

## **Chapter 01: The Science of Child Development**

### **Chapter 01 Multiple-Choice Questions**

**1. Viewing infants as *tabulae rasae* suggests that**

- A) infants will develop naturally unless the environment interferes.
- B) experience will mould infants into unique individuals.
- C) nature is more important than nurture.
- D) infants are born with a sense of morality.

**QuestionID:** 01-1-01

**Page-Reference:** 4

**Topic:** Setting the Stage

**Skill:** Factual

**Answer:** B) experience will mould infants into unique individuals.

**2. The idea that the mind of the human infant is a *tabula rasa* at birth reflects the belief that**

- A) experience moulds each person into a unique individual.
- B) children should be left alone so that their good natures can unfold.
- C) heredity plays a major role in an individual's development.
- D) infants cannot think because their minds are blank.

**QuestionID:** 01-1-02

**Page-Reference:** 4

**Topic:** Setting the Stage

**Skill:** Conceptual

**Answer:** A) experience moulds each person into a unique individual.

**3. If parents believe that children are *tabulae rasae* at birth, they are likely to**

- A) leave their children alone so their virtuous natures can unfold.
- B) be very permissive with their children.
- C) assume that nothing they do will have any influence on their children's development.
- D) plan their children's experiences from the moment of their birth.

**QuestionID:** 01-1-03

**Page-Reference:** 4

**Topic:** Setting the Stage

**Skill:** Applied

**Answer:** D) plan their children's experiences from the moment of their birth.

**4. The French philosopher Jean Jacques Rousseau believed that**

- A) the human infant is born a *tabula rasa*.
- B) infants were born with an innate sense of justice and morality.
- C) experience moulds each human into a unique individual.
- D) parents should teach their children rationality and self-control.

**QuestionID:** 01-1-04  
**Page-Reference:** 4  
**Topic:** Setting the Stage  
**Skill:** Factual

**Answer:** B) infants were born with an innate sense of justice and morality.

**5. Heather believes her 12-month-old daughter will develop optimally if Heather gives her freedom to grow naturally and does not try to shape her development. Heather's beliefs about child rearing are most similar to those of**

- A) Sigmund Freud.
- B) Erik Erikson.
- C) John Locke.
- D) Jean Jacques Rousseau.

**QuestionID:** 01-1-05  
**Page-Reference:** 4  
**Topic:** Setting the Stage  
**Skill:** Applied

**Answer:** D) Jean Jacques Rousseau.

**6. Jean-Jacques Rousseau emphasized \_\_\_\_\_ in child rearing.**

- A) parental discipline
- B) parental responsiveness and receptiveness
- C) authoritarian control
- D) a lack of parental involvement

**QuestionID:** 01-1-06  
**Page-Reference:** 4  
**Topic:** Setting the Stage  
**Skill:** Factual

**Answer:** B) parental responsiveness and receptiveness

**7. The detailed, systematic observations of individual children commonly used by scientists in the 19<sup>th</sup> century came to be known as**

- A) blank slates.
- B) baby biographies.
- C) mental tests.
- D) critical periods.

**QuestionID:** 01-1-07  
**Page-Reference:** 5  
**Topic:** Setting the Stage  
**Skill:** Conceptual

**Answer:** B) baby biographies.

8. \_\_\_\_\_ based his ideas about child development on evolutionary theory and was interested in age trends in children's beliefs and feelings.

- A) John Locke
- B) Jean Jacques Rousseau
- C) G. Stanley Hall
- D) Alfred Binet

**QuestionID:** 01-1-08

**Page-Reference:** 5

**Topic:** Setting the Stage

**Skill:** Factual

**Answer:** C) G. Stanley Hall

9. James Mark Baldwin, who set up the first psychology laboratory in Canada at the University of Toronto, preferred \_\_\_\_\_ as a way to do research.

- A) baby biographies
- B) observation
- C) experimental research
- D) introspection

**QuestionID:** 01-1-09

**Page-Reference:** 6

**Topic:** Setting the Stage

**Skill:** Factual

**Answer:** C) experimental research

10. \_\_\_\_\_ uses developmental research to promote healthy development, particularly for vulnerable children and families.

- A) Family policy
- B) Applied developmental science
- C) A quasi-experimental design
- D) The Index of Social Health for Children and Youth (ISHCY)

**QuestionID:** 01-1-10

**Page-Reference:** 6

**Topic:** Setting the Stage

**Skill:** Factual

**Answer:** B) Applied developmental science

11. In child development science, an organized set of ideas that is designed to explain development is referred to as a

- A) theory.
- B) critical period.
- C) *tabula rasa*.
- D) case history.

**QuestionID:** 01-1-11

**Page-Reference:** 8

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** A) theory.

**12. The view that development is a result of the unfolding of a specific and prearranged scheme or plan within the body is characteristic of**

- A) Konrad Lorenz's ethological theory.
- B) Sigmund Freud's psychodynamic theory.
- C) Erik Erikson's psychosocial theory.
- D) Arnold Gesell's maturational theory.

**QuestionID:** 01-1-12

**Page-Reference:** 8

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** D) Arnold Gesell's maturational theory.

**13. \_\_\_\_\_ theory states that child development occurs according to a prearranged scheme or plan within the body.**

- A) Psychodynamic
- B) Ecological
- C) Maturational
- D) Cognitive developmental

**QuestionID:** 01-1-13

**Page-Reference:** 8

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** C) Maturational

**14. Gesell's maturational theory most closely fits with the ideas of**

- A) Jean Jacques Rousseau.
- B) Erik Erikson.
- C) John Locke.
- D) John Watson.

**QuestionID:** 01-1-14

**Page-Reference:** 8

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A) Jean Jacques Rousseau.

**15. Which of the following theories looks at development from a biological perspective?**

- A) Freud's psychosexual theory
- B) Bandura's social cognitive theory
- C) Gesell's maturational theory
- D) Erikson's psychosocial theory

**QuestionID:** 01-1-15

**Page-Reference:** 8

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** C) Gesell's maturational theory

**16. Why was maturational theory eventually discarded?**

- A) It failed to address the impact of environment on children's development.
- B) It overstated the impact of environment on children's development.
- C) It was too focused on learning and not enough on biology.
- D) It failed to address the impact of biology on children's development.

**QuestionID:** 01-1-16

**Page-Reference:** 8

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A) It failed to address the impact of environment on children's development.

**17. An evolutionary perspective is most closely associated with which of the following theories?**

- A) psychosocial
- B) psychodynamic
- C) maturational
- D) ethological

**QuestionID:** 01-1-17

**Page-Reference:** 9

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** D) ethological

**18. When a particular type of learning can take place only during a specific time period, not before or after that period, there is a(n) \_\_\_\_\_ for learning that behaviour.**

- A) instinct
- B) critical period
- C) blank slate
- D) emotional bond

**QuestionID:** 01-1-18

**Page-Reference:** 9

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** B) critical period

**19. According to ethologists, some behaviours can only be learned**

- A) when the behaviour is reinforced and opposing behaviours are punished.
- B) through observational learning.
- C) during a critical period when the organism is biologically programmed to learn that behaviour.
- D) when the conflict between biological drives and society's standards is resolved.

**QuestionID:** 01-1-19

**Page-Reference:** 9

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** C) during a critical period when the organism is biologically programmed to learn that behaviour.

**20. Raeann believes that babies are born with tendencies to form emotional bonds with their caregivers because it makes them more likely to survive. Raeann's beliefs fit most closely with \_\_\_\_\_ theory.**

- A) maturational
- B) psychodynamic
- C) learning
- D) ethological

**QuestionID:** 01-1-20

**Page-Reference:** 9

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** D) ethological

**21. Creating an emotional bond with the mother is sometimes called**

- A) self-efficacy.
- B) adapting.
- C) imprinting.
- D) maturation.

**QuestionID:** 01-1-21

**Page-Reference:** 9

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** C) imprinting.

**22. Jill was the first moving object a newly hatched chick saw. The chick later followed her around, just as if Jill were the chick's mother. The chick's behaviour is a result of**

- A) maturation.
- B) *tabula rasa*.
- C) self-efficacy.
- D) imprinting.

**QuestionID:** 01-1-22

**Page-Reference:** 9

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** D) imprinting.

**23. Sigmund Freud's psychodynamic theory**

- A) emphasizes the influence of early experiences on later development.
- B) suggests that learning is the key to understanding development.
- C) suggests that behaviour should be considered in context.
- D) emphasizes the importance of maturation.

**QuestionID:** 01-1-23

**Page-Reference:** 9

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A) emphasizes the influence of early experiences on later development.

**24. Freud's psychodynamic theory contributed to the field of child development by suggesting that**

- A) learning is more important than maturation.
- B) early experiences establish patterns that endure throughout a person's life.
- C) learned, adaptive behaviours influence later development.
- D) children's cognitive development influences later behaviour.

**QuestionID:** 01-1-24

**Page-Reference:** 9

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** B) early experiences establish patterns that endure throughout a person's life.

**25. Freud based his psychodynamic theory on**

- A) his patients' case histories.
- B) observations of his children.
- C) correlational research studies.
- D) experimental research studies.

**QuestionID:** 01-1-25

**Page-Reference:** 9

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** A) his patients' case histories.

**26. The id**

- A) wants immediate gratification of bodily desires.
- B) provides a sense of morality.
- C) works to resolve conflicts.
- D) presses for socially acceptable actions.

**QuestionID:** 01-1-26

**Page-Reference:** 9

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** A) wants immediate gratification of bodily desires.

**27. Hedy lives according to the philosophy "If it feels good, do it." Hedy's personality appears to be dominated by her**

- A) ego.
- B) imprinting.
- C) superego.
- D) id.

**QuestionID:** 01-1-27

**Page-Reference:** 9

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** D) id.

**28. If an ego could talk, it might say**

- A) "I want to eat NOW!"
- B) "Do you think that is the right and honourable way to act?"
- C) "Let's see if we can discuss this issue calmly and rationally."
- D) "Is that what your mother would do?"

**QuestionID:** 01-1-28

**Page-Reference:** 10

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** C) "Let's see if we can discuss this issue calmly and rationally."

**29. When does the ego start to emerge?**

- A) When the child is five
- B) During the child's first year
- C) It is present at birth
- D) During the child's third year

**QuestionID:** 01-1-29

**Page-Reference:** 10

**Topic:** foundational Theories of Child Development

**Skill:** Factual



**Answer:** B) During the child's first year

**30. The moral agent in a child's personality is the**

- A) ego.
- B) superego.
- C) primitive instincts.
- D) id.

**QuestionID:** 01-1-30

**Page-Reference:** 10

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** B) superego.

**31. Emerson is five years old. She has started to internalize the difference between right and wrong. Which of Freud's three structures has most recently been developed in Emerson?**

- A) ego
- B) id
- C) superego
- D) latency

**QuestionID:** 01-1-31

**Page-Reference:** 10

**Topic:** Foundational Theories of Child Development

**Skill:** applied

**Answer:** C) superego

**32. The oldest scientific perspective on child development is the \_\_\_\_\_ perspective.**

- A) learning
- B) social cognitive
- C) ethological
- D) psychodynamic

**QuestionID:** 01-1-32

**Page-Reference:** 9

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** D) psychodynamic

**33. Freud proposed that children develop in stages. In order, these stages are**

- A) anal, oral, phallic, latency, genital.
- B) genital, anal, oral, phallic, latency.
- C) oral, phallic, anal, genital, latency.
- D) oral, anal, phallic, latency, genital.

**QuestionID:** 01-1-33

**Page-Reference:** 10

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** D) oral, anal, phallic, latency, genital.

34. **Erikson proposed that, late in life, individuals face their final psychosocial crisis:**

- A) industry vs. inferiority.
- B) generativity vs. stagnation.
- C) intimacy vs. isolation.
- D) integrity vs. despair.

**QuestionID:** 01-1-34

**Page-Reference:** 11

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** D) integrity vs. despair.

35. **According to Freud, if we experience conflict during a stage of our development, this could result in \_\_\_\_\_, which means that later in life we will have a tendency to return to behaviours reminiscent of that stage.**

- A) generativity
- B) fixation
- C) latency
- D) a critical period

**QuestionID:** 01-1-35

**Page-Reference:** 10

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** B) fixation

36. **Psychosocial theory is associated with**

- A) Arnold Gesell.
- B) Sigmund Freud.
- C) Erik Erikson.
- D) Albert Bandura.

**QuestionID:** 01-1-36

**Page-Reference:** 10

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** C) Erik Erikson.

