

Chapter 2 Theories of Human Development

MULTIPLE CHOICE

1. Which statement best describes a good scientific theory?
 - a. It has a large number of explanatory principles.
 - b. Its tenets explain the phenomenon so well that no new hypotheses need be formulated.
 - c. It results in testable predictions.
 - d. It is narrow in focus and explains only a few specific phenomena.

ANS: C PTS: 1 DIF: Factual REF: 41
 OBJ: LO 1 TOP: The Nature of Scientific Theories BLM: Remember

2. Suppose that a new developmental theory builds on existing knowledge by allowing for the formation of new testable hypotheses. How would this theory be categorized?
 - a. as parsimonious
 - b. as heuristic
 - c. as falsifiable
 - d. as normative

ANS: B PTS: 1 DIF: Conceptual REF: 41
 OBJ: LO 1 TOP: The Nature of Scientific Theories BLM: Remember

3. Suppose that a new developmental theory is one that uses a few principles to account for a large number of empirical observations. How would this theory be categorized?
 - a. as parsimonious
 - b. as heuristic
 - c. as falsifiable
 - d. as normative

ANS: A PTS: 1 DIF: Conceptual REF: 41
 OBJ: LO 1 TOP: The Nature of Scientific Theories BLM: Remember

4. Edgar proposed a theory to explain children's learning. Over the years, several other researchers have tested Edgar's theory, with mixed results. In recent years, nearly every attempt at validation has resulted in disconfirmation of Edgar's theory. At this point, what should Edgar do?
 - a. continue to support his theory as it is, because a few disconfirmations do not mean very much
 - b. consider revising his theory, because the recent disconfirmations suggest that there may be problems with the theory
 - c. discard his theory altogether, because the recent disconfirmations prove that his theory is incorrect
 - d. critically evaluate the procedures used in the studies that failed to confirm his theory in an attempt to uncover flaws in the research procedures

ANS: B PTS: 1 DIF: Applied REF: 41
 OBJ: LO 1 TOP: The Nature of Scientific Theories BLM: Higher Order

5. Marianna proposed a theory to explain children's understanding of nature. Over the years, the predictions of her theory have been tested, with mixed results. Many researchers have developed their own theories that modify Marianna's theory. From the information given, what could you conclude about her theory?
- It is falsifiable.
 - It is parsimonious.
 - It is heuristic.
 - It is valid.

ANS: C

PTS: 1

DIF: Applied

REF: 41

OBJ: LO 1

TOP: The Nature of Scientific Theories

BLM: Higher Order

6. Luisa proposed a theory that completely explained her observations of children's development during an extended visit to a small village in Africa. Luisa's theory offered no predictions about future observations in other cultures. How would her theory most likely be labelled?
- a good theory because it provided clear and complete explanations of her observations
 - a mediocre theory, because it did not generalize well to other situations
 - a poor theory, because it failed to generate interest from other scientists
 - a failure as a theory, because it was not falsifiable

ANS: D

PTS: 1

DIF: Applied

REF: 41

OBJ: LO 1

TOP: The Nature of Scientific Theories

BLM: Higher Order

7. At what point in the research process are theories developed?
- after initial observations; they are then adjusted as necessary after further investigation
 - before extensive research; they are unchanging
 - after initial observations; they are not changed unless there is a change in the events the theory explains
 - before any observations have been made; they are later evaluated to determine if the principles hold up to rigorous testing

ANS: A

PTS: 1

DIF: Factual

REF: 41

OBJ: LO 1

TOP: The Nature of Scientific Theories

BLM: Higher Order

8. According to Freud, which component of personality is responsible for perception, learning, and logical reasoning?
- the id
 - the ego
 - the superego
 - the collective unconscious

ANS: B

PTS: 1

DIF: Factual

REF: 42

OBJ: LO 2

TOP: The Psychoanalytic Viewpoint

BLM: Remember

9. According to Freud, what does the id seek?
- a. immediate gratification of innate urges
 - b. moral perfection
 - c. appropriate outlets for basic needs while adhering to social constraints
 - d. self-actualization

ANS: A PTS: 1 DIF: Factual REF: 42
OBJ: LO 2 TOP: The Psychoanalytic Viewpoint BLM: Remember

10. What would govern a person's behaviour if he or she was under the influence of the id?
- a. society's moral customs
 - b. inborn instinctual drives
 - c. memories of the prior context of the action
 - d. reason and deliberation

ANS: B PTS: 1 DIF: Conceptual REF: 42
OBJ: LO 2 TOP: The Psychoanalytic Viewpoint BLM: Remember

11. According to Freud, what does the ego seek?
- a. immediate gratification of innate urges
 - b. moral perfection
 - c. appropriate outlets for basic needs while adhering to social constraints
 - d. self-actualization

ANS: C PTS: 1 DIF: Factual REF: 42
OBJ: LO 2 TOP: The Psychoanalytic Viewpoint BLM: Remember

12. What would govern a person's behaviour if he or she was under the influence of the superego?
- a. inborn instinctual drives
 - b. reason and deliberation
 - c. memories of the prior context of the action
 - d. society's moral customs

ANS: D PTS: 1 DIF: Factual REF: 42
OBJ: LO 2 TOP: The Psychoanalytic Viewpoint BLM: Higher Order

13. According to Freud, what does the superego seek?
- a. self-actualization
 - b. immediate gratification of innate urges
 - c. appropriate outlets for basic needs while adhering to social constraints
 - d. moral perfection

ANS: D PTS: 1 DIF: Factual REF: 42
OBJ: LO 2 TOP: The Psychoanalytic Viewpoint BLM: Remember

14. According to Freud, what is the dominant force that shapes a healthy personality?
- the ego
 - the superego
 - the id, ego, and the collective unconscious in dynamic balance
 - the ego, superego, and id in dynamic balance

ANS: D PTS: 1 DIF: Factual REF: 42
OBJ: LO 2 TOP: The Psychoanalytic Viewpoint BLM: Remember

15. According to Freud, which aspect of personality is the conscious, rational component?
- the superego
 - the ego
 - the id
 - the collective unconscious

ANS: B PTS: 1 DIF: Factual REF: 42
OBJ: LO 2 TOP: The Psychoanalytic Viewpoint BLM: Remember

16. Two-year-old Letitia throws a temper tantrum. According to Freud, which part of Letitia's personality exerted control during her tantrum?
- her superego
 - her ego
 - her id
 - her conscience

ANS: C PTS: 1 DIF: Applied REF: 42
OBJ: LO 2 TOP: The Psychoanalytic Viewpoint BLM: Remember

17. Suppose that Irene wants to have a bracelet that she saw in a store, but she doesn't have the money to buy it. Irene doesn't care that she has no money so she steals the bracelet. According to Freud, which component of Irene's personality was responsible for her theft?
- her anal complex
 - her superego
 - her Electra complex
 - her id

ANS: D PTS: 1 DIF: Applied REF: 42
OBJ: LO 2 TOP: The Psychoanalytic Viewpoint BLM: Higher Order

18. Suppose that Steve wants to have a CD that he saw in a store, but he doesn't have the money to buy it. Although Steve feels he should be able to have the CD, he recognizes that taking something that he can't pay for is wrong. According to Freud, which component of Steve's personality would resolve these competing goals?
- his collective unconscious
 - his superego
 - his ego
 - his id

ANS: C PTS: 1 DIF: Applied REF: 43
OBJ: LO 2 TOP: The Psychoanalytic Viewpoint BLM: Higher Order

19. David lies, steals, and cheats routinely. According to Freud's theory, what would you conclude about David's personality structure?
- a. He has a weak id.
 - b. He has a weak ego.
 - c. He has a strong ego.
 - d. He has a strong id.

ANS: D PTS: 1 DIF: Applied REF: 43
OBJ: LO 2 TOP: The Psychoanalytic Viewpoint BLM: Higher Order

20. According to Freud, what causes a child to enter a new psychosexual stage of development?
- a. There is a shift in which part of the body is the focus of pleasure.
 - b. The id has become a more powerful force in the child's life.
 - c. The id has become a less powerful force in the child's life.
 - d. The type of pleasure received from the genitals has changed.

