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Chapter 1: Basic Issues in the Study of Development

Multiple Choice

1.1-1. **Whether a child's development is governed by inborn knowledge or whether it is shaped by environmental factors is the question of**
   a. maturation versus development.
   b. idealism versus rationalism.
   c. change versus continuity.
   d. consistency versus continuity.
   e. nature versus nurture.

   **Difficulty:** 3  
   **Question ID:** 1.1-1  
   **Page Reference:** 2  
   **Topic:** Issues in the Study of Development  
   **Skill:** Conceptual  
   **Objective:** 1.1

   **Answer:** e. nature versus nurture.

1.1-2. **Of the following theorists, who would be on the nature side of the nature-nurture debate?**
   a. Rousseau
   b. Descartes
   c. Locke
   d. Watson
   e. Freud

   **Difficulty:** 2  
   **Question ID:** 1.1-2  
   **Page Reference:** 2-4  
   **Topic:** Issues in the Study of Development  
   **Skill:** Conceptual  
   **Objective:** 1.1

   **Answer:** b. Descartes
1.1-3. **All of the following reflect the same debate EXCEPT**

a. nature versus nurture.
b. nativism versus empiricism.
c. idealism versus empiricism.
d. heredity versus environment.
e. idealism versus rationalism.

**Difficulty:** 3  
**Question ID:** 1.1-3  
**Page:** 3  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Conceptual  
**Objective:** 1.1  

**Answer:** e. idealism versus rationalism.

1.1-4. **Professor Chang considers herself to be an empiricist. Which of the following would she be most likely to believe?**

a. All knowledge is inborn.  
b. Developmental change is the result of genetic factors.  
c. Capacity to respond is internally determined.  
d. Plato and Descartes were correct.  
e. At birth, the mind is tabula rasa.

**Difficulty:** 3  
**Question ID:** 1.1-4  
**Page:** 3-4  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Application  
**Objective:** 1.1  

**Answer:** e. At birth, the mind is tabula rasa.

1.1-5. **Of the following individuals, who advocated the empiricist side of the nature-nurture debate?**

a. Descartes  
b. Plato  
c. Locke  
d. Rousseau  
e. Hall

**Difficulty:** 2  
**Question ID:** 1.1-5  
**Page:** 3  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.1  

**Answer:** c. Locke
1.1-6. All of the following represent a similar point of view EXCEPT

a. empiricists.
b. Plato.
c. Descartes.
d. idealists.
e. rationalists.

Difficulty: 3
Question ID: 1.1-6
Page: 3
Reference:
Topic: Issues in the Study of Development
Skill: Conceptual
Objective: 1.1

Answer: a. empiricists.

1.1-7. Of the following, who thought that developmentalists should identify norms, or average ages, at which milestones happen?

a. Hall
b. Watson
c. Locke
d. Decartes
e. Rousseau

Difficulty: 3
Question ID: 1.1-7
Page: 3
Reference:
Topic: Issues in the Study of Development
Skill: Factual
Objective: 1.1

Answer: a. Hall

1.1-8. The belief that changes in behavior are caused by environmental influences is found in

a. rationalism.
b. psychoanalysis.
c. nativism.
d. behaviorism.
e. idealism.

Difficulty: 1
Question ID: 1.1-8
Page: 3
Reference:
Topic: Issues in the Study of Development
Skill: Conceptual
Objective: 1.1

Answer: d. behaviorism.
1.1-9. The "Little Albert" experiment was conducted by

a. Watson.  
b. Hall.  
c. Rousseau.  
d. Descartes.  
e. Spock  

Difficulty: 1  
Question ID: 1.1-9  
Page: 3  
Reference:  
Topic: Issues in the Study of Development  
Skill: Factual  
Objective: 1.1  

1.1-10. John Watson believed

a. children are born with an inborn developmental plan.  
b. by manipulating the environment, a child could be trained to be or do anything.  
c. in strong parental displays of affection.  
d. the "Little Albert" experiment did not support his beliefs.  
e. the interaction between a child's genetic makeup and environment creates who he or she becomes.  

Difficulty: 2  
Question ID: 1.1-10  
Page: 3  
Reference:  
Topic: Issues in the Study of Development  
Skill: Applied  
Objective: 1.1  
Answer: b. by manipulating the environment, a child could be trained to be or do anything.

1.1-11. Which of the following statements describes a qualitative developmental change?

a. Rob has grown five inches in the last year.  
b. Lawanda has four new friends.  
c. Chuck's IQ went up 10 points after a year in his new school.  
d. Agatha has gained ten pounds.  
e. Tamara gets along better with her peers now.  

Difficulty: 1  
Question ID: 1.1-11  
Page: 4  
Reference:  
Topic: Issues in the Study of Development  
Skill: Application  
Objective: 1.1  
Answer: e. Tamara gets along better with her peers now.
1.1-12. **The concept of stages is not needed if development**

   a. is strictly qualitative.
   b. involves reorganization.
   c. is made up of new strategies.
   d. involves attainment of new skills.
   e. consists only of additions.

   **Difficulty:** 3  
   **Question ID:** 1.1-12  
   **Page:** 4  
   **Reference:**  
   **Topic:** Issues in the Study of Development  
   **Skill:** Conceptual  
   **Objective:** 1.1  

   **Answer:** e. consists only of additions.

1.1-13. **Of the following, the best example of a maturational change is**

   a. the increase in aerobic fitness from exercise between ages 20 and 30.
   b. the gradual acquisition of underarm hair during puberty.
   c. weight gain following improved diet in a deprived child.
   d. decline in IQ due to impoverished prenatal environment.
   e. improved job performance following disciplinary action.

   **Difficulty:** 3  
   **Question ID:** 1.1-13  
   **Page:** 5  
   **Reference:**  
   **Topic:** Issues in the Study of Development  
   **Skill:** Application  
   **Objective:** 1.1  

   **Answer:** b. the gradual acquisition of underarm hair during puberty.

1.1-14. **All of the following are characteristic of maturation EXCEPT**

   a. it is universal.
   b. it is sequential.
   c. it is relatively impervious to environmental influence.
   d. it cannot occur without practice.
   e. it appears across cultural boundaries.

   **Difficulty:** 2  
   **Question ID:** 1.1-14  
   **Page:** 5  
   **Reference:**  
   **Topic:** Issues in the Study of Development  
   **Skill:** Conceptual  
   **Objective:** 1.1  

   **Answer:** d. it cannot occur without practice.
1.1-15. **Greenough's research indicated that one of the proteins needed for the development of the visual system is controlled by a gene whose action does not occur without visual experience. This finding leads to the conclusion that some maturational sequences**
   a. are purely automatic.
   b. require programmed exercises from infancy on.
   c. are actually the result of learning.
   d. require some experience to trigger them.
   e. are exclusively the result of genetics.

**Difficulty:** 3
**Question ID:** 1.1-15
**Page:** 5
**Reference:** Issues in the Study of Development
**Skill:** Conceptual
**Objective:** 1.1
**Answer:** d. require some experience to trigger them.

1.1-16. **According to research, the critical period for imprinting in ducks is approximately**
   a. two years of age.
   b. the first year of life.
   c. between five and six months of age.
   d. the sixth day after hatching.
   e. 15 hours after hatching.

**Difficulty:** 1
**Question ID:** 1.1-16
**Page:** 5
**Reference:** Issues in the Study of Development
**Skill:** Factual
**Objective:** 1.2
**Answer:** e. 15 hours after hatching.

1.1-17. **According to the concept of inborn biases, infants**
   a. cannot be taught until after two years of age.
   b. have a tabula rasa mind at birth.
   c. imprint on parents by six months of age.
   d. are biased toward people of their own gender.
   e. are born with certain preexisting conceptions

**Difficulty:** 3
**Question ID:** 1.1-17
**Page:** 5
**Reference:** Issues in the Study of Development
**Skill:** Factual
**Objective:** 1.2
**Answer:** e. are born with certain preexisting conceptions
1.1-18. Based on Spelke's research, we would expect that two-month-old Timmy would

- pay special attention to objects that are stationary.
- understand that objects will move downward when not supported.
- believe that moving objects change direction randomly.
- have no preexisting conception about the behavior of objects.
- not be able to see a moving object.

Difficulty: 3
Question ID: 1.1-18
Page- 5
Reference: Issues in the Study of Development
Skill: Application
Objective: 1.2
Answer: b. understand that objects will move downward when not supported.

1.1-19. "The first 18 months of life are the most important ones in development. Children who do not receive the proper stimulation or the proper loving attention then will be less likely to fully develop emotionally." What theoretical principle is reflected in this statement?

- extinction
- primary process
- sensitive period
- vulnerability
- critical period

Difficulty: 3
Question ID: 1.1-19
Page- 6
Reference: Issues in the Study of Development
Skill: Application
Objective: 1.2
Answer: c. sensitive period

1.1-20. Dr. Hidalga is a behavior geneticist. The primary research techniques he will use are

- studies of genetic experiments and cultural observations.
- longitudinal studies of the elderly and infants.
- studies of identical and fraternal twins, and of adopted children.
- correlational studies of gender and race.
- case studies and correlations.

Difficulty: 2
Question ID: 1.1-20
Page- 6
Reference: Issues in the Study of Development
Skill: Factual
Objective: 1.2
Answer: c. studies of identical and fraternal twins, and of adopted children.
1.1-21. **What is the most accurate statement about the concept of internal models of experience?**
   a. Babies are born with built-in biases in the way they experience the world.
   b. New experiences are filtered through a person's core ideas and assumptions.
   c. People fantasize a "model" of their spouses and children.
   d. The effect of an experience depends on the objective properties of the experience.
   e. By adulthood, men can comprehend model diagrams better than women.

   **Difficulty:** 3  
   **Question ID:** 1.1-21  
   **Page:** 7  
   **Reference:**  
   **Topic:** Issues in the Study of Development  
   **Skill:** Conceptual  
   **Objective:** 1.2  
   **Answer:** b. New experiences are filtered through a person's core ideas and assumptions.

1.1-22. **A set of five models of environmental influence was suggested by**

   a. Freud.  
   b. Watson.  
   c. Erikson.  
   d. Aslin.  
   e. Piaget.  

   **Difficulty:** 1  
   **Question ID:** 1.1-22  
   **Page:** 7  
   **Reference:**  
   **Topic:** Issues in the Study of Development  
   **Skill:** Factual  
   **Objective:** 1.2  

   **Answer:** d. Aslin.

1.1-23. **Four-year-old Harry has developed a set of assumptions about the world, about himself, and his relationships with others. Psychologists call this his**

   a. interactional continuity.  
   b. internal model.  
   c. heritability.  
   d. inborn biases.  
   e. environmental model.  

   **Difficulty:** 2  
   **Question ID:** 1.1-23  
   **Page:** 7  
   **Reference:**  
   **Topic:** Issues in the Study of Development  
   **Skill:** Factual  
   **Objective:** 1.2  

   **Answer:** b. internal model.
1.1-24. Which of Aslin's models describes a pattern with NO environmental effect?

a. attunement  
b. facilitation  
c. induction  
d. maturation  
e. maintenance  

**Answer:** d. maturation

1.1-25. Deaf infants coo and babble at about the same time as hearing infants, but lacking the auditory input of spoken language, they do not naturally develop spoken language later. Which of Aslin's five types of environmental influence does this illustrate?

a. maintenance  
b. facilitation  
c. induction  
d. attunement  
e. maturation  

**Answer:** a. maintenance
1.1-26. An experimenter randomly assigns half of a group of infants to a special enriched day care program. Within six months the infants in the enriched program have higher IQs. Two years later the difference between the two groups has declined, but the enriched group is still higher in IQ. This pattern would illustrate which of Aslin's five types of environmental influence?
   a. attunement
   b. maintenance
   c. facilitation
   d. induction
   e. maturation

   Difficulty: 2
   Question ID: 1.1-26
   Page: 7
   Reference: Issues in the Study of Development
   Skill: Application
   Objective: 1.2

   Answer: a. attunement

1.1-27. One of a pair of identical twins was given extra practice in pre-walking movements, and the other twin was not given extra practice. The twin with extra practice walked several months earlier, but the other twin caught up within four months, this would illustrate which of Aslin's five types of environmental influence?
   a. facilitation
   b. maturation
   c. attunement
   d. induction
   e. maintenance

   Difficulty: 2
   Question ID: 1.1-27
   Page: 7
   Reference: Issues in the Study of Development
   Skill: Application
   Objective: 1.2

   Answer: a. facilitation
1.1-28. **Which of the following pairs of terms and definitions of models of environmental influence are paired correctly?**

   a. Maintenance: a behavior appears with no input from the environment.
   b. Facilitation: some environmental input is necessary to sustain a skill or behavior that has already developed maturationally.
   c. Attunement: a skill or behavior develops earlier than it normally would because of some experience.
   d. Induction: without some experience a particular behavior would not develop at all.
   e. Maturation: a particular experience leads to a permanent gain in performance.

   **Difficulty:** 3
   **Question ID:** 1.1-28
   **Page:** 7
   **Reference:** Issues in the Study of Development
   **Skill:** Conceptual
   **Objective:** 1.2

   **Answer:** d. Induction: without some experience a particular behavior would not develop at all.

1.1-29. **In Aslin's model, a pure environmental effect is**

   a. facilitation.
   b. maturation.
   c. attunement.
   d. induction.
   e. maintenance.

   **Difficulty:** 1
   **Question ID:** 1.1-29
   **Page:** 7
   **Reference:** Issues in the Study of Development
   **Skill:** Factual
   **Objective:** 1.2

   **Answer:** d. induction.
1.1-30. **The ecological perspective in developmental psychology**

a. uses evolutionary theory to explain inborn patterns of behaviors.
b. emphasizes teaching children about protection of the natural environment.
c. looks at the context in which the child grows up.
d. applies theories of animal behavior to understanding human behavior.
e. was first suggested by Hall.

Difficulty: 2
Question ID: 1.1-30
Page- 8
Reference: Issues in the Study of Development
Skill: Conceptual
Objective: 1.3
Answer: c. looks at the context in which the child grows up.

1.1-31. **The name most associated with the ecological perspective in the study of human development is**

a. John Bowlby.
b. Sigmund Freud.
c. Urie Bronfenbrenner.
d. Frances Horowitz.
e. John Watson.

Difficulty: 1
Question ID: 1.1-31
Page- 8
Reference: Issues in the Study of Development
Skill: Factual
Objective: 1.3
Answer: c. Urie Bronfenbrenner.

1.1-32. **Which of the following terms is defined as a system of meanings and customs that is shared by an identifiable group and transmitted from one generation of that group to the next?**

a. ecological perspective
b. society
c. internal model
d. external model
e. culture

Difficulty: 1
Question ID: 1.1-32
Page- 8
Reference: Issues in the Study of Development
Skill: Factual
Objective: 1.3
Answer: e. culture
1.1-33. **Which of the following is characteristic of a culture which emphasizes individualism?**

- a. Group solidarity is the norm.
- b. Group cohesiveness protects and nourishes the individual.
- c. Responsibility is shared.
- d. Achievement is collective.
- e. Independence is valued.

**Difficulty:** 1  
**Question ID:** 1.1-33  
**Page:** 8  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.3

**Answer:** e. Independence is valued.

1.1-34. **Alissa lives in an individualistic culture. We would expect that Alissa**

- a. readily shares possessions with others.
- b. places her family's needs first.
- c. will strive to achieve the best grades in her class.
- d. feels obligated to carry out duties assigned to her.
- e. derives her identity from her peer group.

**Difficulty:** 3  
**Question ID:** 1.1-34  
**Page:** 8  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Application  
**Objective:** 1.3

**Answer:** c. will strive to achieve the best grades in her class.

1.1-35. **Mariano lives in a collectivist culture. He will be encouraged to**

- a. become independent as soon as possible.
- b. consult with others before making a decision.
- c. assume responsibility for his actions.
- d. be competitive.
- e. develop his own individual identity.

**Difficulty:** 2  
**Question ID:** 1.1-35  
**Page:** 8  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Application  
**Objective:** 1.3

**Answer:** b. consult with others before making a decision.
1.1-36. An emphasis on individualism would most likely be found in which subculture?

a. Asian American  
b. African American  
c. Native American  
d. Hispanic American  
e. European American  

Difficulty: 2  
Question ID: 1.1-36  
Page-Reference: 8  
Topic: Issues in the Study of Development  
Skill: Factual  
Objective: 1.3  
Answer: e. European American

1.1-37. Werner and Smith's research has found that ________ of children who grew up in poverty level chaotic families turn out to be competent, confident, caring adults.

a. one-quarter  
b. one-third  
c. one-half  
d. two-thirds  
e. three-quarters  

Difficulty: 1  
Question ID: 1.1-37  
Page-Reference: 9  
Topic: Issues in the Study of Development  
Skill: Factual  
Objective: 1.4  
Answer: b. one-third

1.1-38. Which of the following terms includes high intelligence, good coordination, and easy temperament?

a. vulnerabilities  
b. internal models  
c. personality types  
d. cultural factors  
e. protective factors  

Difficulty: 1  
Question ID: 1.1-38  
Page-Reference: 9  
Topic: Issues in the Study of Development  
Skill: Conceptual  
Objective: 1.4  
Answer: e. protective factors
1.1-39. **Who proposed that the child's inborn vulnerability or resilience interacts in a particular way with the "facilitativeness" of the environment?**
   a. Bowlby  
   b. Garmezy  
   c. Horowitz  
   d. Rutter  
   e. Freud  
   **Difficulty:** 1  
   **Question ID:** 1.1-39  
   **Page-Reference:** 9  
   **Topic:** Issues in the Study of Development  
   **Skill:** Factual  
   **Objective:** 1.4  
   **Answer:** c. Horowitz

1.1-40. **Of the following, the psychoanalytic theorist is**
   a. Locke.  
   b. Piaget.  
   c. Freud.  
   d. Skinner.  
   e. Bronfenbrenner.  
   **Difficulty:** 1  
   **Question ID:** 1.1-40  
   **Page-Reference:** 11  
   **Topic:** Theories of Development  
   **Skill:** Factual  
   **Objective:** 1.6  
   **Answer:** c. Freud.

1.1-41. **Freud's term for the unconscious instinctual sexual drive is**
   a. instinct.  
   b. ego.  
   c. erogenous zone.  
   d. libido.  
   e. superego  
   **Difficulty:** 1  
   **Question ID:** 1.1-41  
   **Page-Reference:** 11-12  
   **Topic:** Theories of Development  
   **Skill:** Factual  
   **Objective:** 1.6  
   **Answer:** d. libido.
1.1-42. **Freud proposed that the structure of personality has three parts, which he called**

a. assimilation, accommodation, and equilibration.
b. physiological needs, love and belongingness needs, and self-actualization.
c. id, ego, and superego.
d. anal, oral, and phallic.
e. libido, id, and instinct.

**Difficulty:** 1  
**Question ID:** 1.1-42  
**Page:** 12  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.6  

**Answer:** c. id, ego, and superego.

1.1-43. **Freud believed that the norms and moral structures of the family and society are incorporated in the**

a. ego.
b. id.
c. libido.
d. superego.
e. phallic stage.

**Difficulty:** 2  
**Question ID:** 1.1-43  
**Page:** 12  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.6  

**Answer:** d. superego.

1.1-44. **A Freudian psychoanalyst would say that one-year-old Zachary's personality is made up of**

a. only the ego.
b. the id and the superego.
c. the id and the ego.
d. only the superego.
e. only the id.

**Difficulty:** 2  
**Question ID:** 1.1-44  
**Page:** 12  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Application  
**Objective:** 1.6  

**Answer:** e. only the id.
1.1-45. Seeing one's own behavior or beliefs in others whether they are actually present or not is the defense mechanism of
   a. denial.
   b. displacement.
   c. rationalization.
   d. repression.
   e. projection.
   **Difficulty:** 1

**Question ID:** 1.1-45
**Page:** 12
**Reference:**
**Topic:** Theories of Development
**Skill:** Factual
**Objective:** 1.6

**Answer:** e. projection.

1.1-46. Five-year-old Janey started sucking her thumb again when her baby brother was born. This is an example of
   a. regression.
   b. rationalization.
   c. projection.
   d. displacement.
   e. denial.
   **Difficulty:** 2

**Question ID:** 1.1-46
**Page:** 12
**Reference:**
**Topic:** Theories of Development
**Skill:** Application
**Objective:** 1.6

**Answer:** a. regression.

1.1-47. How does Erikson's psychoanalytic theory differ from that of Freud?
   a. It is described as psychosexual.
   b. It focuses on psychosocial stages influenced by common cultural demands.
   c. It is based on libidial energy and incorporates the concepts of id, ego, and superego.
   d. It includes both a phallic and genital stage.
   e. It states that a child's success depends on interaction with people and objects.
   **Difficulty:** 3

**Question ID:** 1.1-47
**Page:** 12
**Reference:**
**Topic:** Theories of Development
**Skill:** Conceptual
**Objective:** 1.6

**Answer:** b. It focuses on psychosocial stages influenced by common cultural demands.
1.1-48. **A comparison of the theories of Freud and Erikson indicates that**

a. Freud's theory was much more a psychosocial theory.
b. Erikson failed to consider adult stages.
c. Freud's concept of basic trust was the basis for Erikson's theory.
d. both emphasized the importance of interactions with other people.
e. both placed strong emphasis on libido

**Difficulty:** 3  
**Question ID:** 1.1-48  
**Page:** 12  
**Reference:** Theories of Development  
**Skill:** