

CHAPTER 1

HISTORY, THEORY, AND RESEARCH STRATEGIES

MULTIPLE CHOICE

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

Answer: C

Page Ref: 5

Skill: Conceptual

Objective: 1.1

- 2) The field of developmental science is considered to be _____ because investigators often are interested in the practical implications of their research.
- A) biased
 - B) applied
 - C) theoretical
 - D) interdisciplinary

Answer: B

Page Ref: 5

Skill: Factual

Objective: 1.1

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

Answer: D

Page Ref: 5

Skill: Factual

Objective: 1.1

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

Answer: C

Page Ref: 5

Skill: Conceptual

Objective: 1.2

- 5) The study of development provides no ultimate truth because
- A) theories cannot be verified with research.
 - B) investigators do not always agree on the meaning of what they see.
 - C) it is impossible to replicate research procedures over time.
 - D) research findings are often biased and subjective.

Answer: B

Page Ref: 6

Skill: Conceptual

Objective: 1.2

- 6) The _____ view of development holds that infants and preschoolers respond to the world in much the same way as adults do.
- A) discontinuous
 - B) nature
 - C) continuous
 - D) nurture

Answer: C

Page Ref: 6

Skill: Factual

Objective: 1.2

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

Answer: A

Page Ref: 6

Skill: Factual

Objective: 1.2

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

Answer: C

Page Ref: 6

Skill: Applied

Objective: 1.2

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

Answer: B

Page Ref: 6

Skill: Applied

Objective: 1.2

- 10) Jackson, a professional baseball player, is convinced that his two sons will both be outstanding athletes. Jackson probably believes that athletic ability is mostly determined by
- A) nurture.
 - B) stages.
 - C) early experiences.
 - D) nature.

Answer: D

Page Ref: 7

Skill: Applied

Objective: 1.2

- 11) Although Justin spent his first 18 months in an orphanage, his adoptive mother believes that sensitive caregiving will help Justin overcome his early experiences. Justin's mother emphasizes the role of _____ in development.
- A) nurture
 - B) stages
 - C) stability
 - D) nature

Answer: A

Page Ref: 7

Skill: Applied

Objective: 1.2

- 12) Theorists who point to early experiences as establishing a lifelong pattern of behavior emphasize
- A) stages.
 - B) discontinuity.
 - C) stability.
 - D) continuity.

Answer: C

Page Ref: 7

Skill: Factual

Objective: 1.2

- 13) Theorists who believe that change is possible and even likely if new experiences support it emphasize
- A) stages.
 - B) plasticity.
 - C) nature.
 - D) stability.

Answer: B

Page Ref: 7

Skill: Factual

Objective: 1.2

- 14) The increase in the number of healthier, more active older adults suggests that human development is a
- A) controversial area of research.
 - B) unidirectional system.
 - C) dynamic system.
 - D) biological, rather than environmental, science.

Answer: C

Page Ref: 8

Skill: Conceptual

Objective: 1.3

- 15) The lifespan perspective on development assumes that
- A) development is static and stable.
 - B) events that occur during infancy and early childhood have the strongest impact on the life course.
 - C) development is affected by a blend of biological, psychological, and social forces.
 - D) individual development is continuous, rather than discontinuous.
- Answer: C
Page Ref: 8
Skill: Conceptual
Objective: 1.3
- 16) Which of the following is an assumption of the lifespan perspective?
- A) Development is largely the result of heredity.
 - B) Development is primarily characterized by declines in functioning.
 - C) Development is a joint expression of growth and decline.
 - D) Plasticity is limited to early childhood.
- Answer: C
Page Ref: 9
Skill: Conceptual
Objective: 1.3
- 17) In the lifespan perspective, every age period of human development
- A) has its own agenda and its unique demands and opportunities that yield some similarities in development across many individuals.
 - B) has a lesser impact on the life course than the earliest age periods.
 - C) is unidirectional and marked by improved performance.
 - D) has a greater impact on the life course than the previous age period.
- Answer: A
Page Ref: 9
Skill: Conceptual
Objective: 1.3
- 18) Max, age 65, learned to play the piano at a local senior center. Max demonstrates that
- A) aging is an eventual “shipwreck.”
 - B) learning follows a predictable timetable.
 - C) development is plastic at all ages.
 - D) musical talent peaks in late adulthood.
- Answer: C
Page Ref: 10
Skill: Applied
Objective: 1.3
- 19) Although Betty grew up in a rundown neighborhood, had divorced parents, and rarely saw her father, she is a successful, happy, and healthy adult. Betty’s ability to adapt effectively in the face of threats to development is known as
- A) assimilation.
 - B) resilience.
 - C) age-graded development.
 - D) multidimensional development.
- Answer: B
Page Ref: 10 Box: B&E: Resilience
Skill: Applied
Objective: 1.3

- 20) Which of the following is a personal characteristic that could offer protection from the damaging effects of early stressful life events?
- A) musical talent
 - B) hyperactivity
 - C) physical attractiveness
 - D) early puberty

Answer: A

Page Ref: 10 Box B&E: Resilience

Skill: Conceptual

Objective: 1.3

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

Answer: C

Page Ref: 11 Box: B&E: Resilience

Skill: Conceptual

Objective: 1.3

- 22) Which of the following is an example of an age-graded influence?
- A) Paul started babysitting at age 13.
 - B) Frank got his driver's license at age 16.
 - C) Martina got married at age 34.
 - D) Jesse learned to use a computer at age 21.

Answer: B

Page Ref: 11

Skill: Applied

Objective: 1.3

- 23) As a generation, baby boomers are
- A) healthier, but less educated, than the previous generation.
 - B) more educated and less self-focused than the previous generation.
 - C) healthier, better educated, and more self-focused than the previous generation.
 - D) more self-focused, but financially worse off, than the previous generation.

Answer: C

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

Skill: Conceptual

Objective: 1.3

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

Answer: C

Page Ref: 13

Skill: Factual

Objective: 1.3

25) Which of the following is an example of a nonnormative influence?

- A) Steve reached puberty at age 14.
- B) Melina was born during the baby boom.
- C) Madison learned to talk at age 2.
- D) Patty learned to speak Spanish and French in college.

Answer: D

Page Ref: 13

Skill: Applied

Objective: 1.3

26) The increasing role of _____ in the life course adds to the fluid nature of lifespan development.

- A) age-graded influences
- B) nonnormative events
- C) history-graded influences
- D) stagewise transformations

Answer: B

Page Ref: 13

Skill: Factual

Objective: 1.3

27) Charles Darwin's theory of evolution emphasized _____ and _____.

- A) the normative approach; survival of the fittest
- B) noble savages; physical maturation
- C) natural selection; survival of the fittest
- D) tabula rasa; natural selection

Answer: C

Page Ref: 14

Skill: Conceptual

Objective: 1.4

28) Charles Darwin's theories led other researchers to study all aspects of children's behavior and, therefore, Darwin is considered the forefather of

- A) psychoanalysis.
- B) the mental testing movement.
- C) psychosocial theory.
- D) scientific child study.

Answer: D

Page Ref: 14

Skill: Factual

Objective: 1.4

29) G. Stanley Hall regarded development as a _____ process.

- A) maturational
- B) nonnormative
- C) psychosocial
- D) social learning

Answer: A

Page Ref: 14

Skill: Factual

Objective: 1.4

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

Answer: B

Page Ref: 14

Skill: Conceptual

Objective: 1.4

- 31) _____ was among the first to make knowledge about child development meaningful to parents by writing child-rearing books.
- A) G. Stanley Hall
 - B) Charles Darwin
 - C) Arnold Gesell
 - D) Alfred Binet

Answer: C

Page Ref: 15

Skill: Factual

Objective: 1.4

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

Answer: B

Page Ref: 15

Skill: Conceptual

Objective: 1.4

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

Answer: C

Page Ref: 15

Skill: Conceptual

Objective: 1.4

- 34) According to the psychoanalytic perspective, personality development is greatly influenced by
- A) children's ability to listen, remember, and abstract general rules from observed behaviors.
 - B) how children resolve conflicts between biological drives and social expectations.
 - C) children's efforts to achieve equilibrium between internal structures and external stimuli.
 - D) cultural values, laws, customs, and norms.

Answer: B

Page Ref: 15

Skill: Conceptual

Objective: 1.5

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

Answer: A

Page Ref: 15

Skill: Conceptual

Objective: 1.5

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

Answer: D

Page Ref: 15

Skill: Conceptual

Objective: 1.5

- 37) According to Sigmund Freud, the _____ works to mediate the demands of the _____ and the _____.
- A) id; ego; superego
 - B) superego; id; ego
 - C) ego; id; superego
 - D) ego; superid; superego

Answer: C

Page Ref: 15

Skill: Conceptual

Objective: 1.5

- 38) Sigmund Freud's theory was the first to emphasize the role of _____ in child development.
- A) individual differences
 - B) stages
 - C) the early parent-child relationship
 - D) heredity

Answer: C

Page Ref: 15

Skill: Conceptual

Objective: 1.5

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

Answer: B

Page Ref: 16

Skill: Conceptual

Objective: 1.5

- 40) A special strength of the psychoanalytic perspective is its
- A) emphasis on the individual's unique life history as worthy of study.
 - B) focus on natural selection and survival of the fittest.
 - C) emphasis on intellectual development across the lifespan.
 - D) emphasis on directly observable stimuli and responses.

Answer: A

Page Ref: 16

Skill: Conceptual

Objective: 1.5

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

Answer: B

Page Ref: 17

Skill: Conceptual

Objective: 1.5

- 42) Behaviorism focuses on
- A) unconscious impulses and drives.
 - B) stimuli and responses.
 - C) natural selection and survival of the fittest.
 - D) clinical case studies.

Answer: B

Page Ref: 17

Skill: Conceptual

Objective: 1.5

- 43) In classical conditioning,
- A) a neutral stimulus is paired with another stimulus that produces a reflexive response.
 - B) an innate reflex is extinguished.
 - C) unconscious impulses and drives support healthy development.
 - D) a reflexive response is paired with a new stimulus that produces a nonreflexive response.

Answer: A

Page Ref: 18

Skill: Conceptual

Objective: 1.5

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

Answer: C

Page Ref: 18

Skill: Conceptual

Objective: 1.5

- 45) Baby Max begins to cry as soon as he sees his mother pick up her car keys. Max probably does this because he learned to associate the car keys with his mother leaving. This example demonstrates
- A) modeling.
 - B) operant conditioning.
 - C) observational learning.
 - D) classical conditioning.

Answer: D

Page Ref: 18

Skill: Applied

Objective: 1.5

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

Answer: C

Page Ref: 18

Skill: Factual

Objective: 1.5

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

Answer: B

Page Ref: 18

Skill: Conceptual

Objective: 1.5

- 48) Albert Bandura's social learning theory emphasizes the role of _____ in guiding children's responses to particular situations.
- A) conditioned stimuli
 - B) punishment
 - C) cognition
 - D) reinforcement

Answer: C

Page Ref: 18

Skill: Conceptual

Objective: 1.5

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

Answer: C

Page Ref: 18

Skill: Factual

Objective: 1.5

- 50) Garrett hits a playmate in the same way that he has been punished at home. This is an example of
- A) behavior modification.
 - B) classical conditioning.
 - C) operant conditioning.
 - D) modeling.

Answer: D
Page Ref: 18
Skill: Applied
Objective: 1.5

- 51) According to social learning theory, as children grow older they
- A) become more selective in what they imitate.
 - B) become less selective in what they imitate.
 - C) imitate more than they model.
 - D) respond more favorably to punishment than reinforcement.

Answer: A
Page Ref: 18
Skill: Conceptual
Objective: 1.5

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

Answer: D
Page Ref: 18
Skill: Conceptual
Objective: 1.5

- 53) Behaviorism and social learning theory have been criticized for
- A) emphasizing the plasticity of cognitive development.
 - B) underestimating people's contributions to their own development.
 - C) overestimating people's contributions to their own development.
 - D) emphasizing the individual's unique life history as worthy of study.

Answer: B
Page Ref: 19
Skill: Conceptual
Objective: 1.5

- 54) Albert Bandura is unique among behaviorists because he
- A) combined psychoanalytic principles with operant conditioning theory.
 - B) emphasized cognition and granted people an active role in their own learning.
 - C) emphasized the role of the unconscious on people's learning.
 - D) emphasized the importance of early child-rearing experiences.

Answer: B
Page Ref: 19
Skill: Conceptual
Objective: 1.5

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

Answer: A

Page Ref: 19

Skill: Conceptual

Objective: 1.5

- 56) Piaget's notion that the structures of the mind develop over time to better fit with or represent the external world is known as
- A) imitation.
 - B) adaptation.
 - C) equilibration.
 - D) maturation.

Answer: B

Page Ref: 19

Skill: Factual

Objective: 1.5

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

Answer: D

Page Ref: 19

Skill: Factual

Objective: 1.5

- 58) Jean Piaget believed that
- A) children and adults understand the world in the same way.
 - B) children move through four broad stages of cognitive development.
 - C) cognitive processes are similar at all stages of development.
 - D) social interaction promotes cognitive development.

Answer: B

Page Ref: 19

Skill: Conceptual

Objective: 1.5

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

Answer: C

Page Ref: 19

Skill: Applied

Objective: 1.5

- 60) To investigate how children think, Piaget
- A) relied on his adult patients' recollections of painful childhood experiences.
 - B) conducted studies of animal behavior.
 - C) observed his own children and presented them with everyday problems.
 - D) carefully observed institutionalized children and adults.

Answer: C

Page Ref: 19

Skill: Conceptual

Objective: 1.5

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

Answer: D

Page Ref: 20

Skill: Conceptual

Objective: 1.5

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

Answer: A

Page Ref: 21

Skill: Factual

Objective: 1.6

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

Answer: B

Page Ref: 21

Skill: Applied

Objective: 1.6

- 64) Which of the following questions would an information-processing theorist ask?
- A) How do unconscious drives contribute to personality development?
 - B) How do cultural values shape development?
 - C) Are declines in memory during old age evident on all types of tasks or only some?
 - D) Why are some individuals more aggressive than others?

Answer: C

Page Ref: 21

Skill: Applied

Objective: 1.6

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

Answer: B

Page Ref: 21

Skill: Conceptual

Objective: 1.6

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

Answer: A

Page Ref: 21

Skill: Conceptual

Objective: 1.6

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

Answer: C

Page Ref: 22

Skill: Conceptual

Objective: 1.6

- 68) A major weakness of the information-processing perspective is that it
- A) overemphasizes nonlinear aspects of cognition, such as creativity and imagination.
 - B) virtually ignores aspects of cognition that are not linear and logical.
 - C) fails to use rigorous research methods.
 - D) underestimates the individual's contribution to his or her own development.

Answer: B

Page Ref: 22

Skill: Conceptual

Objective: 1.6

- 69) _____ brings together researchers from psychology, biology, neuroscience, and medicine to study the relationship between changes in the brain and the developing person's cognitive processing and behavior patterns.
- A) The information-processing approach
 - B) Cognitive-development theory
 - C) Developmental cognitive neuroscience
 - D) Behaviorism

Answer: C

Page Ref: 22

Skill: Factual

Objective: 1.6

- 70) _____ is concerned with the adaptive value of behavior and its evolutionary history.
- A) Ethology
 - B) Developmental cognitive theory
 - C) Social learning theory
 - D) Psychoanalytic theory

Answer: A
Page Ref: 22
Skill: Factual
Objective: 1.6

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

Answer: D
Page Ref: 23
Skill: Factual
Objective: 1.6

- 72) Dr. Marx believes that early childhood is a sensitive period for language development. Dr. Marx's belief is consistent with
- A) social learning theory.
 - B) Freud's theory.
 - C) ethology.
 - D) Piaget's theory.

Answer: C
Page Ref: 23
Skill: Applied
Objective: 1.6

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

Answer: A
Page Ref: 23
Skill: Conceptual
Objective: 1.6

- 74) Dr. Symington studies male-to-male aggression in animals and humans. Dr. Symington probably focuses on
- A) dynamic systems theory.
 - B) developmental cognitive theory.
 - C) sociocultural theory.
 - D) evolutionary developmental theory.

Answer: D
Page Ref: 23
Skill: Applied
Objective: 1.6

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

Answer: D

Page Ref: 23

Skill: Conceptual

Objective: 1.6

- 76) Lev Vygotsky believed that _____ is necessary for children to acquire the ways of thinking and behaving that make up a community's culture.
- A) cognitive stimulation
 - B) social interaction
 - C) behavior modification
 - D) imprinting

Answer: B

Page Ref: 23

Skill: Conceptual

Objective: 1.6

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

Answer: A

Page Ref: 24

Skill: Conceptual

Objective: 1.6

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

Answer: C

Page Ref: 24

Skill: Conceptual

Objective: 1.6

- 79) _____ theory views the child as developing within a complex system of relationships affected by multiple levels of the environment.
- A) Social learning
 - B) Ethological
 - C) Sociocultural
 - D) Ecological systems

Answer: D

Page Ref: 24

Skill: Factual

Objective: 1.6

- 80) Because a child's biologically influenced dispositions join with environmental forces to mold development, Urie Bronfenbrenner characterized his perspective as a(n) _____ model.
- A) sociocultural
 - B) stagewise
 - C) bioecological
 - D) evolutionary

Answer: C

Page Ref: 24

Skill: Factual

Objective: 1.6

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

Answer: A

Page Ref: 24

Skill: Conceptual

Objective: 1.6

- 82) In ecological systems theory, connections between parents and school occur in the
- A) microsystem.
 - B) mesosystem.
 - C) exosystem.
 - D) macrosystem.

Answer: B

Page Ref: 25

Skill: Conceptual

Objective: 1.6

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

Answer: C

Page Ref: 25

Skill: Conceptual

Objective: 1.6

- 84) Toby moved with his family just before he entered grade 4. In ecological systems theory, the move represents a change in Toby's
- A) microsystem.
 - B) mesosystem.
 - C) exosystem.
 - D) chronosystem.

Answer: D

Page Ref: 25

Skill: Applied

Objective: 1.6

- 85) Ecological systems theorists view children as
- A) primarily controlled by environmental forces.
 - B) passive participants in their own development.
 - C) primarily controlled by inner dispositions.
 - D) both products and producers of their environments.

Answer: D

Page Ref: 26

Skill: Conceptual

Objective: 1.6

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

Answer: B

Page Ref: 26

Skill: Conceptual

Objective: 1.7

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

Answer: B

Page Ref: 26

Skill: Factual

Objective: 1.8

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

Answer: C

Page Ref: 26

Skill: Applied

Objective: 1.8

- 89) Which major theory of human development stresses the importance of innate impulses, which are channeled and controlled through child-rearing experiences?
- A) psychoanalytic theory
 - B) cognitive-developmental theory
 - C) ecological systems theory
 - D) the lifespan perspective

Answer: A

Page Ref: 27

Skill: Conceptual

Objective: 1.7

- 90) Both _____ and _____ emphasize universal stages of development.
- A) psychoanalytic theory; ethology
 - B) social learning theory; ecological systems theory
 - C) psychoanalytic theory; cognitive-developmental theory
 - D) sociocultural theory; cognitive-developmental theory

Answer: C

Page Ref: 27

Skill: Conceptual

Objective: 1.7

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

Answer: B

Page Ref: 27

Skill: Applied

Objective: 1.8

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

Answer: B

Page Ref: 28

Skill: Conceptual

Objective: 1.8

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

Answer: C

Page Ref: 28

Skill: Conceptual

Objective: 1.8

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

Answer: D

Page Ref: 29

Skill: Factual

Objective: 1.8

95) Melissa is interested in researching children's understanding of dreams. Which of the following research methods is best suited for this type of study?