ANS: A PTS: 1 DIF: Factual REF: 43
OBJ: LO 3 TOP: The Psychoanalytic Viewpoint BLM: Remember

21. In Freud's conception of psychosexual development, during which developmental phase does the phallic stage begin?
- a. infancy
 - b. toddlerhood
 - c. preschool to early elementary
 - d. puberty

ANS: C PTS: 1 DIF: Conceptual REF: 43
OBJ: LO 3 TOP: The Psychoanalytic Viewpoint BLM: Higher Order

22. According to Freud, which stage of personality development begins at age 5 and lasts until the onset of puberty?
- a. oral
 - b. anal
 - c. latency
 - d. phallic

ANS: C PTS: 1 DIF: Factual REF: 43
OBJ: LO 3 TOP: The Psychoanalytic Viewpoint BLM: Remember

23. Chris smokes heavily, overeats, and needs a lot of reassurance from his wife that she still loves him. Based on Freud's theory, we might expect to find that Chris had some type of trauma during which stage of psychosexual development?
- a. oral
 - b. anal
 - c. phallic
 - d. genital

ANS: A PTS: 1 DIF: Applied REF: 43
OBJ: LO 3 TOP: The Psychoanalytic Viewpoint BLM: Higher Order

24. While Kyle's mother was toilet training him, she punished Kyle whenever he had an "accident." According to Freud's theory, what would be the outcome of this punishment for Kyle's personality?
- a. Kyle would be unaffected by being punished because that is how children learn from their mistakes.
 - b. Kyle might be withdrawn and need constant reassurance about his worth.
 - c. Kyle might be anxious, inhibited, and somewhat messy.
 - d. Kyle might be unable to form relationships with women because they do not compare to his mother.

ANS: C

PTS: 1

DIF: Applied

REF: 43

OBJ: LO 3

TOP: The Psychoanalytic Viewpoint

BLM: Higher Order

25. Four-year-old Michael often tells his older sister that "Mommy and me are going to get married when I grow up." Which of Freud's stages of personality development is Michael's behaviour consistent with?
- a. anal
 - b. phallic
 - c. latency
 - d. genital

ANS: D

PTS: 1

DIF: Applied

REF: 43

OBJ: LO 3

TOP: The Psychoanalytic Viewpoint

BLM: Remember

26. What was one of Freud's most important contributions to our understanding of human behaviour?
- a. his discovery of the Oedipal complex
 - b. his emphasis on puberty
 - c. his emphasis on unconscious motivation
 - d. his discovery of the active role of the child

ANS: C

PTS: 1

DIF: Conceptual

REF: 44

OBJ: LO 4

TOP: The Psychoanalytic Viewpoint

BLM: Remember

27. Freud was one of the first theorists to focus attention on which of the following?
- a. the influence of early experiences on later development
 - b. the active role that children play in their own development
 - c. the development of cognition and information processing
 - d. the ways in which environmental consequences could modify behaviour

ANS: A

PTS: 1

DIF: Factual

REF: 44

OBJ: LO 4

TOP: The Psychoanalytic Viewpoint

BLM: Remember

28. Compared to Freud's psychosexual theory, Erikson's theory of personality placed more emphasis on which personality structure?
- the id
 - the ego
 - the superego
 - the collective unconscious

ANS: B PTS: 1 DIF: Factual REF: 44
OBJ: LO 5 TOP: The Psychoanalytic Viewpoint BLM: Remember

29. In comparison to Freud's emphases in his psychosexual theory of personality development, what did Erikson emphasize in his psychosocial theory?
- the passive role of children who are moulded by social influences
 - the ego and the active role of children in their own social development
 - the role of biological and sexual urges in conjunction with social influences
 - the id and the social influence of parental behaviour and attitudes

ANS: B PTS: 1 DIF: Conceptual REF: 44
OBJ: LO 5 TOP: The Psychoanalytic Viewpoint BLM: Remember

30. What is one basic distinction between the views of Freud and Erikson?
- Freud thought development was stage-like whereas Erikson saw it as continuous.
 - Freud emphasized the "nurture" side of development whereas Erikson emphasized the "nature" side of development.
 - Freud emphasized the role of biological forces in development whereas Erikson emphasized the role of social and cultural forces in development.
 - Freud believed the transitions between successive stages were gradual whereas Erikson believed the transitions were more sharply defined and identifiable.

ANS: C PTS: 1 DIF: Conceptual REF: 44
OBJ: LO 5 TOP: The Psychoanalytic Viewpoint BLM: Remember

31. Each of Erikson's eight stages reflects a conflict that arises because of biological maturation and which of the following?
- the child's demands
 - social demands
 - id development
 - ego development

ANS: B PTS: 1 DIF: Factual REF: 44
OBJ: LO 6 TOP: The Psychoanalytic Viewpoint BLM: Remember

32. Erikson believed that humans face eight major crises over their lifetime. What are the two factors that determine when each crisis occurs and the nature of the crisis?
- sexual maturation and life stresses
 - sexual maturation and conflicts between the id and superego
 - biological maturation and social demands
 - life stresses and the responsiveness of sexual partners

ANS: C PTS: 1 DIF: Factual REF: 44
OBJ: LO 6 TOP: The Psychoanalytic Viewpoint BLM: Remember

33. According to Erikson, which parental characteristic is the most important aspect for the development of trust?
- a. disciplinary strategies
 - b. warmth
 - c. responsiveness to the infant's needs
 - d. assertiveness

ANS: C PTS: 1 DIF: Factual REF: 45
OBJ: LO 6 TOP: The Psychoanalytic Viewpoint BLM: Remember

34. According to Erikson's theory, a child who is very suspicious of others and who views the world as a dangerous place did not successfully resolve which crisis?
- a. basic trust versus mistrust
 - b. autonomy versus shame and doubt
 - c. initiative versus guilt
 - d. industry versus inferiority

ANS: A PTS: 1 DIF: Conceptual REF: 45
OBJ: LO 6 TOP: The Psychoanalytic Viewpoint BLM: Remember

35. Preschoolers and early elementary school children are learning to take initiative and are trying new tasks. According to Erikson, what type of parent fosters healthy development during this time?
- a. one who lets the child do what he or she wants
 - b. one who neither encourages nor discourages initiative
 - c. one who punishes initiative behaviours
 - d. one who helps achieve a balance between initiative taking and respecting others

ANS: D PTS: 1 DIF: Conceptual REF: 45
OBJ: LO 6 TOP: The Psychoanalytic Viewpoint BLM: Remember

36. Yolanda has just celebrated her second birthday. According to Erikson's theory, which life crisis is likely to be most relevant to Yolanda over the next few years?
- a. autonomy versus shame and doubt
 - b. intimacy versus isolation
 - c. basic trust versus mistrust
 - d. industry versus inferiority

ANS: A PTS: 1 DIF: Applied REF: 45
OBJ: LO 6 TOP: The Psychoanalytic Viewpoint BLM: Higher Order

37. Brett is 25 years old and has not yet decided what he wants to do with his life. He changed majors in college three times in the last two years and he has considered dropping out of college altogether. According to Erikson, which crisis has Brett failed to resolve?
- a. identity versus confusion
 - b. autonomy versus shame and doubt
 - c. basic trust versus mistrust
 - d. industry versus inferiority

ANS: A PTS: 1 DIF: Applied REF: 45
OBJ: LO 6 TOP: The Psychoanalytic Viewpoint BLM: Higher Order

38. In the classic tale of *A Christmas Carol*, a transformation took place in Scrooge despite his advanced age. In this tale, he eventually acquired a sense of intimacy and generativity. According to Erikson, is this type of happy ending typical?
- a. yes, because adult experiences can remedy unsatisfactory early resolutions to crises
 - b. yes, because early experience has little carryover to our adult personality
 - c. no, because unresolved early crises cannot be remedied later in life
 - d. no, because it is rare for individuals to achieve the sense of generativity that Erickson described.

ANS: A PTS: 1 DIF: Applied REF: 45
OBJ: LO 7 TOP: The Psychoanalytic Viewpoint BLM: Higher Order

39. What did the neo-Freudian theorist Karen Horney emphasize as an important factor in development?
- a. sex differences
 - b. birth order
 - c. sibling interactions
 - d. the collective unconscious

ANS: A PTS: 1 DIF: Factual REF: 46
OBJ: LO 7 TOP: The Psychoanalytic Viewpoint BLM: Remember

40. What did the neo-Freudian theorist Alfred Adler emphasize as an important factor in development?
- a. sex differences
 - b. birth order
 - c. sibling interactions
 - d. the collective unconscious

ANS: C PTS: 1 DIF: Factual REF: 46
OBJ: LO 7 TOP: The Psychoanalytic Viewpoint BLM: Remember

41. What did the neo-Freudian theorist Harry Stack Sullivan emphasize as an important factor in development?
- a. sex differences
 - b. close same-sex friendships
 - c. the collective unconscious
 - d. number of siblings

ANS: B PTS: 1 DIF: Factual REF: 46
OBJ: LO 7 TOP: The Psychoanalytic Viewpoint BLM: Remember

42. What is one basic distinction between the views of John Watson and Sigmund Freud?
- a. Watson believed that development was continuous whereas Freud saw it as stage-like.
 - b. Watson emphasized the “nature” side of development whereas Freud emphasized the “nurture” side of development.
 - c. Watson emphasized the role of biological forces in development whereas Freud emphasized the role of sociocultural forces in development.
 - d. Watson saw children as having an active role in their own development whereas Freud saw children as more passive.

ANS: A PTS: 1 DIF: Conceptual REF: 46
OBJ: LO 8 TOP: The Learning Viewpoint BLM: Remember

43. How did John Watson view the child?
- a. as an inherently moral being who should be left alone to follow his or her own natural inclinations
 - b. as an inherently sinful creature who should be controlled
 - c. *as a blank slate* who should be treated firmly and never coddled
 - d. *as a blank slate* who should be left alone to explore the environment

ANS: C PTS: 1 DIF: Factual REF: 46
OBJ: LO 8 TOP: The Learning Viewpoint BLM: Remember

44. Which type of developmental change do learning theorists emphasize?
- a. qualitative
 - b. continuous
 - c. ecologically valid
 - d. discontinuous

ANS: B PTS: 1 DIF: Conceptual REF: 46
OBJ: LO 8 TOP: The Learning Viewpoint BLM: Remember

45. Which statement best characterizes how the behavioural learning viewpoint views development?
- a. as active, discontinuous, and dependent on external stimuli
 - b. as active, continuous, and dependent on internal forces.
 - c. as passive, continuous, and dependent on external stimuli
 - d. as passive, discontinuous, qualitative, and dependent on internal forces

ANS: C PTS: 1 DIF: Conceptual REF: 46
OBJ: LO 8 TOP: The Learning Viewpoint BLM: Higher Order

46. According to the behaviourist John Watson, how should parents respond to their child?
- permissively, giving the child whatever is requested
 - gently and with resigned acceptance
 - firmly, as if the child is innately sinful
 - firmly, as if the child were a little adult

ANS: D PTS: 1 DIF: Factual REF: 47
OBJ: LO 8 TOP: The Learning Viewpoint BLM: Remember

47. Andrea is a developmental psychologist who has just discovered she is pregnant with her first child. She plans to raise her child using the principles advocated by John Watson. Which practice(s) would Andrea need to avoid to meet her goal?
- providing the infant with educational toys
 - taking the infant out for long walks
 - talking to the infant and pointing out the animals in a picture book
 - kissing, cuddling, and holding the infant in her lap

ANS: D PTS: 1 DIF: Applied REF: 47
OBJ: LO 8 TOP: The Learning Viewpoint BLM: Higher Order

48. According to which theorist are actions strengthened by reinforcers and weakened by punishers?
- Vygotsky
 - Skinner
 - Piaget
 - Bowlby

ANS: B PTS: 1 DIF: Factual REF: 47
OBJ: LO 9 TOP: The Learning Viewpoint BLM: Remember

49. What is the term for any event or stimulus that increases the frequency of the behaviour that it follows?
- conditioned stimulus
 - punisher
 - reinforcer
 - unconditioned stimulus

ANS: C PTS: 1 DIF: Factual REF: 47
OBJ: LO 9 TOP: The Learning Viewpoint BLM: Remember

50. What is the term for any event or stimulus that decreases the frequency of the behaviour that it follows?
- punisher
 - conditioned stimulus
 - reinforcer
 - unconditioned stimulus

ANS: A PTS: 1 DIF: Factual REF: 47
OBJ: LO 9 TOP: The Learning Viewpoint BLM: Remember

51. According to Skinner, under what conditions does a stimulus become a reinforcer?
- a. when it decreases a biological need
 - b. when it increases the strength of the superego
 - c. when it increases the probability of a response
 - d. when it decreases the probability of a response

ANS: C

PTS: 1

DIF: Factual

REF: 47

OBJ: LO 9

TOP: The Learning Viewpoint

BLM: Remember

52. Tyler asked his father for a candy bar at the grocery store, and his father bought him the candy bar. If Tyler asks for more candy bars in the future, what has the candy bar acted as?
- a. a reinforcer
 - b. a discriminative stimulus
 - c. a conditioned stimulus
 - d. an unconscious motivator

ANS: A

PTS: 1

DIF: Applied

REF: 47

OBJ: LO 9

TOP: The Learning Viewpoint

BLM: Higher Order

53. Michael is pleased to find that his daughter Samantha has already started dinner. He shows his appreciation by spending the hour after dinner playing her favourite game. The same thing happens several days later, and soon Samantha is starting dinner on a regular basis. According to Skinner, what accounts for the change in Samantha's behaviour?
- a. observational learning
 - b. reinforcement
 - c. punishment
 - d. ego reconstruction

ANS: B

PTS: 1

DIF: Applied

REF: 47

OBJ: LO 9

TOP: The Learning Viewpoint

BLM: Higher Order

54. Carmen was ridiculed by her friends when she wore a sweater to school that she had made herself. Now she no longer wears that sweater. According to Skinner, what process is represented by the ridicule?
- a. reinforcement
 - b. conditioned stimulation
 - c. punishment
 - d. internal drive

ANS: C

PTS: 1

DIF: Applied

REF: 47

OBJ: LO 9

TOP: The Learning Viewpoint

BLM: Higher Order

55. Your spouse becomes moody and stops paying attention to you every time you start to criticize the way that he or she drives. Eventually you stop criticizing your spouse's driving. What might Skinner suggest that the withdrawal of attention acted as?
- a punisher
 - a conditioned stimulus
 - a reinforcer
 - an internal drive

ANS: A PTS: 1 DIF: Applied REF: 47
OBJ: LO 9 TOP: The Learning Viewpoint BLM: Higher Order

56. According to Skinner, what are the primary motivators of behaviour?
- internal drives
 - maturational forces
 - contingent external stimuli
 - increasingly complex cognitive schemes

ANS: C PTS: 1 DIF: Factual REF: 48
OBJ: LO 9 TOP: The Learning Viewpoint BLM: Remember

57. Bandura was among the first to point out the potential for learning through observation. What factor did Bandura emphasize to account for this ability?
- maturational
 - experience
 - reinforcement
 - cognitive processes

ANS: D PTS: 1 DIF: Factual REF: 48
OBJ: LO 10 TOP: The Learning Viewpoint BLM: Remember

58. Which type of learning did Bandura emphasize as an important means of increasing a child's behavioural repertoire?
- operant conditioning
 - behaviourism
 - contingent reinforcement
 - observational learning

ANS: D PTS: 1 DIF: Factual REF: 48
OBJ: LO 10 TOP: The Learning Viewpoint BLM: Remember

59. What is one key difference between Bandura's and Skinner's views of development?
- Bandura believes reinforcers and punishers have little effect on behaviour.
 - Bandura believes reinforcers are more effective than punishers in shaping behaviour.
 - Bandura believes people anticipate the consequences that are likely to follow their behaviour.
 - Bandura believes people will often work harder to obtain a small reward than they will to obtain a large reward.

ANS: C PTS: 1 DIF: Conceptual REF: 48
OBJ: LO 10 TOP: The Learning Viewpoint BLM: Remember

60. Hilary is driving on a busy highway with her 3-year-old daughter in the car. Suddenly, another car cuts them off and Hilary swears as she slams on the brakes. A few weeks later, the same thing happens and her daughter swears loudly. Hilary is horrified and can't imagine where her daughter learned those words. Which theorist would be most accurate at explaining her daughter's behaviour?

- a. Skinner
- b. Bandura
- c. Piaget
- d. Adler

ANS: B

PTS: 1

DIF: Applied

REF: 48

OBJ: LO 10

TOP: The Learning Viewpoint

BLM: Higher Order

61. Which of these would be a suitable slogan for Albert Bandura's cognitive social learning theory?

- a. "Genius is 1 percent inspiration and 99 percent perspiration."
- b. "Monkey see, monkey do."
- c. "Great ideas exist as seeds in the minds of newborns."
- d. "Give me a dozen healthy newborns, and I will direct their development toward any occupations I choose."

ANS: B

PTS: 1

DIF: Applied

REF: 48

OBJ: LO 10

TOP: The Learning Viewpoint

BLM: Higher Order

62. "We learn by watching and copying others' actions." This statement would be most likely endorsed by proponents of which theory?

- a. ethological
- b. sociocultural
- c. cognitive social learning
- d. information-processing

ANS: C

PTS: 1

DIF: Conceptual

REF: 48

OBJ: LO 10

TOP: The Learning Viewpoint

BLM: Higher Order

63. Normand has just found his 10-year-old daughter smoking a cigarette in the garage. He is very angry and cannot understand where she learned to smoke. When Normand questions his daughter, she replies that she saw her babysitter smoking and thought it would be fun to try. How would Bandura explain his daughter's behaviour?

