

Chapter 02 - A Child's World: How We Discover It

**Chapter 02**  
**A Child's World: How We Discover It**

**Multiple Choice Questions**

1. A scientific theory is a set of  
A. logically related statements seeking to describe, explain, and predict human behavior.  
B. facts derived from research.  
C. predictions about future outcomes.  
D. opinions presented by a well-known authority in a field.

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*APA LO: 1.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.1: Explain the purposes theories serve, and two basic issues on which developmental theorists differ.*

*Learn Smart LO: Define scientific theory.*

2. The statement, "If children learn aggression from models, then children who watch violent television shows should be more aggressive than children who watch nonviolent shows," is an example of a  
A. theory.  
B. finding.  
C. hypothesis.  
D. conclusion.

refer to page 24

*APA LO: 1.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.1: Explain the purposes theories serve, and two basic issues on which developmental theorists differ.*

*Learn Smart LO: Recall the definition of a hypothesis.*

3. Before designing her research study, Dr. Bennett predicts that infants who have poor diets will have academic problems later in life. Dr. Bennett's prediction is an example of a(n)

- A. hypothesis.
- B. theory.
- C. interpretation.
- D. conclusion.

refer to page 24

APA LO: 1.2

Bloom's Taxonomy: Apply

Connect LO: 2.1: Explain the purposes theories serve, and two basic issues on which developmental theorists differ.

Learn Smart LO: Recall the definition of a hypothesis.

4. Which of the following statements is true of scientific theories?

- A. Theories are the possible explanations for phenomena.
- B. Theories can be proved, but never disproved.
- C. Theories change to incorporate new findings.
- D. Theories are based on assumptions that are true.

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APA LO: 1.2

Bloom's Taxonomy: Understand

Connect LO: 2.1: Explain the purposes theories serve, and two basic issues on which developmental theorists differ.

Learn Smart LO: Define scientific theory.

5. Which of the following is NOT one of the basic issues that theorists address when explaining child development?

- A. Assessing whether development is more influenced by heredity or by environment
- B. Determining whether children are active or passive in their own development
- C. Observing whether development is continuous or occurs in stages
- D. Viewing all development as culturally determined

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APA LO: 1.2

Bloom's Taxonomy: Understand

Connect LO: 2.1: Explain the purposes theories serve, and two basic issues on which developmental theorists differ.

Learn Smart LO: Recall the two basic issues that theorists make assumptions about in attempting to explain development.

6. At age 1, Suzi had a vocabulary of 10 words. Now, at 2 years of age, she has a vocabulary of over 100 words. This reflects a(n) \_\_\_\_\_ developmental change.

- A. autonomous
- B. bidirectional
- C. qualitative
- D. quantitative**

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*APA LO: 1.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.1: Explain the purposes theories serve, and two basic issues on which developmental theorists differ.*

*Learn Smart LO: Recognize that mechanistic theorists deal with quantitative change.*

7. \_\_\_\_\_ viewed human development as being shaped by unconscious forces.

- A. Sigmund Freud**
- B. B. F. Skinner
- C. Jean Piaget
- D. John B. Watson

refer to page 27

*APA LO: 1.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Recall the basic belief of Sigmund Freud.*

8. Sigmund Freud believed that people are motivated primarily by

- A. extrinsic rewards.
- B. unconscious forces.**
- C. anxiety.
- D. their environment.

refer to page 27

*APA LO: 1.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Recall the basic belief of Sigmund Freud.*

9. Armond argues that unconscious forces motivate people to behave the way they do. Armond's position is similar to the \_\_\_\_\_ perspective of development.

- A. information-processing
- B. cognitive
- C. ethological
- D. psychoanalytic**

refer to page 27

*APA LO: 1.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Recall the basic belief of Sigmund Freud.*

10. According to Freud, the element of personality that operates under the pleasure principal is referred to as the

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

refer to pages 27-28

*APA LO: 1.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Distinguish between the three parts of the personality according to Freud.*

11. Parents who are up all night attending to the almost insatiable demands of their newborn babies are often frustrated by infants' apparent tendency to operate on the "pleasure principle." The pleasure principle is associated with the

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

refer to pages 27-28

*APA LO: 1.2*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Distinguish between the three parts of the personality according to Freud.*

12. According to Freud, during the first year of life, the part of the personality that represents reason and operates on the "reality principle" becomes more evident in the baby's behavior. This is due to the development of the

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

refer to pages 27-28

*APA LO: 1.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Distinguish between the three parts of the personality according to Freud.*

13. Freud maintained that children develop in an unvarying sequence of five maturation-based stages of \_\_\_\_\_ development.

- A. psychosocial
- B. psychoanalytic
- C. unconscious
- D. psychosexual**

refer to page 29

*APA LO: 1.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Identify the five stages of psychosexual development according to Freud.*

14. According to Freud, children move through five stages of psychosexual development. The sequence of these stages is

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

refer to page 29

*APA LO: 1.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Identify the five stages of psychosexual development according to Freud.*

15. According to Freud's theory, a 4-year-old child who has become attached to the parent of the other sex and regards the same-sex parent as a rival is considered to be in the \_\_\_\_\_ stage of psychosexual development.

- A. oral
- B. anal
- C. phallic
- D. latency

refer to page 29

*APA LO: 1.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe Freud's phallic stage of psychosexual development.*

16. Joseph hits his brother with a toy while playing and feels guilty about it afterwards. According to Freud, these feelings reflect the operation of the

- A. id.
- B. ego.
- C. superego.
- D. defense mechanism.

refer to pages 27-29

*APA LO: 1.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Distinguish between the three parts of the personality according to Freud.*

17. Keesha is worried that her mother will find out that she accidentally broke her brother's truck. She is starting to develop a conscience. Which of the following psychosexual stages includes our conception of a "conscience?"

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

refer to page 29

*APA LO: 1.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Distinguish between the three parts of the personality according to Freud.*

18. Mrs. Dobber, a teacher, believes that fourth graders are at a stage of psychosexual development characterized by relative calm. Mrs. Dobber's students are in the \_\_\_\_\_ stage, which occurs during middle childhood.

- A. phallic
- B. superego
- C. latency**
- D. generative

refer to page 29

*APA LO: 1.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe Freud's latency stage of psychosexual development.*



19. Each of Erikson's stages of development involves a psychosocial challenge, or \_\_\_\_\_, that is important at a particular time.

