True / False

1. Reflexes are learned responses.
   a. True
   b. False

ANSWER: False
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.1 - How do reflexes help newborns interact with the world?
KEYWORDS: Bloom's: Remember

2. Waking activity means that a baby is awake, calm, and attentive.
   a. True
   b. False

ANSWER: False
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Remember

3. Infant crying is typically accompanied by agitated and uncoordinated movement.
   a. True
   b. False

ANSWER: True
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Remember

4. A mad cry is a more intense version of a basic cry.
   a. True
   b. False

ANSWER: True
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Remember

5. Co-sleeping tends to be more common in cultures who value interdependence.
   a. True
   b. False

ANSWER: True
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Remember

6. REM sleep becomes significantly more common between birth and age twoyears.
   a. True
   b. False

ANSWER: False

REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Remember

7. Encouraging parents to have newborns sleep on their backs has lead to a significant reduction in the incidence of sudden infant death syndrome.
   a. True
   b. False
ANSWER: True
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Remember

8. A child with high effortful control is able to maintain focus and is less distractible.
   a. True
   b. False
ANSWER: True
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.4 - What are the different features of temperament? Do they change as children grow?
KEYWORDS: Bloom's: Remember

9. Infants typically triple their body weight by the time of their first birthday.
   a. True
   b. False
ANSWER: True
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.1 - How do height and weight change from birth to 2 years of age?
KEYWORDS: Bloom's: Remember

10. Breast-fed babies are ill less often than bottle-fed babies.
   a. True
   b. False
ANSWER: True
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.2 - What nutrients do young children need? How are nutrients best provided?
KEYWORDS: Bloom's: Remember

11. Body size is the key determinate of malnutrition in infancy.
   a. True
   b. False
ANSWER: True
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.3 - What are the consequences of malnutrition? How can it be treated?
KEYWORDS: Bloom's: Remember

12. Less than 1 percentof American children do not have adequate food.
    a. True
    b. False

ANSWER: False
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.3 - What are the consequences of malnutrition? How can it be treated?
KEYWORDS: Bloom's: Remember

13. Neurotransmitters are released by the terminal buttons.
    a. True
    b. False

ANSWER: True
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.4 - What are nerve cells and how are they organized in the brain?
KEYWORDS: Bloom's: Remember

14. The human brain consists of four hemispheres.
    a. True
    b. False

ANSWER: False
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Remember

15. Synaptic pruning significantly increases the number of neural connections in the brain.
    a. True
    b. False

ANSWER: False
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Remember

16. Functional magnetic resonance imaging (fMRI) tracks blood flow in the brain.
    a. True
    b. False

ANSWER: True
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Remember

17. The neural plate develops into the brain and spinal cord.
    a. True
    b. False

ANSWER: True
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?

KEYWORDS: Bloom's: Remember

18. Experience does not influence brain development.
    a. True
    b. False

ANSWER: False
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Remember

19. To locomote means to move.
    a. True
    b. False

ANSWER: True
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills
LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?
KEYWORDS: Bloom's: Remember

20. According to dynamic systems theory, once motor skills are originally organized, they do not change.
    a. True
    b. False

ANSWER: False
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills
LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?
KEYWORDS: Bloom's: Remember

21. Handedness is unaffected by culture.
    a. True
    b. False

ANSWER: False
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills
LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.2 - How do infants learn to coordinate the use of their hands?
KEYWORDS: Bloom's: Remember

22. Of all the senses, the sense of smell is probably the least developed in infants.
    a. True
    b. False

ANSWER: False
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.1 - Are infants able to smell, taste, and experience pain?
KEYWORDS: Bloom's: Remember

23. Visual expansion is a form of depth perception based on the retinal size of an image.
    a. True

b. False

ANSWER: True
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Remember

24. The fact that coarser objects are perceived as further away than more solid objects forms the basis of the concept of linear perspective.

a. True
b. False

ANSWER: False
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Remember

25. Most one-year-olds have a well-defined sense of self-concept.

a. True
b. False

ANSWER: False
REFERENCES: 3.5 Becoming Self-Aware
LEARNING OBJECTIVES: KAIL.HDEV.16.3.5.1 - When do children begin to realize that they exist?
KEYWORDS: Bloom's: Remember

Multiple Choice

26. A ____ is best described as any unlearned response triggered by a specific form of stimulation.

a. reflex
b. thought
c. theory of mind
d. memory

ANSWER: a
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.1 - How do reflexes help newborns interact with the world?
KEYWORDS: Bloom's: Understand

27. Donnie slips his little finger into the hand of his newborn infant, who immediately grasps onto it. The infant is exhibiting the ____ reflex.

a. Moro
b. stepping
c. rooting
d. Palmar

ANSWER: d
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.1 - How do reflexes help newborns interact with the world?
KEYWORDS: Bloom's: Apply

28. If you were going to check for the Babinski reflex in a newborn, which part of the newborn's body would you be observing?

a. Eyes
b. Arms
c. Mouth
d. Toes

ANSWER: d
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.1 - How do reflexes help newborns interact with the world?
KEYWORDS: Bloom's: Understand

29. Two-month-old Chucky does not exhibit the Moro reflex. What kind of problem will hemost likely exhibit?

a. He will be less able to grasp objects.
b. He will be less able to eat.
c. He will be less able to cling to his mother.
d. His eyes will not be well protected.

ANSWER: c
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.1 - How do reflexes help newborns interact with the world?
KEYWORDS: Bloom's: Apply

30. Winchester notices that every time he touches his newborn son's cheek, the infant turns his head and tries to suck. This behavior demonstrates the ____ reflex.

a. withdrawal
b. Moro
c. rooting
d. Babinski

ANSWER: c
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.1 - How do reflexes help newborns interact with the world?
KEYWORDS: Bloom's: Apply

31. Which of these is *not* an example of a newborn reflex?

a. Thinking
b. Stepping
c. Rooting
d. Blink

ANSWER: a
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.1 - How do reflexes help newborns interact with the world?
KEYWORDS: Bloom's: Understand

32. Which characteristic is *not* an Apgar factor?

a. Size
b. Skin tone
c. Breathing

d. Muscle tone

ANSWER: a

REFERENCES: 3.1 The Newborn

LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.2 - How do we determine whether a baby is healthy and adjusting to life outside the uterus?

KEYWORDS: Bloom's: Understand

33. Gina has just given birth and hears that the Apgar score for her newborn son is a 3. As a person who understands the scoring system, she would most likely

a. panic, as this may indicate that her child is in a life-threatening state.

b. be somewhat concerned, as this score would indicate at least some minor distress.

c. be very happy, as a 3 is the top score on this test.

d. be confused, as Apgar scores must fall between -1.0 and +1.0.

ANSWER: a

REFERENCES: 3.1 The Newborn

LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.2 - How do we determine whether a baby is healthy and adjusting to life outside the uterus?

KEYWORDS: Bloom's: Apply

34. Dr. Lewinski decides that she wants to perform a complete evaluation of the health of a newborn infant she has just delivered. Which of these is most likely to provide the most thorough assessment of the infant's health?

a. Apgar score

b. fMRI score

c. NBAS

d. EEG score

ANSWER: c

REFERENCES: 3.1 The Newborn

LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.2 - How do we determine whether a baby is healthy and adjusting to life outside the uterus?

KEYWORDS: Bloom's: Apply

35. In order to assess newborn June with the NBAS, Dr. Lee is determining how long she stays awake. Which system is Dr. Lee assessing?

a. Social

b. State

c. Motor

d. Autonomic

ANSWER: b

REFERENCES: 3.1 The Newborn

LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.2 - How do we determine whether a baby is healthy and adjusting to life outside the uterus?

KEYWORDS: Bloom's: Apply

36. Two-month-old Joanne is lying quietly with her eyes wide open and appears very interested in a toy dangling in front of her face. Joanne is exhibiting

a. alert inactivity

b. crying

c. waking activity
d. non-REM sleep

ANSWER: a
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Apply

37. Amanda's baby is awake and squirming around, oblivious to anything happening around her. Amanda's baby is most likely in the ____ state.
a. alert inactivity
b. crying
c. waking activity
d. REM

ANSWER: c
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Apply

38. Newborn crying typically involves
a. agitation and coordinated movements.
b. calm and coordinated movement.
c. agitation and uncoordinated movements.
d. calm and uncoordinated movement.

ANSWER: c
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Understand

39. Five-day-old Max has his eyes closed and a breathing pattern that alternates between regularity and irregularity. This indicates that he is currently in the ____ newborn state.
a. alert inactivity
b. waking activity
c. crying
d. sleeping

ANSWER: d
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Apply

40. Pain cries can usually be differentiated from basic or mad cries by their
a. intensity.
b. sudden onset.
c. time of occurrence.
d. relationship to REM.

ANSWER: b
REFERENCES: 3.1 The Newborn

LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Thinking Critically

41. Of all the behavioral states, newborns spend the most time each day in the ____ state.
    a. waking activity
    b. sleeping
    c. crying
    d. alert inactivity
ANSWER: b
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Understand

42. Which best describes a basic cry?
    a. Starts loudly and becomes less intense
    b. Starts softly and becomes more intense
    c. Starts loudly and continues loudly
    d. Starts softly and continues softly
ANSWER: b
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Understand

43. Experts define a mad cry as a
    a. less intense version of a pain cry.
    b. more intense version of a pain cry.
    c. less intense version of a basic cry.
    d. more intense version of a basic cry.
ANSWER: d
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Understand

44. What differentiates a basic cry from a mad cry?
    a. Mad cries are more intense.
    b. Basic cries are more intense.
    c. Mad cries have a more sudden onset.
    d. Basic cries have a more sudden onset.
ANSWER: a
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Understand

45. Johanna swaddles her baby in a blanket, puts her in a car seat, and drives around the block for 30 minutes. Johanna is probably trying to
    a. stimulate the intellectual skills of her baby.

b. prevent alert inactivity.
c. prevent waking activity.
d. get her baby to stop crying.

ANSWER: d
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Apply

46. A friend hears that you are in a developmental psychology course and asks you how long hisnewborn daughter is supposed to sleep. Being a very bright student, you would give the correct answer of,
a. "8-10 hours a day."
b. "16-18 hours a day."
c. "12-14 hours a day."
d. "20-22 hours a day."

ANSWER: c
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Apply

47. Which statement concerning co-sleeping is accurate?
a. It is most effective in cultures that value child self-reliance.
b. It can reduce the need for elaborate rituals aimed at having children sleep in their own rooms.
c. It seems to negatively affect child-parent bonding.
d. It is done exclusively with mom.

ANSWER: b
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Thinking Critically

48. Which is *not* an aspect of regular (non-REM) sleep?
a. Steady breathing
b. Twitching
c. Steady brain activity
d. Increased frequency as infants grow

ANSWER: b
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Understand

49. Three-week-old Toni is in a sleep state characterized by arm movements and grimaces. This would suggest that Toni is in ____ sleep.
a. rapid-eye-movement
b. regular
c. non-REM
d. alert inactivity

ANSWER: a

REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Apply

50. Benji is a four-year-old who has a very difficult time falling asleep at night. According to your text, what isthe best remedy for this problem?
    a. Make sure that Benji eats something soothing before going to bed.
    b. Keep Benji up later and later to make sure he's tired before going to bed.
    c. Engage Benji in rigorous exercise immediately before bedtime to make sure he's tired before going to bed.
    d. Develop a regular bedtime routine.

ANSWER: d
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Apply

51. Who is at greatest risk of falling victim to sudden infant death syndrome?
    a. Tina, who is 3 months old
    b. Leslie, who is 9 months old
    c. Bridget, who is 2 years old
    d. Jon, who is 5 years old

ANSWER: a
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Apply

52. The "Back to Sleep" campaign was aimed at reducing
    a. SIDS
    b. nightmares
    c. co-sleeping.
    d. malnutrition

ANSWER: a
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Understand

53. Why are African-American babies twice as likely to die from SIDS?
    a. They are more genetically predisposed to the disease.
    b. They are more likely to have blood diseases that predispose them to SIDS.
    c. Their parents are less intelligent than other parents.
    d. They are more likely to be put to bed on their stomachs.

ANSWER: d
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Understand

54. Dr. Ramone is interested in studying how babies are different in terms of their behavior toward other people, how

energetic they are, and how easily they are upset. It is most likely that Dr. Ramone is studying

a. SIDS.

b. temperament.

c. theory of mind.

d. waking activity.

ANSWER: b

REFERENCES: 3.1 The Newborn

LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.4 - What are the different features of temperament? Do they change as children grow?

KEYWORDS: Bloom's: Apply

55. While doing a study of temperament, Dr. Chernahoy is studying how long toddlers can play with some building toys without being distracted. What dimension of temperament is Dr. Chernahoy most likely assessing?

a. Activity level

b. Persistence

c. Inhibition

d. Negative affect

ANSWER: b

REFERENCES: 3.1 The Newborn

LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.4 - What are the different features of temperament? Do they change as children grow?

KEYWORDS: Bloom's: Apply

56. Carla is researching temperament by determining how often different babies exhibit irritability and anger. Which dimension of temperament is Carla assessing?

a. Activity level

b. Negative affect

c. Inhibition

d. Persistence

ANSWER: b

REFERENCES: 3.1 The Newborn

LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.4 - What are the different features of temperament? Do they change as children grow?

KEYWORDS: Bloom's: Apply

57. Even though he is only 20 days old, Cherokee appears to be very happy and vocal around other people. How would a theorist use the concept of temperament to explain his behavior?

a. A temperament theorist would argue that Cherokee is high in activity level.

b. A temperament theorist would argue that Cherokee is high in negative affect.

c. A temperament theorist would argue that Cherokee is high in surgency/extraversion.

d. Temperament theory cannot explain his behavior.

ANSWER: c

REFERENCES: 3.1 The Newborn

LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.4 - What are the different features of temperament? Do they change as children grow?

KEYWORDS: Bloom's: Apply

58. Julio and Kari are babies who are the same age but very different from each other. Julio has the ability to focus his attention on a task, while Kari is very easily distracted. Julio and Kari differ on which dimension of temperament?

a. Activity
b. Negative affect
c. Effortful control
d. Surgency

ANSWER: c
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.4 - What are the different features of temperament? Do they change as children grow?
KEYWORDS: Bloom's: Apply

59. Which statement regarding temperament is *false*?

a. Identical twins are more similar in temperament than are fraternal twins.
b. Some temperamental characteristics are more common is certain cultures.
c. Environmental factors are not related to emotionality.
d. The confidence level of mothers is related to temperament.

ANSWER: c
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.4 - What are the different features of temperament? Do they change as children grow?
KEYWORDS: Bloom's: Thinking Critically

60. If Andrew is shy when he is two-years-old, he is more likely to be ____ when he is four-years-old.

a. highly sociable
b. happy
c. argumentative
d. shy

ANSWER: d
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.4 - What are the different features of temperament? Do they change as children grow?
KEYWORDS: Bloom's: Apply

61. Maria is a typical, healthy one-year-old who weighs 24 pounds. Which is the best estimate of her birth weight?

a. 4 pounds
b. 8 pounds
c. 12 pounds
d. 16 pounds

ANSWER: b
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.1 - How do height and weight change from birth to 2 years of age?
KEYWORDS: Bloom's: Apply

62. Siroun is informed that both of her one-year-old twin daughters are of "normal" weight. She is then informed that one weighs 16 pounds and the other weighs 26 pounds. How is this possible?

a. One of the twins likely has Down syndrome.

b. The daughters were likely misweighed.
c. The “normal” weight range of one-year-olds is very wide.
d. The initial “normal” information was incorrect.