- a. Behaviour is modified through direct environmental consequences.
- b. Children learn from observation.
- c. Behaviour is modified through unconscious motivations.
- d. Children play a passive role in their own development.

ANS: B

PTS: 1

DIF: Applied

REF: 48

OBJ: LO 10

TOP: The Learning Viewpoint

BLM: Remember

64. How does Bandura's version of social learning theory differ from other learning theories?
- a. He stressed the role of primary reinforcers more than secondary reinforcers.
 - b. He ignored the cognitive aspects of learning.
 - c. He maintained that most learning occurs without reinforcement.
 - d. He equated learning and performance.

ANS: C PTS: 1 DIF: Conceptual REF: 48
OBJ: LO 10 TOP: The Learning Viewpoint BLM: Remember

65. The notion of reciprocal determinism emphasizes the role of which factor in human development?
- a. unconscious motivation
 - b. human–environment interactions
 - c. adaptive schemes
 - d. evolutionary forces

ANS: B PTS: 1 DIF: Factual REF: 50
OBJ: LO 11 TOP: The Learning Viewpoint BLM: Remember

66. Which statement would be endorsed by a theorist who supported the notion of reciprocal determinism?
- a. Children can learn by observing the behaviour of others.
 - b. Environment affects the child but the child's behaviour also affects the environment.
 - c. Children are passive learners whose behaviour is determined by environmental factors.
 - d. Children are active learners whose behaviour is determined by environment and heredity.

ANS: B PTS: 1 DIF: Conceptual REF: 50
OBJ: LO 11 TOP: The Learning Viewpoint BLM: Higher Order

67. According to the principle of reciprocal determinism, what would cause one boy in a group to become a bully?
- a. He is naturally aggressive and seeks dominance because he is a male.
 - b. Other children in the group probably ignored the boy and made him angry.
 - c. He is more physically mature than the others in the group.
 - d. Other children in the group become afraid of the bully, permitting him to bully them.

ANS: D PTS: 1 DIF: Conceptual REF: 50
OBJ: LO 11 TOP: The Learning Viewpoint BLM: Higher Order

68. According to the text, what is one criticism that has been raised about the approaches to studying development utilized by learning theorists?
- a. They rely too heavily on constructs that are difficult to define or measure objectively.
 - b. They have little applicability outside controlled, laboratory settings.
 - c. They fail to use adequate controls in the experiments that are undertaken.
 - d. They emphasize an overly simplified view of human development.

ANS: D PTS: 1 DIF: Conceptual REF: 51
OBJ: LO 12 TOP: The Learning Viewpoint BLM: Remember

69. What is one of the major criticisms of the classic learning viewpoint?
- a. it provides relatively little information about infant development
 - b. its emphasis on biological maturation
 - c. its oversimplified account of the environmental factors that influence human development
 - d. many of its principles cannot be applied to real-life situations

ANS: C PTS: 1 DIF: Conceptual REF: 51
OBJ: LO 12 TOP: The Learning Viewpoint BLM: Remember

70. Which theorist has been a driving force to our understanding of a child's intellectual development?
- a. Bandura
 - b. Piaget
 - c. Bronfenbrenner
 - d. Freud

ANS: B PTS: 1 DIF: Factual REF: 53
OBJ: LO 15 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

71. Why was Piaget especially interested in the incorrect answers that children gave to his questions?
- a. They supported his theory that children have little innate knowledge and must be taught everything.
 - b. They supported his theory that children are incapable of learning at some points in development.
 - c. They showed that younger children do not merely know less, but they think differently from older children.
 - d. They supported his theory that young children used the same thought processes as older children, but lacked the memory capacity to process information effectively.

ANS: C PTS: 1 DIF: Conceptual REF: 53
OBJ: LO 13 TOP: The Cognitive-Developmental Viewpoint
BLM: Higher Order

72. Piaget was the first modern-day developmental theorist to stress which of the following?
- a. stages of development
 - b. the influence of motivation on cognition
 - c. the role of emotions in thinking
 - d. the active role of children in development

ANS: D PTS: 1 DIF: Factual REF: 53
OBJ: LO 13 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

73. What is the focus of Piaget's theory?
- a. biological maturation
 - b. psychological maturation
 - c. social development
 - d. cognitive development

ANS: D PTS: 1 DIF: Factual REF: 53
OBJ: LO 13 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

74. What is Piaget's term for an organized pattern of thought or action?
- a. stage
 - b. equilibration
 - c. assimilation
 - d. scheme

ANS: D PTS: 1 DIF: Factual REF: 53
OBJ: LO 13 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

75. According to Piaget's theory of cognitive development, through what process do children acquire new knowledge?
- a. active construction based on their experiences
 - b. observational learning
 - c. adult instruction, e.g., demonstrations and explanations
 - d. punishment and reward

ANS: A PTS: 1 DIF: Factual REF: 53
OBJ: LO 13 TOP: The Cognitive-Developmental Viewpoint
BLM: Higher Order

76. According to Piaget, why do children create erroneous notions about the world?
- a. They often do not pay close enough attention to the explanations adults give.
 - b. They do not receive explanations from parents.
 - c. They lack curiosity.
 - d. They base their notions on their current understanding of their experiences.

ANS: D PTS: 1 DIF: Conceptual REF: 53
OBJ: LO 13 TOP: The Cognitive-Developmental Viewpoint
BLM: Higher Order

77. With which statement would Piaget most likely agree?
- a. Intelligence can be measured by paper-and-pencil tests.
 - b. The individual constructs his or her reality from interacting with the environment.
 - c. Thought structures do not change, only the environment does.
 - d. Cognitive growth is characterized by continuous developmental change.

ANS: B PTS: 1 DIF: Conceptual REF: 54
OBJ: LO 13 TOP: The Cognitive-Developmental Viewpoint
BLM: Higher Order

78. According to Piaget, what are adaptive, intelligent interactions dependent on?
- a. assimilation
 - b. accommodation
 - c. assimilation and accommodation working in a complementary fashion
 - d. mental maturity due to maturation

ANS: C PTS: 1 DIF: Conceptual REF: 54
OBJ: LO 13 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

79. According to Piaget, which of the following best describes the process of assimilation?
- a. existing schemes are changed or modified to make sense of new experiences
 - b. recognition that objects continue to exist when they cannot be seen
 - c. failure to centre on a single aspect of a problem
 - d. new experiences are incorporated into existing schemes

ANS: D PTS: 1 DIF: Factual REF: 54
OBJ: LO 13 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

80. Often new environments and experiences have characteristics in common with experiences people have encountered in the past. According to Piaget, in these types of situations, which adaptive process is used to respond appropriately?
- a. accommodation
 - b. conservation
 - c. assimilation
 - d. centration

ANS: C PTS: 1 DIF: Conceptual REF: 54
OBJ: LO 13 TOP: The Cognitive-Developmental Viewpoint
BLM: Higher Order

81. Five-year-old Michael visits a farm for the first time and mistakes the cows he sees there for horses, like those he has seen on television. According to Piaget, which process does Michael's error exemplify?
- a. accommodation
 - b. object permanence
 - c. centration
 - d. assimilation

ANS: D PTS: 1 DIF: Applied REF: 54
OBJ: LO 13 TOP: The Cognitive-Developmental Viewpoint
BLM: Higher Order

82. According to Piaget, which of the following best describes the process of accommodation?
- a. new experiences are incorporated into existing schemes
 - b. existing schemes are changed or modified to make sense of new experiences
 - c. recognition that objects continue to exist when they cannot be seen
 - d. failure to centre on a single aspect of a problem

ANS: B PTS: 1 DIF: Factual REF: 54
OBJ: LO 13 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

83. According to Piaget, people would not respond in new ways to changes in the environment without which cognitive process?
- a. accommodation
 - b. assimilation
 - c. conservation
 - d. centration

ANS: A PTS: 1 DIF: Conceptual REF: 54
OBJ: LO 13 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

84. Eight-year-old Charlotte thought all nurses were young females until a middle-aged male nurse took her temperature and pulse in the hospital. The change in Charlotte's understanding of who nurses can be illustrates which Piagetian process?
- a. accommodation
 - b. assimilation
 - c. object permanence
 - d. centration

ANS: A PTS: 1 DIF: Applied REF: 54
OBJ: LO 13 TOP: The Cognitive-Developmental Viewpoint
BLM: Higher Order

85. Colin has just told his mother that his stuffed bear is alive and that the bear hurts because he knocked it over. How is Colin including the bear in his cognitive schemes?
- a. He is assimilating the bear into his existing cognitive schemes.
 - b. He is accommodating the bear into his existing cognitive schemes.
 - c. He is accommodating the bear into new cognitive schemes.
 - d. He is assimilating the bear into new cognitive schemes.