- A. trauma
- B. crises**
- C. historical event
- D. phase

refer to page 31

*APA LO: 1.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss Erikson's psychosocial theory of development.*

20. A major distinction between Freud's and Erikson's views of development is that Erikson

- A. emphasized female development, whereas Freud emphasized male development.
- B. viewed development as a lifelong process, whereas Freud emphasized early experiences.**
- C. focused on unconscious processes, whereas Freud emphasized conscious processes.
- D. emphasized biological factors, whereas Freud emphasized cultural factors.

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*APA LO: 5.1*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss Erikson's psychosocial theory of development.*

21. As an assignment for a developmental psychology class, Darius interviewed his grandparents to learn more about their life experiences. In the interview, Darius learned that his grandparents view development as lifelong. The idea that personality development occurs throughout the life span is consistent with \_\_\_\_\_ theory.

- A. Freud's psychosexual
- B. Erikson's psychosocial**
- C. Bandura's social learning
- D. Bowlby's ethological

refer to page 31

*APA LO: 1.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss Erikson's psychosocial theory of development.*

22. In Erikson's theory of development, there are \_\_\_\_ stages of psychosocial development.

- A. 3
- B. 5
- C. 8**
- D. 12

refer to page 31

*APA LO: 1.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss Erikson's psychosocial theory of development.*

23. Compared to Freud's theory, Erikson placed greater emphasis on
- A. physical development.
  - B. intellectual development.
  - C. early experiences.
  - D.** social and cultural influences.

refer to page 31

*APA LO: 1.2*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss Erikson's psychosocial theory of development.*

24. A long-lasting change in behavior as a result of experience or adaptation to the environment is called
- A. modification.
  - B. cognition.
  - C.** learning.
  - D. behaviorism.

refer to page 31

*APA LO: 5.1*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss perspective two: Learning.*

25. Behaviorists look for events that will determine whether or not a particular behavior will be repeated. This mental link is referred to as
- A.** associative learning.
  - B. unconscious learning.
  - C. intelligence.
  - D. personality.

refer to page 31

*APA LO: 5.1*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Recall associative learning.*

26. Every time Tanya leaves 2-year-old Timmy at day care, Timmy cries. Tanya always hands Timmy to the same teacher. She notices that Timmy now starts to cry when he sees this teacher from a distance. Timmy's behavior is an example of

- A. classical conditioning.
- B. operant conditioning.
- C. social learning.
- D. negative reinforcement.

refer to page 32

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Recall classical conditioning.*

27. Daniel was embarrassed by his coach for not making a basket during an important game. Since then, whenever he gets the ball and heads down the court, he gets an overwhelming feeling of anxiety that prevents him from thinking clearly when he tries to shoot the ball. This is an example of

- A. operant conditioning.
- B. classical conditioning.
- C. social learning.
- D. intermittent reinforcement.

refer to page 32

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Recall classical conditioning.*

28. When John B. Watson trained "Little Albert" to be afraid of small furry animals, he used  
A. classical conditioning.  
B. negative reinforcement.  
C. shaping behavior.  
D. intermittent reinforcement.

refer to page 32

APA LO: 5.1

Bloom's Taxonomy: Remember

Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.

Learn Smart LO: Recall classical conditioning.

29. Mr. Whitford's fifth-grade students sit quietly and continue doing their work when Mr. Whitford leaves the room because he rewards them with more recess time if they do so. Learning based on association of behavior with consequences is called  
A. classical conditioning.  
B. operant conditioning.  
C. the pleasure principle.  
D. the reality principle.

refer to page 32

APA LO: 5.1

Bloom's Taxonomy: Apply

Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.

Learn Smart LO: Discuss Skinner's operant conditioning theory.

30. Marissa really wants to be in the school play but does not enjoy having to memorize lines. Two weeks before the play is scheduled, her father implements a reward system. As soon as Marissa learns her lines, she does not have to help with the dishes until the play is over. Marissa increases her efforts in practice and learns the lines thoroughly in two days. This is an example of

- A. classical conditioning.
- B. operant conditioning.**
- C. social learning.
- D. psychodynamic learning.

refer to page 32

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss Skinner's operant conditioning theory.*

31. B. F. Skinner and other behaviorists maintain that human behavior is determined by

- A. defense mechanisms.
- B. self-actualization.
- C. unconscious conflicts.
- D. conditioning.**

refer to page 32

*APA LO: 5.1*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss Skinner's operant conditioning theory.*

32. \_\_\_\_\_ was the American psychologist who formulated the principles of operant conditioning while working with rats and pigeons.

- A. John B. Watson
- B. Sidney Pressey
- C. B. F. Skinner**
- D. Ivan Pavlov

refer to page 32

*APA LO: 5.1*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss Skinner's operant conditioning theory.*

33. Larry wants his daughter to put her seat belt on when she gets in the car, so he smiles and gives her a hug each time she does so. A consequence of any behavior that increases the likelihood of that behavior being repeated is called

- A. punishment.
- B. reinforcement.**
- C. aversion.
- D. classical conditioning.

refer to page 32

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe reinforcement.*

34. An example of negative reinforcement is
- A. shouting, "No!" as a consequence of bad behavior.
  - B. spanking as a consequence of bad behavior.
  - C. increasing a child's allowance as a consequence of good behavior.
  - D.** canceling a disliked household chore as a consequence of good behavior.

refer to page 32

*APA LO: 5.1*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe reinforcement.*

35. June's mother explains that she needs help taking care of their new puppy. June's current task, which she really dislikes, is taking the garbage out. Her mother says that if June will help take care of the puppy, she will assign another sibling to take out the garbage. June agrees immediately, because she will do anything to get out of emptying the garbage. From a behavioral viewpoint, June's decision is based on
- A. classical conditioning.
  - B. positive reinforcement.
  - C.** negative reinforcement.
  - D. vicarious reinforcement.

refer to page 32

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe reinforcement.*



36. The parents of 15-month-old Helen want to discourage her thumb sucking. When Helen takes her thumb out of her mouth, they give her a small cup of raisins, which she loves. The raisins represent

- A. a negative stimulus.
- B. an unconditioned stimulus.
- C. a neutral stimulus.
- D.** reinforcement.

refer to page 32

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe reinforcement.*

37. Two-year-old Eric throws a tantrum whenever he is placed in his car seat. To calm him down, his mother has started giving him a lollipop. In effect, his mother is

- A. extinguishing tantrums.
- B.** reinforcing tantrums.
- C. using classical conditioning.
- D. using negative reinforcement.