**37. Erikson emphasized**

- A) psychological and social aspects of development.
- B) biological and physical aspects of development.
- C) environmental influences on development.
- D) cognitive development.

**QuestionID:** 01-1-37

**Page-Reference:** 10

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A) psychological and social aspects of development.

**38. Erikson proposed a \_\_\_\_\_ theory in which development consists of a sequence of stages, each defined by a unique crisis or challenge.**

- A) biological
- B) learning
- C) psychosocial
- D) cognitive-developmental

**QuestionID:** 01-1-38

**Page-Reference:** 10

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** C) psychosocial

**39. The first of Erikson's stages focuses on the issue of**

- A) industry vs. inferiority.
- B) autonomy vs. shame and doubt.
- C) trust vs. mistrust.
- D) identity vs. identity confusion.

**QuestionID:** 01-1-39

**Page-Reference:** 11

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** C) trust vs. mistrust.

**40. Erikson's theory suggests that 16-year-old Glenn is likely to be facing the challenge of**

- A) realizing that he is an independent person.
- B) establishing an intimate relationship with another person.
- C) developing a sense of trust in the world.
- D) developing a sense of his own identity.

**QuestionID:** 01-1-40

**Page-Reference:** 11

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** D) developing a sense of his own identity.

**41. In Erikson's psychosocial theory,**

- A) outcomes of earlier stages influence how well children deal with the challenges of later stages.
- B) each stage is self-contained and has no influence on other stages.
- C) physical aspects of development are more important than social aspects of development.
- D) the same challenges are faced over and over again in each stage.

**QuestionID:** 01-1-41

**Page-Reference:** 10

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A) outcomes of earlier stages influence how well children deal with the challenges of later stages.

**42. Jaraan was never really able to answer the question "Who am I?" as a teenager. Erikson would predict that during young adulthood, Jaraan will**

- A) be likely to view his life as satisfactory and worth living.
- B) establish a loving relationship with another person.
- C) develop the ability to try new things and handle failure.
- D) have difficulty forming intimate relationships.

**QuestionID:** 01-1-42

**Page-Reference:** 10

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** D) have difficulty forming intimate relationships.

**43. According to Erikson's theory of psychosocial development, development is**

- A) the result of a natural unfolding of biological plans.
- B) determined by the resolution of conflicts between one's biological drives and society's standards of right and wrong.
- C) the result of children's attempts to understand their worlds.
- D) determined by children's resolution of psychological and social crises.

**QuestionID:** 01-1-43

**Page-Reference:** 10

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** D) determined by children's resolution of psychological and social crises.

**44. Experience plays the most important role in which of the following theories?**

- A) maturational
- B) cognitive-developmental
- C) ethological
- D) learning

**QuestionID:** 01-1-44

**Page-Reference:** 11

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** D) learning

45. **Creating an association between a stimulus (e.g., the sound of a bell or the presence of a rat) and a naturally occurring physical response (e.g., salivation or fear) is referred to as**

- A) classical conditioning.
- B) imprinting.
- C) operant conditioning.
- D) fixation.

**QuestionID:** 01-1-45

**Page-Reference:** 11

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A) classical conditioning.

46. **Who was the first theorist to use learning theory to explain child development?**

- A) Sigmund Freud
- B) John Watson
- C) Jean Piaget
- D) Konrad Lorenz

**QuestionID:** 01-1-46

**Page-Reference:** 11

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** B) John Watson

47. **Nehama believes that we could totally understand why children behave as they do if we would just look at the rewards and punishments they've received for their behaviours in the past. Nehama looks at child development as a(n) \_\_\_\_\_ theorist does.**

- A) ecological
- B) cognitive-developmental
- C) psychodynamic
- D) learning

**QuestionID:** 01-1-47

**Page-Reference:** 12

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** D) learning

48. **B.F. Skinner is most closely associated with which of the following concepts?**

- A) imprinting
- B) self-efficacy
- C) operant conditioning
- D) observational learning

**QuestionID:** 01-1-48

**Page-Reference:** 12

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** C) operant conditioning

49. **Beth has installed a doorbell inside her house and trained her dog to press the button when he wants to go outside. When the dog presses the doorbell, Beth rewards him by letting him outside. Which approach did Beth use to train her dog?**

- A) classical conditioning
- B) psychosocial learning
- C) observational learning
- D) operant conditioning

**QuestionID:** 01-1-49

**Page-Reference:** 12

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** D) operant conditioning

50. **Carol begged her father for some candy when they were in the grocery store. Eventually, Carol's father gave in and bought Carol some candy. According to theories of operant conditioning, what is likely to happen the next time Carol and her father go to the grocery store?**

- A) Carol will not beg for candy because her father punished her begging the last time they were in the store.
- B) Carol will not beg for candy because her father reinforced her begging the last time they were in the store.
- C) Carol will beg for candy because her father reinforced her begging the last time they were in the store.
- D) Carol will beg for candy because her father punished her begging the last time they were in the store.

**QuestionID:** 01-1-50

**Page-Reference:** 12

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** C) Carol will beg for candy because her father reinforced her begging the last time they were in the store.

51. **When eight-year-old Chris brought home a report card with all A's his parents gave him one dollar for each A. Chris's parents were attempting to use \_\_\_\_\_ to shape Chris's future behaviour.**

- A) negative reinforcement
- B) positive reinforcement
- C) punishment
- D) self-efficacy

**QuestionID:** 01-1-51

**Page-Reference:** 12

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** B) positive reinforcement

52. **Whenever Krysia hung up her coat and put away her backpack after school, she was excused from setting the table, a chore she detests. Krysia's parents were using \_\_\_\_\_ to modify her behaviour.**

- A) self-efficacy
- B) punishment
- C) negative reinforcement
- D) positive reinforcement

**QuestionID:** 01-1-52

**Page-Reference:** 12

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** C) negative reinforcement

53. **A reward that consists of taking away something unpleasant is called**

- A) positive reinforcement.
- B) negative reinforcement.
- C) extinction.
- D) punishment.

**QuestionID:** 01-1-53

**Page-Reference:** 12

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** B) negative reinforcement.

54. **Seth failed to put away his bicycle at night as he was supposed to do. His father told him that he would not be allowed to ride his bicycle for one week. Seth's father tried to change Seth's behaviour by using**

- A) negative punishment.
- B) positive punishment.
- C) positive reinforcement.
- D) negative reinforcement.

**QuestionID:** 01-1-54

**Page-Reference:** 12

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** A) negative punishment.

55. **A consequence that decreases the future likelihood of the behaviour that it follows is called**

- A) positive reinforcement.
- B) negative reinforcement.
- C) self-efficacy.
- D) punishment.

**QuestionID:** 01-1-55

**Page-Reference:** 12

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** D) punishment.

56. \_\_\_\_\_ **will make a behaviour more likely to occur again, while \_\_\_\_\_ will make a behaviour less likely to occur again.**

- A) Negative reinforcement; negative punishment
- B) Positive punishment; negative punishment
- C) Positive reinforcement; negative reinforcement
- D) Positive punishment; negative punishment

**QuestionID:** 01-1-56

**Page-Reference:** 12

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A) Negative reinforcement; negative punishment

57. **Frank was watching a Saturday morning cartoon in which the main character kicked someone and took away a toy. Frank then walked across the room and kicked his brother Joe and took away Joe's toy just as a cartoon character had done on the TV show. According to social cognitive theory, Frank has just demonstrated**

- A) observational learning or imitation.
- B) punishment for aggressive behaviour.
- C) reinforcement for sharing toys.
- D) imprinting.

**QuestionID:** 01-1-57

**Page-Reference:** 12-13

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** A) observational learning or imitation.

58. **Amanda noticed that whenever other children asked a question in class, their teacher seemed to get mad at them. Amanda decided not to ask her teacher for help, even though she needed it and her teacher had never seemed to be angry with her. Amanda's behaviour was shaped by**

- A) positive reinforcement.
- B) negative reinforcement.
- C) observational learning.
- D) self-efficacy.



**QuestionID:** 01-1-58

**Page-Reference:** 12-13

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** C) observational learning.

59. **Nate watched another boy pull a girl's hair. Nate is most likely to imitate the boy's behaviour if**

- A) the boy is not very popular.
- B) a teacher sends Nate to time-out.
- C) the girl smiled at the boy after he pulled her hair.
- D) the boy is not very nice to others.

**QuestionID:** 01-1-59

**Page-Reference:** 13

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** C) the girl smiled at the boy after he pulled her hair.

60. **Social cognitive theory extended operant conditioning theory by adding the concept of**

- A) observational learning.
- B) punishment.
- C) reinforcement.
- D) genetic influences.

**QuestionID:** 01-1-60

**Page-Reference:** 13

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A) observational learning.

61. **Six-year-old Sarah had been watching her older brother and sister in swim meets for several years. Sarah believed she was a good swimmer too, and eagerly entered her first swim meet shortly after she turned six. Bandura would say that \_\_\_\_\_ played a role in Sarah's desire to imitate her siblings.**

- A) genetic factors
- B) self-efficacy
- C) punishment
- D) negative reinforcement

**QuestionID:** 01-1-61

**Page-Reference:** 13

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** B) self-efficacy

**62. One difference between Skinner's operant conditioning and Bandura's social cognitive theory is that**

- A) Bandura believes children play an active role in their own development while Skinner sees them as being passively shaped by the environment.
- B) Skinner views reinforcement and punishment as being important while Bandura does not.
- C) Skinner believes that self-efficacy influences behaviour while Bandura does not.
- D) Bandura emphasizes rewards and punishment while Skinner does not.

**QuestionID:** 01-1-62

**Page-Reference:** 13-14

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A) Bandura believes children play an active role in their own development while Skinner sees them as being passively shaped by the environment.

**63. The cognitive-developmental perspective is mainly concerned with**

- A) experience.
- B) personality.
- C) thinking.
- D) context.

**QuestionID:** 01-1-63

**Page-Reference:** 14

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** C) thinking.

**64. Jean Piaget is associated with \_\_\_\_\_ theory.**

- A) ecological
- B) psychodynamic
- C) learning
- D) cognitive-developmental

**QuestionID:** 01-1-64

**Page-Reference:** 14

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** D) cognitive-developmental

**65. Piaget believed that children**

- A) are passively shaped by their experiences.
- B) actively try to make sense of their world.
- C) learn through a series of reinforcements and punishments.
- D) face a series of conflicts or challenges as they develop.

**QuestionID:** 01-1-65

**Page-Reference:** 14

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** B) actively try to make sense of their world.

66. **Jean Piaget's theory of cognitive development focused on**

- A) the resolution of psychological crises.
- B) improvements in mental hardware and software.
- C) children's creation of "theories" that help them understand their worlds.
- D) adaptive behaviours that are learned during critical periods.

**QuestionID:** 01-1-66

**Page-Reference:** 14

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** C) children's creation of "theories" that help them understand their worlds.

67. **Your neighbour tells you about his little boy who is always manipulating objects "just like a scientist trying to test his theory about the world." Having just read the first chapter of your child development textbook, you reply, "You sound just like**

- A) B.F. Skinner!"
- B) Sigmund Freud!"
- C) Urie Bronfenbrenner!"
- D) Jean Piaget!"

**QuestionID:** 01-1-67

**Page-Reference:** 14

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** D) Jean Piaget!"

68. **Piaget stated that children's theories about the world**

- A) remain the same until adulthood.
- B) undergo three major changes during development.
- C) are never tested by the children.
- D) are based on what adults tell them.

**QuestionID:** 01-1-68

**Page-Reference:** 14

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** B) undergo three major changes during development.