ANS: A PTS: 1 DIF: Applied REF: 54
OBJ: LO 13 TOP: The Cognitive-Developmental Viewpoint
BLM: Higher Order

86. According to Piaget, during which stage of cognitive development are children less likely to be fooled by appearances, and to become more proficient at inferring motives for other people's behaviour?
- a. concrete operational
 - b. preoperational
 - c. sensorimotor
 - d. formal operational

ANS: A PTS: 1 DIF: Conceptual REF: 55
OBJ: LO 14 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

87. Florence has just celebrated her fourth birthday. Based on Piaget's theory, which stage of cognitive development would Florence be in?
- a. formal operational
 - b. concrete operational
 - c. sensorimotor
 - d. preoperational

ANS: D PTS: 1 DIF: Applied REF: 54-55
OBJ: LO 14 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

88. What type of theorist was Piaget?
- a. a stage theorist who maintained that children played an active role in their own development
 - b. a stage theorist who maintained that children played a passive role in their own development
 - c. an information-processing theorist who maintained that children played an active role in their own development
 - d. an information-processing theorist who maintained that children played a passive role in their own development

ANS: A PTS: 1 DIF: Factual REF: 55
OBJ: LO 15 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

89. Piaget's theory has had a strong impact on education. Which educational program is based on his findings?
- a. guided participation
 - b. computer-aided instruction
 - c. multicultural assimilation
 - d. discovery-based education

ANS: D PTS: 1 DIF: Factual REF: 55
OBJ: LO 15 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

90. Which area of developmental research did Piaget's research contribute immensely to?
- a. social cognition
 - b. information processing
 - c. evolutionary psychology
 - d. reciprocal determinism

ANS: A PTS: 1 DIF: Factual REF: 55
OBJ: LO 15 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

91. What is one of the key criticisms of Piaget's theory of cognitive development?
- a. He focused too much attention on physiological processes.
 - b. He regularly underestimated the intellectual capabilities of young children.
 - c. He failed to consider the active role that children play in their own development.
 - d. He focused too much attention on role models in directing development.

ANS: B PTS: 1 DIF: Factual REF: 55
OBJ: LO 15 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

92. Which theorist emphasized the importance of social interactions with peers in a child's cognitive development?
- a. Sigmund Freud
 - b. Konrad Lorenz
 - c. Lev Vygotsky
 - d. Karen Horney

ANS: C PTS: 1 DIF: Factual REF: 56
OBJ: LO 16 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

93. According to Vygotsky's sociocultural perspective, when do children learn best?
- a. They are mildly punished for making mistakes.
 - b. They are given expert guidance by teachers.
 - c. They discover new ideas on their own.
 - d. They are rewarded consistently for success.

ANS: B PTS: 1 DIF: Conceptual REF: 56
OBJ: LO 16 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

94. What is one key difference between Vygotsky's sociocultural perspective and Piaget's view of cognitive development?
- From Vygotsky's perspective, cognitive development is less stage-like.
 - From Vygotsky's perspective, cognitive development is more stage-like.
 - From Vygotsky's perspective, the child plays a more active role in his or her own cognitive development.
 - From Vygotsky's perspective, the child plays a more central role in his or her own cognitive development.

ANS: A PTS: 1 DIF: Conceptual REF: 56
OBJ: LO 17 TOP: The Cognitive-Developmental Viewpoint
BLM: Remember

95. In contrast to Piaget's view, how do information-processing theorists view cognitive development?
- as a series of large quantitative changes
 - as a series of large qualitative changes
 - as a series of small quantitative changes
 - as a series of small qualitative changes

ANS: C PTS: 1 DIF: Factual REF: 57
OBJ: LO 18 TOP: The Information-Processing Viewpoint
BLM: Remember

96. In contrast to Piaget's view, how do information-processing theorists view cognitive development?
- as more continuous and less stage-like
 - as more stage-like and less discontinuous
 - as the active role that a child plays in his or her own cognitive development
 - as the passive role in his or her own cognitive development

ANS: A PTS: 1 DIF: Conceptual REF: 57
OBJ: LO 18 TOP: The Information-Processing Viewpoint
BLM: Remember

97. Sabina believes that the best way to help children master math is to start by teaching them the basic building blocks that underlie more complex mathematical operations. She thinks that math skills will increase gradually, as children learn more efficient and effective strategies. Which theories do Sabina's views most clearly reflect?
- social learning
 - information-processing
 - ecological
 - cognitive

ANS: B PTS: 1 DIF: Applied REF: 57
OBJ: LO 18 TOP: The Information-Processing Viewpoint
BLM: Higher Order

98. According to information-processing theory, the human mind is like a computer. In this analogy, what is the mind's software?
- a. the genetic code children inherit from their parents
 - b. mental processes, such as attention, memory, and problem-solving strategies
 - c. social and environmental interactions
 - d. the brain and central nervous system

ANS: B PTS: 1 DIF: Factual REF: 57
OBJ: LO 18 TOP: The Information-Processing Viewpoint
BLM: Remember

99. According to information-processing theory, the human mind is like a computer. In this analogy, what is the mind's hardware?
- a. the genetic code children inherit
 - b. mental processes, such as attention, memory, and problem-solving strategies
 - c. social and environmental interactions
 - d. the central nervous system

ANS: D PTS: 1 DIF: Factual REF: 57
OBJ: LO 18 TOP: The Information-Processing Viewpoint
BLM: Remember

100. What does the ethological view of human development emphasize as an important factor in development?
- a. environmental influences
 - b. innate influences
 - c. cognitive processes
 - d. perceptual processes

ANS: B PTS: 1 DIF: Factual REF: 58
OBJ: LO 19 TOP: The Ethological and Evolutionary Viewpoints
BLM: Remember

101. When Lila's baby cries loudly, Lila responds by feeding him. He then smiles at Lila and makes cooing sounds. How would an evolutionary psychologist explain the behaviours of Lila and her son?
- a. Lila is reinforcing her son's crying and her son is reinforcing Lila's responsiveness to that cry.
 - b. Lila is biologically programmed to respond to her son's cries, and her son is trained to provide reinforcement for his mother's responses.
 - c. Lila is biologically programmed to respond her son's cries, and her son is biologically programmed to respond to his mother.
 - d. Lila is being reinforced for attending to her son's cries, and her son is biologically programmed to respond to his mother.

ANS: C PTS: 1 DIF: Applied REF: 58
OBJ: LO 19 TOP: The Ethological and Evolutionary Viewpoints
BLM: Higher Order

102. Ethological theory views the child as playing an active role in promoting and maintaining which of the following?
- a. the psychosocial stages of development
 - b. learning
 - c. their cognitive development
 - d. social interactions

ANS: D PTS: 1 DIF: Factual REF: 59
OBJ: LO 19 TOP: The Ethological and Evolutionary Viewpoints
BLM: Remember

103. Which period of development do evolutionary psychologists believe is particularly critical for social and emotional development?
- a. the first six months when a child imprints on her new parents
 - b. the first three years
 - c. the early grade-school years
 - d. the adolescent years

ANS: B PTS: 1 DIF: Factual REF: 60
OBJ: LO 19 TOP: The Ethological and Evolutionary Viewpoints
BLM: Remember

104. According to the ethological view, what are sensitive periods in development?
- a. the only time during which imprinting can occur
 - b. the time when young children are least likely to be responsive to environmental experiences
 - c. the time when children are most influenced by reinforcers and punishers
 - d. the time that is optimal for the emergence of particular competencies or behaviours

ANS: D PTS: 1 DIF: Factual REF: 61
OBJ: LO 19 TOP: The Ethological and Evolutionary Viewpoints
BLM: Remember

105. Which criticism might Bandura or Skinner offer regarding ethological theory?
- a. Ethological theory ignores the instinctual aspects of human behaviour.
 - b. The innate responses emphasized in ethological theory are of little developmental significance owing to their rapid modification by learning.
 - c. Ethologists pay insufficient attention to unconscious motives.
 - d. Ethologists ignore the role played by learning in human development.

ANS: B PTS: 1 DIF: Conceptual REF: 61
OBJ: LO 19 TOP: The Ethological and Evolutionary Viewpoints
BLM: Higher Order

106. What is one of the criticisms raised with respect to ethological theories?
- a. Such theories often provide inadequate and post hoc explanations for behaviour.
 - b. Learning overrides any effects that might be the result of biological predispositions claimed to be present by ethologists.
 - c. Ethological theories fail to take into account the continuities that exist in human development.
 - d. Ethologists fail to acknowledge that humans are similar in many ways to other animals.