refer to page 32

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe reinforcement.*

38. Every time Billy tries to open the kitchen cupboard, he gets his fingers pinched in the door. Eventually, Billy no longer tries to open the cupboard door. This is an example of

- A. negative reinforcement.
- B. intermittent reinforcement.
- C. punishment.**
- D. positive reinforcement.

refer to page 32

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe punishment.*

39. To get Michelle to clean her room more often, her parents gave her a piece of candy each time she picked up her toys. This resulted in more frequent room cleaning. However, when her parents stopped giving her candy, Michelle's room-cleaning behavior gradually became less frequent. The weakening of the room-cleaning behavior is called

- A. intermittent reinforcement.
- B. extinction.**
- C. punishment.
- D. negative reinforcement.

refer to page 33

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Recall how behavior is extinguished.*

40. Whenever Milo had a tantrum, his father would pick him up and comfort him. Now that he is in preschool, his teachers ignore his tantrums, and over time his tantrums have decreased in frequency. Based on our understanding of operant conditioning, we would say that Milo's tantrum behavior is being \_\_\_\_\_ in preschool.

- A. negatively reinforced
- B. punished
- C. extinguished
- D. aversively conditioned

refer to page 33

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Recall how behavior is extinguished.*

41. When a school principal uses operant conditioning to eliminate students' undesirable behaviors, he is implementing

- A. classical conditioning.
- B. punishment.
- C. behavior modification.
- D. reinforcement.

refer to page 33

*APA LO: 5.1*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe behavior modification.*

42. First, Jacob is praised when he points to his wet diaper. Then, Jacob is praised only if he speaks up before he is wet. Finally, Jacob is praised only when he uses his potty chair. This is an example of

- A. extinction.
- B. behavior modification.**
- C. negative reinforcement.
- D. aversive conditioning.

refer to page 33

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe behavior modification.*

43. \_\_\_\_\_ developed the principles of social-learning theory.

- A. B. F. Skinner
- B. Carl Rogers
- C. John B. Watson.
- D. Albert Bandura**

refer to page 33

*APA LO: 5.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Define observational learning.*

44. Albert Bandura suggested that the most important element in how children acquire language, deal with aggression, develop a sense of morality, and learn gender-appropriate behavior is

- A. classical conditioning.
- B. observation and imitation.**
- C. punishment of inappropriate behavior.
- D. shaping of appropriate behavior.

refer to page 33

*APA LO: 5.2*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Define observational learning.*

45. Children have a tendency to imitate the adults they admire even if some of the observed behavior is not appropriate. This process is known as

- A. behavior modification.
- B. assimilation.
- C. adaptation.
- D. social learning.**

refer to page 33

*APA LO: 5.2*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Define observational learning.*

46. Roberto's favorite type of music is American Jazz. After observing a classmate being teased for mentioning that she loved to listen to classical music, Roberto decided that he would keep quiet about his musical preferences. Roberto's decision is a result of
- A. classical conditioning.
  - B. operant conditioning.
  - C. social learning.**
  - D. psychodynamic learning.

refer to page 33

*APA LO: 1.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Define observational learning.*

47. By receiving feedback on their behavior, children gradually form standards for judging their own actions. They begin to develop a
- A. sense of self-efficacy.**
  - B. superego.
  - C. gender identity.
  - D. sense of self-esteem.

refer to page 33

*APA LO: 1.2*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Understand the development of self-efficacy.*

48. The \_\_\_\_\_ perspective focuses on thought processes and the behavior that reflects those processes.

- A.** cognitive
- B. behaviorist
- C. psychodynamic
- D. evolutionary

refer to page 33

*APA LO: 1.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Understand perspective 3: Cognitive.*

49. Which theory portrays people as active in their own learning and emphasizes qualitative and quantitative changes?

- A. Behaviorist
- B.** Cognitive
- C. Psychoanalytic
- D. Social learning

refer to page 33

*APA LO: 5.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Understand perspective 3: Cognitive.*

50. Neo-Piagetian theories combine both Piagetian theory and elements of \_\_\_\_\_ theory.

- A. social cognitive
- B.** information-processing
- C. behavioral
- D. mechanistic

refer to page 33

*APA LO: 5.2*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Understand perspective 3: Cognitive.*

51. Which of the following are the two key points of Piaget's cognitive perspective?
- A. People are controlled by their environment, and behavior develops in a specific order.
  - B. People are active in their development, and behavior is random at any developmental stage.
  - C. People are active in their development, and behavior develops in a specific order.
  - D. People are controlled by their environment, and behavior is random at any developmental stage.

refer to pages 33-34

*APA LO: 5.2*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe Piaget's theory of cognitive development.*

52. Which of the following is NOT a general principle of Piaget's theory of cognitive development?
- A. Children proceed through the same developmental stages in the same order.
  - B. Individuals reach each stage according to their own timetable.
  - C. If overgratification occurs at a particular stage, fixation may result.
  - D. Each stage represents a qualitative change from one type of thinking to another.

refer to pages 33-34

*APA LO: 5.2*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe Piaget's theory of cognitive development.*



53. Anabelle knows that after she is fed her bottle, she is patted on the back and put down to sleep. This organized pattern of behavior is called

- A. equilibration.
- B. accommodation.
- C. assimilation.
- D.** a scheme.

refer to page 34

*APA LO: 5.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Define schemes.*

54. According to Piaget, a child builds internal representations of the world called schemes, and develops these into an integrated network of cognitive structures through the process of

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

refer to page 34

*APA LO: 5.2*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Illustrate Piaget's concept of organization.*

55. When Ms. Drew teaches a new concept to her students, she always tries to make a connection to something that they already understand. According to Piaget, which technique is Ms. Drew using?