69. **Piaget claimed that radical revisions occur \_\_\_\_\_ time(s) during development.**

- A) one
- B) three
- C) four
- D) seven

**QuestionID:** 01-1-69

**Page-Reference:** 14

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** B) three

70. **Which shows the correct sequence of Piaget's stages of cognitive development?**

- A) preoperational, concrete operational, formal operational, sensorimotor
- B) sensorimotor, concrete operational, preoperational, formal operational
- C) sensorimotor, preoperational, concrete operational, formal operational
- D) concrete operational, formal operational, sensorimotor, preoperational

**QuestionID:** 01-1-70

**Page-Reference:** 15

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** C) sensorimotor, preoperational, concrete operational, formal operational

71. \_\_\_\_\_ **was a theorist who was primarily interested in ways that adults convey cultural beliefs to children.**

- A) Piaget
- B) Skinner
- C) Freud
- D) Vygotsky

**QuestionID:** 01-1-71

**Page-Reference:** 15

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** D) Vygotsky

72. **Caitlyn has grown up in a family that has a long history of baking. Her parents own a bakery that was passed down to them from Caitlyn's grandparents. She has learned, from working with her parents and grandparents, how to make dough, roll dough, and how to ultimately bake the loaves of bread. Caitlyn can almost be viewed as an 'apprentice' working with her family. Which theory best explains Caitlyn's upbringing?**

- A) Freud's psychodynamic theory
- B) Vygotsky's theory of contextual development
- C) Biological theory
- D) Bronfenbrenner's theory of ecological systems

**QuestionID:** 01-1-72

**Page-Reference:** 16

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** B) Vygotsky's theory of contextual development

73. According to \_\_\_\_\_ theory, development is a result of how conflicts are resolved.

- A) biological
- B) learning
- C) cognitive-developmental
- D) psychodynamic

**QuestionID:** 01-1-73

**Page-Reference:** 9

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** D) psychodynamic

74. Biology is to environment as \_\_\_\_\_ theory is to \_\_\_\_\_ theory.

- A) maturational; learning
- B) psychosocial; ethological
- C) Piaget's; Freud's
- D) psychodynamic, Erikson's psychosocial

**QuestionID:** 01-1-74

**Page-Reference:** 18

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A) maturational; learning

75. One example of a theory with a learning perspective is

- A) Erikson's theory.
- B) Bandura's social cognitive theory.
- C) Piaget's theory.
- D) Freud's theory.

**QuestionID:** 01-1-75

**Page-Reference:** 13

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** B) Bandura's social cognitive theory.

**76. According to Bronfenbrenner, the people and objects in an individual's immediate environment represent the**

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

**QuestionID:** 01-1-76

**Page-Reference:** 16

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** C) microsystem.

**77. According to Bronfenbrenner's Ecological Systems Theory, the dimension in which all other systems change over time is called the**

- A) macrosystem.
- B) mesosystem.
- C) chronosystem.
- D) microsystem.

**QuestionID:** 01-1-77

**Page-Reference:** 17

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** C) chronosystem.

**78. Research by David De Wit and colleagues has shown that the Big Brothers Big Sisters programs**

- A) alleviate emotional problems and anxieties and improve the social skills of children.
- B) help children do better in school, but don't have much of an impact on social skills.
- C) have no impact on children at all.
- D) improve social skills of children, but don't help in other domains.

**QuestionID:** 01-1-78

**Page-Reference:** 18

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** A) alleviate emotional problems and anxieties and improve the social skills of children.

**79. The idea of continuity in development**

- A) is consistent with the view that behaviour during the preschool years is not related to behaviour during later childhood.
- B) means that development in one domain is related to development in other domains.
- C) is consistent with the view that early development is related to later development.
- D) means that development is jointly influenced by heredity and environment.

**QuestionID:** 01-1-79

**Page-Reference:** 20

**Topic:** Themes in Child-Development Research

**Skill:** Conceptual

**Answer:** C) is consistent with the view that early development is related to later development.

**80. Which of the following is true of the five perspectives (psychodynamic, learning, contextual, cognitive-developmental, biological) used to explain child development?**

- A) No single perspective on its own provides a truly complete explanation of all aspects of children's development
- B) The biological perspective has been shown to be superior to the other four approaches
- C) The learning perspective is best at explaining how children's thinking changes as they grow older
- D) The psychodynamic approach is the most widely used today

**QuestionID:** 01-1-80

**Page-Reference:** 19

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A) No single perspective on its own provides a truly complete explanation of all aspects of children's development

**81. Yvonne was a busy, energetic child who grew up to be a busy, energetic adult. Yvonne provides an example of**

- A) the influence of nurture on development.
- B) continuity in development.
- C) the connectedness of different domains of development.
- D) the active role of the child in development.

**QuestionID:** 01-1-81

**Page-Reference:** 20

**Topic:** Themes in Child-Development Research

**Skill:** Applied

**Answer:** B) continuity in development.

**82. The continuity-discontinuity issue addresses the question of whether**

- A) genes or environment are most important.
- B) development in different domains is related.
- C) children actively influence their own development.
- D) early development is related to later development.

**QuestionID:** 01-1-82

**Page-Reference:** 20

**Topic:** Themes in Child-Development Research

**Skill:** Factual

**Answer:** D) early development is related to later development.

**83. The nature-nurture issue is concerned with**

- A) the connection of development in one domain to development in other domains.
- B) the role that children play in influencing their own development.
- C) the roles that biology and environment play in development.
- D) how early development is related to later development.

**QuestionID:** 01-1-83

**Page-Reference:** 21

**Topic:** Themes in Child-Development Research

**Skill:** Conceptual

**Answer:** C) the roles that biology and environment play in development.

84. Jackie feels that superior genes are the primary reason her daughter Jacqueline is intellectually gifted. Jackie believes in the importance of

- A) the active child.
- B) continuity.
- C) nature.
- D) the connection of domains.

**QuestionID:** 01-1-84

**Page-Reference:** 21

**Topic:** Themes in Child-Development Research

**Skill:** Applied

**Answer:** C) nature.

85. Travis insists that people are the masters of their own destinies. Travis believes in

- A) the active child.
- B) the passive child.
- C) continuity.
- D) discontinuity.

**QuestionID:** 01-1-85

**Page-Reference:** 21

**Topic:** Themes in Child-Development Research

**Skill:** Conceptual

**Answer:** A) the active child.

86. Ximena and Chris believe that they don't need to worry about parenting their new son, Brant, because he was born with a good nature and his good nature will determine his outcomes in life. Chris and Ximena's views of parenting are consistent with the \_\_\_\_\_ of the \_\_\_\_\_ issue.

- A) nature; nature-nurture
- B) passive; active-passive child
- C) connection; connection of domains
- D) continuity; continuity-discontinuity

**QuestionID:** 01-1-86

**Page-Reference:** 21

**Topic:** Themes in Child-Development Research

**Skill:** Applied

**Answer:** A) nature; nature-nurture



87. Michael and Lisa are new parents and they believe that their actions will influence their new son. They don't think that their son's behaviour will influence their parenting. Michael and Lisa's views of parenting are consistent with the \_\_\_\_\_ position of the \_\_\_\_\_ issue.

- A) nature; nature-nurture
- B) passive; active-passive child
- C) connection; connection of domains
- D) continuity; continuity-discontinuity

**QuestionID:** 01-1-87

**Page-Reference:** 21

**Topic:** Themes in Child-Development Research

**Skill:** Conceptual

**Answer:** B) passive; active-passive child

88. Who was 'correct' about child development? Locke (child as blank slate) or Rousseau (development unfolding naturally)?

- A) Locke was correct. Experiences are crucial to a child's development.
- B) They were both correct. Experiences are crucial but a child's temperament can change what experiences he or she has access to.
- C) Rousseau was correct. The child's unique characteristics are crucial to a child's development.
- D) Neither were correct. Development is discontinuous.

**QuestionID:** 01-1-88

**Page-Reference:** 21

**Topic:** Themes in Child-Development Research

**Skill:** Conceptual

**Answer:** B) They were both correct. Experiences are crucial but a child's temperament can change what experiences he or she has access to.

89. Based on her experience in rearing five children, Elaine believes that personality influences the rate of physical-motor development. Elaine appears to take the view that

- A) development is always jointly influenced by heredity and environment.
- B) early development is related to later development.
- C) development in different domains is connected.
- D) children are at the mercy of the environment.

**QuestionID:** 01-1-89

**Page-Reference:** 22

**Topic:** Themes in Child-Development Research

**Skill:** Applied

**Answer:** C) development in different domains is connected.

90. Which of the following statements best represents the prevailing view among developmentalists?

- A) Social development is not related to cognitive development.
- B) Physical development is not related to cognitive development.
- C) Social development is not related to physical development.
- D) Physical, social, and cognitive development are interrelated.

**QuestionID:** 01-1-90

**Page-Reference:** 22

**Topic:** Themes in Child-Development Research

**Skill:** Conceptual

**Answer:** D) Physical, social, and cognitive development are interrelated.

**91. Irina wants to study infant language development. She decides to watch 10 babies once a month from birth to two years of age and write down the sounds they make and the words they use. Irina is using**

- A) self-report.
- B) systematic observation.
- C) sampling behaviour with tasks.
- D) interviews.

**QuestionID:** 01-1-91

**Page-Reference:** 24

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** B) systematic observation.

**92. Research measures that involve watching children's unprompted behaviour in real-life settings are referred to as**

- A) structured observations.
- B) tasks that sample behaviour.
- C) self-report measures.
- D) naturalistic observations.

**QuestionID:** 01-1-92

**Page-Reference:** 24

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** D) naturalistic observations.

**93. Which of the following is true of naturalistic observations?**

- A) Researchers usually record all of a child's behaviours.
- B) Because children are being observed in their natural settings, the behaviour of interest is less likely to be disturbed.
- C) This method is useful for studying phenomena that occur rarely.
- D) This method is useful for studying behaviours that occur in private settings.

**QuestionID:** 01-1-93

**Page-Reference:** 24

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** B) Because children are being observed in their natural settings, the behaviour of interest is less likely to be disturbed.

94. The factors subject to change that a researcher records in an observation are referred to as

- A) variables.
- B) samples.
- C) populations.
- D) correlation coefficients.

**QuestionID:** 01-1-94

**Page-Reference:** 24

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** A) variables.

95. Which of the following is a variable?

- A) The number of siblings a child has.
- B) A child who participates in a study.
- C) The results of a study.
- D) A checklist used to record information about a child's behaviour.

**QuestionID:** 01-1-95

**Page-Reference:** 24

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** A) The number of siblings a child has.

96. Pepler, Craig, and Roberts (1998) used \_\_\_\_\_ to study prosocial and aggressive behaviour on Toronto's playgrounds.

- A) naturalistic observation
- B) structured observation
- C) self-report data
- D) experimental data

**QuestionID:** 01-1-96

**Page-Reference:** 24

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A) naturalistic observation

97. Laible, Panfile, and Makariev (2008) found a weak positive (.31) correlation between mother-child dyad's ability to resolve a conflict in two settings. This means

- A) there was no relationship between ability to resolve the conflict in setting one vs. setting two.
- B) if the dyad resolved the conflict in one setting there was a high likelihood that they would also resolve it in the second setting.
- C) if the dyad resolved the conflict in one setting, they were somewhat likely to resolve it in the second—but there were many dyads who did not conform to this pattern.
- D) if the dyad resolved the conflict in one setting there was a high likelihood that they would not resolve it in the second setting.

**QuestionID:** 01-1-97

**Page-Reference:** 29-30

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** C) if the dyad resolved the conflict in one setting, they were somewhat likely to resolve it in the second—but there were many dyads who did not conform to this pattern.

98. The \_\_\_\_\_ design has been referred to as a "snapshot" taken at one point in time.

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

**QuestionID:** 01-1-98

**Page-Reference:** 35

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** C) cross-sectional

99. Mary chose to assess the quality of infants' relationships with their caregivers by observing infants in a laboratory situation wherein the infants experienced a series of separations from and reunions with their caregivers. What kind of measure did Mary use?

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

**QuestionID:** 01-1-99

**Page-Reference:** 24

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** C) structured observation

100. One drawback of structured observations is that

- A) the artificial nature of the setting may distort the behaviour of interest.
- B) they cannot be used to study behaviours that occur naturally only rarely.
- C) they can only be used to study behaviours that occur in public settings.
- D) they cannot be performed in a laboratory.

**QuestionID:** 01-1-100

**Page-Reference:** 25

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A) the artificial nature of the setting may distort the behaviour of interest.

**101. What is one of the possible problems with the research conducted by Sturge-Apple et al. (2010)?**

- A) It allowed researchers to gain insight into parental behaviour
- B) The moms in the study may have known they were being videotaped and thus may have displayed their best parenting behaviour
- C) The children wanted to continue playing, not clean up
- D) The situation was moderately challenging for the mothers

**QuestionID:** 01-1-101

**Page-Reference:** 25

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** B) The moms in the study may have known they were being videotaped and thus may have displayed their best parenting behaviour

**102. Which of the following statements best describes observer bias?**

- A) Children tend to watch a researcher more than their parents.
- B) We are more likely to notice events that fit into our theories.
- C) Children are often unaware that they are being watched.
- D) We are more likely to behave nicely when people are watching us.

**QuestionID:** 01-1-102

**Page-Reference:** 25

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** B) We are more likely to notice events that fit into our theories.

**103. What might a researcher do to avoid a potential observation bias?**

- A) Establishing behavioural definitions and observational guidelines prior to the observations.
- B) Make sure he or she is observing carefully.
- C) Clearly explain the research with the participants.
- D) Perform the study multiple times.

**QuestionID:** 01-1-103

**Page-Reference:** 25

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A) Establishing behavioural definitions and observational guidelines prior to the observations.

**104. Jack has designed a method of evaluating aggressiveness. He has found that a child who scores high in aggressiveness on one day is likely to score low on aggressiveness another day. This is a problem of:**

- A) reliability.
- B) observer influence.
- C) observer bias.
- D) concurrent validity.

**QuestionID:** 01-1-104

**Page-Reference:** 28

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** A) reliability.

105. **Which of the following refers to our tendency to act differently when we know someone is watching us?**

- A) observer bias
- B) habituation
- C) reliability
- D) observer influence

**QuestionID:** 01-1-105

**Page-Reference:** 25

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** D) observer influence

106. **An infant comes to the lab to be observed. At first, she is very shy and seems uncomfortable with the researcher, but after a few minutes she doesn't seem to even notice the researcher. What has happened here?**

- A) reliability
- B) blind observation
- C) habituation
- D) a longitudinal study

**QuestionID:** 01-1-106

**Page-Reference:** 25

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** C) habituation

107. **Which of the following measures involves sampling behaviour with a task?**

- A) putting a number of objects in front of a child and having the child count them
- B) listening to children's everyday conversations and recording the complexity of their sentence structures
- C) asking children how much television they watch in one week
- D) having children fill out a questionnaire about their study habits

**QuestionID:** 01-1-107

**Page-Reference:** 26

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** A) putting a number of objects in front of a child and having the child count them

108. **Which of the following is a strength associated with measures that sample behaviour with tasks?**

- A) Children's behaviour is seen as it occurs naturally.
- B) They almost always validly represent real-life behaviours.
- C) They are convenient to use.
- D) They assure representative sampling.

**QuestionID:** 01-1-108

**Page-Reference:** 26

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** C) They are convenient to use.

109. **Which of the following is true of sampling behaviour with tasks?**

- A) Sampling behaviour with tasks may not really sample the behaviour of interest.
- B) Sampling behaviour with tasks can be used to observe behaviour directly.
- C) Sampling behaviour with tasks isn't a popular method because it isn't convenient to use.
- D) Sampling behaviour with tasks might lead some children to provide socially acceptable answers.

**QuestionID:** 01-1-109

**Page-Reference:** 26

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A) Sampling behaviour with tasks may not really sample the behaviour of interest.

110. \_\_\_\_\_ **measures ask children questions about the topic of interest.**

- A) Naturalistic observation
- B) Structured observation
- C) Sampling behaviour with tasks
- D) Self-report

**QuestionID:** 01-1-110

**Page-Reference:** 26

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** D) Self-report

111. **Which of the following is a problem with the use of self-report?**

- A) Answers do not lead directly to information on the topic of interest.
- B) Children may provide answers that are socially acceptable.
- C) The collection of information is not convenient.
- D) Children have very accurate memories so their answers regarding past events can be trusted.

**QuestionID:** 01-1-111

**Page-Reference:** 26

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** B) Children may provide answers that are socially acceptable.

**112. Alvaro is interested in finding out how children's conceptions of death change with age. He decides to interview children and ask them questions such as "What happens when people die?" and "Do people eat when they die?" Alvaro is using a form of \_\_\_\_\_ to measure children's conceptions of death.**

- A) naturalistic observation
- B) self-report
- C) sampling behaviour with tasks
- D) structured observation

**QuestionID:** 01-1-112

**Page-Reference:** 26

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** B) self-report

**113. Clara is trying to learn more about children's television viewing. She decides that she is going to ask children to provide their own answers to her questions about the types of shows they like to watch and how long they spend watching them. She decides to use self-report. What is a likely reason for her choice of research method?**

- A) Children may not remember how much time they spend watching television.
- B) Children are more likely to be influenced by response bias.
- C) There aren't any other research methods that would work for this type of research.
- D) It is convenient, allowing her to reach groups of children.

**QuestionID:** 01-1-113

**Page-Reference:** 26

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** D) It is convenient, allowing her to reach groups of children.

**114. The tendency to select socially acceptable answers is called**

- A) response bias.
- B) self-report.
- C) validity.
- D) sampling behaviour.

**QuestionID:** 01-1-114

**Page-Reference:** 26

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** A) response bias.



**115. Abe is investigating moral reasoning by asking children what they would do in different situations, such as if one of their friends would shoplift when they were together. He is concerned that children may be giving him the answers they think he wants to hear rather than their genuine feelings about what they would really do. Abe is worried about**

- A) cohort effects.
- B) representative sampling.
- C) response bias.
- D) confidentiality.

**QuestionID:** 01-1-115

**Page-Reference:** 26

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** C) response bias.

**116. Which of the following is a weakness of self-report measures?**

- A) They are difficult to use with behaviours that are rare or that typically occur in private settings.
- B) They may be invalid because they cannot sample behaviour as it occurs naturally.
- C) They may be invalid because structured settings distort the behaviour.
- D) They may be invalid because children answer incorrectly due to forgetting or response bias.

**QuestionID:** 01-1-116

**Page-Reference:** 26

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** D) They may be invalid because children answer incorrectly due to forgetting or response bias.

**117. What are examples of physiological methods that can be used in research with children?**

- A) heart rate measurements and cortisol level measurement
- B) self-report
- C) systematic observation
- D) sampling behaviour with tasks

**QuestionID:** 01-1-117

**Page-Reference:** 27

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A) heart rate measurements and cortisol level measurement

**118. A measure is \_\_\_\_\_ if the results are consistent over time.**

- A) representative
- B) reliable
- C) valid
- D) a sample

**QuestionID:** 01-1-118

**Page-Reference:** 28

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** B) reliable

119. If Mohammed took the same achievement test three different times and received scores of 100, 55, and 75, the test would have low levels of

- A) validity.
- B) representativeness.
- C) sampling behaviour.
- D) reliability.

**QuestionID:** 01-1-119

**Page-Reference:** 28

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** D) reliability.

120. \_\_\_\_\_ refers to whether a measure really measures what it is intended to measure.

- A) Validity
- B) Reliability
- C) Sampling
- D) Stability

**QuestionID:** 01-1-120

**Page-Reference:** 28

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** A) Validity

121. To measure children's social skill, you decide to use the number of interactions children have with other children. As you collect data, you notice that some children who have many interactions do not seem to be very socially skilled because many of their interactions are negative. This makes you question the \_\_\_\_\_ of your measure.

- A) sampling
- B) stability
- C) validity
- D) reliability

**QuestionID:** 01-1-121

**Page-Reference:** 28

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** C) validity

122. A researcher is interested in the development of early math skills in Canadian preschool females. He observes 25 children at a local day care centre. The population he is studying is

- A) humans.
- B) Canadian children.
- C) Canadian preschool females.
- D) the 25 children at the local day care centre.

**QuestionID:** 01-1-122

**Page-Reference:** 28

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** C) Canadian preschool females.

123. Ludmilla is interested in finding out how children typically learn math concepts. She found a class of gifted math students willing to be her subjects. What might be an issue with using that particular group of students as subjects?

- A) response bias
- B) representative sampling
- C) structured setting
- D) cohort effects

**QuestionID:** 01-1-123

**Page-Reference:** 28

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** B) representative sampling

124. Correlations can range from

- A) 0 to 100.
- B) 1 to 10.
- C) -1.00 to 1.00.
- D) -.10 to .10.

**QuestionID:** 01-1-124

**Page-Reference:** 29

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** C) -1.00 to 1.00.

125. A correlation coefficient of 0.0 indicates what about the relation between two variables?

- A) The two variables are directly related.
- B) The two variables are inversely related.
- C) The two variables are completely unrelated.
- D) This coefficient indicates which variable was the "cause" and which the "effect."

**QuestionID:** 01-1-125

**Page-Reference:** 29

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** C) The two variables are completely unrelated.

126. The symbol for *correlational coefficient* is

- A) *c*.
- B) *m*.
- C) *z*.
- D) *r*.

**QuestionID:** 01-1-126

**Page-Reference:** 29

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** D) *r*.

127. In a correlational study

- A) factors are manipulated to determine whether they are related.
- B) it is possible to determine whether there is a causal relationship between two variables.
- C) it is possible to determine whether two variables are related, but not whether there is a causal relationship between the variables.
- D) there is an independent variable and a dependent variable.

**QuestionID:** 01-1-127

**Page-Reference:** 30

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** C) it is possible to determine whether two variables are related, but not whether there is a causal relationship between the variables.

128. A correlation of .82 was found between the number of hours studied and final exam scores. This means that

- A) students who studied less received higher exam scores.
- B) students who studied less received lower exam scores.
- C) studying caused students to receive higher exam scores.
- D) the amount of studying was unrelated to exam scores.

**QuestionID:** 01-1-128

**Page-Reference:** 29

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** B) students who studied less received lower exam scores.

**129. A high correlation between a child's behaviour (e.g., being aggressive) and that of her parents (e.g., spanking) indicates that**

- A) the child's aggression caused the spanking.
- B) the spanking caused the aggression.
- C) shared aggressive genes, a third factor, caused the child's aggression and the parents' spanking.
- D) aggression and spanking are related but correlations do not indicate causality.

**QuestionID:** 01-1-129

**Page-Reference:** 30

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** D) aggression and spanking are related but correlations do not indicate causality.

**130. In an experimental study, the \_\_\_\_\_ is manipulated to observe its effects on another variable.**

- A) dependent variable
- B) independent variable
- C) correlation coefficient
- D) random assignment

**QuestionID:** 01-1-130

**Page-Reference:** 30-31

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** B) independent variable

**131. A researcher is interested in how the scores that children receive on a spelling test are affected by the amount of food that they eat for lunch. The independent variable is**

- A) the age of the children.
- B) the scores on the spelling test.
- C) the words on the spelling test.
- D) the amount of food eaten for lunch.

**QuestionID:** 01-1-131

**Page-Reference:** 30

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** D) the amount of food eaten for lunch.

**132. Sonja conducts an experiment to determine whether listening to music affects emotional state. She has children wait alone in a room that either did or did not have music playing and then has them complete a questionnaire asking about their current level of happiness. The independent variable in this study is**

- A) how happy they were before the study began.
- B) being alone in the room while waiting.
- C) whether or not music was playing in the room.
- D) their level of happiness as rated on the questionnaire.

**QuestionID:** 01-1-132

**Page-Reference:** 30

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** C) whether or not music was playing in the room.

**133. The variable in an experiment that is observed to see if it changes when another variable is manipulated is called the**

correlation coefficient.

independent variable.

cohort.

dependent variable.

**QuestionID:** 01-1-133

**Page-Reference:** 30-31

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** D) dependent variable.

**134. Yuri is interested in finding out whether exercise affects boys' and girls' performance on a memory task. The dependent variable in this situation is**

A) memory performance.

B) the amount of exercise.

C) the age of the children.

D) gender.

**QuestionID:** 01-1-134

**Page-Reference:** 30-31

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** A) memory performance.

**135. Professor Gordon is studying the effects of peer relationships on emotional well-being in Canadian children. She collects information from a sample of 900 Grade 3 children. Although she has a lot of information about these particular 900 children, what does she need to do in order to draw conclusions about Canadian Grade 3 children?**

A) Prove her null hypothesis.

B) Interview every Grade 3 child in Canada.

C) Discuss the findings with researchers in other countries.

D) Calculate inferential statistics.

**QuestionID:** 01-1-135

**Page-Reference:** 31

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** D) Calculate inferential statistics.

**136. In an experiment, the null hypothesis states**

- A) the debriefing information for the participants in this experiment.
- B) that the researcher will find what his/her theory predicts.
- C) the previous findings in this area of research.
- D) that no significant effect will be found in this experiment.

**QuestionID:** 01-1-136

**Page-Reference:** 31

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** D) that no significant effect will be found in this experiment.

**137. A weakness of experimental studies is that**

- A) they cannot be used to determine cause and effect.
- B) results may not be representative of real-life behaviour.
- C) they cannot be used in a laboratory setting.
- D) they are usually expensive.

**QuestionID:** 01-1-137

**Page-Reference:** 32

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** B) results may not be representative of real-life behaviour.

**138. Nora conducts an experimental study and finds that her resulting probability is .03. What does this mean?**

- A) Her results are not significant.
- B) Her results are attributed to the experimental manipulation 3 times in 100.
- C) Her results are significant.
- D) She will accept the null hypothesis.

**QuestionID:** 01-1-138

**Page-Reference:** 31

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** C) Her results are significant.

**139. Kyoung-Lae conducts an experimental study and after subjecting his results to statistical analyses, decides to reject the null hypothesis. What does this mean?**

- A) His results are significant.
- B) His results are due to chance.
- C) His probability is greater than .05.
- D) There was a problem in his research methodology.

**QuestionID:** 01-1-139

**Page-Reference:** 31

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** A) His results are significant.

**140. A strength of experimental studies is that**

- A) they measure behaviour in a natural setting.
- B) no manipulation of variables is done.
- C) they allow conclusions about cause and effect.
- D) only a single study is needed to definitely settle a question.

**QuestionID:** 01-1-140

**Page-Reference:** 30

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** C) they allow conclusions about cause and effect.

**141. Field experiments**

- A) involve manipulation of independent variables.
- B) occur in a laboratory setting.
- C) do not allow investigators to draw conclusions about cause and effect.
- D) are usually fairly easy to conduct.

**QuestionID:** 01-1-141

**Page-Reference:** 32

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** A) involve manipulation of independent variables.

**142. Dr. Land conducted a study in a preschool to test his hypothesis that the amount of unstructured time (free play) in a day affects the amount of unruliness that children display. Teachers systematically varied the amount of free play each day for a month, and Dr. Land's research assistants recorded the amount of unruliness children displayed each day. This study would best be described as a(n)**

- A) correlational study.
- B) laboratory experiment
- C) field experiment.
- D) self-report study.

**QuestionID:** 01-1-142

**Page-Reference:** 32

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** C) field experiment.



143. DeLoache et al. (2010) studied whether videos designed to promote vocabulary actually help babies learn words. They assigned one-year-olds randomly to one of three conditions. In one, several times each week the infant and parent watched a commercial DVD designed to increase the infant's vocabulary. In a second condition, parents were simply told the 25 words featured in the DVD and encouraged to help their infants master them. In a third, control condition, infants saw no videos and parents weren't told the words. After four weeks, experimenters tested infants' knowledge of the 25 words in the DVD. This is an example of a

- A) field experiment.
- B) case study.
- C) laboratory experiment.
- D) correlational study.

**QuestionID:** 01-1-143

**Page-Reference:** 32

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A) field experiment.

144. Professor Bake is comparing the working memory of four- and five-year-olds. She reads a list of words to 30 four-year-olds and records how many of the words they were able to recall. She does the same thing with 30 five-year olds. She then compares the average number of words remembered by the four-year-olds to the average number of words remembered by the five-year-olds. This is an example of which type of research?

- A) quantitative
- B) longitudinal
- C) qualitative
- D) habituation

**QuestionID:** 01-1-144

**Page-Reference:** 33

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** A) quantitative

145. Professor Kiefer is interested in learning about how easily children make the transition from grade school to high school. She interviews 120 Grade 8 students at various schools and collects information about their hopes, fears, and general feelings about moving on to high school. This is an example of which type of research?

- A) quantitative
- B) longitudinal
- C) qualitative
- D) habituation

**QuestionID:** 01-1-145

**Page-Reference:** 33

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** C) qualitative

**146. What is true about research designs used by developmentalists?**

- A) Researchers usually rely on one study or method to reach conclusions.
- B) Researchers prefer to find converging evidence from as many different kinds of studies as possible.
- C) These days, researchers use experimental research designs because correlational designs have been found to have too many weaknesses.
- D) Usually one investigation can definitively answer a question asked by a researcher.

**QuestionID:** 01-1-146

**Page-Reference:** 33

**Topic:** Doing Child-Development Research

**Skill:** conceptual

**Answer:** B) Researchers prefer to find converging evidence from as many different kinds of studies as possible.

**147. Marcio studies developmental changes in intelligence by testing one group of subjects when they are 4, 8, 12, and 16 years of age. What kind of design is Marcio using?**

- A) self-report
- B) observational
- C) cross-sectional
- D) longitudinal

**QuestionID:** 01-1-147

**Page-Reference:** 33

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** D) longitudinal

**148. A microgenetic study would best be described as**

- A) a very short longitudinal study.
- B) a very long longitudinal study.
- C) a very short cross-sectional study.
- D) a very long cross-sectional study.

**QuestionID:** 01-1-148

**Page-Reference:** 34

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A) a very short longitudinal study.

**149. Which of the following is a disadvantage of longitudinal studies?**

- A) The development of "test-wise" subjects.
- B) The complication of interpretation of differences between groups.
- C) The sample of subjects over the course of the research stays the same.
- D) The cost of conducting a longitudinal study is relatively low.

**QuestionID:** 01-1-149

**Page-Reference:** 34

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A) The development of "test-wise" subjects.

150. **Which of the following is NOT a disadvantage of a longitudinal approach?**

- A) They cannot answer questions about the continuity or discontinuity of behaviour.
- B) Subject dropout may alter results.
- C) Results may be specific to a particular cohort.
- D) Repeated testing may distort results.

**QuestionID:** 01-1-150

**Page-Reference:** 34

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A) They cannot answer questions about the continuity or discontinuity of behaviour.

151. **In 1999, Hall and Kail investigated age differences in arithmetic performance in 8- to 12-year-olds. Based on the information given, what can you conclude about the type of approach Hall and Kail used? It was**

- A) longitudinal.
- B) cross-sectional.
- C) correlational.
- D) experimental.

**QuestionID:** 01-1-151

**Page-Reference:** 34

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** B) cross-sectional.

152. **Cohort effects can be a problem in \_\_\_\_\_ studies.**

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

**QuestionID:** 01-1-152

**Page-Reference:** 35

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** D) cross-sectional and longitudinal

**153. Differences between age groups resulting from environmental events rather than developmental processes are referred to as**

- A) response biases.
- B) cohort effects.
- C) representative samplings.
- D) artificial settings.

**QuestionID:** 01-1-153

**Page-Reference:** 35

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** B) cohort effects.

**154. The fact that differences between age groups may result as easily from chance environmental events as from significant developmental processes is**

- A) an example of the sample constancy problem.
- B) an example of selective attrition.
- C) a problem with a random sample from a population of interest.
- D) a major disadvantage of the cross-sectional approach.

**QuestionID:** 01-1-154

**Page-Reference:** 35

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** D) a major disadvantage of the cross-sectional approach.

**155. Selective attrition is a problem with which type of research method?**

- A) longitudinal designs
- B) cross-sectional designs
- C) correlational studies
- D) qualitative designs

**QuestionID:** 01-1-155

**Page-Reference:** 35

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** A) longitudinal designs

**156. Different sequences of children are tested longitudinally in a study with a**

- A) cross-sectional design.
- B) longitudinal design.
- C) longitudinal-sequential design.
- D) microgenetic design.

**QuestionID:** 01-1-156

**Page-Reference:** 36

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** C) longitudinal-sequential design.

157. **Dr. Roberts wants to compare the results of many studies that have looked at the relation between gender and math ability. Dr. Roberts would find a \_\_\_\_\_ most appropriate for his needs.**

- A) microgenetic design
- B) meta-analysis
- C) longitudinal-sequential design
- D) quasi-experimental design

**QuestionID:** 01-1-157

**Page-Reference:** 37

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** B) meta-analysis

158. **\_\_\_\_\_ is a tool that allows researchers to synthesize the results of many studies to estimate relations between variables.**

- A) Quasi-experimental design
- B) Microgenetic design
- C) Naturalistic observation
- D) Meta-analysis

**QuestionID:** 01-1-158

**Page-Reference:** 37

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** D) Meta-analysis

159. **Johan conducts a study where he follows the same children over a course of five years to see how the use of electronics impacts their vocabulary. He doesn't implement any manipulations into his research study; he simply observes the children's use of electronics and how it relates to their vocabulary development. What type of research design is Johan likely using?**

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

**QuestionID:** 01-1-159

**Page-Reference:** 37

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** A) longitudinal-correlational

**160. Which of the following is an ethical responsibility that researchers have to the participants in their research?**

- A) Researchers do not need to explain the use of deception in their studies.
- B) Children's data should be linked with their names so that they can be identified easily.
- C) Researchers should minimize the potential for harm or stress to their participants.
- D) Researchers do not need to describe the research to participants before they decide to participate.

**QuestionID:** 01-1-160

**Page-Reference:** 39

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** C) Researchers should minimize the potential for harm or stress to their participants.

**161. Deciding whether a research study is ethical is**

- A) usually done by the researcher alone.
- B) typically done by a review board.
- C) arbitrary because no one has established uniform guidelines for making decisions about whether research is ethical.
- D) determined by whether a study is deemed as being worthy of publication.

**QuestionID:** 01-1-161

**Page-Reference:** 38

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** B) typically done by a review board.

**162. After any research is conducted with human participants, those participants must be given a \_\_\_\_\_, explaining the purpose of the research.**

- A) debriefing
- B) video
- C) informed consent
- D) inferential statistics package

**QuestionID:** 01-1-162

**Page-Reference:** 39

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A) debriefing

**163. How does a researcher obtain informed consent from a child?**

- A) Because the child is a minor, the researcher doesn't need to worry about obtaining informed consent.
- B) The researcher must ask the child's parent(s) first, and then ask the child for their assent.
- C) The researcher only has to ask the child's parent(s).
- D) The researcher only has to ask the child if they agree to participate.

**QuestionID:** 01-1-163

**Page-Reference:** 39

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** B) The researcher must ask the child's parent(s) first, and then ask the child for their assent.

**164. When writing a paper, which of the following is the APA-style way to let your reader know whose research you are referring to?**

- A) (Lester Loschky and George McConkie, 2002)
- B) (1999, Logan and Zbrodoff)
- C) (LeFevre & Morris, 1999)
- D) (Craik and colleague, 1972)

**QuestionID:** 01-1-164

**Page-Reference:** 41

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** C) (LeFevre & Morris, 1999)

**165. One of the ways that child-development researchers can contribute to sound family policy is by**

- A) evaluating health-promoting policies and programs.
- B) allowing children to represent their own interests in society.
- C) working outside of the realm of government policies.
- D) controlling chronosystem influences.

**QuestionID:** 01-1-165

**Page-Reference:** 43

**Topic:** Child-Development Research and Family Policy

**Skill:** Conceptual

**Answer:** A) evaluating health-promoting policies and programs.

**166. Which of the following statements is true about family policy?**

- A) Child-development research does not affect family policy.
- B) Researchers can only affect policy if they are also members of a political party.
- C) Applied developmental science uses research to promote healthy development in children.
- D) Research is not helpful in changing policy because the policy-makers do not understand it.

**QuestionID:** 01-1-166

**Page-Reference:** 42

**Topic:** Child-Development Research and Family Policy

**Skill:** Conceptual

**Answer:** C) Applied developmental science uses research to promote healthy development in children.

**167. Why do researchers use quasi-experimental design?**

- A) To form groups based on random assignment.
- B) To link variables together.
- C) To observe behaviour in different settings.
- D) Because sometimes it is unethical/impossible to form groups based on random assignment.

**QuestionID:** 01-1-167

**Page-Reference:** 43

**Topic:** Child-Development Research and Family Policy

**Skill:** Conceptual

**Answer:** D) Because sometimes it is unethical/impossible to form groups based on random assignment.

**168. A researcher wants to compare boys' reading performance to girls' reading performance. He collects reading performance scores from a sample of children from five local schools. This is an example of a**

- A) correlational study.
- B) longitudinal study.
- C) experiment.
- D) quasi-experiment.

**QuestionID:** 01-1-168

**Page-Reference:** 43

**Topic:** Child-Development Research and Family Policy

**Skill:** Applied

**Answer:** D) quasi-experiment.

**169. A quasi-experimental design involves comparisons between**

- A) groups that were not formed by random assignment.
- B) groups that were not formed based on gender.
- C) groups that were formed by random assignment.
- D) groups that were formed based on age.

**QuestionID:** 01-1-169

**Page-Reference:** 43

**Topic:** Child-Development Research and Family Policy

**Skill:** Conceptual

**Answer:** A) groups that were not formed by random assignment.

### **Chapter 01 True-False Questions**

**1. Both Plato and Aristotle believed that too much self-discipline would stifle children's initiative and individuality, making them unfit to be leaders.**

- a True
- b False

**QuestionID:** 01-2-01

**Page-Reference:** 4

**Topic:** Setting the Stage

**Skill:** Conceptual

**Answer:** a. True



2. ***Tabula rasa*** refers to the idea that children are born with everything they ever need to develop normally.

- a True
- b False

**QuestionID:** 01-2-02

**Page-Reference:** 4

**Topic:** Setting the Stage

**Skill:** Conceptual

**Answer:** b. False

3. Rousseau believed that human development unfolds naturally, based on our own preset, innate tendencies, and that our childhood experiences did not greatly affect our development.

- a True
- b False

**QuestionID:** 01-2-03

**Page-Reference:** 4

**Topic:** Setting the Stage

**Skill:** Conceptual

**Answer:** a. True

4. A major event that set the stage for the new science of child development was the publication of Charles Darwin's theory of evolution.

- a True
- b False

**QuestionID:** 01-2-04

**Page-Reference:** 5

**Topic:** Setting the Stage

**Skill:** Factual

**Answer:** a. True

5. Psychological research in Canada dates from the mid 1900s.

- a True
- b False

**QuestionID:** 01-2-05

**Page-Reference:** 5

**Topic:** Setting the Stage

**Skill:** Factual

**Answer:** b. False

**6. Applied developmental science uses developmental research to promote healthy development, particularly for vulnerable children and families.**

- a True
- b False

**QuestionID:** 01-2-06

**Page-Reference:** 6

**Topic:** Setting the Stage

**Skill:** Factual

**Answer:** a. True

**7. The modern era of child development research began during World War II, as millions of people around the world looked for a diversion from the war.**

- a True
- b False

**QuestionID:** 01-2-07

**Page-Reference:** 6

**Topic:** Setting the Stage

**Skill:** Factual

**Answer:** b. False

**8. Baby biographies were detailed, systematic observations of individual children that were often subjective in nature but paved the way for more analytical, objective research.**

- a True
- b False

**QuestionID:** 01-2-08

**Page-Reference:** 5

**Topic:** Setting the Stage

**Skill:** Factual

**Answer:** a. True

**9. The American Psychological Society was formed in 1933 in an effort to bring together an interdisciplinary group dedicated to improving children's lives through research.**

- a True
- b False

**QuestionID:** 01-2-09

**Page-Reference:** 6

**Topic:** Setting the Stage

**Skill:** Factual

**Answer:** b. False

10. In developmental psychology, a theory not only explains our development, but also makes predictions about what might affect our development.

- a True
- b False

**QuestionID:** 01-2-10

**Page-Reference:** 8

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** a. True

11. A theory is supported when research results match the theory's predictions.

- a True
- b False

**QuestionID:** 01-2-11

**Page-Reference:** 8

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** a. True

12. According to maturational theory, parents should carefully construct their children's environments so that behaviours like speech, play, and reasoning will all emerge.

- a True
- b False

**QuestionID:** 01-2-12

**Page-Reference:** 8

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** b. False

13. Some theories share assumptions and ideas about children and development. Grouped together, they form four major theoretical perspectives in child-development research.

- a True
- b False

**QuestionID:** 01-2-13

**Page-Reference:** 8

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** b. False

**14. Ethological theory views development from a learning perspective.**

- a True
- b False

**QuestionID:** 01-2-14

**Page-Reference:** 8

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** b. False

**15. The concept of a critical period in development refers to the time when a specific type of learning can take place.**

- a True
- b False

**QuestionID:** 01-2-15

**Page-Reference:** 9

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** a. True

**16. Imprinting occurs when a child becomes independent from his/her mother.**

- a True
- b False

**QuestionID:** 01-2-16

**Page-Reference:** 9

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** b. False

**17. When a child sees someone having fun with a toy, their superego tells them to just grab the toy from that person and play with it.**

- a True
- b False

**QuestionID:** 01-2-17

**Page-Reference:** 10

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** b. False

18. The ego, one of Freud's components of personality, tries to resolve the conflicts between one's biological desires and society's standards.

- a True
- b False

**QuestionID:** 01-2-18

**Page-Reference:** 10

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** a. True

19. Urie Bronfenbrenner proposed a theory which holds that the developing child is a blank slate prior to learning.

- a True
- b False

**QuestionID:** 01-2-19

**Page-Reference:** 16

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** b. False

20. Compared to Bandura, Skinner proposed that the child plays a more active role in learning.

- a True
- b False

**QuestionID:** 01-2-20

**Page-Reference:** 13-14

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** b. False

21. According to Erikson, the challenge during adolescence is to develop a sense of trust in the world.

- a True
- b False

**QuestionID:** 01-2-21

**Page-Reference:** 11

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** b. False

22. According to Erikson, the challenge during infancy is to develop a sense of initiative.

- a True
- b False

**QuestionID:** 01-2-22

**Page-Reference:** 11

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** b. False

23. According to Erikson, the earlier stages of psychosocial development provide the foundation for later stages.

a True

b False

**QuestionID:** 01-2-23

**Page-Reference:** 10

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** a. True

24. Pavlov was the first researcher to describe classical conditioning in animals.

a True

b False

**QuestionID:** 01-2-24

**Page-Reference:** 11

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** a. True

25. Making a child do extra chores when she doesn't clean her room is an example of positive reinforcement.

a True

b False

**QuestionID:** 01-2-25

**Page-Reference:** 12

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** b. False

26. Watson was able to train a human to fear a white rat, even though the human was previously not afraid of the rat.

a True

b False

**QuestionID:** 01-2-26

**Page-Reference:** 11

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** a. True

27. **Because Joe got an A on his psychology test, his parents told him he didn't have to wash the dishes (a job he hates doing) for two weeks. This is an example of negative reinforcement.**

- a True
- b False

**QuestionID:** 01-2-27

**Page-Reference:** 12

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** a. True

28. **Children are just as likely to imitate the behaviour of someone they think is popular and talented, as they are to imitate the behaviour of someone they consider unpopular or untalented.**

- a True
- b False

**QuestionID:** 01-2-28

**Page-Reference:** 13

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** b. False

29. **According to Bandura, self-efficacy beliefs help determine when children will imitate others.**

- a True
- b False

**QuestionID:** 01-2-29

**Page-Reference:** 13

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** a. True

30. **Bandura's "Bobo doll" study is a classic example of classical conditioning at work**

- a True
- b False

**QuestionID:** 01-2-30

**Page-Reference:** 13

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** b. False

31. **Skinner, Bandura, and all learning theorists share the view that experience propels children along their developmental journeys.**

- a True
- b False

**QuestionID:** 01-2-31

**Page-Reference:** 13

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** a. True

32. **Piaget claimed that radical revisions occur three times in development: once at about age one, a second time at about age five, and a third time just before adolescence.**

- a True
- b False

**QuestionID:** 01-2-32

**Page-Reference:** 14

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** b. False

33. **During Piaget's preoperational period, knowledge of the world is based on an infant's sensory and motor skills.**

- a True
- b False

**QuestionID:** 01-2-33

**Page-Reference:** 15

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** b. False

34. **Abstract thinking characterizes thought during Piaget's stage of formal operational thinking.**

- a True
- b False

**QuestionID:** 01-2-34

**Page-Reference:** 15

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** a. True



35. **According to Vygotsky, a child's development must be considered against the backdrop of his/her culture's beliefs, customs, and skills.**

- a True
- b False

**QuestionID:** 01-2-35

**Page-Reference:** 15

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** a. True

36. **Formal operational thought is more focused on the here and now than is concrete operational thought.**

- a True
- b False

**QuestionID:** 01-2-36

**Page-Reference:** 15

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** b. False

37. **One of the first theorists to emphasize cultural context in child development was Lev Vygotsky.**

- a True
- b False

**QuestionID:** 01-2-37

**Page-Reference:** 15

**Topic:** Foundational Theories of Child Development

**Skill:** Factual

**Answer:** a. True

38. **According to Bronfenbrenner, the broadest environmental context is the chronosystem, the subcultures and cultures in which the microsystem, mesosystem, and exosystem are embedded.**

- a True
- b False

**QuestionID:** 01-2-38

**Page-Reference:** 17

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** b. False

39. **The belief that outgoing five-year-olds become outgoing adults is consistent with the belief that development is discontinuous.**

- a True
- b False

**QuestionID:** 01-2-39

**Page-Reference:** 20

**Topic:** Themes in Child-Development Research

**Skill:** Conceptual

**Answer:** b. False

40. **Most of our psychological characteristics are determined either solely by our genes or solely by the environment in which we are raised.**

- a True
- b False

**QuestionID:** 01-2-40

**Page-Reference:** 21

**Topic:** Themes in Child-Development Research

**Skill:** Conceptual

**Answer:** b. False

41. **Development is shaped by the interaction of nature and nurture.**

- a True
- b False

**QuestionID:** 01-2-41

**Page-Reference:** 21

**Topic:** Themes in Child-Development Research

**Skill:** Conceptual

**Answer:** a. True

42. **The view that children are active in their development means that children are at the mercy of their environments.**

- a True
- b False

**QuestionID:** 01-2-42

**Page-Reference:** 21

**Topic:** Themes in Child-Development Research

**Skill:** Conceptual

**Answer:** b. False

43. **Most developmental psychologists agree that cognitive, physical, social, and personality development are all intertwined and that each area of development affects every other area.**

- a True
- b False

**QuestionID:** 01-2-43

**Page-Reference:** 22

**Topic:** Themes in Child-Development Research

**Skill:** Conceptual

**Answer:** a. True

44. **Systematic observation involves watching children and carefully recording what they do or say.**

- a True
- b False

**QuestionID:** 01-2-44

**Page-Reference:** 24

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** a. True

45. **Naturalistic observation involves observing children's behaviour in carefully controlled conditions.**

- a True
- b False

**QuestionID:** 01-2-45

**Page-Reference:** 24

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** b. False

46. **A variable is a factor which may be different from person to person.**

- a True
- b False

**QuestionID:** 01-2-46

**Page-Reference:** 24

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** a. True

47. **In structured observation, the researcher goes out of his/her way to create a situation where they are unlikely to observe the behaviour they are studying.**

- a True
- b False

**QuestionID:** 01-2-47  
**Page-Reference:** 24  
**Topic:** Doing Child-Development Research  
**Skill:** Conceptual

**Answer:** b. False

48. **Observer bias is the tendency for people to notice new things when they look at familiar situations.**  
a True  
b False

**QuestionID:** 01-2-48  
**Page-Reference:** 25  
**Topic:** Doing Child-Development Research  
**Skill:** Conceptual

**Answer:** b. False

49. **In order to avoid observer bias, researchers establish firm behavioural definitions and observation guidelines prior to the observations.**  
a True  
b False

**QuestionID:** 01-2-49  
**Page-Reference:** 25  
**Topic:** Doing Child-Development Research  
**Skill:** Conceptual

**Answer:** a. True

50. **Reliability refers to whether or not a test is really measuring what it is supposed to measure.**  
a True  
b False

**QuestionID:** 01-2-50  
**Page-Reference:** 28  
**Topic:** Doing Child-Development Research  
**Skill:** Conceptual

**Answer:** b. False

51. **A researcher wants to study children's behaviour in the playground, so he follows children around with a camera crew, recording their behaviour. This research is likely to suffer from an observer influence.**  
a True  
b False

**QuestionID:** 01-2-51  
**Page-Reference:** 25  
**Topic:** Doing Child-Development Research  
**Skill:** Applied

**Answer:** a. True

**52. Children can "get used to" the presence of a researcher observing them, and exhibit their usual behaviour patterns.**

- a True
- b False

**QuestionID:** 01-2-52

**Page-Reference:** 25

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** a. True

**53. When investigators can't observe a behaviour directly in a natural context, they are unable to study that behaviour.**

- a True
- b False

**QuestionID:** 01-2-53

**Page-Reference:** 26

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** b. False

**54. Self-reports are children's answers to questions about a topic of interest.**

- a True
- b False

**QuestionID:** 01-2-54

**Page-Reference:** 26

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** a. True

**55. Response bias occurs when children change their answers to questions based on what they believe is more socially acceptable.**

- a True
- b False

**QuestionID:** 01-2-55

**Page-Reference:** 26

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** a. True

56. **Gregory knows that hitting his sister is wrong. When a researcher asks Gregory how many times he has ever hit his sister, Gregory's answer is much lower than the real number. This is an example of response bias.**

- a True
- b False

**QuestionID:** 01-2-56

**Page-Reference:** 26

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** a. True

57. **Techniques developed during the last 25 years allow modern scientists to record many facets of brain functioning as children are performing specific tasks. These developed techniques fall under physiological research measures.**

- a True
- b False

**QuestionID:** 01-2-57

**Page-Reference:** 27

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** a. True

58. **Joseph is interested in studying political attitudes of Canadian adolescents. He collects information from 500 high school students in Toronto. These students are the population he is interested in.**

- a True
- b False

**QuestionID:** 01-2-58

**Page-Reference:** 28

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** b. False

59. **A researcher wanted to study the growth rates of infants in Canada. He collects information from 120 infants at a very expensive day care centre in a wealthy neighbourhood in Vancouver. This constitutes a representative sample of the population he is interested in.**

- a True
- b False

**QuestionID:** 01-2-59

**Page-Reference:** 28

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** b. False

60. **A strength of correlational research is that it can be used to determine cause and effect.**

- a True
- b False

**QuestionID:** 01-2-60

**Page-Reference:** 30

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** b. False

61. **A strength of correlational research is that investigators can examine relationships between variables as they exist naturally in the world.**

- a True
- b False

**QuestionID:** 01-2-61

**Page-Reference:** 29

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** a. True

62. **A correlation coefficient of .85 indicates that two variables are positively related (e.g., children who watch many violent TV shows are more aggressive).**

- a True
- b False

**QuestionID:** 01-2-62

**Page-Reference:** 29

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** a. True

63. **A correlation coefficient of -.85 indicates that there is no relationship between two variables (e.g., children's aggressive behaviour and watching violent TV shows are not related).**

- a True
- b False

**QuestionID:** 01-2-63

**Page-Reference:** 29

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** b. False

64. In an experiment, the researcher manipulates the dependent variable and measures the independent variable.

- a True
- b False

**QuestionID:** 01-2-64

**Page-Reference:** 30-31

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** b. False

65. Inferential statistics allow researchers to draw conclusions.

- a True
- b False

**QuestionID:** 01-2-65

**Page-Reference:** 31

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** a. True

66. The null hypothesis states that a child has no knowledge of what the experimenter is expecting.

- a True
- b False

**QuestionID:** 01-2-66

**Page-Reference:** 31

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** b. False

67. A strength of laboratory work is that the behaviour of interest is not studied in its natural setting.

- a True
- b False

**QuestionID:** 01-2-67

**Page-Reference:** 32

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** b. False

68. A strength of field experiments is that the results are more likely to be representative of behaviour in real-world settings than results obtained in a laboratory.

- a True
- b False



**QuestionID:** 01-2-68  
**Page-Reference:** 32  
**Topic:** Doing Child-Development Research  
**Skill:** Conceptual

**Answer:** a. True

69. **One strength of longitudinal studies is that they allow researchers to chart an individual's development.**  
a True  
b False

**QuestionID:** 01-2-69  
**Page-Reference:** 37  
**Topic:** Doing Child-Development Research  
**Skill:** Conceptual

**Answer:** a. True

70. **A microgenetic study is a particularly long type of longitudinal study.**  
a True  
b False

**QuestionID:** 01-2-70  
**Page-Reference:** 34  
**Topic:** Doing Child-Development Research  
**Skill:** Conceptual

**Answer:** b. False

71. **In cross-sectional studies, children are tested repeatedly over the course of months or years.**  
a True  
b False

**QuestionID:** 01-2-71  
**Page-Reference:** 33  
**Topic:** Doing Child-Development Research  
**Skill:** Conceptual

**Answer:** b. False

72. **One disadvantage of cross-sectional studies is that repeated testing may change participants' behaviours.**  
a True  
b False

**QuestionID:** 01-2-72  
**Page-Reference:** 34  
**Topic:** Doing Child-Development Research  
**Skill:** Conceptual

**Answer:** b. False

73. **Converging evidence from many research studies leads to increased confidence in research findings.**

- a True
- b False

**QuestionID:** 01-2-73

**Page-Reference:** 33

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** a. True

74. **Heather is investigating young children's response bias to yes-no questions. She interviews 2-, 3-, 4-, and 5-year-olds in their child care centres and only interviews each child once. This is an example of a cross-sectional field experiment.**

- a True
- b False

**QuestionID:** 01-2-74

**Page-Reference:** 35

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** a. True

75. **Meta-analysis is a tool that allows researchers to synthesize the results of many studies in order to estimate relations between variables.**

- a True
- b False

**QuestionID:** 01-2-75

**Page-Reference:** 37

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** a. True

76. **Children are not legally capable of giving informed consent to participate in research, therefore their parents or guardians must be asked for consent as well.**

- a True
- b False

**QuestionID:** 01-2-76

**Page-Reference:** 39

**Topic:** Doing Child-Development Research

**Skill:** Factual

**Answer:** a. True

**77. Research participants do not need to be told if deception is part of an experiment.**

- a True
- b False

**QuestionID:** 01-2-77

**Page-Reference:** 39

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** a. True

**78. Children's names should be linked with their data so that they are easy to identify.**

- a True
- b False

**QuestionID:** 01-2-78

**Page-Reference:** 39

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** b. False

**79. Applied developmental science uses developmental research to promote healthy child development.**

- a True
- b False

**QuestionID:** 01-2-79

**Page-Reference:** 42

**Topic:** Child-Development Research and Family Policy

**Skill:** Conceptual

**Answer:** a. True

**80. A quasi-experimental design involves random assignment of participants into groups.**

- a True
- b False

**QuestionID:** 01-2-80

**Page-Reference:** 43

**Topic:** Child-Development Research and Family Policy

**Skill:** Conceptual

**Answer:** b. False

## **Chapter 01 Essay Questions**

**1. Relate the nature vs nurture debate to historical views of children and childhood.**

**QuestionID:** 01-3-01

**Page-Reference:** 4

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A good answer will include the following key points:

- Plato believed that experience could not be the source of knowledge because human senses are too fallible – argued that children are born with innate knowledge of many concrete objects as well as with knowledge of abstractions.
- In Plato's view, children's sensory experiences trigger knowledge they've had since birth.
- Aristotle denied existence of innate knowledge and believed that knowledge is rooted in perceptual experience.
- Aristotle believed that children gain knowledge piece by piece, based on information provided by their senses.
- Plato believed very much in the "nature" side while Aristotle fell more on the "nurture" side.
- Locke took Aristotle's "side" and believed in *tabula rasa*—children are a blank slate—experience moulds the infant, child, adolescent, and adult into a unique individual.
- Rousseau took Plato's "side" and believed that newborns are endowed with an innate sense of justice and morality that unfolds naturally as child grows

**2. Name and briefly describe the eight stages of Erikson's psychosocial development theory.**

**QuestionID:** 01-3-02

**Page-Reference:** 11

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A good answer will include the following key points:

- *Basic trust versus mistrust* (birth to 1 year). Challenge: to develop a sense that the world is a safe, good place.
- *Autonomy versus shame and doubt* (1-3 years). Challenge: to realize that one is an independent person who can make decisions.
- *Initiative versus guilt* (3-6 years). Challenge: to develop a willingness to try new things and to handle failure.
- *Industry versus inferiority* (6-adolescence). Challenge: to learn basic skills and to work with others.
- *Identity versus identity confusion* (adolescence). Challenge: to develop a lasting, integrated sense of self.
- *Intimacy versus isolation* (young adulthood). Challenge: to commit to another in a loving relationship.
- *Generativity versus stagnation* (middle adulthood). Challenge: to contribute to young people through child rearing, child care, or other productive work.
- *Integrity versus despair* (later life). Challenge: to view one's life as satisfactory and worth living.

**3. Explain the concepts of positive and negative reinforcement and positive and negative punishment and give examples of each.**

**QuestionID:** 01-3-03

**Page-Reference:** 12

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A good answer will include the following key points:

- Reinforcement is a consequence that increases the future likelihood of the behaviour that it follows.
- Punishment is a consequence that decreases the future likelihood of the behaviour that it follows.
- Positive means to add; negative means to take away. Therefore, positive reinforcement is adding something desired to increase a behaviour while negative reinforcement is taking away something undesired to increase a behaviour.
- Positive punishment is adding something undesired to decrease a behaviour while negative punishment is taking away something desired to decrease a behaviour.
- Examples: - positive reinforcement - Parents reward child for cleaning up her room by giving her a cookie.
- positive punishment - Parents punish child for not cleaning up her room by shouting at her.
- negative reinforcement - Parental nagging to "go clean your room" stops when the child starts cleaning up.
- negative punishment - Child is not allowed to watch television that evening because she did not clean her room.

**4. Name and briefly describe the four stages of Piaget's cognitive development theory.**

**QuestionID:** 01-3-04

**Page-Reference:** 15

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A good answer will include the following key points:

- Sensorimotor stage - Birth to 2 years - Infant's knowledge of the world is based on senses and motor skills. By the end of the period, infant uses mental representations.
- Preoperational stage - 2 to 7 years - Child learns how to use symbols, such as words and numbers, to represent aspects of the world, but relates to the world only through his or her own perspective.
- Concrete operational - 7 to 11 years - Child understands and applies logical operations to experiences, provided the experiences are focused on the here and now.
- Formal operational - Adolescence and beyond - Adolescent or adult thinks abstractly, speculates on hypothetical situations, and reasons deductively about what may be possible.

**5. Summarize the five developmental perspectives (e.g., biological, psychodynamic, etc.) and list which theories belong with each perspective.**

**QuestionID:** 01-3-05

**Page-Reference:** 18

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A good answer will include the following key points:

- See the Summary Table: Characteristics of Developmental Perspectives (p. 18 in textbook) for points that should be included.

**6. Describe four themes or issues that often arise in the study of child development.**

**QuestionID:** 01-3-06

**Page-Reference:** 20-22

**Topic:** Themes in Child-Development Research

**Skill:** Conceptual

**Answer:** A good answer will include the following key points:

1) Continuity of Development

- Concerns the predictability of development
- Once a child starts down a particular developmental path, the child stays on that path throughout life
- Includes the **continuity-versus-discontinuity issue** – which is about the relatedness of development: Are early aspects of development consistently related to later aspects?

2) Impact of Nature and Nurture

- **Nature-nurture issue** – what roles do biology (nature) and environment (nurture) play in child development?
- Scientists once hoped to answer questions like this by identifying either heredity or environment as THE cause
- We now know that virtually no aspect of child development is due exclusively to either heredity or environment – development is shaped by both

3) The Active Child

- **Active-passive child issue** – are children simply at the mercy of their environment (passive child) or do children actively influence their own development through their unique individual characteristics (active child)
- Today, we know that experiences are indeed crucial, though it's often it's a child's interpretation of experiences that shapes his or her development
- A child's unique characteristics also may cause him or her to have some experiences but not others
- Many researchers now consider that all relationships are a two-way street: it is not just the parents or other adults who influence the child – the child has influence too

4) Links Between Different Domains of Development

- Development in different domains is always intertwined
- e.g., cognitive and social development are not independent; advances in one area affects advances in the other

**7. When she was young, the only times that Ashley watched daytime television (soap operas) was when she stayed home sick from school. Now that she is older, whenever Ashley sees a soap opera on television, she starts to feel like she has a cold, even if she is perfectly healthy. How would Watson or Pavlov explain this situation? How is this similar to their research?**

**QuestionID:** 01-3-07

**Page-Reference:** 11

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** A good answer will include the following key points:

Pavlov and Watson would explain this situation using early learning theory. Specifically, Pavlov first described a type of learning called *classical conditioning* (where a previously neutral stimulus becomes associated with a naturally occurring response and eventually comes to elicit a similar response on its own). Watson used this type of learning to explain the conditioning of emotional reactions in humans, children in particular. In the example given, the soap opera is the neutral stimulus because it normally wouldn't cause someone to feel like they have a cold (when they don't). But the soap operas are associated with her actually being sick (having a cold) and so seeing a soap opera actually elicits the response of feeling like she's getting sick.

**8. Your sister Kumi is having problems with her two-year-old daughter. Your niece, Kayla, has been throwing tantrums to get her own way. As you watch Kumi and Kayla interact, you see that Kumi will say "no" to Kayla, Kayla will scream and cry, and then Kumi will give in to her. What can you tell Kumi about the principles of operant conditioning that might help her deal with the situation?**

**QuestionID:** 01-3-08

**Page-Reference:** 12

**Topic:** Foundational Theories of Child Development

**Skill:** Applied

**Answer:** A good answer will include the following key points:

Kumi is reinforcing Kayla's behaviour, which means she's making it more likely that every time Kumi says "no" to her, Kayla will scream and cry. She is giving Kayla attention and giving her something that Kumi desires, increasing the tantrum behaviour. This is an example of positive reinforcement. Kayla needs to make sure she does not give in to this behaviour.

**9. Explain Piaget's perspective on development and contrast it with the early learning theories of Watson and Skinner.**

**QuestionID:** 01-3-09

**Page-Reference:** 14

**Topic:** Foundational Theories of Child Development

**Skill:** Conceptual

**Answer:** A good answer will include the following key points:

Piaget is well known for his cognitive-developmental perspective. He believed that children are like mini-scientists, creating theories about their social and physical worlds. Because children expect certain things to happen, these theories they form are tested constantly. When the predicted events occur, a child's belief in their theory grows stronger. When they do not occur, the child revises their theory. He also believed that children will come to realize there are flaws in their theories as they develop and will revise these theories at certain points in their development. The revisions occur once at about age two, a second time at age seven and a third time right before adolescence. He separated the stages of development into four stages – sensorimotor (birth to two years), preoperational (2 to 7 years), concrete operational (7 to 11 years), and formal operational (adolescence and beyond). According to Piaget, children's thinking becomes more sophisticated as they get older. They start out with knowledge based on their senses and motor skills (sensorimotor), then learn to use symbols to represent aspects of the world while still having trouble understanding others' perspectives (preoperational), then start to understand and apply logical operations to experiences (concrete operational), and finally start to think abstractly, speculating on hypothetical situations and reasoning deductively (formal operational). Watson and Skinner's theories are classified as learning theories – the role of cognition was not relevant to Watson and Skinner. They were not interested in studying cognition as to them, it was not objective. They were solely interested in studying behaviour and its consequences and the impact of environmental factors. Piaget believed cognition was extremely important.

**10. Your friends have a new baby girl named Kaycee and they have told you that they can't wait to raise her because they will create a wonderful environment that Kaycee will love. For example, they will never let Kaycee watch worthless shows on television, and she will love to read because they will read to her all the time when she is a baby. What can you tell your friends about the issue of the child being active versus passive in her development?**

**QuestionID:** 01-3-10

**Page-Reference:** 21

**Topic:** Themes in Child-Development Research

**Skill:** Conceptual

**Answer:** A good answer will include the following key points:

Today, we know that experience is indeed crucial, but it's the child's *interpretation* of experiences that shapes their environment. A child's unique characteristics also may cause them to have some experiences but not others. For example, if their child Kaycee squirms a lot during the reading of books, your friends may not enjoy reading to Kaycee. As a result, they may not read as much, and Kaycee may not love books as much as they assumed she would. Many researchers now consider that all relationships are a two-way street: It is not just the parents or other adults who influence the child – the child has influence too.

**11. One day you and a friend are talking and your friend states, "Development is the result of the genes that you inherit, and those genes put you on a developmental path that stays the same throughout your life." What can you tell your friend about the issues of nature vs. nurture and continuity vs. discontinuity?**

**QuestionID:** 01-3-11

**Page-Reference:** 20-21

**Topic:** Themes in Child-Development Research

**Skill:** Conceptual

**Answer:** A good answer will include the following key points:

- Development is not perfectly predictable. A friendly, intelligent child does not guarantee a friendly, intelligent adult, but the chances of a friendly, intelligent adult are greater than if the child had been obnoxious and foolish.
- today we know that virtually no aspect of child development is due exclusively to either heredity or environment. Instead, development is always shaped by both: Nature and nurture interact.

**12. Please give two examples where observational learning could be helpful/harmful to a developing child.**

**QuestionID:** 01-3-12

**Page-Reference:** 12

**Topic:** The Science of Child Development

**Skill:** Conceptual

**Answer:** A good answer will include the following key points:

Children may learn from watching those around them, which is known as *observational learning*. There are many examples that can be used here. Examples of how it can be helpful include exposure to prosocial models, exposure to role models who break stereotypes about a group they may be a part of (stereotypes are often limiting), using modelling to reduce fear of animals, watching a pianist in order to learn how to play the piano, etc. Examples of how it can be harmful include exposing a child to adults smoking, using foul language, engaging in violent behaviour, etc.

**13. Compare naturalistic observation to structured observation and discuss the benefits and drawbacks of each approach.**

**QuestionID:** 01-3-13

**Page-Reference:** 24-25

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A good answer will include the following key points:

- *Naturalistic observation* involves the study of children in their own natural context. This could be their home, a local park, or some other familiar setting. By observing children in their normal surroundings, we can be confident that their behaviour is genuine and not influenced by artificial surroundings. The drawback with this type of research is that the researcher has no control over what kind of situations the child will encounter, and thus only gets an abbreviated view of the child's behaviour.
- *Structured observation* involves the study of children in a situation that has been created to test how children behave under particular circumstances. Often this occurs in a laboratory. The advantage to this form of research is that it gives us precise information about how children behave in these situations. As well, it can be used to study behaviours that are rare or that typically occur in private settings. The drawback is that these laboratory situations are not natural for the child, and their responses may be influenced by the artificial nature of the task.



**14. Describe the correlational and experimental research designs. Discuss the strengths and weaknesses of each design.**

**QuestionID:** 01-3-14

**Page-Reference:** 29-32

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A good answer will include the following key points:

- *Correlational:* Observe variables as they exist in the world and determine their relations.
- \* *Strength:* Behaviour is measured as it occurs naturally.
- \* *Weakness:* Cannot determine cause and effect.
- *Experimental:* Manipulate independent variable and determine effect on dependent variable.
- \* *Strength:* Control of variables allows conclusions about cause and effect.
- \* *Weakness:* Work is often laboratory-based, which can be artificial.

**15. Describe longitudinal and cross-sectional research designs. What are strengths and weaknesses of each design?**

**QuestionID:** 01-3-15

**Page-Reference:** 33-36

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A good answer will include the following key points:

- *Longitudinal:* One group of children is tested repeatedly as they develop.
- \* *Strength:* Only way to chart an individual's development and look at the stability of behaviour over time.
- \* *Weakness:* Expensive, participants drop out (sometimes selectively), examines only one cohort, and repeated testing can distort performance.
- *Cross-sectional:* Children of different ages are tested at the same time.
- \* *Strength:* Convenient, inexpensive, don't have participant drop-out because they're seen at only one time, don't have repeated testing effects.
- \* *Weakness:* Cannot study stability of behaviour; cohort effects complicate interpretation of differences between groups.

**16. Describe the key guidelines of ethical research.**

**QuestionID:** 01-3-16

**Page-Reference:** 38-39

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A good answer will include the following key points:

- Seek to do research which benefits humanity
- Minimize risks to research participants
- Describe the research to potential participants so they can determine whether they wish to participate and obtain informed consent
- Avoid deception. If participants must be deceived, provide a thorough explanation of the true nature of the research as soon as possible (debriefing)
- Keep results anonymous (no names gathered) or confidential (names are gathered but not reported)
- Give a debriefing afterward

**17. Outline some ways that child-development researchers can contribute to sound family policy.**

**QuestionID:** 01-3-17

**Page-Reference:** 42-43

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A good answer will include the following key points:

Child-development researchers can help build understanding of children. They can evaluate government policies and programs (macrosystem influences), ensuring that they are based on factual knowledge derived from child-development research. As well, by providing reliable methods to measure impact, child-development researchers can help judge how families and children are affected by policies.

Children cannot really represent their own interests in society and parents often lack the expertise and resources to do so. To fill the void, child-development experts may act as advocates, alerting policymakers to children's needs and arguing for family policy that addresses those needs.

**18. Describe the problems of observer bias and observer influence. Using concepts from our textbook, discuss how these problems can be avoided.**

**QuestionID:** 01-3-18

**Page-Reference:** 25

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A good answer will be similar to the following:

- *Observer bias* occurs when a researcher tends to notice things that are consistent with his/her theory and tends not to notice things that are inconsistent with his/her theory. This is a problem because the researcher is likely to find evidence for the theory, even when no evidence exists.
- Observer bias can be avoided or at least diminished, by establishing firm behavioural definitions and observation guidelines prior to the observations.
- *Observer influence* occurs when a participant's behaviour is affected by their awareness of the fact that they are being observed. When children know they are being watched, they may act differently than when they are not aware that they are being watched.
- Observer influence can be avoided by properly *habituating* participants before observing them.
- *Habituation* refers to the participant "getting used to" the presence of the researcher. If they are properly habituated, children will not even notice the presence of the researcher and will presumably behave in the same way that they would normally behave unobserved.

**19. A researcher is interested in studying cooperative and competitive behaviour in siblings. How might he/she use (1) systematic observations and (2) self-reports to measure sibling behaviour? Explain each type of measure, and give an example of how each could be used to measure cooperation and competition between siblings.**

**QuestionID:** 01-3-19

**Page-Reference:** 24-26

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** A good answer will be similar to the following:

- *Systematic observations* involve watching children and carefully recording what they say or do. They can be either *naturalistic observations* (observing children as they behave spontaneously in some real-life situation) or *structured observations* (observing children in a setting the researcher has created that is likely to elicit the behaviour of interest). For example, a researcher might observe siblings in a naturalistic setting, such as a park or playground, and watch for

spontaneously occurring occasions where the siblings behave cooperatively, such as taking turns pushing each other on swings, or competitively, such as racing to see who reaches a slide first. Or a researcher might put children in situations that would be likely to elicit either cooperative or competitive behaviour. For example, they could be given a puzzle and told they would be rewarded if, together, they are able to complete it within a specified amount of time. Or they could each be given their own puzzle and be told that the one who finishes their puzzle first would be given a reward.

- *Self-reports* involve children answering questions about the topic of interest. The questions and answers can either be given verbally (*interview format*) or in a written format (*questionnaire*). For example, a researcher might ask children how cooperative and competitive they are with their siblings.

**20. Using an example from everyday life, explain why a correlation between two variables does not prove a cause and effect relation between the variables.**

**QuestionID:** 01-3-20

**Page-Reference:** 29-30

**Topic:** Doing Child-Development Research

**Skill:** Conceptual

**Answer:** A good answer will be similar to the following:

There is a positive correlation between the number of fire trucks at a fire and the number of deaths in the fire. In other words, the more fire trucks at a fire the more people who will die in the fire. However, it doesn't make sense to say that the fire trucks cause the deaths or that the number of deaths caused the presence of more fire trucks. In this case, a third variable, the size of the fire, leads to more fire trucks at the fire and the likelihood of more deaths in the fire. So, while the number of fire trucks and the number of deaths are correlated there is no cause-effect relation between the two variables. (Note: Students examples will vary, but the logic should be similar to the logic given in this example.)

**21. A researcher wants to see if watching a violent movie leads to more aggressive behaviour in preschool children. How should the researcher proceed? Be sure to discuss sampling, assignment to conditions, and choice of independent and dependent variables.**

**QuestionID:** 01-3-21

**Page-Reference:** 28-31

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** A good answer will be similar to the following:

The researcher could use an experimental design. The participants should be a sample of preschool children who are similar in social class, IQ, etc. to population of interest (representative sampling). These children would be assigned randomly to one of two experimental conditions. In one condition, children would see a movie that contained many violent acts. In the other condition, children would see a movie about sharing that contained no violent acts. The type of movie that the children watched is the independent variable. After watching the movie, the children would be allowed to play in a room with toys. Structured observation would be used to determine if the amount of aggressive behaviour while playing was related to the type of movie that the children had watched. Aggressive behaviour while playing (e.g., hitting, kicking, punching) is the dependent variable.

**22. A researcher wants to examine the changes in the stability of friendship between first and third grade. Should the researcher use a cross-sectional or a longitudinal design? Give the advantages and disadvantages of each design.**

**QuestionID:** 01-3-22

**Page-Reference:** 33-36

**Topic:** Doing Child-Development Research

**Skill:** Applied

**Answer:** A good answer will be similar to the following:

A longitudinal study would involve looking at children's friendships in Grade 1. Later, when the same children were in Grade 3, researchers could see how many friendships still existed. A cross-sectional study might involve asking a group of first-graders and a group of third-graders questions about the stability of their friendships. The main advantage of a cross-sectional research design is that it can be done in a relatively short period of time and at a much lower cost than a longitudinal study. The major disadvantage is that cohort effects may be present which make it difficult to draw conclusions about developmental change. The main advantage of longitudinal research designs is that actual stability and change can be studied. The major disadvantage of longitudinal studies is that they are expensive. Other disadvantages include the lack of sample constancy over the course of the study as participants drop out and the development of "test-wise" participants.