ANS: A PTS: 1 DIF: Conceptual REF: 61
OBJ: LO 20 TOP: The Ethological and Evolutionary Viewpoints
BLM: Remember

107. What is the result of research on empathy in infants, such as that conducted by Hoffman?
- a. It refutes the ethological view that many social behaviours have a biological basis.
 - b. It supports the ethological view that individuals are innately selfish and self-serving.
 - c. It supports the ethological view that many social behaviours have a biological basis.
 - d. It neither supports nor refutes any of the claims made by ethologists.

ANS: C PTS: 1 DIF: Conceptual REF: 61
OBJ: LO 19 TOP: The Ethological and Evolutionary Viewpoints
BLM: Remember

108. Bronfenbrenner's ecological perspective on learning maintains that the best way to understand the factors that influence development is to study them in which location?
- a. a controlled laboratory setting
 - b. the child's home
 - c. the child's school
 - d. the child's natural environment

ANS: D PTS: 1 DIF: Factual REF: 62
OBJ: LO 21 TOP: The Ecological Systems Viewpoint
BLM: Remember

109. In Bronfenbrenner's ecological systems theory, what is the microsystem?
- a. the activities and interactions that occur in a person's immediate surroundings
 - b. the cultural, subcultural, or social class context within which development occurs
 - c. contexts that children and adolescents are not part of, but which may nevertheless influence their development
 - d. changes in the child, or in any of the ecological contexts of development

ANS: A PTS: 1 DIF: Factual REF: 63
OBJ: LO 21 TOP: The Ecological Systems Viewpoint
BLM: Remember

110. In Bronfenbrenner's ecological systems theory, mass media, government, and local school boards are part of which context of development?
- the microsystem
 - the exosystem
 - the mesosystem
 - the macrosystem

ANS: B PTS: 1 DIF: Factual REF: 63-65
OBJ: LO 21 TOP: The Ecological Systems Viewpoint
BLM: Remember

111. In Bronfenbrenner's ecological systems theory, what is the exosystem?
- the activities and interactions that occur in a person's immediate surroundings
 - the cultural, subcultural, or social class context within which development occurs
 - contexts that children and adolescents are not part of, but which may nevertheless influence their development
 - changes in the child or in any of the ecological contexts of development

ANS: C PTS: 1 DIF: Factual REF: 64
OBJ: LO 21 TOP: The Ecological Systems Viewpoint
BLM: Remember

112. In Bronfenbrenner's ecological systems theory, the employment environment of the child's parents is part of which developmental context?
- the macrosystem
 - the microsystem
 - the mesosystem
 - the exosystem

ANS: D PTS: 1 DIF: Factual REF: 64
OBJ: LO 21 TOP: The Ecological Systems Viewpoint
BLM: Remember

113. Christopher lives on the boundary between two school districts. One school has extra funding for reading programs, whereas the other has extra funding for gifted children. Which school would Bronfenbrenner choose for Christopher?
- the school that more closely matches Christopher's needs because it will provide the better learning environment
 - either school because learning is personal and is not affected by the environment
 - the school with more funding for gifted children
 - the school with more funding for reading programs

ANS: A PTS: 1 DIF: Applied REF: 64
OBJ: LO 21 TOP: The Ecological Systems Viewpoint
BLM: Higher Order

114. What do current developmentalists generally stress as an important factor in developmental outcomes?
- a. It is more important to identify discontinuities than continuities.
 - b. Biological factors and life experiences jointly determine developmental outcomes.
 - c. Environmental forces and life experiences play the major role in development.
 - d. It is more important to identify continuities than discontinuities.

ANS: B PTS: 1 DIF: Factual REF: 67

OBJ: LO 22

TOP: Themes in the Study of Human Development: Questions and Controversies

BLM: Remember

115. What do many contemporary researchers suggest about nature and nurture?
- a. Nature can never be eliminated and thus is more important than nurture in development.
 - b. Nurture is more important to development and can overcome any small influence that nature may have.
 - c. Nature and nurture interact and both are important.
 - d. Neither nature nor nurture is responsible for the final developmental outcomes that are observed.

ANS: C PTS: 1 DIF: Conceptual REF: 67

OBJ: LO 22

TOP: Themes in the Study of Human Development: Questions and Controversies

BLM: Higher Order

116. What did behaviourist John Watson argue about traits?
- a. They arise from experience alone.
 - b. They arise from heredity alone.
 - c. They arise from an interaction of experience and heredity.
 - d. They arise from neither experience nor heredity.

ANS: A PTS: 1 DIF: Factual REF: 66-67

OBJ: LO 22

TOP: Themes in the Study of Human Development: Questions and Controversies

BLM: Remember

117. Developmentalists disagree on the extent to which children contribute directly to their own development. What is this controversy known as?
- a. active/passive
 - b. continuity/discontinuity
 - c. nature/nurture
 - d. id/superego

ANS: A PTS: 1 DIF: Conceptual REF: 67

OBJ: LO 22

TOP: Themes in the Study of Human Development: Questions and Controversies

BLM: Remember

118. Which controversy is concerned with the issue of whether children are self-determined or moulded by external forces?
- a. nature/nurture
 - b. continuity/discontinuity
 - c. universal/particularistic
 - d. active/passive

ANS: D PTS: 1 DIF: Factual REF: 67

OBJ: LO 22

TOP: Themes in the Study of Human Development: Questions and Controversies

BLM: Remember

119. Jamal tells you that he thinks children are at the mercy of forces beyond their control and that it is the parents' fault when children get into trouble. With respect to the activity/passivity issue, what does Jamal's statement reflect?
- a. neither a passivity nor an activity orientation
 - b. a passivity orientation
 - c. an activity orientation
 - d. the fact that activity and passivity combine to produce the final outcome that is observed

ANS: B PTS: 1 DIF: Applied REF: 67

OBJ: LO 22

TOP: Themes in the Study of Human Development: Questions and Controversies

BLM: Higher Order

120. How would a person taking the position that development is discontinuous characterize developmental changes?
- a. as abrupt, qualitative, and often unconnected over time
 - b. as a product of maturational forces
 - c. as gradual, quantitative, and connected over time
 - d. as arising from the child's active role more than from the influence of external forces

ANS: A PTS: 1 DIF: Conceptual REF: 67-68

OBJ: LO 22

TOP: Themes in the Study of Human Development: Questions and Controversies

BLM: Higher Order

121. What do stage theorists argue about developmental changes?
- a. They are qualitative.
 - b. They are quantitative.
 - c. They are gradual.
 - d. They are continuous.

ANS: A PTS: 1 DIF: Factual REF: 68

OBJ: LO 22

TOP: Themes in the Study of Human Development: Questions and Controversies

BLM: Remember

122. Sven tells you that he believes that children experience sudden, abrupt changes in how they perceive rules. Based on this statement, what could you assume that Sven believes about development?
- a. It is universal.
 - b. It is the result of genetic rather than behavioural causes.
 - c. It is the result of maturation.
 - d. It is discontinuous.

ANS: D PTS: 1 DIF: Applied REF: 68
OBJ: LO 22
TOP: Themes in the Study of Human Development: Questions and Controversies
BLM: Remember

123. African crocodiles get bigger each year while they mature, but the basic shape of an elderly crocodile is the same as that of a young one. How is growth in crocodiles best described?
- a. as active
 - b. as eclectic
 - c. as continuous
 - d. as discontinuous

ANS: C PTS: 1 DIF: Applied REF: 68
OBJ: LO 22
TOP: Themes in the Study of Human Development: Questions and Controversies
BLM: Remember

124. What is implied if the developmental curve for a particular skill remains stable for many months and then shows a sudden abrupt improvement, and this pattern is repeated throughout childhood?
- a. The skill advances qualitatively.
 - b. The child interacts with multiple levels of society.
 - c. The skill advances discontinuously through stages.
 - d. Nature has dominated over nurture.

ANS: C PTS: 1 DIF: Conceptual REF: 68
OBJ: LO 22
TOP: Themes in the Study of Human Development: Questions and Controversies
BLM: Remember

125. What do stage models assert about development?
- a. It is a series of abrupt changes.
 - b. It is malleable and based on personal experience.
 - c. It is instinctive and immune from modification.
 - d. It is gradual and continuous.

ANS: A PTS: 1 DIF: Conceptual REF: 68
OBJ: LO 22
TOP: Themes in the Study of Human Development: Questions and Controversies
BLM: Remember

126. Which type of developmental change is recognized by laws that treat child offenders very differently than adult offenders?
- a. unconsciously motivated
 - b. executive
 - c. qualitative
 - d. quantitative

ANS: C PTS: 1 DIF: Applied REF: 68
OBJ: LO 22
TOP: Themes in the Study of Human Development: Questions and Controversies
BLM: Higher Order

127. Freud's emphasis on psychosexual stages reflected which view of developmental change?
- a. continuity
 - b. discontinuity
 - c. passivity
 - d. activity

ANS: B PTS: 1 DIF: Conceptual REF: 68
OBJ: LO 22 TOP: The Psychoanalytic Viewpoint BLM: Remember

128. Freud's belief that early experiences have a long-term effect on personality reflects which view of developmental change?
- a. discontinuity
 - b. continuity
 - c. passivity
 - d. tabula rasa

ANS: B PTS: 1 DIF: Conceptual REF: 68
OBJ: LO 22 TOP: The Psychoanalytic Viewpoint BLM: Remember

129. What is the focus of mechanistic models of development?
- a. the individual whose development is controlled primarily by internal forces
 - b. environmental influences on development
 - c. stage-like changes in development
 - d. the individual whose development is greatly influenced by interactions with others in the environment

ANS: B PTS: 1 DIF: Factual REF: 70
OBJ: LO 23 TOP: Theories and World Views BLM: Remember

130. What is the focus of organismic models of development?
- a. the individual whose development is controlled primarily by internal forces
 - b. environmental influences on development
 - c. continuities in development
 - d. biological organisms and their effect on development

ANS: A PTS: 1 DIF: Factual REF: 70
OBJ: LO 23 TOP: Theories and World Views BLM: Remember

131. What is the focus of contextual models of development?
- the individual whose development is greatly influenced by interactions with others in the environment
 - universal aspects of development that are common to all individuals
 - qualitative changes in development rather than quantitative changes
 - quantitative changes in development rather than qualitative changes

ANS: A PTS: 1 DIF: Factual REF: 70
OBJ: LO 23 TOP: Theories and World Views BLM: Remember

132. After reading the text, David concludes that children are active in their own development. He also believes development proceeds through qualitatively different stages, and that nature and nurture interact to determine the final development outcomes that are observed. Which world view does David's position reflect?
- mechanistic
 - contextual
 - microgenetic
 - organismic

ANS: D PTS: 1 DIF: Applied REF: 70
OBJ: LO 23 TOP: Theories and World Views BLM: Higher Order

133. After reading the textbook, Samantha concludes that children are passive in their own development. She also believes development involves gradual quantitative changes, and that nurture has the most impact on the final development outcomes that are observed. Which world view does Samantha's position reflect?
- microgenetic
 - contextual
 - mechanistic
 - organismic

ANS: C PTS: 1 DIF: Applied REF: 70
OBJ: LO 23 TOP: Theories and World Views BLM: Higher Order

134. After reading the textbook, Ed concludes that children actively influence the environmental contexts that impact their development. He also believes development shows continuities and discontinuities, and that nurture has the most impact on the final development outcomes that are observed. Which world view does Ed's position reflect?
- organismic
 - contextual
 - microgenetic
 - mechanistic

ANS: B PTS: 1 DIF: Applied REF: 70
OBJ: LO 23 TOP: Theories and World Views BLM: Higher Order

135. Of the theories described in the textbook, which one most clearly reflects a mechanistic world view?
- Freud's psychoanalytic theory
 - Bronfenbrenner's ecological systems theory
 - Skinner's learning theory
 - Piaget's cognitive developmental theory

ANS: C PTS: 1 DIF: Conceptual REF: 70
OBJ: LO 23 TOP: Theories and World Views BLM: Remember

SHORT ANSWER

1. Identify three characteristics of good theories and explain what is meant by each of these characteristics.

ANS:
Answers will vary.

PTS: 1 DIF: Factual REF: 41 OBJ: LO 1
TOP: The Nature of Scientific Theories

2. Identify the three personality structures proposed by Freud and briefly describe each of these structures.

ANS:
Answers will vary.

PTS: 1 DIF: Factual REF: 42 OBJ: LO 2
TOP: The Psychoanalytic Viewpoint

3. List each of Freud's five stages of psychosexual development, noting the ages when each stage occurs, and provide a brief description of each stage.

ANS:
Answers will vary.

PTS: 1 DIF: Factual REF: 43 OBJ: LO 3
TOP: The Psychoanalytic Viewpoint

4. Identify three major contributions that Freud's psychoanalytic theory has made to the field of developmental psychology.

ANS:
Answers will vary.

PTS: 1 DIF: Factual REF: 44 OBJ: LO 4
TOP: The Psychoanalytic Viewpoint

5. Identify two main differences between Erikson's psychosocial theory and Freud's psychosexual theory of development.

ANS:

Answers will vary.

PTS: 1 DIF: Factual REF: 44 OBJ: LO 5
TOP: The Psychoanalytic Viewpoint

6. List the first five stages in Erikson's theory of personality development, noting the ages when each stage occurs, and provide a brief description of each stage.

ANS:

Answers will vary.

PTS: 1 DIF: Factual REF: 45 OBJ: LO 6
TOP: The Psychoanalytic Viewpoint

7. List three prominent neo-Freudian theorists and identify the developmental area each individual has been most extensively involved with.

ANS:

Answers will vary.

PTS: 1 DIF: Factual REF: 46 OBJ: LO 7
TOP: The Psychoanalytic Viewpoint

8. Outline the learning view of human development.

ANS:

Answers will vary.

PTS: 1 DIF: Conceptual REF: 46-51 OBJ: LO 8
TOP: The Learning Viewpoint

9. Explain how reinforcers and punishers affect behaviour.

ANS:

Answers will vary.

PTS: 1 DIF: Conceptual REF: 47-48 OBJ: LO 9
TOP: The Learning Viewpoint

10. Identify one key difference between Bandura's cognitive social-learning theory and Skinner's operant learning theory.

ANS:

Answers will vary.

PTS: 1 DIF: Conceptual REF: 48 OBJ: LO 9 | LO 10
TOP: The Learning Viewpoint

11. Describe Bandura's concept of observational learning, including a descriptive example.

ANS:

Answers will vary.

PTS: 1 DIF: Conceptual REF: 48-51 OBJ: LO 10
TOP: The Learning Viewpoint

12. Reciprocal determinism suggests that human development reflects an interaction among three key elements. Identify these three elements and provide an example that illustrates the notion of reciprocal determinism in development.

ANS:

Answers will vary.

PTS: 1 DIF: Conceptual REF: 51-53 OBJ: LO 11
TOP: The Learning Viewpoint

13. Piaget believed that children develop intellectually through the complementary processes of assimilation and accommodation. Use an appropriate example to illustrate each of these two processes.

ANS:

Answers will vary.

PTS: 1 DIF: Conceptual REF: 54 OBJ: LO 13
TOP: The Cognitive-Developmental Viewpoint

14. List each of Piaget's four stages of cognitive development, noting the ages when each stage occurs and the main characteristics of each stage.

ANS:

Answers will vary.

PTS: 1 DIF: Factual REF: 55 OBJ: LO 14
TOP: The Cognitive-Developmental Viewpoint

15. Describe two lasting contributions that Piaget has made to the field of developmental psychology.

ANS:

Answers will vary.

PTS: 1 DIF: Factual REF: 54-55 OBJ: LO 15
TOP: The Cognitive-Developmental Viewpoint

16. Describe Vygotsky's sociocultural model and compare it to Piaget's model of cognitive development.

ANS:

Answers will vary.

PTS: 1 DIF: Conceptual REF: 56 OBJ: LO 16 | LO 17
TOP: The Cognitive-Developmental Viewpoint

17. Compare and contrast the information-processing view of cognitive development with Piaget's view.

ANS:

Answers will vary.

PTS: 1 DIF: Conceptual REF: 56-58 OBJ: LO 18
TOP: The Cognitive-Developmental Viewpoint|The Information-Processing Viewpoint

18. Explain what ethologists mean by a sensitive period, and provide one example of a characteristic that shows evidence of having a sensitive period.

ANS:

Answers will vary.

PTS: 1 DIF: Conceptual REF: 59-60 OBJ: LO 19
TOP: The Ethological and Evolutionary Viewpoints

19. List the five subsystems that make up Bronfenbrenner's ecological systems theory and explain what is included in each subsystem.

ANS:

Answers will vary.

PTS: 1 DIF: Factual REF: 63-64 OBJ: LO 21
TOP: The Ecological Systems Viewpoint

20. Describe the nature/nurture issue as it applies to developmental psychology and explain the contemporary view regarding this issue.

ANS:

Answers will vary.

PTS: 1 DIF: Factual REF: 66-67 OBJ: LO 22
TOP: Themes in the Study of Human Development: Questions and Controversies

21. Describe the active/passive issue as it applies to developmental change.

ANS:

Answers will vary.

PTS: 1 DIF: Factual REF: 67 OBJ: LO 22
TOP: Themes in the Study of Human Development: Questions and Controversies

22. The continuity/discontinuity issue centres on the course of human development. Explain how a theorist from the continuity side of the issue would view development, and contrast that with the view of a theorist who takes a discontinuous view of development.

ANS:

Answers will vary.

PTS: 1 DIF: Conceptual REF: 67-68 OBJ: LO 22
TOP: Themes in the Study of Human Development: Questions and Controversies

23. Describe the two sides to the debate surrounding the holistic nature of development.

ANS:

Answers will vary.

PTS: 1 DIF: Factual REF: 68-69 OBJ: LO 22
TOP: Themes in the Study of Human Development: Questions and Controversies

24. List the key characteristics of the mechanistic, organismic, and contextual models, and identify the developmental theories that match these different views.

ANS:

Answers will vary.

PTS: 1 DIF: Conceptual REF: 70-71 OBJ: LO 23
TOP: Theories and World Views

ESSAY

1. List and describe the major characteristics of a good theory.

ANS:

A good theory is *parsimonious*, which means that it explains many phenomena with few principles and assumptions. A good theory is *testable*, in that it produces hypotheses about behaviour and development under specific circumstances, and a good theory is also *falsifiable* in that the hypotheses can be disconfirmed if they are inaccurate. A good theory is also *heuristic* because it organizes existing knowledge and goes beyond that in attempting to explain human behaviour and development.

PTS: 1 DIF: Conceptual REF: 41 OBJ: LO 1
TOP: The Nature of Scientific Theories

2. Discuss *psychoanalytic theory* in terms of the innate-purity/original-sin issue, the nature-nurture issue, and the activity-passivity issue.

ANS:

In psychoanalytic theory, much emphasis is placed upon socially undesirable impulses from the id that must be either sublimated or repressed, which implies a distinctly negative or *original sin* view of the child. Motivation begins with the id and the instincts, and the child is essentially a prisoner of biology in this respect as well as with regard to being pushed through the developmental stages. Thus the *nature* side is favoured. And the effect of the strongly biological/maturational emphasis as well as the effects of child-rearing practices is that the child is distinctively *passive* in determining the course and outcomes of development.

PTS: 1 DIF: Conceptual REF: 42-43 OBJ: LO 3 | LO 22
TOP: The Psychoanalytic Viewpoint|Themes in the Study of Human Development: Questions and Controversies

3. Discuss *radical behaviourism* in terms of the innate-purity/original-sin issue, the nature-nurture issue, and the activity-passivity issue

ANS:

For Watson, and to some extent for Skinner, the child is a *tabula rasa* that cannot be classified either as innately good or evil; this is a moot point for the radical behaviourists. *Nurture* is clearly favoured by the behaviourists, in their extreme emphasis on the effects of environment in controlling behaviour and determining development, and little attention is given to the possibility of innate motives (other than those involving air, food, and other aspects of staying alive). In turn, the child is extremely *passive* and at the mercy of environmental forces, to the extent that Skinner argues against “free will” or “intrinsic interest” as determinants of anything.

PTS: 1 DIF: Conceptual REF: 46-47 OBJ: LO 2 | LO 8
TOP: Themes in the Study of Human Development: Questions and Controversies|The Learning Viewpoint

4. Discuss *Piaget’s cognitive developmental theory* in terms of the innate-purity/original-sin issue, the nature-nurture issue, and the activity-passivity issue.

ANS:

Curiosity and the desire to learn and understand are innate motives in Piaget’s theorizing, and since these are essentially positive motives, Piaget comes down on the *innate-purity* side of the fence; children’s undesirable motives are typically not considered. In turn, Piaget is not classifiable as either “nature” or “nurture”; he tends to describe development in terms of the *interaction* between biologically determined motives and the opportunities and experiences the child has throughout development. And the child is clearly *active* in seeking knowledge and understanding of the environment through motives such as curiosity.

PTS: 1 DIF: Conceptual REF: 52-54 OBJ: LO 2 | LO 13
TOP: Themes in the Study of Human Development: Questions and Controversies|The Cognitive-Developmental Viewpoint

5. Discuss the *ethological perspective* in terms of the innate-purity/original-sin issue, the nature-nurture issue, and the activity-passivity issue.

ANS:

Ethologists emphasize both “good” and “bad” innate motives and behaviour patterns, and so for them the *innate-purity/original-sin* issue is essentially moot. Research on naturally selected behaviours in humans involves “good” motives such as empathy and altruism, attachment, and so on, as well as “bad” motives such as aggression. In turn, ethologists strongly favour biological and maturation *nature*-oriented explanations of behaviour, noting again their tendency to view behaviour in terms of natural selection and evolutionary pressures. And children are *active* participants in their development, especially with regard to reciprocal determinism.

PTS: 1 DIF: Conceptual REF: 58-60 OBJ: LO 2 | LO 19
TOP: Themes in the Study of Human Development: Questions and Controversies|The Ethological and Evolutionary Viewpoints

6. Sandy is 18 years old and smokes two packs of cigarettes every day. She has been smoking since she was 15; she started because several of her friends did. When asked why she smokes so much, she says simply that it makes her feel good and gives her something to do. (a) What might Freud say about why Sandy smokes? (b) What would Skinner say? (c) What would Bandura say?

ANS:

(a) Freud would want more information on Sandy’s background, with emphasis on her first few years of life. He would also want to know about any other oral habits or behaviours Sandy displays. The best guess, however, is fixation in the oral stage as a result of overfeeding or underfeeding. (b) Skinner and other behaviourists might note that smoking is reinforcing because of physiological effects of the drug, possibly also that smoking is socially reinforced in some situations (especially where other smokers are present). (c) Bandura and other social learning theorists would note Sandy began smoking with her friends, who might well have served as models for the behaviour.

PTS: 1 DIF: Application/Discussion REF: 43 | 47-48
OBJ: LO 3 | LO 9 | LO 10
TOP: The Psychoanalytic Viewpoint|The Learning Viewpoint

Chapter 2 Theories of Human Development

7. Tommy was 4 years old and wanted to be “just like Daddy.” He liked to dress the same way as his dad, and he insists on dressing himself. Tommy also wanted to “fix” things as his dad and mom did, and he seemed satisfied even when he broke what he was trying to fix. Tommy’s dad and mom often commented on how proud they were of their son. (a) What would Freud say about why Tommy imitates his dad’s behaviour? (b) What aspect of Tommy’s behaviour would Piaget be interested in? Why? (c) What would Erikson emphasize about Tommy’s behaviour?

ANS:

(a) Resolution of the Oedipal complex has led to a strong identification with his father. (b) Piaget would be most interested in Tommy’s attempts to understand how things work, which is fostered by his taking things apart and trying to fix them and put them back together. Tommy probably learns by his mistakes as well. And Piaget would note in particular the “self-motivated” nature of Tommy’s attempts to fix things. (c) Erikson might attend to the strong autonomy Tommy is displaying, noting that Tommy is now focused on acquiring “initiative” through acting grown up and seeking responsibilities on his own.

PTS: 1 DIF: Application/Discussion

REF: 43-47 | 53-54

OBJ: LO 3 | LO 6 | LO 13

TOP: The Psychoanalytic Viewpoint|The Cognitive-Developmental Viewpoint

8. Rhonda and Sam are the proud parents of 6-month-old fraternal twins, and they observe that when either infant cries, the other begins to cry soon thereafter. And though the babies cry frequently, the nearest parent always comes to see what is wrong, and changes diapers, and feeds or soothes the babies. Naturally, Rhonda and Sam wonder if they are being too responsive to their babies and therefore teaching them to cry. (a) How might Erikson respond to the parents’ concern? (b) What would Skinner say about why the crying occurs at a high rate? (c) What might an ethologist say?

ANS:

(a) Erikson would argue that parents can hardly be too responsive to their infants during the first year, as they should try to establish a basic sense of trust. (b) Skinner would pay the most attention to the consequences of the behaviour, probably arguing that the parents are maintaining crying at a higher-than-necessary rate. Before passing judgment, however, he would insist on altering the consequences and verifying that the crying behaviour changes. Reinforcement must be demonstrated, not assumed. (c) An ethological interpretation would emphasize the adaptive significance of crying in satisfying needs in turn related to survival. Crying also ensures the adult contact that is necessary for emotional relationships and attachment, factors also ultimately related to survival. An ethologist’s first reaction might be that the frequency of crying is primarily determined by innate factors, at least during the first few months of life.

PTS: 1 DIF: Application/Discussion

REF: 44-45 | 47-48 | 58-59

OBJ: LO 6 | LO 9 | LO 19

TOP: The Psychoanalytic Viewpoint|The Learning Viewpoint|The Ethological and Evolutionary Viewpoints