- A. Information processing
- B. Accommodation
- C. Equilibration
- D.** Assimilation

refer to page 34

*APA LO: 5.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Define and illustrate assimilation.*

56. According to Piaget, the process of changing existing schemes to adjust to new information is called

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

refer to page 34

*APA LO: 5.1*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Define and illustrate accommodation.*

57. Four-year-old Adam sees cows in a field. His mother points to them and says, "Cows." Later, Adam sees goats for the first time and calls them cows. Adam is demonstrating Piaget's concept of

- A. equilibration.
- B. accommodation.
- C. adaptation.
- D. assimilation.**

refer to page 34

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Define and illustrate assimilation.*

58. Frederika is learning to play a musical instrument. She struggles at first because the experience is unlike anything she has been associated with previously. Slowly she begins to make progress. This best demonstrates Piaget's concept of

- A. assimilation.
- B. accommodation.**
- C. vicarious reinforcement.
- D. object permanence.

refer to page 34

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Define and illustrate accommodation.*

59. According to Piaget, children change their ways of thinking to adapt to new experiences because of the need for

- A. satisfaction of id impulses
- B. equilibrium.**
- C. a stable sense of identity
- D. parental approval.

refer to page 34

*APA LO: 5.1*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Recount equilibration.*

60. Which of the following is NOT a criticism of Piaget's theory of development?

- A. It pays little attention to emotional development.
- B. It pays little attention to the influence of education on intellectual development.
- C. It overestimates the cognitive abilities of young children.**
- D. It says little about individual differences in ability.

refer to page 35

*APA LO: 5.1*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Recall evaluations of the cognitive theories of development.*

61. Sociocultural theory, developed by \_\_\_\_\_, stresses a child's active involvement with his or her environment.

- A. Urie Bronfenbrenner
- B. Jean Piaget
- C. Lev Vygotsky**
- D. Margaret Mead

refer to page 35

*APA LO: 5.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Understand perspective 3: Cognitive.*

62. \_\_\_\_\_ developed the concept known as the "zone of proximal development" to explain the gap between what a child is already able to do and what he or she is not quite ready to do alone.

- A. Sigmund Freud
- B. Neal Miller
- C. Konrad Lorenz
- D.** Lev Vygotsky

refer to page 35

*APA LO: 5.1*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Explain the zone of proximal development (ZPD).*

63. Mara purchased a shape sorter for her 9-month-old daughter, Lucia. Mara notices that Lucia picks up the shapes but has difficulty dropping them into the correct slots. Mara hands a shape to Lucia and guides her hand to the correct slot, slowly turning the shape until it fits. After some practice with Mara, Lucia is able to retrieve a shape and twist it until it fits into the slot. Mara's assistance is consistent with which of the following concepts?

- A.** Vygotsky's zone of proximal development
- B. Piagetian schemes
- C. The information-processing perspective
- D. Bandura's Social learning

refer to page 35

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Explain the zone of proximal development (ZPD).*

64. Paul's mother has been teaching him to bake bread. She tells him, "I will help you follow the recipe a few more times, but soon you will have to try it on your own." According to Vygotsky's sociocultural theory, Paul's mother is engaging in

- A. intermittent reinforcement.
- B. imprinting.
- C. scaffolding.**
- D. equilibration.

refer to page 35

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Define scaffolding.*

65. Tom volunteers to teach children how to play basketball. He finds that when he first tries to teach a skill, such as shooting the ball, he sometimes has to physically guide the children's feet in the correct position. Generally, the more he works with the children and the more knowledge they acquire, the less support he has to provide. This is an example of

- A. classical conditioning.
- B. information processing.
- C. equilibration.
- D. scaffolding.**

refer to page 35

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Define scaffolding.*

66. A major distinction between Piaget's theory and the information-processing approach is that Piaget

A. viewed development as continuous, whereas the information-processing approach regards development as occurring in distinct stages.

B. viewed development as an active process, whereas the information-processing approach regards the organism as passive.

C. focused on perception, whereas the information-processing approach focuses on thinking and memory.

**D.** regarded development as occurring in stages, whereas the information-processing approach views development as continuous.

refer to pages 35-36

*APA LO: 5.2*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Define the information-processing theory of development.*

67. The information-processing approach to explaining cognitive development compares the brain to a

A. calculator.

**B.** computer.

C. modem.

D. telephone.

refer to page 36

*APA LO: 5.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Define the information-processing theory of development.*

68. Those who ascribe to the \_\_\_\_\_ approach attempt to explain cognitive development by observing and analyzing mental processes involved in perceiving information.

- A. social cognitive
- B. information-processing**
- C. social learning
- D. behaviorst

refer to pages 35-36

*APA LO: 5.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Define the information-processing theory of development.*

69. According to the \_\_\_\_\_ perspective, development can be understood only when individual behavior is observed as it interacts with the environment.

- A. psychodynamic
- B. contextual**
- C. cognitive
- D. behavioral

refer to page 36

*APA LO: 5.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe perspective 4: Contextual.*



70. Dr. Cortez's undergraduate psychology class is studying the subtle differences between mannerisms of students in the Deep South to those of students in the Northeast. They begin to realize that in order to understand these differences, they must consider the social settings in which the students live. This is an example of the \_\_\_\_\_ perspective.

- A. contextual
- B. cognitive
- C. information-processing
- D. psychodynamic

refer to page 36

*APA LO: 5.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe perspective 4: Contextual.*

71. \_\_\_\_\_ developed the bioecological perspective of human development which includes five interlocking contextual systems.

- A. Vygotsky
- B. Pavlov
- C. Bronfenbrenner
- D. Piaget

refer to page 36

*APA LO: 5.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe perspective 4: Contextual.*

72. Bronfenbrenner's \_\_\_\_\_ approach examines how environmental factors interact and contribute to child development.

- A. interactionist
- B. bioecological**
- C. behaviorist
- D. cognitive

refer to page 36

*APA LO: 5.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe perspective 4: Contextual.*

73. Mr. and Mrs. Johnson were both laid off from their high-paying positions at a local clean energy plant. Both found new jobs, but they are now working far more hours for much less money. The stress is showing at home, with frequent parental arguments and impatient discipline with the children. The family's home is no longer the nurturing environment that it once was. Which of the following perspectives best explains this situation?

- A. Bioecological**
- B. Ethological
- C. Information-processing
- D. Cognitive

refer to page 36

*APA LO: 5.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe perspective 4: Contextual.*

74. Piaget and his wife kept journals noting how their children developed and interacted with one another in the home. According to the bioecological approach, Piaget was studying the children in their

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

refer to page 36

*APA LO: 5.1*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss the microsystem in Bronfenbrenner's theory.*

75. Dr. Adams, who ascribes to the bioecological approach to human development, is studying the relationship between the quality of parent-child interactions in the home and the success of children in school. Dr. Adams is studying development at the \_\_\_\_\_ level of environmental influence.