ANSWER: c
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.1 - How do height and weight change from birth to 2 years of age?
KEYWORDS: Bloom’s: Apply

63. Which person is most likely experiencing the most rapid physical growth?
a. Jose, who is 18 months old
b. Sean, who is 6 years old
c. Rudolf, who is just reaching puberty
d. Elias, who is 19 years old

ANSWER: a
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.1 - How do height and weight change from birth to 2 years of age?
KEYWORDS: Bloom’s: Apply

64. Which child is most likely to be the tallest?
a. Kristin, who has a tall father and a short mother
b. Megan, who has a short father and a tall mother
c. Kara, who has a tall mother and a tall father
d. Melissa, who has a short father and a short mother

ANSWER: c
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.1 - How do height and weight change from birth to 2 years of age?
KEYWORDS: Bloom’s: Apply

65. Five-month-old Hakeem currently weighs 20 pounds. How many calories should he be ingesting each day?
a. 200
b. 400
c. 800
d. 1,000

ANSWER: d
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.2 - What nutrients do young children need? How are nutrients best provided?
KEYWORDS: Bloom’s: Apply

66. If a baby is breast-fed, it is more likely to
a. transition to solid food more easily.
b. be constipated.
c. be ill.
d. be exposed to contaminants.

ANSWER: a
REFERENCES: 3.2 Physical Development

LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.2 - What nutrients do young children need? How are nutrients best provided?
KEYWORDS: Bloom's: Understand

67. Which piece of advice is most appropriate for individuals in developing nations who are considering bottle-feeding?
    a. Be careful, as the water used to prepare formula is often contaminated.
    b. Go for it, as there are very few risks associated with bottle-feeding.
    c. Great choice, as bottle-feeding is associated with less malnutrition.
    d. It doesn't matter whether you breast- or bottle-feed, as each technique impacts the child in an identical manner.

ANSWER: a
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.2 - What nutrients do young children need? How are nutrients best provided?
KEYWORDS: Bloom's: Thinking Critically

68. Which technique is recommended for making finicky eaters more open-minded about the food they eat?
    a. Force children to clean their plates
    b. Talk about the correct way to eat during meals
    c. Use food to reward good behavior
    d. Allow children to pick among healthy foods

ANSWER: d
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.2 - What nutrients do young children need? How are nutrients best provided?
KEYWORDS: Bloom's: Understand

69. UNICEF (2006) estimates that about one in ____ children under age fivesuffers from malnutrition.
    a. four
    b. six
    c. eight
    d. ten

ANSWER: a
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.3 - What are the consequences of malnutrition? How can it be treated?
KEYWORDS: Bloom's: Understand

70. What criterionisused to indicate malnourishment in children under age five?
    a. Mental retardation
    b. Lack of motor skills
    c. Small size
    d. Large head

ANSWER: c
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.3 - What are the consequences of malnutrition? How can it be treated?
KEYWORDS: Bloom's: Understand

71. Malnutrition seems to be most damaging if it occurs during
    a. adulthood.
    b. childhood.
    c. adolescence.
    d. infancy.

ANSWER: d
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.3 - What are the consequences of malnutrition? How can it be treated?
KEYWORDS: Bloom's: Understand

72. Sixteen-year-old Marshall was severely malnourished as an infant. Compared to his peers who were not malnourished as infants, Marshall is most likely to
    a. weigh less.
    b. be shorter.
    c. have lighter colored hair.
    d. be less intelligent.

ANSWER: d
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.3 - What are the consequences of malnutrition? How can it be treated?
KEYWORDS: Bloom's: Apply

73. Along with an improved diet, research indicates that ____ is also necessary to foster a malnourished child's development.
    a. surgery
    b. parent training
    c. behavior modification
    d. medication

ANSWER: b
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.3 - What are the consequences of malnutrition? How can it be treated?
KEYWORDS: Bloom's: Understand

74. Yvette is a malnourished child. If her parents are typical, they will probably
    a. become upset with Yvette's hyperactivity.
    b. interact less with Yvette because she is so lethargic.
    c. take more responsibility for making sure Yvette grows socially and psychologically.
    d. stop trying to feed Yvette.

ANSWER: b
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.3 - What are the consequences of malnutrition? How can it be treated?
KEYWORDS: Bloom's: Understand

75. Transmitter is to receiver as
    a. dendrite is to cell body.
    b. axon is to dendrite.
    c. dendrite is to axon.

d. cell body is to axon.

ANSWER: b
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.4 - What are nerve cells and how are they organized in the brain?
KEYWORDS: Bloom's: Thinking Critically

76. What part of a neuron contains the material necessary to keep it alive?
a. Axon
b. Cell body
c. Dendrite
d. Corpus callosum

ANSWER: b
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.4 - What are nerve cells and how are they organized in the brain?
KEYWORDS: Bloom's: Understand

77. Terminal buttons are located on which part of a neuron?
a. The end of the dendrite
b. Cell body
c. Neurotransmitter
d. The end of the axon

ANSWER: d
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.4 - What are nerve cells and how are they organized in the brain?
KEYWORDS: Bloom's: Understand

78. Where are neurotransmitters stored until they are released?
a. Terminal buttons
b. Cell bodies
c. Myelin
d. The neural plate

ANSWER: a
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.4 - What are nerve cells and how are they organized in the brain?
KEYWORDS: Bloom's: Understand

79. Each neuron contains many ____ but only one ____.
a. dendrites; terminal button
b. dendrites; cell body
c. terminal buttons; dendrite
d. cell bodies; dendrite

ANSWER: b
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.4 - What are nerve cells and how are they organized in the brain?
KEYWORDS: Bloom's: Understand

80. ____ are chemicals that transmit information from one neuron to another.

a. Axons
b. Neurotransmitters
c. Terminal buttons
d. Dendrites

ANSWER: b
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.4 - What are nerve cells and how are they organized in the brain?
KEYWORDS: Bloom's: Understand

81. If you were to remove the top of an adult's skull, the first brain tissue you would see would be the

a. cerebral cortex.
b. brain stem.
c. neural plate.
d. hippocampus.

ANSWER: a
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.4 - What are nerve cells and how are they organized in the brain?
KEYWORDS: Bloom's: Thinking Critically

82. As a result of surgery, Graeme's left and right cerebral hemispheres are no longer connected. Which part of Graeme's brain was most likely the focus of the surgery?

a. The cerebral cortex
b. The dendrites
c. The frontal cortex
d. The corpus callosum

ANSWER: d
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.4 - What are nerve cells and how are they organized in the brain?
KEYWORDS: Bloom's: Apply

83. Lotte is recovering from a serious accident that damaged her frontal cortex. Which outcome is most likely?

a. Lotte's left hemisphere will no longer be able to communicate with her right hemisphere.
b. Lotte will have a difficult time breathing and seeing.
c. Lotte's personality will be different.
d. Lotte will have no more axons.

ANSWER: c
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.4 - What are nerve cells and how are they organized in the brain?
KEYWORDS: Bloom's: Apply

84. Which item is *least*associated with the frontal cortex?

a. Sadness
b. Vision
c. Happiness
d. Planning

ANSWER: b
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.4 - What are nerve cells and how are they organized in the brain?
KEYWORDS: Bloom's: Thinking Critically

85. Left hemisphere is to cerebral cortex as
a. white is to black.
b. dendrite is to axon.
c. half is to whole.
d. EEG is to fMRI.
ANSWER: c
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.4 - What are nerve cells and how are they organized in the brain?
KEYWORDS: Bloom's: Thinking Critically

86. While viewing a picture of a three-week-old embryo, Dr. Pecoraro points to something and says, "This structure will soon become a tube from which the brain and spinal cord will develop." Dr. Pecoraro is pointing at
a. the neural plate.
b. the corpus callosum.
c. the frontal cortex.
d. an axon.
ANSWER: a
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Apply

87. The neural plate ultimately forms the
a. brain and spinal cord.
b. spinal cord and the nervous system.
c. nervous system and the skull.
d. skull and the brain.
ANSWER: a
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Understand

88. At its peak, the brain forms neurons at the rate of around 4,000 per
a. second.
b. minute.
c. hour.
d. day.
ANSWER: a
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Understand

89. Prior to birth, all ____ layers of the major brain are formed.

a. 6
b. 60
c. 600
d. 6,000

ANSWER: a
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Understand

90. ____ is (are) a fatty substance that surrounds the axon of a neuron.

a. The corpus callosum
b. The neural plate
c. Cones
d. Myelin

ANSWER: d
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Understand

91. Which best describes the impact of myelin on a neuron?

a. It increases the number of dendrites it produces.
b. It helps speed neural transmission.
c. It prevents synaptic pruning.
d. It enhances action in the terminal buttons.

ANSWER: b
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Thinking Critically

92. Whose brain is most likely to have the most synapses?

a. Jerry, who is a newborn
b. Elaine, who is one year old
c. Kramer, who is seven years old
d. George, who is 14 years old

ANSWER: b
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Apply

93. While observing brain activity, Dr. Smith proclaims, "This brain is definitely experiencing a downsizing in the number of connections between neurons." This indicates that the brain Dr. Smith is studying is undergoing

a. synaptic pruning.
b. motion parallax.
c. cephalocaudal development.
d. dendritic expansion.

ANSWER: a
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Apply

94. If Nurse Ratchett indicates that the procedure that is about to be performed on infant Ramon involves the use of metal electrodes, you would expect that the procedure is a(n)

a. amniocentesis
b. functional magnetic resonance imaging.
c. Apgar
d. electroencephalogram

ANSWER: d
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Thinking Critically

95. Gina is studying how blood flows through the brain when people listen to different kinds of music. Which sort of research tool is she most likely using in her study?

a. Electroencephalogram
b. Positron emission tomography
c. Functional magnetic resonance imaging
d. Synaptic pruning

ANSWER: c
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Apply

96. Your psychology professor asks you to assist her in her experiment. She is studying brain activity by monitoring blood flow to different areas of the brain. This indicates that your professor is most likely using ____ in her study.

a. an electroencephalogram
b. functional magnetic resonance imaging
c. a visual cliff
d. a neural plate

ANSWER: b
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Apply

97. During an experiment, you record the brain activity of a child using an EEG. As a result of reading your text, you would predict that the left hemisphere would exhibit the most electrical activity when the child is

a. looking at different faces.
b. listening to someone talk.
c. recognizing that her mother is angry.
d. pushing a toy over her bed.

ANSWER: b
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?

KEYWORDS: Bloom's: Apply

98. Blane deals with people who have suffered some sort of brain damage, helping them try to use different areas of the brain that perform functions that were previously performed by the areas that are now damaged. Blane's specialty would be best described as

a. brain plasticity.
b. synaptic pruning.
c. neural plate studies.
d. motor skills.

ANSWER: a
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Apply

99. Which phenomenon is the best argument against the notion that the organization of the brain is predetermined genetically?

a. Synaptic pruning
b. Development of the neural plate
c. The left hemisphere specializing in language processing
d. Brain plasticity

ANSWER: d
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Thinking Critically

100. The best description of neural development is that

a. brain organization is influenced by experience, but biochemical development instructions follow a more specific pattern.
b. brain organization cannot be influenced by experience, but biochemical development instructions allow for many different general patterns of development.
c. both brain organization and biochemical development instructions are heavily influenced by experience.
d. neither brain organization nor biochemical development instructions can be influenced by experience.

ANSWER: a
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Thinking Critically

101. The fact that brain wiring is organized by experiences common to humans is referred to as

a. altered inactivity.
b. experience-dependent growth.
c. experience-expectant growth.
d. waking activity.

ANSWER: c
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Thinking Critically

102. Which best exemplifies experience-expectant growth?

a. The fact that all infants hear language sounds,which leads to language development
b. The fact that eating high-fat foods leads to obesity
c. The fact that abused children often experience depression
d. The fact that by age two,most children are about three-feet tall

ANSWER: a
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Understand

103. The fact that American-raised Hogan's exposure to the German language while in World War II impacted his brain organization is best explained by

a. experience-dependent growth.
b. motor skills.
c. temperament.
d. sociability.

ANSWER: b
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Apply

104. How would 12-month-old Cassie locomote?

a. She would say her first word
b. She would crawl around the room
c. She would cry when touching something hot
d. She would display eye movement while sleeping

ANSWER: b
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills
LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?
KEYWORDS: Bloom's: Apply

105. Bridget is excellent at walking, running, climbing, and kicking balls. This would suggest that Bridget has good

a. neuroplasticity
b. motor skills.
c. temperament
d. sociability

ANSWER: b
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills
LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?
KEYWORDS: Bloom's: Apply

106. To locomote is to

a. perceive.
b. emote.
c. think.

d. move.

ANSWER: d

REFERENCES: 3.3 Moving and Grasping: Early Motor Skills

LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?

KEYWORDS: Bloom's: Understand

107. What would be the best example of a fine motor skill?

a. Crawling

b. Feeding yourself with a spoon

c. Running in a race

d. Climbing to the top of a large hill

ANSWER: b

REFERENCES: 3.3 Moving and Grasping: Early Motor Skills

LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?

KEYWORDS: Bloom's: Apply

108. Parker is a typical seven-month-old. In terms of locomotion, the best he is able to do is to

a. creep.

b. walk.

c. sit alone.

d. roll from back to front.

ANSWER: c

REFERENCES: 3.3 Moving and Grasping: Early Motor Skills

LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?

KEYWORDS: Bloom's: Apply

109. Yoko, who has not seen her nephew John since he was born, is surprised to see the 12-month-old standing upright and taking a few steps. In view of this accomplishment, Yoko realizes that John is now considered a(n)

a. neonate.

b. infant.

c. toddler.

d. preschooler.

ANSWER: c

REFERENCES: 3.3 Moving and Grasping: Early Motor Skills

LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?

KEYWORDS: Bloom's: Apply

110. Twelve-month-old Callum is barely able to walk a few steps before losing his balance and falling down. What is the term that best describes Callum's current ability to move around?

a. Neuroplasticity

b. Fine motor skills

c. Differentiation

d. Toddling

ANSWER: d
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills
LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?
KEYWORDS: Bloom's: Apply

111. If Tori is a proponent of dynamic systems theory, then you know that she ismost interested in
a. the cerebral cortex.
b. crawling and stepping.
c. language development.
d. temperament.
ANSWER: b
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills
LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?
KEYWORDS: Bloom's: Apply

112. Studies of infant stepping behavior on a treadmill demonstrated that
a. the pattern of alternating of steps on each leg precedes the ability to walk.
b. even very young infants can walk without assistance.
c. infants cannot judge the speed of movement of a moving object (e.g., the treadmill).
d. infants will refuse to attempt to walk if held upright.
ANSWER: a
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills
LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?
KEYWORDS: Bloom's: Understand

113. In order to be able to walk, Loretta must first master certain individual skills, such as being able to balance herself. What term best describes this process?
a. Retinal disparity
b. Integration
c. Differentiation
d. Fine motor skill development
ANSWER: c
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills
LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?
KEYWORDS: Bloom's: Apply

114. Which is the best example of differentiation?
a. Jimmy's legs have matured to the point where he is capable of walking.
b. Tommy learns how to grasp a spoon before he can successfully use it to eat.
c. Lisa combines reaching, grasping, and wrist rotation and successfully uses a spoon to eat.
d. Rebecca learns how to swim before she learns to walk.
ANSWER: b
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills

LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?

KEYWORDS: Bloom's: Apply

115. Tomomi has mastered balancing, stepping, and the perceptual skills necessary to negotiate her way around. Putting all these skills together to enable her to walk is a process called

a. integration.

b. differentiation.

c. retinal disparity.

d. perception.

ANSWER: a

REFERENCES: 3.3 Moving and Grasping: Early Motor Skills

LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?

KEYWORDS: Bloom's: Apply

116. In an effort to lower the age at which his infant son will begin to walk, Mr. Simmons puts eight-month-old Richard on a program that emphasizes leg strength. What is the most likely outcome of this intervention?

a. It will have no impact.

b. Richard will have superior leg strength but will not walk any earlier.

c. Richard will have average leg strength but will not walk any earlier.

d. Richard will have superior leg strength and will walk earlier.

ANSWER: d

REFERENCES: 3.3 Moving and Grasping: Early Motor Skills

LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?

KEYWORDS: Bloom's: Apply

117. Which statement concerning culture and crawling is true?

a. Most North American children are crawling at much younger ages than in past decades.

b. There are no known cultures that discourage motor development.

c. As it is genetically programmed, experience does not impact the rate of the acquisition of crawling.

d. The more practice infants get at crawling, the faster they tend to crawl.

ANSWER: d

REFERENCES: 3.3 Moving and Grasping: Early Motor Skills

LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?

KEYWORDS: Bloom's: Understand

118. Caleb is fourmonths old. If he is like others his age, when he grasps a rattle, he will grasp it with

a. his fingers and thumb.

b. his thumb only.

c. his fingers only.

d. one finger from each hand.

ANSWER: c

REFERENCES: 3.3 Moving and Grasping: Early Motor Skills

LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.2 - How do infants learn to coordinate the use of their hands?

KEYWORDS: Bloom's: Apply

119. Although they are often unsuccessful in getting the food into their mouth, many children first begin to experiment with finger-foods around age

a. 2 months.
b. 6 months.
c. 10 months.
d. 14 months.

ANSWER: b
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills
LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.2 - How do infants learn to coordinate the use of their hands?
KEYWORDS: Bloom's: Understand

120. Because Akosua is a typical nine-month-old, she is most likely to use

a. her right hand.
b. her left hand.
c. her right and left hands interchangeably.
d. her feet rather than her hands.

ANSWER: c
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills
LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.2 - How do infants learn to coordinate the use of their hands?
KEYWORDS: Bloom's: Apply

121. What response would you expect if you attempted to hand toys to a typical 13-month-old infant?

a. They would kick at the object before attempting to grasp it.
b. They would first grasp the object with their left hand.
c. They would first grasp the object with their right hand.
d. They would make no attempt to grasp the object.

ANSWER: c
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills
LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.2 - How do infants learn to coordinate the use of their hands?
KEYWORDS: Bloom's: Apply

122. Stewart is a 10-year-old boy growing up in England, and Moe is a 10-year-old boy growing up in the United States. What difference in handedness would you expect?

a. It is most likely that Stewart is right-handed and Moe left-handed.
b. It is most likely that Stewart is left-handed and Moe right-handed.
c. Both are likely to be right-handed.
d. Both are likely to be left-handed.

ANSWER: c
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills
LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.2 - How do infants learn to coordinate the use of their hands?
KEYWORDS: Bloom's: Apply

123. What is the best evidence for the notion that sociocultural forces play a role in handedness?

a. Only 10 percentof the population is left-handed.

b. Right-handed parents tend to have right-handed offspring.
c. When societal attitudes change, the incidence of left-handedness changes.
d. In American culture, most desks and scissors and golf clubs are made for right-handers.

ANSWER: c
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills
LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.2 - How do infants learn to coordinate the use of their hands?
KEYWORDS: Bloom's: Thinking Critically

124. The process by which the brain receives, selects, modifies, and organizes incoming nerve impulses is referred to as
a. perception.
b. sensation.
c. imagination.
d. expansion.

ANSWER: a
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.1 - Are infants able to smell, taste, and experience pain?
KEYWORDS: Bloom's: Understand

125. Which best describes a newborn's sense of smell?
a. Highly developed
b. Crude but effective
c. Exists but is not very useful
d. Nonexistent

ANSWER: a
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.1 - Are infants able to smell, taste, and experience pain?
KEYWORDS: Bloom's: Thinking Critically

126. Cher offers her 10-day-old daughter, Chastity, a taste of some juiceshe is drinking. Based on the fact that Chastity makes a terrible face when she tastes the juice, you would suspect that it was
a. cold.
b. sweet.
c. sour.
d. fruity.

ANSWER: c
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.1 - Are infants able to smell, taste, and experience pain?
KEYWORDS: Bloom's: Apply

127. The Babinski reflex is evidence that infants
a. can smell.
b. are able to hear low-pitched sounds.
c. experience pain.
d. perceive touch.

ANSWER: d
REFERENCES: 3.4 Coming to Know the World: Perception

LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.1 - Are infants able to smell, taste, and experience pain?
KEYWORDS: Bloom's: Thinking Critically

128. Nathan suddenly lets out a high-pitched cry, lowers his eyebrows, and purses his lips. You would be safest in assuming that Nathan is

a. happy.
b. cold.
c. experiencing pain.
d. playing peek-a-boo.

ANSWER: c
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.1 - Are infants able to smell, taste, and experience pain?
KEYWORDS: Bloom's: Apply

129. Infants

a. cannot experience pain.
b. don't react to pain-inducing stimuli.
c. produce a distinct "pain cry."
d. are much more sensitive to pain than teenagers.

ANSWER: c
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.1 - Are infants able to smell, taste, and experience pain?
KEYWORDS: Bloom's: Understand

130. How would you respond to a telephone operator who claims that her eight-month-old fetus gets excited every time she says, "What city, please?"

a. "You may be correct,because by that age, the fetus may actually be hearing your voice."
b. "It is likely gas, since fetuses can't hear until they are out of the womb."
c. "If what you say is true, you are likely carrying a female because they develop a sense of hearing before males."
d. "Since fetuses have no memory, there is no way they would only respond to a specific phrase."

ANSWER: a
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.2 - Can infants hear? How do they use sound to locate objects?
KEYWORDS: Bloom's: Apply

131. Adults tend to be able to hear ____ sounds better than infants.

a. human speech range
b. loud
c. quiet
d. all

ANSWER: c
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.2 - Can infants hear? How do they use sound to locate objects?
KEYWORDS: Bloom's: Understand

132. Marcie sings the same lullaby to her infant son every night because she believes he has learned to recognize it. Does recent research support her claim?

a. No. Her son may recognize her voice but not a particular song.

b. No. Research indicates he would not recognize Marcie's voice or the song she's singing.

c. Yes. Her son would be able to recognize a particular lullaby.

d. Yes. But only if her child is genetically predisposed to excel in music.

ANSWER: c
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.2 - Can infants hear? How do they use sound to locate objects?
KEYWORDS: Bloom's: Apply

133. Traditional eye tests in which a person is shown a chart with a set of letters in a line that gets progressively smaller near the bottom of the chart are designed to directly assess

a. visual acuity.

b. depth perception.

c. color blindness.

d. field of vision.

ANSWER: a
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Understand

134. Dr. Quillan is measuring the point at which an infant can no longer differentiate between a striped-patterned stimulus and a gray square. Dr. Quillan is probably attempting to measure the infant's

a. depth perception.

b. retinal disparity.

c. visual acuity.

d. ability to perceive different pitches.

ANSWER: c
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Apply

135. Which innate preference is used to help researchers assess infants' visual abilities?

a. Apreference for colored objects over black/white objects

b. Apreference for angled objects over round objects

c. Apreference for striped objects over plain objects

d. Apreference for stationary objects over moving objects

ANSWER: c
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Understand

136. Dr. Moreau is planning a demonstration on infant visual perception for her developmental psychology class. In order to demonstrate the sharpness of an infant's vision at 20 feet, Dr. Moreau should have students look at an object about ____ feet away.

a. 200-400

b. 100-150
c. 40-50
d. 15-20

ANSWER: a
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Apply

137. Which child's visual acuity would have most recently matched that of an adult with 20/20 vision?
a. D.J., who is 1 month old
b. Stephanie, who is 1 year old
c. Michelle, who is 3 years old
d. Tanner, who is 6 years old

ANSWER: b
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Apply

138. Molly is buying decorations for her child's nursery. She is very concerned about having different colors that the baby will be able to differentiate the day she is born. Molly is attempting to stimulate her child's
a. cones.
b. rods.
c. kinetic cues.
d. retinal disparity.

ANSWER: a
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Apply

139. Newborns
a. are incapable of perceiving color.
b. can perceive few colors.
c. can perceive color as well as adults.
d. can perceive more colors than most adults.

ANSWER: b
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Understand

140. About how old will an infant be when it can perceive the same colors adults perceive?
a. 2 weeks old
b. 4 months old
c. 1 year old
d. 6 years old

ANSWER: b
REFERENCES: 3.4 Coming to Know the World: Perception

LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Understand

141. After a one-year checkup, your physician comments, "There has been virtually no development of the cones in your daughter's visual system." What impact would this have?

a. Your daughter would be blind.
b. Your daughter would have no depth perception.
c. Your daughter would have trouble tracking moving objects.
d. Your daughter would have difficulty distinguishing colors.

ANSWER: d
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Apply

142. Dr. Acuity is studying the sensing of color by researching the structure and development of cones. Where does she need to look to find these structures?

a. The retina of the eye
b. The frontal lobes of the brain
c. The rear lobes of the brain
d. The pupil of the eye

ANSWER: a
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Apply

143. What infant response did Gibson and Walk (1960) measure in their visual cliff research?

a. Heart rate
b. Visual acuity
c. Muscle tone
d. Visual fixation

ANSWER: a
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Understand

144. You are being placed on a large piece of glass with a checkerboard-patterned platform underneath it. Your mother walks to the other side of this platform and calls for you to crawl to her. Many years later, you will discover that this was all part of an experiment to test your

a. visual acuity.
b. ability to recognize your mother.
c. motor development.
d. depth perception.

ANSWER: d
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Apply

145. A visual cliff is designed to assess
a. gross-motor skills.
b. rapid eye movement.
c. cone development.
d. depth perception.

ANSWER: d
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Understand

146. Who is most likely to be afraid of heights?
a. Noni, who is 3 weeks old
b. Mandy, who is 7 weeks old
c. Patricia, who is 7 months old
d. Celia, who is 7 years old.

ANSWER: c
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Apply

147. When Sheila uses motion to determine the depth of an object, she is using a ____ cue.
a. pictorial
b. retinal disparity
c. kinetic
d. visual expansion

ANSWER: c
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Apply

148. Ichiro's mother is trying to teach him how to catch a ball. As the ball approaches Ichiro, it takes up more and more space on Ichiro's retinas. Ichiro perceives the change in size to mean that the ball is getting closer to him rather than perceiving it to mean the ball is getting larger. Which term does the best job of describing this phenomenon?
a. Texture gradient
b. Linear perspective
c. Motion parallax
d. Visual expansion

ANSWER: d
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Apply

149. If asked to identify a kinetic cue to depth, you should say,
a. "visual expansion."
b. "retinal disparity."
c. "linear perspective."

d. “experience-expectancy.”

ANSWER: a
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom’s: Thinking Critically

150. A judgment of depth using motion parallax relies heavily on the ____ of an object.

a. color
b. speed
c. size
d. shape

ANSWER: b
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom’s: Thinking Critically

151. Which one-year-old would *not* be able to utilize retinal disparity to perceive depth?

a. Mary, who was born colorblind
b. Larry, who was born blind in oneeye
c. Barry, who was born onemonth premature
d. Gary, who has the acuity of a typical six-month-old

ANSWER: b
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom’s: Apply

152. The image of a person is identical on the retinas of a child, whereas the image of a dog is much different on the left retina than it is on the right. This means that the child will perceive the

a. dog to be closer than the person.
b. person to be closer than the dog.
c. person and the dog to be very close.
d. person and the dog to be far away.

ANSWER: a
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom’s: Apply

153. Which is considered a pictorial cue to depth?

a. Visual expansion
b. Texture gradient
c. Retinal disparity
d. Motion parallax

ANSWER: b
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom’s: Thinking Critically

154. Wendell can tell that the trees on the mountain are very far away, because rather than being able to see individual trees and the spaces between them, he just perceives a big green patch. Which depth cue best describes this?

a. Linear perspective
b. Visual expansion
c. Texture gradient
d. Motion parallax

ANSWER: c
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Apply

155. Gina perceives the car to be far away because the sides of the road upon which it is moving seem to come together to be no wider than the car itself. This is an example of the ____ cue to depth.

a. visual acuity
b. texture gradient
c. retinal disparity
d. linear perspective

ANSWER: d
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Apply

156. Who would be best at differentiating between two different monkey faces?

a. Serena, who is 6months old
b. Julie, who is 1year old
c. Patti, who is 6years old
d. Courtney, who is 12 years old

ANSWER: a
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Apply

157. Recent research indicates that newborns have a natural attraction for tracking

a. a moving face.
b. all face-like stimuli.
c. only the faces of their biological mothers.
d. faces of certain types of animals (e.g., dogs, cats).

ANSWER: a
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Understand

158. Which statement regarding the study on facial recognitionby showing participants faces of adults from various groups (i.e., African, Asian, and European descent) is mostaccurate?

a. It was longitudinal.

b. It was experimental.

c. There were several ethical violations.

d. Most of the participants were elderly.

ANSWER: b

REFERENCES: 3.4 Coming to Know the World: Perception

LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?

KEYWORDS: Bloom's: Understand

159. The fact that six-month-olds will look for long periods of time at toys they previously had only been able to touch suggests that infants

a. demonstrate visual acuity.

b. demonstrate the use of retinal disparity.

c. are able to integrate visual and tactile information.

d. cannot integrate tactile sensations as readily as auditory sensations.

ANSWER: c

REFERENCES: 3.4 Coming to Know the World: Perception

LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.4 - How do infants coordinate information between different sensory modalities, such as between vision and hearing?

KEYWORDS: Bloom's: Thinking Critically

160. What is an example of intersensory redundancy?

a. Noticing the shirt your mother is wearing while listening to a portable CD player

b. Observing your mother while listening to her talk

c. Brushing your mother's hair while you talk to her

d. Listening to several voices at the same time

ANSWER: b

REFERENCES: 3.4 Coming to Know the World: Perception

LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.4 - How do infants coordinate information between different sensory modalities, such as between vision and hearing?

KEYWORDS: Bloom's: Apply

161. The fact that an infant's perception of a stimulus is best if it stimulates more than one sense simultaneously is best described as

a. SIDS.

b. differentiation.

c. intersensory redundancy.

d. theory of mind.

ANSWER: c

REFERENCES: 3.4 Coming to Know the World: Perception

LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.4 - How do infants coordinate information between different sensory modalities, such as between vision and hearing?

KEYWORDS: Bloom's: Understand

162. Nou Ka is putting red marks on the noses of infants and placing them in front of a mirror to see how they respond. What is Nou Ka most likely researching?

a. Visual acuity

b. Motional parallax

c. Self-awareness

d. Retinal disparity

ANSWER: c

REFERENCES: 3.5 Becoming Self-Aware

LEARNING OBJECTIVES: KAIL.HDEV.16.3.5.1 - When do children begin to realize that they exist?

KEYWORDS: Bloom's: Apply

163. Evan is a normal subject in a self-awareness study who has just begun to recognize himself in mirrors and pictures. It is most likely that Evan is about ____ old.

a. 3months

b. 6months

c. 12 months

d. 18 months

ANSWER: d

REFERENCES: 3.5 Becoming Self-Aware

LEARNING OBJECTIVES: KAIL.HDEV.16.3.5.2 - What are toddlers' and preschoolers' self-concepts like?

KEYWORDS: Bloom's: Apply

164. If Donna is a normal three-year-old, her definition of herself will consist largely of her

a. beliefs.

b. feelings.

c. family.

d. possessions.

ANSWER: d

REFERENCES: 3.5 Becoming Self-Aware

LEARNING OBJECTIVES: KAIL.HDEV.16.3.5.2 - What are toddlers' and preschoolers' self-concepts like?

KEYWORDS: Bloom's: Apply

165. At about the age of four, children begin to realize that a person's actions are often connected to the thoughts that he or she has. What kind of study is often used to determine when children grasp this concept?

a. Intersensory redundancy studies

b. Synaptic pruning studies

c. Dynamic systems theory studies

d. False-belief studies

ANSWER: d

REFERENCES: 3.5 Becoming Self-Aware

LEARNING OBJECTIVES: KAIL.HDEV.16.3.5.3 - When do preschool children begin to acquire a theory of mind?

KEYWORDS: Bloom's: Thinking Critically

166. Jeffrey is a three-year-old who is beginning to make connections between people's thoughts, intentions, and behaviors. According to Wellman (2002), Jeffrey is developing

a. a theory of mind.

b. a temperament.

c. motor skills.

d. retinal disparity.

ANSWER: a

REFERENCES: 3.5 Becoming Self-Aware
LEARNING OBJECTIVES: KAIL.HDEV.16.3.5.3 - When do preschool children begin to acquire a theory of mind?
KEYWORDS: Bloom's: Understand

Completion

167. The fourcommon behavioral states of newborns are alert inactivity, sleeping, waking activity, and _____.
ANSWER: crying
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Understand

168. A(n) _____ cry begins with a sudden loud burst, which is followed by a long pause and a gasp.
ANSWER: pain
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Understand

169. In newborns, rapideyemovement (REM) sleep is also referred to as _____ sleep.
ANSWER: irregular
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?
KEYWORDS: Bloom's: Understand

170. Surgency, negative affect, and effortful control are threedimensions of_____.
ANSWER: temperament
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.4 - What are the different features of temperament? Do they change as children grow?
KEYWORDS: Bloom's: Understand

171. The _____ is a cell that specializes in receiving and transmitting information.
ANSWER: neuron
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.4 - What are nerve cells and how are they organized in the brain?
KEYWORDS: Bloom's: Understand

172. The _____ is the wrinkled surface portion of the brain that regulates many human functions.
ANSWER: cerebral cortex
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.4 - What are nerve cells and how are they organized in the brain?
KEYWORDS: Bloom's: Understand

173. _____wraps around axons and speeds up neural transmission.
ANSWER: Myelin

REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.4 - What are nerve cells and how are they organized in the brain?
KEYWORDS: Bloom's: Understand

174. _____ refers to the extent to which brain organization is flexible.
ANSWER: Neuroplasticity
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Understand

175. Experience-_____ growth focuses on brain changes not linked to a specific point in development and that which varies across cultures.
ANSWER: dependent
REFERENCES: 3.2 Physical Development
LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?
KEYWORDS: Bloom's: Understand

176. The early, unsteady form of walking is called _____.
ANSWER: toddling
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills
LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?
KEYWORDS: Bloom's: Understand

177. The mastery of the component skills needed to walk is referred to as involving _____.
ANSWER: differentiation
REFERENCES: 3.3 Moving and Grasping: Early Motor Skills
LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?
KEYWORDS: Bloom's: Understand

178. A researcher who is trying to determine the smallest pattern that infants can dependably distinguish with their eyes is studying visual _____.
ANSWER: acuity
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Understand

179. Motion _____ uses the speed of objects to determine distance.
ANSWER: parallax
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Understand

180. _____ cues are all ways in which depth perception is conveyed in drawings and other visual images.
ANSWER: Pictorial
REFERENCES: 3.4 Coming to Know the World: Perception

LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?
KEYWORDS: Bloom's: Understand

181. Intersensory_____refers to information that is presented simultaneously to different sensory modes.
ANSWER: redundancy
REFERENCES: 3.4 Coming to Know the World: Perception
LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.4 - How do infants coordinate information between different sensory modalities, such as between vision and hearing?
KEYWORDS: Bloom's: Understand

Essay

182. Compare the Apgar and NBAS assessments of newborns. In what situations would each be most beneficial?
ANSWER: The Apgar provides a quick assessment of the newborn's status by focusing on the body systems needed to sustain life: breathing, heartbeat, muscle tone, presence of reflexes, and skin tone. Each of the five vital signs receives a score of 0, 1, or 2, where 2 is the optimal score. A total score of 7 or more indicates that the baby is in good physical condition. A score of 4 to 6 means that the newborn needs special attention and care. A score of 3 or less signals a life-threatening situation requiring emergency medical care. The Apgar is most beneficial at when given at birth. For a comprehensive evaluation of the newborn's well-being, the NBAS is used. The NBAS includes 28 behavioral items along with 18 items that test reflexes. The baby's performance is used to evaluate the functioning of these four systems: autonomic, motor, state, and social. The NBAS can be used to determine harm from exposure to teratogens. It is most beneficial at a time after birth when the baby can feel comfortable and secure during testing.
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.2 - How do we determine whether a baby is healthy and adjusting to life outside the uterus?
KEYWORDS: Bloom's: Thinking Critically

183. Chucky is a three-year-old who is very easily upset. For the most part, he likes to sit and play with building toys for hours at a time. When he goes to new places, he gets angry easily and avoids moving around or interacting with other people. Given this information, how would you expect Chucky to be evaluated on Rothbart's three dimensions of temperament? Be sure to explain your answers.
ANSWER: Surgency/extroversion refers to the extent to which a child is generally happy, active, and vocal and regularly seeks interesting stimulation. Chucky would score low on this dimension because he is easily upset, not active, and does not seek out interesting stimulation. Negative affect refers to the extent to which a child is angry, fearful, frustrated, shy, and not easily soothed. Chucky would score high on this dimension because he gets angry easily and is easily upset. Effortful control refers to the extent to which a child can focus attention, is not readily distracted, and can inhibit responses. Chucky would score moderately on this dimension because he can sit and play for hours at a time but cannot inhibit responses since he angers easily and becomes upset easily.
REFERENCES: 3.1 The Newborn
LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.4 - What are the different features of temperament? Do they change as children grow?
KEYWORDS: Bloom's: Thinking Critically

184. The debate between bottle-feeding and breast-feeding has raged for decades. Describe the advantages and disadvantages of each of the options.
ANSWER: Breast-feeding is the best way to ensure that babies get the nourishment they need. Human

milk contains the proper amounts of carbohydrates, fats, protein, vitamins, and minerals for babies. Breast-fed babies are ill less often than bottle-fed babies because breast milk contains the mother's antibodies. Breast-fed babies are less prone to diarrhea and constipation. Breast-fed babies typically make the transition to solid foods more easily than bottle-fed babies. Breast milk cannot be contaminated, which is a significant problem in developing countries when formula is used to bottle-feed babies. One advantage of bottle-feeding is that other family members can participate in the feeding. Also, mothers who cannot readily breast-feed can still enjoy the intimacy of feeding their babies.

REFERENCES: 3.2 Physical Development

LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.2 - What nutrients do young children need? How are nutrients best provided?

KEYWORDS: Bloom's: Thinking Critically

185. Describe dendrite, axon, terminal button, neurotransmitter, myelin, and cell body. How are each involved in the communication of information in the brain?

ANSWER: The dendrite is the end of the neuron that receives information and it resembles a tress with many branches. It allows one neuron to receive input from thousands of other neurons. The axon is a tube-like structure that emerges from the cell body and transmits information to other neurons. The terminal buttons are the small knobs at the end of the axon that release neurotransmitters. Neurotransmitters are the chemicals released by the terminal buttons that allow neurons to communicate with each other. Myelin is a fatty sheath that wraps around neurons and enables them to transmit information more rapidly. The cell body is the center of the neuron that keeps the neuron alive.

REFERENCES: 3.2 Physical Development

LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.4 - What are nerve cells and how are they organized in the brain?

KEYWORDS: Bloom's: Thinking Critically

186. Describe how the seemingly contrary concepts of brain plasticity and synaptic pruning are both beneficial to development.

ANSWER: The immature brain's greater plasticity is beneficial when the normal course of brain development is disrupted by an injury or by deprivation of some essential ingredients of successful brain development. For example, someone with an injury to the left hemisphere of his brain and who has suffered an impairment in language skills can recover their language skills when other neurons take over language-related processing from the damaged neuron. Synaptic pruning is the gradual reduction in the number of synapses, beginning in infancy and continuing until early adolescence. This process is beneficial in weeding out unnecessary connections between neurons.

REFERENCES: 3.2 Physical Development

LEARNING OBJECTIVES: KAIL.HDEV.16.3.2.5 - How does the brain develop? When does it begin to function?

KEYWORDS: Bloom's: Thinking Critically

187. Use differentiation and integration in describing how an infant might learn to walk.

ANSWER: Mastery of intricate motions such as walking requires both differentiation (mastery of component skills) and integration (combining the motions in proper sequence into a coherent, working whole). Before walking, a child must first master individual skills (differentiation) such as maintaining an upright posture, maintaining balance, and moving the legs alternately. Walking requires putting all of the individual skills (integration) together to move about the world successfully.

REFERENCES: 3.3 Moving and Grasping: Early Motor Skills

LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.1 - What are the component skills involved in learning to walk? At what age do infants master them?

KEYWORDS: Bloom's: Thinking Critically

188. Describe early motor skill development by focusing on the topics of grasping and handedness.

ANSWER: Grasping requires the infant to coordinate movements of individual fingers to grab an object. Most 4 month olds use their fingers to hold objects. At 7 or 8 months, infants use their thumbs to hold objects. By 12 months old, babies can adjust their hand's orientation and the number of fingers they use to grasp an object. Handedness describes how many or which hands are used to grasp objects. At 4 months old, infants use both hands to grab for objects. At about 5 to 6 months, infants can coordinate the motions of their hands so that each hand performs different actions that serve a common goal. By 12 months of age, children reach for most objects with one hand.

REFERENCES: 3.3 Moving and Grasping: Early Motor Skills

LEARNING OBJECTIVES: KAIL.HDEV.16.3.3.2 - How do infants learn to coordinate the use of their hands?

KEYWORDS: Bloom's: Thinking Critically

189. Rank-order the senses of smell, hearing,taste, and vision with regard to how well developed they are in infancy. Be sure to give evidence to justify your answer.

ANSWER: (1) Smell: Infants respond positively to pleasant smells and negatively to unpleasant smells. They can also recognize familiar odors.
(2) Taste: Newborns readily differentiate salty, sour, bitter, and sweet tastes.
(3) Hearing:Newborns typically respond to sounds in their surroundings and are sensitive to sound. They can distinguish different musical sounds. Infants can best hear sounds that have pitches in the range of human speech. However, infants cannot hear quiet sounds.
(4) Vision:Infants respond to tests of visual acuity. Perception of color is usually developed by 3 to 4 months. Depth perception begins at 7 months old.

REFERENCES: 3.4 Coming to Know the World: Perception

LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.1 - Are infants able to smell, taste, and experience pain?
KAIL.HDEV.16.3.4.2 - Can infants hear? How do they use sound to locate objects?
KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?

KEYWORDS: Bloom's: Thinking Critically

190. Describe the notion of intersensory redundancy. How might knowledge of this be useful to the parent of a new infant?

ANSWER: Intersensory redundancy refers to the fact that infants' sensory systems are attuned to information presented simultaneously to different sensory modes. Infants are more likely to attend to information that is presented in multiple senses. When an infant sees and hears the mother clapping (visual and auditory information), he focuses on the information conveyed to both senses and pays less attention to information that is only available in one sense, such as the color of the mother's nail polish. This information is useful to parents because learning will occur faster when information is presented in multiple sensory modes.

REFERENCES: 3.4 Coming to Know the World: Perception

LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.4 - How do infants coordinate information between different sensory modalities, such as between vision and hearing?

KEYWORDS: Bloom's: Thinking Critically

191. Describe how developmental psychologists determine whether infants have a sense of self. Then discuss how the "theory of mind" is related to one's sense of self.

ANSWER: Developmental psychologist infer that infants have a sense of self when they see themselves in a mirror with a red mark on their nose and reach up and touch their own nose. Theory of mind is the connections between thoughts, beliefs, intentions, and behavior that create an intuitive understanding of the link between mind and behavior. As children understand that people have different desires, states of knowledge, and intentions, they achieve greater

understanding of their own sense of self.

REFERENCES: 3.5 Becoming Self-Aware

LEARNING OBJECTIVES: KAIL.HDEV.16.3.5.1 - When do children begin to realize that they exist?
KAIL.HDEV.16.3.5.3 - When do preschool children begin to acquire a theory of mind?

KEYWORDS: Bloom's: Thinking Critically

192. Jeremy is a newborn infant who is crying. Describe three different types of cries and how you could tell which type Jeremy is vocalizing.

ANSWER: The three types of cries are the basic cry (starts soft, gradually builds in intensity, and is often due to hunger or being tired), mad cry (more intense version of the basic cry), and the pain cry (starts suddenly in long bursts that are followed by pauses and gasping).

REFERENCES: 3.1 The Newborn

LEARNING OBJECTIVES: KAIL.HDEV.16.3.1.3 - What behavioral states are common among newborns?

KEYWORDS: Bloom's: Thinking Critically

193. Describe two kinetic cues and two pictorial cues that are used in the creation of the perception of depth.

ANSWER: The two kinetic cues are visual expansion (based on the perception that the closer an object, the greater the proportion of the retina it fills) and motion parallax (based on the perception that nearby objects move across our visual field faster than distant objects). The two pictorial cues are linear perspective (based on the perception that parallel lines come to a point in the distance) and texture gradient (based on the perception that distant objects are coarser than closer objects).

REFERENCES: 3.4 Coming to Know the World: Perception

LEARNING OBJECTIVES: KAIL.HDEV.16.3.4.3 - How well can infants see? Can they see color and depth?

KEYWORDS: Bloom's: Thinking Critically