and aggression is accurate?

- A. Children exposed to all of the models of aggression were more aggressive than the control group.
- B. Only those children exposed to the live models were more aggressive than the control group.
- C. Only those children exposed to the filmed models were more aggressive than the control group.
- D. None of the groups exhibited more aggression than the control group.

90. Self-efficacy in social (cognitive) theory refers to:

- A. a growing sense of personal identity.
- B. the range of abilities that one demonstrates when given extra help.
- C. being a good role model for others.
- D. the belief that one's actions will achieve one's goals.



91. Misaki became afraid of a strange noise she heard, so she crawled over to her father and reached for him. He smiled and picked her up, which made her smile and snuggle closer to him and became calm. According to the bioecological model, this is an example of:
- A. modeling.
  - B. observational learning.
  - C. self-efficacy.
  - D. reciprocal interactions.
92. Who created the bioecological model of development?
- A. B.F. Skinner
  - B. Uri Bronfenbrenner
  - C. Albert Bandura
  - D. Jean Piaget
93. Which of the following is NOT one of the major components of the bioecological model?
- A. Context
  - B. Time
  - C. Person
  - D. Observation
94. Carolyn plays with her neighbour in the backyard, creating an imaginary world full of wizards and dwarfs. This would correspond with which component of the bioecological model?
- A. Proximal processes
  - B. Time
  - C. Context
  - D. Person
95. The \_\_\_\_\_ refers to the innermost environmental system according to the bioecological model.
- A. macrosystem
  - B. exosystem
  - C. microsystem
  - D. mesosystem
96. Which of the following corresponds to a society's larger culture?
- A. Exosystem
  - B. Macrosystem
  - C. Microsystem
  - D. Mesosystem

97. The critical component in the bioecological model for development is:

- A. context.
- B. consequences.
- C. genetics.
- D. modeling.

98. Currently, modern developmental psychologists, such as Gilbert Gottlieb and Richard Lerner analyze the developmental process on four levels: genetic, behavioural, environmental, and:

- A. neural.
- B. contextual.
- C. cultural.
- D. historical.

99. Which of the following individuals is associated with developmental systems theory?

- A. Erik Erikson
- B. Gilbert Gottlieb
- C. Abraham Maslow
- D. Albert Bandura

100. What was the main conclusion of the "From Neurons to Neighbourhoods" study by the National Research Council Institute of Medicine (2000)?

- A. The importance of the Human Genome Project in understanding development
- B. The critical time for intervention is early adolescence, so resources must be concentrated there
- C. Society's investment in children will have long-term benefits for society
- D. Freud was correct in saying that development tends to be set in early childhood, with minimal change throughout the rest of the lifespan

## c2 Key

1. \_\_\_\_\_ is considered the "father of modern psychology" by many.
- A. Erik Erikson
  - B. John B. Watson
  - C. William James
  - D.** Sigmund Freud

*Blooms: Knowledge*

*Fiore - Chapter 02 #1*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

2. Freud is recognized as a major role player in psychology because:
- A.** he developed one of the first comprehensive theories of personality.
  - B. most people recall his name when asked about psychology.
  - C. his theories have withstood the test of time intact.
  - D. he generated a number of testable hypotheses about the later stages of adulthood.

*Blooms: Comprehension*

*Fiore - Chapter 02 #2*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

3. Although much of Freud's approach to development has been discarded, one area that persists is:
- A. his insistence on genetics as an explanation of behavior.
  - B. the notion that the mother has a pervasive influence throughout life.
  - C.** his assertion that the early years of childhood play a decisive role in determining adult behavior.
  - D. his hypothesis that the interaction of physiology and environment produce behavior.

*Blooms: Knowledge*

*Fiore - Chapter 02 #3*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

4. Freud used the term \_\_\_\_\_ to describe the psychic energy that empowered the structures of the mind.
- A. superego
  - B. id
  - C.** libido
  - D. mensa

*Blooms: Knowledge*

*Fiore - Chapter 02 #4*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

5. According to Freud, the term "libido" refers to the:
- A. part of the personality that adheres to the reality principle.
  - B. part of the mind that acts as a psychic censor
  - C. force behind self-destructive behaviors.
  - D.** psychic energy that feeds the structures of the mind.

*Blooms: Knowledge*

*Fiore - Chapter 02 #5*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

6. What psychic structure is present at birth and contains all of our basic instincts?
- A.** Id
  - B. Ego
  - C. Superego
  - D. Psychic censor

*Blooms: Knowledge*

*Fiore - Chapter 02 #6*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

7. Four-year-old Tammy has been told by her mother that she cannot have a lollipop and is now stomping her feet and wailing. According to Freud, this type of behavior is driven by the
- A. superego.
  - B. ego.
  - C.** id.
  - D. base psyche.