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

refer to page 37

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss the mesosystem in Bronfenbrenner's theory.*

76. The collapse of communism in Eastern Europe in the 1990s significantly altered most government institutions there. According to the bioecological approach, this situation reflects a change in people's

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

refer to page 37

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss the macrosystem in Brofenbrenner's theory.*

77. Due to his parents' chronic unemployment and inability to make ends meet, Oliver frequently moves around, never living in one location for more than a few months. Dr. Zsilak recruited Oliver and his family for a study looking at how this type of instability contributes to children's emotional development. According to the bioecological approach, Dr. Zsilak is investigating influences within the

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

refer to page 37

*APA LO: 5.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss the macrosystem in Brofenbrenner's theory.*

78. Over time, the relative importance of peers and parents to the developing child changes. Which level of the bioecological theory accounts for this?

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

refer to page 37

*APA LO: 5.1*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss the chronosystem in Brofenbrenner's theory.*

79. Which of the following perspectives emphasizes the idea that species-specific behaviors enhance the survival of that species?

- A. Behaviorist
- B. Social-cognitive
- C. Contextual
- D. Ethological**

refer to page 38

*APA LO: 5.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe ethological theory.*

80. Your psychology professor claims that attachment between an infant and a caregiver must form during a critical period to ensure normal development. Which developmental perspective does your professor support?

- A. Behaviorist
- B. Ethological**
- C. Psychoanalytic
- D. Informative-processing

refer to page 38

*APA LO: 5.2*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe ethological theory.*

81. Individuals with traits better adapted to their environments survive; those less adapted do not. This statement demonstrates the process of

- A. survival of the fittest.**
- B. ethological development.
- C. psychoanalytic development.
- D. biological maturation.

refer to page 38

*APA LO: 5.2*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe evolutionary psychology.*

82. \_\_\_\_\_ extended ethological principles to the study of human development, focusing attention on the mother-infant bond.

- A. Mary Ainsworth
- B. John Bowlby**
- C. Konrad Lorenz
- D. Niko Tinbergen

refer to page 38

*APA LO: 1.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Identify Bowlby as an attachment theorist.*

83. Ramona is walking in a mall when she notices a distressed-looking infant in a stroller. The infant's facial expression engrosses Ramona, and she immediately looks around to see if an adult is there to help the infant. The infant's mother is indeed right there, and Ramona moves on, but the image stays with her. She begins to wonder if humans have some innate ability to communicate with facial expressions that provides an evolutionary advantage. Which of the following theories might support Ramona's idea?

- A. Evolutionary**
- B. Bioecological
- C. Sociocultural
- D. Cognitive

refer to page 39

*APA LO: 5.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe evolutionary psychology.*

84. Research that deals with "how much" or "how many" is referred to as
- A. qualitative.
  - B. cross cultural.
  - C. quasi-experimental.
  - D.** quantitative.

refer to page 41

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Understand quantitative research.*

85. The scientific method, as applied in any field of study, is based on which of the following elements?
- A. Observation and recording of data
  - B. Testing of alternative hypotheses
  - C. Widespread public dissemination of results
  - D.** All of the above

refer to page 41

*APA LO: 1.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Describe the scientific method.*

86. Dr. Gyorgy from Hungary has decided to study the effects of travel on the lives of Hungarian circus performers. The two key issues that he must first address are
- A. the importance of the study and where he will publish his findings.
  - B. his knowledge of circus performers and his knowledge of the effects of travel.
  - C. public opinion of this topic and his own bias.
  - D.** how the participants will be chosen and how the data will be collected.

refer to page 42

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Understand sampling.*



87. When conducting research, scientists typically study a \_\_\_\_\_ and generalize the results to a \_\_\_\_\_.

- A.** sample; population
- B. nonnormative group; normative group
- C. population; sample
- D. cohort; sample

refer to page 42

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define sample.*

88. Dr. Slocum wants to conduct a study that investigates nicotine addiction in teenagers. Teenagers who are identified as addicted to cigarettes represent the \_\_\_\_\_; those teens who participate in the study represent the \_\_\_\_\_.

- A. sample; population
- B.** population; sample
- C. control group; experimental group
- D. experimental group; control group

refer to page 42

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define sample.*

89. One of the most reliable sampling methods is the use of

- A. assigned groups.
- B. matched groups.
- C. random selection.**
- D. focus groups.

refer to page 43

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define sample.*

90. When Maggie wanted to find out how children were punished at home, she conducted separate interviews of individual children and their parents. An advantage of this research design is that

- A. Maggie needed to interview only a few people to get a valid research sample.
- B. Maggie needed to interview each set of parents and children only once.
- C. Maggie could assess whether parents and children gave conflicting reports.**
- D. it revealed causal relationships.

refer to page 44

*APA LO: 1.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Discuss survey and interview methods of collecting data.*

91. Which of the following is NOT an example of a self-report technique?

- A. Questionnaire
- B. Diary or log
- C. Interview
- D. Observation**

refer to page 44

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Discuss observational research.*

92. Jeremy has become interested in the interactions that children have with their parents in public places. He suspects that, when they are at the mall, children may interact differently with their fathers than they do with their mothers. He decides to watch the food court of a local mall and observe interaction patterns. Jeremy is using a \_\_\_\_\_ observation method.

- A. naturalistic
- B. laboratory
- C. group
- D. participant

refer to page 44

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Discuss observational research.*

93. Theo is a graduate student who is interested in gender differences in play. Theo and his research team observe preschoolers in their classrooms during free play, noting differences between boys and girls. Which research method is being used?

- A. Laboratory observation
- B. Case study
- C. Naturalistic observation
- D. Clinical study

refer to page 44

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Discuss observational research.*

94. Marcus is interested in the effects of television aggression on children's behavior. Marcus brings participants to a play room and shows them a short cartoon depicting the main characters hitting, yelling, and destroying toys. He then allows the children to play for 15 minutes, observing their behavior from behind a one-way mirror, noting instances of aggression. Marcus is using the \_\_\_\_\_ observation method.

- A. laboratory
- B. participant
- C. naturalistic
- D. case study

refer to page 44

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Discuss observational research.*

95. Which of the following is NOT a problem associated with observational studies?

- A. They cannot determine cause-and-effect relationships.
- B. The participants may alter their behavior when they know they are being observed.
- C. It is impossible to gain information regarding relationships between variables.
- D. Laboratory studies may not generalize to real life.

refer to page 44

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Discuss observational research.*

96. Which of the following is the best operational definition of a difficult test?

- A. A test that is constructed by a mean professor
- B. A test with challenging questions
- C. A test that covers materials that are in the text, but not covered in class
- D.** A test with a class average of 70 or below

refer to page 45

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define operational definition.*

97. Dolores works in a pediatrics ward and has decided to investigate whether or not the level of nurse friendliness influences children's perceptions of their hospital experiences. For her research, which of the following would be the best operational definition of nurse friendliness?