- A) naturalistic observation
- B) field experiment
- C) clinical interview
- D) natural experiment

Answer: C

Page Ref: 29

Skill: Applied

Objective: 1.8

96) A major strength of the clinical interview is that it

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

Answer: B

Page Ref: 29

Skill: Conceptual

Objective: 1.8

97) Jessica asked each of 21 children in a kindergarten classroom to explain where rain comes from. She asked the same set of follow-up questions to each participant. This is an example of a

- A) field experiment.
- B) naturalistic observation.
- C) structured interview.
- D) structured observation.

Answer: C

Page Ref: 29

Skill: Applied

Objective: 1.8

98) A _____ interview is more efficient than a _____ interview because researchers can obtain written responses from an entire group simultaneously.

- A) clinical; naturalistic
- B) structured; naturalistic
- C) clinical; structured
- D) structured; clinical

Answer: D

Page Ref: 29

Skill: Conceptual

Objective: 1.8

99) A researcher using a structured interview would typically ask

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

Answer: B

Page Ref: 29

Skill: Conceptual

Objective: 1.8

- 100) _____ interviews do not yield the same depth of information as _____ interviews.
- A) Clinical; naturalistic
 - B) Clinical; structured
 - C) Structured; clinical
 - D) Structured; naturalistic

Answer: C

Page Ref: 30

Skill: Conceptual

Objective: 1.8

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

Answer: A

Page Ref: 30

Skill: Conceptual

Objective: 1.8

- 102) Dr. Bigelow is interested in studying musical prodigies. Which method is best suited for this type of research?
- A) naturalistic observation
 - B) clinical interview
 - C) case study
 - D) structured interview

Answer: C

Page Ref: 30

Skill: Applied

Objective: 1.8

- 103) Which of the following methods is best suited for studying the development of gifted children?
- A) systematic observation
 - B) case study
 - C) structured interview
 - D) self-report

Answer: B

Page Ref: 30

Skill: Conceptual

Objective: 1.8

- 104) The _____ method yields richly detailed case narratives that offer valuable insights into the many factors influencing development.
- A) naturalistic observation
 - B) clinical
 - C) ethnographic
 - D) structured observation

Answer: B

Page Ref: 30

Skill: Conceptual

Objective: 1.8

105) Ethnographic research is directed toward understanding a culture through _____ observation.

- A) naturalistic
- B) participant
- C) systematic
- D) structured

Answer: B

Page Ref: 30

Skill: Conceptual

Objective: 1.8

106) The ethnographic method assumes that _____ will allow researchers to understand beliefs and behaviors.

- A) entering into close contact with a social group
- B) bringing together a wide range of information on one person
- C) setting up a structured laboratory experiment
- D) using a flexible, conversational interviewing style

Answer: A

Page Ref: 30

Skill: Conceptual

Objective: 1.8

107) Jade spent two years in a Mexican-American community studying communication between parents and children. Jade is using the _____ research method.

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

Answer: B

Page Ref: 30

Skill: Applied

Objective: 1.8

108) One limitation of the ethnographic method is

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

Answer: A

Page Ref: 31

Skill: Conceptual

Objective: 1.8

109) Two main types of designs used in all research on human behavior are _____ and _____.

- A) observational; experimental
- B) correlational; experimental
- C) observational; correlational
- D) variable; observational

Answer: B

Page Ref: 31

Skill: Factual

Objective: 1.9

- 110) In a(n) _____ design, researchers gather information on individuals without altering their experiences.
- A) experimental
 - B) observational
 - C) variable
 - D) correlational

Answer: D

Page Ref: 31

Skill: Conceptual

Objective: 1.9

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

Answer: B

Page Ref: 31

Skill: Conceptual

Objective: 1.9

- 112) Professor Pedagogy's research shows that participation in extracurricular activities is correlated with grades in school. Based on this study's findings, what can Professor Pedagogy conclude?
- A) Participation in extracurricular activities causes grade differences.
 - B) Grades cause differences in participation in extracurricular activities.
 - C) Participation in extracurricular activities is related to grades.
 - D) A third variable, such as intelligence, is causing both participation in extracurricular activities and grade differences.

Answer: C

Page Ref: 31

Skill: Applied

Objective: 1.9

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

Answer: B

Page Ref: 31

Skill: Conceptual

Objective: 1.9

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

Answer: D

Page Ref: 32 Box: CI: Immigrant Youths

Skill: Conceptual

Objective: 1.9

- 115) Which of the following is supported by research on immigrant children in the United States?
- A) Recently arrived high school immigrants report lower self-esteem than those who came at younger ages.
 - B) Compared to their agetates with native-born parents, adolescents from immigrant families are more likely to miss school because of illness.
 - C) Adolescents from immigrant families endorse their parents' value of education more strongly than agetates with native-born parents.
 - D) Adolescents from immigrant families are more likely to be obese than their agetates with native-born parents.

Answer: C

Page Ref: 32 Box: CI: Immigrant Youths

Skill: Conceptual

Objective: 1.9

- 116) A(n) _____ is a number that describes how two measures are associated with each other.
- A) correlation coefficient
 - B) independent variable
 - C) dependent variable
 - D) random assignment

Answer: A

Page Ref: 33

Skill: Factual

Objective: 1.9

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

Answer: A

Page Ref: 33

Skill: Applied

Objective: 1.9

- 118) A(n) _____ design permits inferences about cause and effect.
- A) structured
 - B) observational
 - C) experimental
 - D) correlational

Answer: C

Page Ref: 33

Skill: Factual

Objective: 1.9

- 119) The _____ variable is the one the investigator expects to cause changes in another variable.
- A) correlational
 - B) independent
 - C) dependent
 - D) coefficient

Answer: B

Page Ref: 33

Skill: Factual

Objective: 1.9

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

Answer: A
Page Ref: 33
Skill: Factual
Objective: 1.9

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

Answer: A
Page Ref: 33
Skill: Applied
Objective: 1.9

- 122) Cause-and-effect inferences can be made in an experimental design because
- A) the researcher manipulates both the independent and dependent variables.
 - B) the researcher controls the dependent variable throughout the experiment.
 - C) the researcher directly controls or manipulates changes in the independent variable.
 - D) participants are systematically assigned to experimental conditions.

Answer: C
Page Ref: 33
Skill: Conceptual
Objective: 1.9

- 123) By using _____ assignment of participants to treatment conditions, investigators increase the chances that participants' characteristics will be equally distributed across treatment groups.
- A) sequential
 - B) random
 - C) systematic
 - D) correlational

Answer: B
Page Ref: 34
Skill: Conceptual
Objective: 1.9

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

Answer: C
Page Ref: 34
Skill: Applied
Objective: 1.9

125) Random assignment

- A) can compromise an experimental design by exposing the researcher's bias.
- B) assures that participants are assigned to experimental conditions in an unbiased manner.
- C) is impossible to use in experimental designs.
- D) is a control technique that is primarily used in correlational studies.

Answer: B

Page Ref: 34

Skill: Conceptual

Objective: 1.9

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

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

Answer: D

Page Ref: 34

Skill: Applied

Objective: 1.9

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

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

Answer: A

Page Ref: 34

Skill: Conceptual

Objective: 1.9

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

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

Answer: D

Page Ref: 34

Skill: Applied

Objective: 1.9

- 129) In a _____ design, investigators study the same group of participants repeatedly at different ages.
- A) sequential
 - B) correlational
 - C) cross-sectional
 - D) longitudinal

Answer: D

Page Ref: 34

Skill: Factual

Objective: 1.9

- 130) A major strength of the longitudinal design is that researchers can
- A) examine relationships between early and later behaviors.
 - B) collect a large amount of data in a short time span.
 - C) explore similarities among children of different cohorts.
 - D) study participants differing in age at the same point in time.

Answer: A

Page Ref: 35

Skill: Conceptual

Objective: 1.10

- 131) To examine whether depression is stable or changes with age, Dr. Bleu followed a group of children from age 8 to age 40. This is an example of a _____ design.
- A) cross-sectional
 - B) sequential
 - C) correlational
 - D) longitudinal

Answer: D

Page Ref: 35

Skill: Applied

Objective: 1.10

- 132) Longitudinal research can identify common patterns as well as individual differences in behavior because the investigator
- A) studies groups of participants differing in age at the same point in time.
 - B) randomly assigns participants to treatment conditions.
 - C) tracks the performance of each person over time.
 - D) conducts quasi-experiments, comparing conditions that already exist.

Answer: C

Page Ref: 35

Skill: Factual

Objective: 1.10

- 133) One limitation of longitudinal research is that participants' performance may improve as a result of
- A) biased sampling.
 - B) random assignment.
 - C) practice effects.
 - D) cohort effects.

Answer: C

Page Ref: 35

Skill: Conceptual

Objective: 1.10

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

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

Answer: C

Page Ref: 35

Skill: Factual

Objective: 1.10

135) In a _____ design, the investigator studies groups of participants differing in age at the same point in time.

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

Answer: A

Page Ref: 36

Skill: Factual

Objective: 1.10

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

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

Answer: A

Page Ref: 36

Skill: Applied

Objective: 1.10

137) The cross-sectional design is an efficient strategy for describing

- A) common patterns in development.
- B) individual differences in development.
- C) age-related trends.
- D) relationships between early and later events and behaviors.

Answer: C

Page Ref: 36

Skill: Conceptual

Objective: 1.10

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

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

Answer: C

Page Ref: 36

Skill: Conceptual

Objective: 1.10

- 139) Like longitudinal research, cross-sectional studies can be threatened by
- A) practice effects.
 - B) participant dropout.
 - C) sequential timing.
 - D) cohort effects.

Answer: D

Page Ref: 36

Skill: Conceptual

Objective: 1.10

- 140) To overcome some of the limitations of traditional developmental designs, investigators sometimes use
- A) longitudinal studies.
 - B) correlational research.
 - C) sequential designs.
 - D) cross-sectional designs.

Answer: C

Page Ref: 36

Skill: Conceptual

Objective: 1.10

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

Answer: B

Page Ref: 36

Skill: Conceptual

Objective: 1.10

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

Answer: B

Page Ref: 37

Skill: Conceptual

Objective: 1.10

- 143) Research on the Mozart effect suggests that
- A) exposing infants to Mozart can produce lifelong intellectual benefits.
 - B) even moderate exposure to classical music enhances intelligence throughout the lifespan.
 - C) the Mozart effect is easily replicated.
 - D) the Mozart effect lasts only 15 minutes.

Answer: D

Page Ref: 38 Box: SI: Can Musical Experiences Enhance Intelligence?

Skill: Conceptual

Objective: 1.10

- 144) Studies show that
- A) drama lessons can boost children's intelligence test performance above and beyond the effects of music lessons.
 - B) music lessons can boost children's performance on spatial but not verbal abilities.
 - C) piano, but not voice, lessons can lead to gains in children's intelligence test performance.
 - D) music lessons can lead to small increases in children's intelligence that do not arise from comparable drama lessons.

Answer: D

Page Ref: 38 Box: SI: Can Musical Experiences Enhance Intelligence?

Skill: Conceptual

Objective: 1.10

- 145) _____ weigh the costs of the research to participants in terms of risks versus benefits.
- A) Informed consent boards
 - B) The American Psychological Association
 - C) Institutional review boards
 - D) Research participant committees

Answer: C

Page Ref: 39

Skill: Factual

Objective: 1.11

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

Answer: B

Page Ref: 40

Skill: Conceptual

Objective: 1.11

- 147) In _____, the investigator provides a full account and justification of the activities after the research session is over.
- A) debriefing
 - B) beneficial treatments
 - C) informed consent
 - D) protection from harm

Answer: A

Page Ref: 40

Skill: Factual

Objective: 1.11

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

Answer: A

Page Ref: 40

Skill: Conceptual

Objective: 1.11

- 149) Ethical standards permit deception in research studies if
- A) the participants are young enough that they would not understand the deception.
 - B) the benefits to society justify the risks to the participants and special precautions are taken.
 - C) researchers can observe participants from behind one-way mirrors.
 - D) the participants give informed consent and the researchers never reveal the real purpose of the study.

Answer: B

Page Ref: 40

Skill: Conceptual

Objective: 1.11

ESSAY

- 150) Explain the age-old nature–nurture controversy and indicate the stance of psychoanalytic theory, behaviorism, and cognitive-developmental theory on this issue.

Answer: Nature includes inborn, biological, and hereditary information received from parents at the moment of conception. Nurture includes the complex forces of the physical and social environment that influence development before and after birth. All human development theories grant at least some role to both nature and nurture, but they vary in emphasis.

Psychoanalytic theory holds that both nature and nurture determine development as innate impulses are channeled and controlled through child-rearing experiences. Individual development is stable because early experiences set the course of later development.

Behaviorism assumes that development is determined primarily by nurture, but individual development is open to change because both early and later experiences are important.

Cognitive-developmental theory emphasizes both nature and nurture. Development occurs as the brain matures and children exercise their innate drive to discover reality in a generally stimulating environment. Development is open to change because both early and later experiences influence it.

Page Ref: 7, 15–20

- 151) Describe the lifespan perspective of development, and indicate its stance on the three basic issues of human development.

Answer: The lifespan perspective considers human development as lifelong, plastic, multidimensional, multidirectional, and influenced by multiple, interacting forces. It views development as both continuous gains and declines and discontinuous stagewise emergence of new skills. Development is influenced by multiple, interacting biological, psychological, and social forces, many of which vary from person to person, leading to diverse pathways of change. Development is affected by an intricate blend of heredity and environmental factors. Both early and later experiences are important. There is plasticity at all ages.

Page Ref: 7–13, 39–40

- 152) Describe the contributions of Charles Darwin, G. Stanley Hall, Arnold Gessell, and Alfred Binet to the scientific study of human development.

Answer: Charles Darwin, a British naturalist, is considered the forefather of scientific child study. He constructed the famous theory of evolution, emphasizing two related principles: natural selection and survival of the fittest. Darwin's emphasis on the adaptive value of physical characteristics and behavior found its way into important developmental theories. His efforts to chart parallels between child growth and human evolution prompted researchers to make careful observations of all aspects of children's behavior.

G. Stanley Hall is generally regarded as the founder of the child study movement. Together with his student, Arnold Gesell, he regarded development as a maturational process that unfolds automatically. They launched the normative approach, in which measures of behavior are taken on large numbers of individuals, and age-related averages are computed to represent typical development. Gesell was among the first to author child-rearing advice books for parents.

Alfred Binet constructed the first successful intelligence test. The Stanford-Binet Intelligence Scale could successfully predict school achievement and sparked tremendous interest in individual differences in development.

Page Ref: 14–15

- 153) Describe social learning theory, noting the contributions of Albert Bandura.

Answer: Social learning theory built on the principles of behaviorism to offer direct and effective explanations of the development of social behavior. Albert Bandura, an American psychologist, emphasized modeling, also known as imitation or observational learning, as a powerful source of development. In his early work, Bandura found that diverse factors, such as reinforcement or punishment, affected children's motivation to imitate. Today, Bandura's theory stresses the importance of cognition, or thinking. In Bandura's social-cognitive approach, children gradually become more selective in what they imitate. They develop personal standards for behavior and a sense of self-efficacy.

Page Ref: 18–19

- 154) Describe the similarities and differences between Jean Piaget's cognitive-developmental theory and Lev Vygotsky's sociocultural theory.

Answer: Piaget did not regard direct teaching by adults as important for cognitive development. Instead, he emphasized children's active, independent efforts to make sense of their world. Vygotsky agreed with Piaget that children are active, constructive beings. But unlike Piaget, he viewed cognitive development as a socially mediated process—as dependent on the support that adults and more mature peers provide as children try new tasks. Piaget saw development as discontinuous and assumed that stages were universal. Vygotsky saw development as both continuous and discontinuous. He believed that children undergo certain stagewise changes, but he believed that language development and schooling lead to these changes. Vygotsky believed that as soon as children acquire language, their enhanced ability to communicate with others leads to continuous changes in thought and behavior that can vary greatly from culture to culture. Unlike Piaget, Vygotsky also emphasized that children in every culture develop unique strengths that are not present in other cultures because different cultures select and value different tasks for children's learning.

Page Ref: 19–20, 23–27

- 155) Explain the strengths and weaknesses of systematic observations, self-reports, the clinical method, and ethnography.

Answer: Systematic observations can be naturalistic or structured. In naturalistic observations, behavior is viewed in natural contexts. A strength is it reflects the participants' everyday life. A weakness is researchers cannot control conditions under which participants are observed. Structured observations often take place in a laboratory, where conditions are the same for all participants. A strength is it grants each participant an equal opportunity to display the behavior of interest. A weakness is it may not yield observations typical of everyday life.

Self-reports can be given during clinical interviews, where the investigator obtains a complete account of the participants' thoughts, or through structured interviews, where each participant is asked the same questions in the same way. Clinical interviews come as close as possible to the way participants think in everyday life. However, they may not result in accurate reporting, and flexible procedures make comparing individual responses difficult. Structured interviews permit comparisons of responses and efficient data collection. However, they do not yield the same depth of information as clinical interviews, and responses are still subject to inaccurate reporting.

The clinical, or case study, method provides a full picture of one individual's psychological functioning, obtained by combining interviews, observations, and test scores. It gives rich, descriptive insights into factors that affect development. However, it may be biased by researchers' theoretical preferences. Findings cannot be applied to individuals other than the participant.

In ethnography, researchers observe a culture or distinct social group by making extensive field notes. The researcher tries to capture the culture's unique values and social processes. It provides a more complete description than a single observational visit, interview, or questionnaire. However, it may be biased by researchers' values and theoretical preferences. Findings cannot be applied to individuals and settings other than the ones studied.

Page Ref: 27–31

156) Describe longitudinal, cross-sectional, and sequential designs. Cite the strengths and weaknesses of each.

Answer: In a longitudinal design, the investigator studies the same group of participants repeatedly at different ages. The strengths of this approach are that it permits study of common patterns and individual differences in development and relationships between early and later events and behaviors. The limitations of this design are that age-related changes may be distorted because of participant dropout, practice effects, and cohort effects.

In a cross-sectional design, the investigator studies groups of participants differing in age at one point in time. This approach is more efficient than the longitudinal design and is not plagued by such problems as participant dropout and practice effects. The weaknesses of this method are that it does not permit study of individual developmental trends, and age differences may be distorted because of cohort effects.

In a sequential design, the investigator conducts several similar cross-sectional or longitudinal studies (called sequences) at varying times. The strengths of this approach are that it permits both longitudinal and cross-sectional comparisons and reveals the existence of cohort effects. It also permits tracking of age-related changes more efficiently than the longitudinal design. This design may have the same problems as longitudinal and cross-sectional strategies, but the design itself helps identify difficulties.

Page Ref: 34–37