*Blooms: Application*

*Fiore - Chapter 02 #7*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

8. Of Freud's structures, which seeks only pleasure and is the simplest?
- A. Ego
  - B.** Id
  - C. Superego
  - D. Libido

*Blooms: Knowledge*

*Fiore - Chapter 02 #8*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

9. What is the developmental sequence of Freud's structures of the psyche?

- A. Superego, id, ego
- B. Ego, id, superego
- C. Id, superego, ego
- D.** Id, ego, superego

*Blooms: Knowledge*

*Fiore - Chapter 02 #9*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

10. Which of the following is analogous to the ego?

- A.** Rational thinker
- B. Conscience
- C. Pleasure-seeking
- D. Bodily instincts

*Blooms: Comprehension*

*Fiore - Chapter 02 #10*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

11. Which structure is the central part of our personality?

- A. Id
- B.** Ego
- C. Superego
- D. Psychic censor

*Blooms: Knowledge*

*Fiore - Chapter 02 #11*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

12. What is the main task of the ego?

- A. To instruct us in right and wrong
- B. To pursue bodily pleasures
- C.** To compromise between the id and the superego
- D. To guide our unconscious thoughts

*Blooms: Knowledge*

*Fiore - Chapter 02 #12*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

13. Karen is torn. She feels she should volunteer her time on the weekends to the hospice program, but she also would like to hang out with her friends and have a good time. She decides to spend Sundays at the hospice and Saturdays with her friends. According to Freud, Karen's \_\_\_\_\_ helped her reach this compromise.

- A. id
- B. superego
- C. libido
- D.** ego

*Blooms: Application*

*Fiore - Chapter 02 #13*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

14. What is the main task of the superego?

- A.** To instruct us in what is right and what is wrong
- B. To pursue bodily pleasures
- C. To be realistic
- D. To compromise between the id and the ego

*Blooms: Knowledge*

*Fiore - Chapter 02 #14*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

15. At what point does the superego develop?

- A. It is present at birth.
- B. It begins to develop from the moment of birth.
- C.** It begins to develop toward the end of the first year.
- D. It begins to develop during adolescence.

*Blooms: Knowledge*

*Fiore - Chapter 02 #15*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

16. Russell cannot look at a woman without thinking about what it would be like to be intimate with her; however, he always resists the impulse to be forward and conducts himself like a gentleman. What is the force that prompts him to subdue his baser instincts?

- A. Id
- B. Ego
- C.** Superego
- D. Alter-ego

*Blooms: Application*

*Fiore - Chapter 02 #16*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

17. Freud proposed \_\_\_\_\_ were necessary strategies to reduce the anxiety caused by conflicts among the personality structures.

- A. fixations
- B. crises
- C. defense mechanisms
- D. discords

*Blooms: Knowledge*

*Fiore - Chapter 02 #17*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

18. According to Freud, completing each of his proposed developmental stages requires:

- A. appropriate levels of stimulation for age-specific pleasure centers.
- B. resolution of discrete crises.
- C. attainment of cognitive milestones.
- D. achievement of developmental tasks.

*Blooms: Comprehension*

*Fiore - Chapter 02 #18*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

19. According to Freud, each stage of development is based on a:

- A. psychosocial crisis.
- B. sensitive period.
- C. pleasure centre.
- D. defence mechanism.

*Blooms: Knowledge*

*Fiore - Chapter 02 #19*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

20. In Freud's theory of development, if a person becomes fixated at a particular stage:

- A. that person will not be able to become a fully mature person.
- B. that person must skip that stage and come back at a later date to resolve it.
- C. that person will achieve a healthy role in society.
- D. that person will inevitably develop undesirable latent characteristics.

*Blooms: Knowledge*

*Fiore - Chapter 02 #20*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

21. A major modification of Freud's psychoanalytic theory is:
- A. emphasizing the later stages of sexual behavior in development.
  - B. acknowledging that even 10 year olds may be driven by pleasure centers.
  - C.** replacing the emphasis of sexual motivation with social influences.
  - D. dismissing notions of influences of behavior that are below awareness.

*Blooms: Comprehension*

*Fiore - Chapter 02 #21*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

22. Freud's theory of personality has fallen out of favor because of its emphasis on:
- A. cultural ambiguities
  - B. social constructions.
  - C. genetic determinism.
  - D.** sexual instincts

*Blooms: Knowledge*

*Fiore - Chapter 02 #22*

*Learning Objective: 02-01 How does psychoanalytic theory explain*

23. Of the following theorists, who was most directly influenced by Freud?
- A.** Erik Erikson
  - B. Jean Piaget
  - C. Daniel Levinson
  - D. Richard Lerner

*Blooms: Knowledge*

*Fiore - Chapter 02 #23*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

24. According to \_\_\_\_\_, each stage of life is marked by a psychosocial crisis.
- A. Sigmund Freud
  - B.** Erik Erikson
  - C. Daniel Levinson
  - D. Jean Piaget

*Blooms: Knowledge*

*Fiore - Chapter 02 #24*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*



25. Erik Erikson argued that \_\_\_\_\_ were critical in development.

- A. social experiences
- B. psychosexual stages
- C. anxiety states
- D. feelings of adequacy

*Blooms: Knowledge*

*Fiore - Chapter 02 #25*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

26. \_\_\_\_\_ based his developmental theory on observations of people from many cultures and socioeconomic strata, and upon historical figures.

- A. Sigmund Freud
- B. Jean Piaget
- C. Erik Erikson
- D. Daniel Levinson

*Blooms: Knowledge*

*Fiore - Chapter 02 #26*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

27. A major reason Erikson's theory of development has remained influential was his reliance on:

- A. cross-cultural and historical comparisons.
- B. comprehensive observation of his own children rather than relying on the memory of adults.
- C. interviews of middle-age adults from many socioeconomic strata.
- D. reviews of major theories in western cultures.

*Blooms: Knowledge*

*Fiore - Chapter 02 #27*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

28. Erik Erikson based his theory of development on which of the following populations?

- A. Germans
- B. South Asians
- C. Sioux of South Dakota
- D. all of these and others

*Blooms: Knowledge*

*Fiore - Chapter 02 #28*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

29. Erikson proposed that we must pass through \_\_\_\_\_ developmental stages during our lifetime.

- A. eight
- B. seven
- C. five
- D. four, with 5-year transitional periods between them

*Blooms: Knowledge*

*Fiore - Chapter 02 #29*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

30. Each of Erikson's psychosocial stages of development is marked by some type of:

- A. crisis.
- B. defence mechanism.
- C. pleasure centre.
- D. cognitive resolve.

*Blooms: Knowledge*

*Fiore - Chapter 02 #30*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

31. \_\_\_\_\_ is the main tension that individuals experience during resolution of Erikson's life stages.

- A. Anxiety
- B. Feeling inferior
- C. A life crisis
- D. Libido

*Blooms: Knowledge*

*Fiore - Chapter 02 #31*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

32. For each of Erikson's stages of development, there is:

- A. only one potential outcome.
- B. a conflict between basic desires and social expectations, tempered by parental standards.
- C. either a positive or a harmful resolution, which will determine your life course.
- D. susceptibility to negative outcomes as well as for great personal growth.

*Blooms: Comprehension*

*Fiore - Chapter 02 #32*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

33. Eighteen-year-old Tim feels pressured by internal needs and the external demands of society to make a major change in a new direction, and so he decides to attend college. Erikson would say that Time is experiencing a/n:

- A. urge.
- B. crisis.**
- C. phase.
- D. defence mechanism.

*Blooms: Application*

*Fiore - Chapter 02 #33*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

34. Which of the following accurately reflects Erikson's view of the meaning of the word "trust" as applied to his first stage of psychosocial development?

- A. Safety and happiness
- B. Honesty and integrity
- C. Nurture and dignity
- D. Orderliness and predictability**

*Blooms: Comprehension*

*Fiore - Chapter 02 #34*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

35. According to Erikson, in order for an infant to gain trust, the world must be;

- A. happy.
- B. safe.**
- C. rational.
- D. stimulating.

*Blooms: Comprehension*

*Fiore - Chapter 02 #35*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

36. Every day, 6-month-old Kiri is fed, bathed, and dressed on a schedule. Her world is entirely predictable while her needs are met. If it remains so, according to Erikson, Kiri will develop:

- A. initiative.
- B. trust.**
- C. autonomy.
- D. identity.

*Blooms: Application*

*Fiore - Chapter 02 #36*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

37. \_\_\_\_\_ is the psychosocial strength that an infant gains if she has learned to trust.

- A. Hope
- B. Willpower
- C. Care
- D. Fidelity

*Blooms: Knowledge*

*Fiore - Chapter 02 #37*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

38. In Erikson's theory, what is the opposite outcome of autonomy?

- A. Shame and doubt
- B. Guilt and shame
- C. Inferiority and doubt
- D. Identity confusion and loneliness

*Blooms: Knowledge*

*Fiore - Chapter 02 #38*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

39. Michele's parents are struggling with their daughter. She is in the "terrible twos" and wants to do everything by herself. Erikson would encourage them to let her try new things, providing gentle support so that Michele will gain:

- A. purpose.
- B. gross motor skills.
- C. trust.
- D. self-control

*Blooms: Application*

*Fiore - Chapter 02 #39*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

40. As Chelsea is only 2 ½, her parents are concerned about their daughter's safety. They do everything for her, including tying her shoes, dressing, and feeding her. Sometimes Chelsea wrestles with them as she wants to do it herself. According to Erikson, what is the likely outcome for Chelsea?

- A. She will become fixated on details and become obsessive as an adult.
- B. She will know she is loved and protected and so will gain trust.
- C. She will become sloppy and disorganized as she knows someone will pick up after her.
- D. She will learn to doubt her abilities and become dependent on her parents.

*Blooms: Application*

*Fiore - Chapter 02 #40*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

41. \_\_\_\_\_ is the psychosocial strength that a toddler gains if he has learned autonomy.

- A. Hope
- B. Willpower**
- C. Care
- D. Fidelity

*Blooms: Knowledge*

*Fiore - Chapter 02 #41*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

42. For Erikson, the major strength to be gained during the nursery or preschool stage of childhood is:

- A. hope.
- B. purpose.**
- C. willpower.
- D. competence.

*Blooms: Knowledge*

*Fiore - Chapter 02 #42*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

43. Lisa is 4½ years old. Her parents are fiercely competitive and want Lisa to succeed in life. They continually push her toward new goals and achievements while giving her very little time to relish the accomplishments she does make. If this scenario persists, Lisa is in danger of leaving this period in her life with a sense of:

- A. mistrust.
- B. isolation.
- C. guilt.**
- D. despair.

*Blooms: Application*

*Fiore - Chapter 02 #43*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

44. Between the ages of 6 and 11, children's play becomes more purposeful, and they begin to search for the information required to complete the tasks they set for themselves. This in turn helps them develop a sense of:

- A. identity.
- B. intimacy.
- C. initiative.
- D. industry.**

*Blooms: Comprehension*

*Fiore - Chapter 02 #44*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

45. In Erikson's theory, during \_\_\_\_\_, people develop a sense of who they are and what they are moving toward in their life.

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

*Blooms: Comprehension*

*Fiore - Chapter 02 #45*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

46. Tyson has a good sense of self, even though he is only 17 years old. He has friends from many different groups and can tolerate their different viewpoints without compromising his own beliefs. Erikson would say that Tyson has achieved the psychosocial strength of:

- A. care.
- B. wisdom.
- C. fidelity.
- D. willpower.

*Blooms: Application*

*Fiore - Chapter 02 #46*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

47. What, in Erikson's psychosocial theory, is the opposite characteristic of generativity?

- A. Isolation
- B. Despair
- C. Stagnation
- D. Identity confusion

*Blooms: Knowledge*

*Fiore - Chapter 02 #47*

*Learning Objective: 02-02 What is the relationship between psychosocial crises and lifespan development?*

48. Piaget's greatest legacy is thought to be the attention he brought to the role of \_\_\_\_\_ in development.

- A. self-concept
- B. cognitive mechanisms
- C. genes
- D. social factors

*Blooms: Comprehension*

*Fiore - Chapter 02 #48*

*Learning Objective: 02-03 How did Piaget explain cognitive development?*

49. \_\_\_\_\_ refers to the realization that objects continue to exist even when they cannot be seen, heard or touched.

- A.** Object permanence
- B. Accommodation
- C. Assimilation
- D. Conservation of mass

*Blooms: Knowledge*

*Fiore - Chapter 02 #49*

*Learning Objective: 02-03 How did Piaget explain cognitive development?*

50. Jonathan is four months old and giggles uncontrollably every time his dad plays peek-a-boo with him. This game is fun for Jonathan because he lacks:

- A.** object permanence.
- B. conservation.
- C. centration.
- D. reversibility.

*Blooms: Application*

*Fiore - Chapter 02 #50*

*Learning Objective: 02-03 How did Piaget explain cognitive development?*

51. Piaget used the term \_\_\_\_\_ to describe the guidelines individuals use to organize and adapt to their environments.

- A.** cognitive structures
- B. defence mechanisms
- C. formal concepts
- D. life structures

*Blooms: Knowledge*

*Fiore - Chapter 02 #51*

*Learning Objective: 02-03 How did Piaget explain cognitive development?*

52. How many stages of development did Jean Piaget propose?

- A. four, with 5-year transitional periods
- B.** four
- C. five
- D. eight

*Blooms: Knowledge*

*Fiore - Chapter 02 #52*

*Learning Objective: 02-03 How did Piaget explain cognitive development?*

53. According to Piaget, human beings adapt to their environments through:

- A. psychoanalysis.
- B. behavioural therapy.
- C. analysis and organization.
- D.** assimilation and accommodation.

*Blooms: Knowledge*

*Fiore - Chapter 02 #53*

*Learning Objective: 02-03 How did Piaget explain cognitive development?*

54. Fox is 2½ and has just been introduced to snow for the first time. He will now develop a new mental category to house the concept of snow. In Piaget's theory this process is called:

- A. accommodation.
- B. organization.
- C. analysis.
- D.** assimilation.

*Blooms: Application*

*Fiore - Chapter 02 #54*

*Learning Objective: 02-03 How did Piaget explain cognitive development?*

55. When we adopt new ideas about the world, we are \_\_\_\_\_; whereas when we apply those ideas to different aspects of our lives and, as a result, change our behavior, we are \_\_\_\_\_.

- A. organizing; analyzing
- B.** assimilating; accommodating
- C. accommodating; assimilating
- D. analyzing; organizing

*Blooms: Comprehension*

*Fiore - Chapter 02 #55*

*Learning Objective: 02-03 How did Piaget explain cognitive development?*

56. \_\_\_\_\_ is the process by which we allow new ideas to change our existing perspectives.

- A. Assimilation
- B. Analysis
- C. Abstraction
- D.** Accommodation

*Blooms: Comprehension*

*Fiore - Chapter 02 #56*

*Learning Objective: 02-03 How did Piaget explain cognitive development?*



57. Piaget termed the process of developing a state of stability between the assimilation and accommodation of information as:

- A. adaptation.
- B. functional invariation.
- C. equilibration.
- D. developing schemas.

*Blooms: Knowledge*

*Fiore - Chapter 02 #57*

*Learning Objective: 02-03 How did Piaget explain cognitive development?*

58. What is the first stage in Piaget's theory of cognitive development?

- A. Preoperational
- B. Concrete operational
- C. Sensorimotor
- D. Formal operational

*Blooms: Knowledge*

*Fiore - Chapter 02 #58*

*Learning Objective: 02-03 How did Piaget explain cognitive development?*

59. Piaget argued that a baby's concept of the world is based on:

- A. what makes them feel the most pleasure.
- B. what they are given.
- C. whether or not they find predictability in their environment.
- D. what they can touch, taste, or see.

*Blooms: Comprehension*

*Fiore - Chapter 02 #59*

*Learning Objective: 02-03 How did Piaget explain cognitive development?*

60. For Piaget, children learned about the world primarily due to:

- A. the assistance adults gave them.
- B. the interaction of peers.
- C. their own experiences in testing their ideas about the world.
- D. the formal instruction that was given them in a classroom setting.

*Blooms: Comprehension*

*Fiore - Chapter 02 #60*

*Learning Objective: 02-03 How did Piaget explain cognitive development?*

61. Which of the following developmental psychologists emphasized the role of culture in development?

- A. Lev Vygotsky
- B. Jean Piaget
- C. Sigmund Freud
- D. James Watson

*Blooms: Knowledge*

*Fiore - Chapter 02 #61*

*Learning Objective: 02-04 What impact does culture have on lifespan development?*

62. Which of the following accurately represents the sociocultural framework model of cognitive growth?

- A. Children grow cognitively by observation and assimilation.
- B. Children's cognitive development is heavily dependent upon the reinforcement and punishment they receive from their environment.
- C. Children develop cognitively through interactions with those around them.
- D. Cognitive development occurs in stages that are closely tied to maturation.

*Blooms: Comprehension*

*Fiore - Chapter 02 #62*

*Learning Objective: 02-04 What impact does culture have on lifespan development?*

63. Vygotsky used the term \_\_\_\_\_ processes for biological contributions to development.

- A. proximal
- B. elementary
- C. ultimate
- D. psychosocial

*Blooms: Knowledge*

*Fiore - Chapter 02 #63*

*Learning Objective: 02-04 What impact does culture have on lifespan development?*

64. Children are able to be potty-trained, because they have developed control of their anal sphincters as well as matured sufficiently to understand what is being asked of them. According to Vygotsky, this milestone is due to \_\_\_\_\_ processes.

- A. proximal
- B. psychosocial
- C. elementary
- D. psychological

*Blooms: Comprehension*

*Fiore - Chapter 02 #64*

*Learning Objective: 02-04 What impact does culture have on lifespan development?*

65. Vygotsky used the term \_\_\_\_\_ processes for the sociocultural contributions to development.

- A. ultimate
- B. psychological**
- C. immediate
- D. psychosocial

*Blooms: Knowledge*

*Fiore - Chapter 02 #65*

*Learning Objective: 02-04 What impact does culture have on lifespan development?*

66. According to Vygotsky, children's cognitive growth depends on:

- A. their triumph in understanding a problem on their own.
- B. physical maturation and psychological readiness.
- C. assimilation and accommodation.
- D. their interactions with those around them.**

*Blooms: Knowledge*

*Fiore - Chapter 02 #66*

*Learning Objective: 02-04 What impact does culture have on lifespan development?*

67. For Vygotsky, interpsychological influences on development are based on:

- A. self-talk by the child.
- B. interactions with parents, teachers, and friends.**
- C. maturation of cognitive processes.
- D. rewarding greater complexity of thought processes.

*Blooms: Comprehension*

*Fiore - Chapter 02 #67*

*Learning Objective: 02-04 What impact does culture have on lifespan development?*

68. Shun is learning to write his name. First, he grabbed the crayon with his fist, but his older brother helped him hold it between his fingers like a chopstick, so Shun was able to form the letters more efficiently. This is an example of \_\_\_\_\_ processes in development.

- A. intrapsychological
- B. intrapersonal
- C. interpersonal
- D. interpsychological**

*Blooms: Application*

*Fiore - Chapter 02 #68*

*Learning Objective: 02-04 What impact does culture have on lifespan development?*

69. The functional influence of \_\_\_\_\_ processes includes inner speech to guide behavior.

- A. intrapsychological
- B. intrapersonal
- C. interpersonal
- D. interpsychological

*Blooms: Knowledge*

*Fiore - Chapter 02 #69*

*Learning Objective: 02-04 What impact does culture have on lifespan development?*

70. For Vygotsky, intrapsychological influences on development are based on:

- A. self-talk by the child.
- B. interactions with parents, teachers and friends.
- C. maturation of cognitive processes.
- D. rewarding greater complexity of thought processes.

*Blooms: Comprehension*

*Fiore - Chapter 02 #70*

*Learning Objective: 02-04 What impact does culture have on lifespan development?*

71. For Vygotsky, \_\_\_\_\_ is the process by which we take what we have observed and incorporate it into our own behaviors.

- A. internalization
- B. accommodation
- C. assimilation
- D. scaffolding

*Blooms: Comprehension*

*Fiore - Chapter 02 #71*

*Learning Objective: 02-04 What impact does culture have on lifespan development?*

72. In Vygotsky's perspective, the "most powerful tool" used by humans in the course of intellectual development is:

- A. abstract thought.
- B. art.
- C. written communication.
- D. speech.

*Blooms: Knowledge*

*Fiore - Chapter 02 #72*

*Learning Objective: 02-04 What impact does culture have on lifespan development?*

73. \_\_\_\_\_ refers to what a child can do on their own versus what they can accomplish with the assistance of an adult.

- A. The zone of proximal development
- B. The preintellectual range
- C. The norm or reaction range
- D. Shaping

*Blooms: Knowledge*

*Fiore - Chapter 02 #73*

*Learning Objective: 02-04 What impact does culture have on lifespan development?*

74. Gustavo is trying to tie his shoes. His stubby fingers make it hard to grasp the loops, but his mother patiently waits until he gets the loop set and then assists him pull the lace through. This is an example of Vygotsky's concept of:

- A. shaping.
- B. intrapsychological processes.
- C. the zone of proximal development
- D. elementary processes.

*Blooms: Application*

*Fiore - Chapter 02 #74*

*Learning Objective: 02-04 What impact does culture have on lifespan development?*

75. \_\_\_\_\_ theory is based on computers as a model of cognitive functioning.

- A. Operant conditioning
- B. Classical conditioning
- C. Information-processing
- D. Scaffolding

*Blooms: Comprehension*

*Fiore - Chapter 02 #75*

*Learning Objective: 02-04 What impact does culture have on lifespan development?*

76. Of the following researchers, who would be most closely aligned with classical conditioning?

- A. Pavlov and Watson
- B. Pavlov and Skinner
- C. Pavlov and Bandura
- D. Skinner and Bandura

*Blooms: Comprehension*

*Fiore - Chapter 02 #76*

*Learning Objective: 02-05 What is the behavioural perspective on development?*

77. \_\_\_\_\_ is based on the concept that involuntary responses can be elicited through a specific learning process.

- A. Operant conditioning
- B. Observational learning
- C. Classical conditioning**
- D. Modeling

*Blooms: Knowledge*

*Fiore - Chapter 02 #77*

*Learning Objective: 02-05 What is the behavioural perspective on development?*

78. \_\_\_\_\_ ran the famous experiment pairing the salivary response in dogs with the sound of a bell.

- A. Skinner
- B. Watson
- C. Pavlov**
- D. Bandura

*Blooms: Knowledge*

*Fiore - Chapter 02 #78*

*Learning Objective: 02-05 What is the behavioural perspective on development?*

79. John Watson's controversial study of "Little Albert" and other children was important because it showed that fears can be:

- A. the result of hidden conflicts left over from early childhood.
- B. conditioned by pairing negative physical responses with the presence of learned objects.**
- C. eliminated through the careful use of punishment.
- D. inborn and then manifested through manipulation of the environment.

*Blooms: Comprehension*

*Fiore - Chapter 02 #79*

*Learning Objective: 02-05 What is the behavioural perspective on development?*

80. Three-year-old Florian saw a spider and was immediately attracted to its quick movements. When his mother saw him reach for it, she screamed. This scared Florian badly, and now that he's five years old, he is afraid of spiders. This explanation for phobias was demonstrated by:

- A. John Watson.**
- B. Ivan Pavlov.
- C. B.F. Skinner.
- D. Albert Bandura.

*Blooms: Application*

*Fiore - Chapter 02 #80*

*Learning Objective: 02-05 What is the behavioural perspective on development?*

81. Who is credited with discovering the theory of operant conditioning?

- A. Piaget
- B. Skinner**
- C. Vygotsky
- D. Bandura

*Blooms: Knowledge*

*Fiore - Chapter 02 #81*

*Learning Objective: 02-05 What is the behavioural perspective on development?*

82. The fundamental principle of operant conditioning is that learning occurs as a result of:

- A. contiguity.
- B. associations.
- C. S-R pairings.
- D. consequences.**

*Blooms: Knowledge*

*Fiore - Chapter 02 #82*

*Learning Objective: 02-05 What is the behavioural perspective on development?*

83. According to Skinner, what is the key to understanding behaviour?

- A. Punishment
- B. The environment**
- C. Cognitive structures
- D. The zone of proximal development

*Blooms: Knowledge*

*Fiore - Chapter 02 #83*

*Learning Objective: 02-05 What is the behavioural perspective on development?*

84. As shown by operant conditioning, in order for a behaviour to be repeated, or persist, it must be:

- A. reinforced.**
- B. noticed.
- C. associated with a relevant stimulus.
- D. learned over a series of exposures.

*Blooms: Knowledge*

*Fiore - Chapter 02 #84*

*Learning Objective: 02-05 What is the behavioural perspective on development?*

85. When 9-month-old Hannah climbed to the top of the stairs, her parents praised her and clapped their hands.

This is an example of:

- A.** positive reinforcement.
- B. negative reinforcement.
- C. positive association.
- D. role modeling.

*Blooms: Application*

*Fiore - Chapter 02 #85*

*Learning Objective: 02-05 What is the behavioural perspective on development?*

86. Bandura stresses the influence of \_\_\_\_\_ on personality development.

- A.** modeling
- B. crisis resolution
- C. reinforcement
- D. defence mechanism

*Blooms: Knowledge*

*Fiore - Chapter 02 #86*

*Learning Objective: 02-05 What is the behavioural perspective on development?*

87. After several months of refusing to do so, Elsie now shares her toys with her sister. Which of the following theories would suggest Elsie learned this behaviour by watching others share?

- A. Operant conditioning theory
- B.** Social cognitive learning theory
- C. Vygotsky's theory of development
- D. Hierarchy of needs

*Blooms: Application*

*Fiore - Chapter 02 #87*

*Learning Objective: 02-05 What is the behavioural perspective on development?*

88. Which of the following is NOT a premise of social (cognitive) learning theory?

- A. New responses may be acquired by passive observation.
- B.** A person learns most effectively by being directly reinforced.
- C. Observation of a model may cause the reappearance of responses that had been absent.
- D. Children learn by observing the consequences others receive based on their actions.