- A. Professional interactions with patients
- B. Pleasant appearance
- C. Concern for patients
- D.** Number of times that the nurse smiles per time spent with the patient

refer to page 45

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define operational definition.*

98. Cognitive neuroscientists focus on
- A. the effects of punishment.
  - B.** the brain.
  - C. positive and negative reinforcement.
  - D. unconscious conflicts.

refer to page 45

*APA LO: 5.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define behavioral and performance measures.*

99. Dr. Naglieri conducts research on how children's brains process emotional information. For example, as participants are shown a variety of emotional stimuli, such as children laughing, crying, and frowning in anger, Dr. Naglieri observes brain regions that are activated with each stimulus. Dr. Naglieri is a(n)
- A. behaviorist.
  - B. psychiatrist.
  - C.** cognitive neuroscientist.
  - D. evolutionary psychologist.

refer to page 45

*APA LO: 5.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define behavioral and performance measures.*

100. Raphael, age 16, suffered an unexplained seizure and severe behavioral changes, as well as impairment of some of his motor abilities. To identify areas of the brain that were involved in this event, researchers had him undergo a series of brain-imaging studies. They also had Raphael complete several tests of memory, language, and attention. These researchers are known as

- A. behaviorists
- B. psychiatrists
- C. cognitive neuroscientists
- D. ethological researchers

refer to page 45

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define behavioral and performance measures.*

101. A plan for conducting a scientific investigation is called a

- A. research design.
- B. hypothetical outline.
- C. scientific projection.
- D. research outcome.

refer to page 46

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define basic research designs.*

102. When scientists study the life of an unusual or newsworthy individual to develop theories about aberrant behavior, they are conducting a(n)

- A. naturalistic observation.
- B. case study.**
- C. interview.
- D. experiment.

refer to page 46

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Describe a case study.*

103. What type of research design should a researcher use if she wishes to determine if a statistical relationship exists between variables?

- A. Qualitative
- B. Correlational**
- C. Experimental
- D. Case study

refer to page 47

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Understand correlation.*

104. In a correlational study,

- A. cause-and-effect relationships can be determined.
- B. researchers ask people to state their opinions.
- C. researchers observe people in their natural environment.
- D. the relationship between two variables is measured.**

refer to page 47

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Understand correlation.*



105. A researcher determines that children whose parents read to them for more than one hour each day have better grades than do children whose parents read to them for only a few minutes per day. What can you conclude from this pattern of data?

- A. Parental reading causes children to do better in school.
- B. Parental reading time and grades are positively correlated.**
- C. Parental reading time and grades are unrelated.
- D. Good students cause their parents to spend more time reading to them.

refer to page 47

*APA LO: 1.4*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Understand correlation.*

106. A controlled procedure in which a researcher manipulates variables to learn how one affects another is called a(n)

- A. theory.
- B. experiment.**
- C. naturalistic study.
- D. correlation.

refer to page 49

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Describe experimental research.*

107. In an experimental study, researchers manipulate a(n) \_\_\_\_\_ variable to observe its effects on a(n) \_\_\_\_\_ variable.

- A. control; independent
- B. dependent; independent
- C. independent; dependent**
- D. dependent; control

refer to page 49

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define independent and dependent variables.*

108. In an experimental study, the subjects who receive the treatment are referred to as the \_\_\_\_\_ group.

- A. experimental**
- B. control
- C. dependent
- D. independent

refer to page 49

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Discuss experimental and control groups.*

109. In an experimental study, the subjects who do NOT receive the treatment are referred to as the \_\_\_\_\_ group.

- A. experimental
- B. control**
- C. dependent
- D. independent

refer to page 49

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Discuss experimental and control groups.*

110. A group of children is given special training on how to handle their anger. A second group is treated the same as the first group except they do not receive the special training. Those given the training comprise the \_\_\_\_\_ group, and those who receive no training comprise the \_\_\_\_\_ group.

- A. experimental; control**
- B. control; experimental
- C. dependent; independent
- D. independent; dependent

refer to page 49

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Discuss experimental and control groups.*

111. Children were asked to drink an extra glass of milk each day to see if their memories improved over time. In this experiment, milk is the \_\_\_\_\_ variable.

- A. action
- B. control
- C. independent**
- D. dependent

refer to page 49

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define independent and dependent variables.*

112. In an experiment, a researcher manipulates the \_\_\_\_\_ variable and then looks for an effect of that manipulation by measuring the \_\_\_\_\_ variable.

- A. dependent; independent
- B. control; experimental
- C. experimental; control
- D. independent; dependent**

refer to page 49

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define independent and dependent variables.*

113. In an experiment to assess the relationship between nutrition and intelligence, one group of children is given a power bar containing a special vitamin supplement on a daily basis. A second group of children is given an identical-looking power bar but without the supplement. Later, all children are given an intelligence test. In this experiment, the children's scores on the intelligence test are the \_\_\_\_\_ variable.

- A. independent
- B. cross-sequential
- C. dependent
- D. control

refer to page 49

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define independent and dependent variables.*

114. A youth sports league is involved in a study in which one group of coaches is given instruction covering developmental considerations of teaching children and another group receives no such training. The coaches are assigned to different groups of children for two weeks. At the end of the two weeks, each group of children is interviewed to assess their level of satisfaction with their sport experience. In this study, the type of training the coaches received is considered the \_\_\_\_\_ variable.

- A. independent
- B. dependent
- C. extraneous
- D. control

refer to page 49

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define independent and dependent variables.*

115. Unlike correlational research, experimental studies

- A. do not require a control group.
- B. require fewer participants.
- C. can establish cause-and-effect relationships.**
- D. are lifelike and intuitive.

refer to page 49

*APA LO: 1.4*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Describe experimental research.*

116. The major difference between a laboratory experiment and a field experiment is the degree of

- A. control.**
- B. manipulation.
- C. random assignment.
- D. correlation.

refer to page 50

*APA LO: 1.4*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Describe laboratory, field and natural experiments.*

117. The research team at University Hospital wants to ensure that their research results can be verified by others through replication. What research technique should they use?

- A. Natural experiment
- B. Laboratory experiment**
- C. Case study
- D. Cross-sectional design

refer to page 50

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Describe laboratory, field and natural experiments.*

118. A researcher who studies identical twins separated at birth and reared in different environments is using a \_\_\_\_\_ experiment.

- A. laboratory
- B. field
- C. natural**
- D. correlational

refer to page 50

*APA LO: 1.4*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Describe laboratory, field and natural experiments.*

119. Natural experiments compare people who have been divided into separate groups

- A. through random sampling.
- B. through matching.
- C. by the researcher.
- D. due to accidental life circumstances.**

refer to page 50

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Describe laboratory, field and natural experiments.*

120. Which of the following is a shortcoming of laboratory experiments?

- A. It is often difficult to randomly assign subjects to different treatment conditions.
- B. Experiments rarely inform us about cause-and-effect relationships.
- C. They tell us little about how children think and behave.
- D. The results may not be applicable outside the experimental situation.**

refer to pages 50-51

*APA LO: 1.4*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Describe laboratory, field and natural experiments.*

121. Over a 10-year period, Professor Dohner followed the same group of schoolchildren, measuring their performance on an intelligence test twice a year. Which method of data collection did Professor Dohner use?

- A. Cross-sectional
- B.** Longitudinal
- C. Cross-sequential
- D. Clinical

refer to page 51

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define a longitudinal approach to developmental research.*

122. An experimenter measures the cognitive skills of 100 three-year-olds and compares the results with the skills exhibited by 100 seven-year-olds. This is an example of which research method?

- A.** Cross-sectional
- B. Longitudinal
- C. Sequential
- D. Clinical

refer to page 51

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Describe developmental research designs.*



123. Researchers realize that while it may provide invaluable information, a \_\_\_\_\_ study is time-consuming and expensive, and it has problems associated with attrition.

- A. longitudinal
- B. cross-sectional
- C. cross-sequential
- D. clinical

refer to page 52

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define a longitudinal approach to developmental research.*

124. An advantage of the cross-sectional research method is that it

- A. provides information about how the same person changes with age.
- B. provides information about differences in behavior among people of different ages.
- C. eliminates the effect of "cohort differences."
- D. is more sensitive than the longitudinal method to individual behavioral change and stability.

refer to pages 51-52

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define cross-sectional research.*

125. Which of the following research methods was designed to address the disadvantages of both the longitudinal and the cross-sectional designs?

- A. Life-span
- B. Clinical
- C. Sequential study**
- D. Behavior sampling

refer to pages 52-53

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Articulate the purpose of a sequential study.*

126. A therapist is studying the behavior of children whose parents divorced six months before the children started school and children whose parents divorced two years before the children started school. Both groups of children will be followed and measured over the course of five years. This is an example of a(n) \_\_\_\_\_ design.

- A. cross-sectional
- B. sequential**
- C. longitudinal
- D. experimental

refer to page 52

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Articulate the purpose of a sequential study.*

127. Dr. Knowles wants to assess the effectiveness of Ritalin, a drug used to treat hyperactivity and inattention. At the beginning of the school year, he administers a test of cognitive skills to two groups of children who are on the medication: third-graders and fifth-graders. He retests both groups at the end of the first semester and at the end of the school year. Dr. Knowles is using a \_\_\_\_\_ design.

- A. sequential
- B. cross-sectional
- C. longitudinal
- D. time-sampling

refer to page 52

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Articulate the purpose of a sequential study.*

128. Which of the following is NOT one of the ethical guidelines that a researcher must follow when conducting research with human subjects?

- A. Right to privacy and confidentiality
- B. Right to informed consent
- C. Right to financial compensation
- D. Right to self-esteem

refer to page 54

*APA LO: 2.1*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.4: Understand ethical problems that may arise in research on children.*

*Learn Smart LO: Discuss ethical concerns in research.*

129. A researcher is interested in the learning capabilities of children who are yelled at by an adult. She recruits a former drill sergeant to scream at a group of 7-year-olds while they learn a list of terms from a screen. What is the primary concern associated with this type of study?

- A. There is no control group.
- B. The dependent variable is not operationally defined.
- C. It is unethical.
- D. The study does not include children of different ages.

refer to page 54

*APA LO: 2.1*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.4: Understand ethical problems that may arise in research on children.*

*Learn Smart LO: Discuss ethical concerns in research.*

130. When performing psychological research with children, a researcher's primary consideration must be

- A. research ethics.
- B. using the correct research design.
- C. random sampling.
- D. operationally defining variables.

refer to page 54

*APA LO: 2.1*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.4: Understand ethical problems that may arise in research on children.*

*Learn Smart LO: Discuss ethical concerns in research.*

131. In research ethics, beneficence refers to

- A. the inclusion of diverse groups in research studies.
- B. the obligation to maximize positive influences and minimize harm for subjects.**
- C. a guarantee of privacy.
- D. all of the above.

refer to page 54

*APA LO: 2.1*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.4: Understand ethical problems that may arise in research on children.*

*Learn Smart LO: Define beneficence.*

## Essay Questions

132. A theory is a coherent set of logically related concepts that seeks to organize, explain, and predict data. Explain the relationship between a theory and a hypothesis. Using Piaget's cognitive stages of development, give an example of a hypothesis that could be derived from one stage of the theory.

Answers will vary

*APA LO: 1.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.1: Explain the purposes theories serve, and two basic issues on which developmental theorists differ.*

*Learn Smart LO: Define scientific theory.*

133. Imagine you are a new student teacher in a fourth-grade classroom. You have been asked to "back up" your lesson plans with the appropriate developmental theories. Define Erikson's theory of psychosocial development, and describe how it was influenced by and differed from Freud's psychosexual theory. Give an example of how you would apply each theory in a fourth-grade classroom.

Answers will vary

*APA LO: 5.2*

*Bloom's Taxonomy: Analyze*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss Erikson's psychosocial theory of development.*

134. Explain the difference between classical conditioning and operant conditioning. Give an example of how each form of conditioning might be utilized in a preschool social situation.

Answers will vary

*APA LO: 5.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Recall classical conditioning. Discuss Skinner's operant conditioning theory.*

135. Explain Piaget's cognitive stage theory. In your explanation, include the following terms: organization; schemes; assimilation; accommodation; and, equilibration.

Answers will vary

*APA LO: 5.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe Piaget's theory of cognitive development.*

136. Bronfenbrenner's bioecological theory and Vygotsky's sociocultural theory are considered to be contextual theories. Describe the similarities and the differences between them.

Answers will vary

*APA LO: 5.2*

*Bloom's Taxonomy: Analyze*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss perspective 4: contextual theories of development.*

137. Describe each of the following research designs, and give an advantage and a disadvantage of each: case study; ethnographic study; correlational study; and experiment.

Answers will vary

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Describe the basic research designs.*

138. Create a hypothetical experiment. In the experiment, identify each of the following components: hypothesis; independent variable; dependent variable; experimental group; and control group.

Answers will vary

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Describe experimental research.*

139. Give an example of each of the following research designs: longitudinal study; cross-sectional study; and sequential study.

Answers will vary

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Describe developmental research designs.*

140. Dr. Kain is preparing to study the effects of television viewing on middle-school-age children. List and explain three ethical principles that she must follow when performing research that uses young children as subjects.

Answers will vary

*APA LO: 2.1*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.4: Understand ethical problems that may arise in research on children.*

*Learn Smart LO: Discuss ethical concerns in research.*

### **True / False Questions**

141. Hypotheses are developed before theories.

**FALSE**

refer to page 24

*APA LO: 1.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.1: Explain the purposes theories serve, and two basic issues on which developmental theorists differ.*

*Learn Smart LO: Recall the definition of a hypothesis.*

142. The mechanistic model argues that human development is a series of predictable responses to stimuli.

**TRUE**

refer to page 25

*APA LO: 1.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.1: Explain the purposes theories serve, and two basic issues on which developmental theorists differ.*

*Learn Smart LO: Describe the mechanistic model of development.*



143. The organismic model views human development as internally initiated by an active organism, and as occurring in a sequence of qualitatively different stages.

**TRUE**

refer to page 26

*APA LO: 1.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.1: Explain the purposes theories serve, and two basic issues on which developmental theorists differ.*

*Learn Smart LO: Understand the organismic model of development.*

144. Because Piaget believed that development is active and occurs in stages, he would be considered a mechanistic.

**FALSE**

refer to page 26

*APA LO: 1.2*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.1: Explain the purposes theories serve, and two basic issues on which developmental theorists differ.*

*Learn Smart LO: Understand the organismic model of development.*

145. A researcher interested in qualitative research focuses on fundamental changes in development with age.

**TRUE**

refer to page 26

*APA LO: 1.4*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.1: Explain the purposes theories serve, and two basic issues on which developmental theorists differ.*

*Learn Smart LO: Understand that organismic theorists emphasize qualitative change.*

146. Researcher Bibb believes that development is continuous, thus he believes that development is like climbing a flight of stairs.

**FALSE**

refer to page 27

*APA LO: 1.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.1: Explain the purposes theories serve, and two basic issues on which developmental theorists differ.*

*Learn Smart LO: Describe the continuity-discontinuity issue of development.*

147. Sergio believes that development occurs through an interaction between a developing person and his or her surrounding environment. Sergio is most likely a cognitive neuroscientist.

**FALSE**

refer to pages 28, 36, and 37

*APA LO: 5.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss perspective 4: contextual theories of development.*

148. Takara notices that birds with red feathers are more likely to survive than birds with blue feathers; she predicts that there will be more red feathered birds in the next generation. Takara believes in an evolutionary approach to development.

**TRUE**

refer to pages 28, 38

*APA LO: 5.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss perspective 5: evolutionary/sociobiological.*

149. Martine believes that unconscious forces drive her behavior. Her thinking is most in line with Freud.

**TRUE**

refer to pages 27-28

*APA LO: 5.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss perspective 3: cognitive theories of development.*

150. Sakura believes that experience and social interaction are a catalyst for human development. Her thinking is most in line with Skinner.

**FALSE**

refer to pages 28, 35

*APA LO: 5.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss perspective 2: biological theories of development.*

151. Jonas believes that the brain is like a computer and uses this analogy to discuss development. His thinking is consistent with the information-processing approach.

**TRUE**

refer to pages 28, 36

*APA LO: 5.2*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Discuss perspective 3: cognitive theories of development.*

152. Ethologists study such topics as how spiders spin webs and the differences between various species.

**TRUE**

refer to page 38

*APA LO: 5.2*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Describe ethological theory.*

153. Some researchers argue that limitations on young children have adaptive value. That by children having unrealistic expectations of their abilities it may allow them to try new things and also reduce fear.

**TRUE**

refer to page 40

*APA LO: 1.2*

*Bloom's Taxonomy: Understand*

*Connect LO: 2.2: Differentiate the five theoretical perspectives on child development, and identify theories that are representative of each.*

*Learn Smart LO: Recall evolved mechanisms.*

154. One of the advantages of naturalistic observation is that you can gather a large amount of data quickly and it is an objective approach to understanding behavior.

**FALSE**

refer to page 43

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Describe the basic research designs.*

155. In an ethnographic study, you perform an in depth investigation of a culture or subculture.

**TRUE**

refer to page 46

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Describe ethnographic study.*

156. Magdalene conducts a study examining the number of books in the family home and children's verbal skills in third grade. She finds a positive correlation; she can thus conclude that books in the house cause children to be smarter.

**FALSE**

refer to page 47

*APA LO: 1.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Understand correlation.*

157. Payton finds a correlation between global warming and number of pirates; as the number of pirates has decreased, global warming has increased. This is an example of a negative correlation.

**TRUE**

refer to page 47

*APA LO: 1.1*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Understand correlation.*

Chapter 02 - A Child's World: How We Discover It

158. Luc is performing an experiment to determine if cocaine use causes learning difficulty in rats. Some rats are given no cocaine and some are given a fixed amount of cocaine. After 1 week of this treatment, the rats are taught to run a maze over 15 trials. In this example, running the maze is the independent variable.

**FALSE**

refer to page 49

*APA LO: 1.4*

*Bloom's Taxonomy: Apply*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Define independent and dependent variables.*

159. If I study the same group of individuals over a period of time, I am conducting a cross-sectional study.

**FALSE**

refer to page 52

*APA LO: 1.4*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.3: Describe how developmental scientists study children, and the advantages and disadvantages of each research method.*

*Learn Smart LO: Describe developmental research designs.*

160. Deception is never used in psychological research.

**FALSE**

refer to page 55

*APA LO: 2.1*

*Bloom's Taxonomy: Remember*

*Connect LO: 2.4: Understand ethical problems that may arise in research on children.*

*Learn Smart LO: Discuss ethical concerns in research.*