*Blooms: Comprehension*

*Fiore - Chapter 02 #88*

*Learning Objective: 02-05 What is the behavioural perspective on development?*



89. Which of the following statements regarding Bandura's research on modeling and aggression is accurate?

- A. Children exposed to all of the models of aggression were more aggressive than the control group.
- B. Only those children exposed to the live models were more aggressive than the control group.
- C. Only those children exposed to the filmed models were more aggressive than the control group.
- D. None of the groups exhibited more aggression than the control group.

*Blooms: Knowledge*

*Fiore - Chapter 02 #89*

*Learning Objective: 02-05 What is the behavioural perspective on development?*

90. Self-efficacy in social (cognitive) theory refers to:

- A. a growing sense of personal identity.
- B. the range of abilities that one demonstrates when given extra help.
- C. being a good role model for others.
- D. the belief that one's actions will achieve one's goals.

*Blooms: Knowledge*

*Fiore - Chapter 02 #90*

*Learning Objective: 02-05 What is the behavioural perspective on development?*

91. Misaki became afraid of a strange noise she heard, so she crawled over to her father and reached for him. He smiled and picked her up, which made her smile and snuggle closer to him and became calm. According to the bioecological model, this is an example of:

- A. modeling.
- B. observational learning.
- C. self-efficacy.
- D. reciprocal interactions.

*Blooms: Application*

*Fiore - Chapter 02 #91*

*Learning Objective: 02-06 How does the bioecological model explain development?*

92. Who created the bioecological model of development?

- A. B.F. Skinner
- B. Uri Bronfenbrenner
- C. Albert Bandura
- D. Jean Piaget

*Blooms: Knowledge*

*Fiore - Chapter 02 #92*

*Learning Objective: 02-06 How does the bioecological model explain development?*

93. Which of the following is NOT one of the major components of the bioecological model?

- A. Context
- B. Time
- C. Person
- D.** Observation

*Blooms: Knowledge*

*Fiore - Chapter 02 #93*

*Learning Objective: 02-06 How does the bioecological model explain development?*

94. Carolyn plays with her neighbour in the backyard, creating an imaginary world full of wizards and dwarfs. This would correspond with which component of the bioecological model?

- A.** Proximal processes
- B. Time
- C. Context
- D. Person

*Blooms: Application*

*Fiore - Chapter 02 #94*

*Learning Objective: 02-06 How does the bioecological model explain development?*

95. The \_\_\_\_\_ refers to the innermost environmental system according to the bioecological model.

- A. macrosystem
- B. exosystem
- C.** microsystem
- D. mesosystem

*Blooms: Knowledge*

*Fiore - Chapter 02 #95*

*Learning Objective: 02-06 How does the bioecological model explain development?*

96. Which of the following corresponds to a society's larger culture?

- A. Exosystem
- B.** Macrosystem
- C. Microsystem
- D. Mesosystem

*Blooms: Comprehension*

*Fiore - Chapter 02 #96*

*Learning Objective: 02-06 How does the bioecological model explain development?*

97. The critical component in the bioecological model for development is:

- A. context.
- B. consequences.
- C. genetics.
- D. modeling.

*Blooms: Comprehension*

*Fiore - Chapter 02 #97*

*Learning Objective: 02-06 How does the bioecological model explain development?*

98. Currently, modern developmental psychologists, such as Gilbert Gottlieb and Richard Lerner analyze the developmental process on four levels: genetic, behavioural, environmental, and:

- A. neural.
- B. contextual.
- C. cultural.
- D. historical.

*Blooms: Knowledge*

*Fiore - Chapter 02 #98*

*Learning Objective: 02-06 How does the bioecological model explain development?*

99. Which of the following individuals is associated with developmental systems theory?

- A. Erik Erikson
- B. Gilbert Gottlieb
- C. Abraham Maslow
- D. Albert Bandura

*Blooms: Knowledge*

*Fiore - Chapter 02 #99*

*Learning Objective: 02-06 How does the bioecological model explain development?*

100. What was the main conclusion of the "From Neurons to Neighbourhoods" study by the National Research Council Institute of Medicine (2000)?

- A. The importance of the Human Genome Project in understanding development
- B. The critical time for intervention is early adolescence, so resources must be concentrated there
- C. Society's investment in children will have long-term benefits for society
- D. Freud was correct in saying that development tends to be set in early childhood, with minimal change throughout the rest of the lifespan

*Blooms: Knowledge*

*Fiore - Chapter 02 #100*

*Learning Objective: 02-06 How does the bioecological model explain development?*

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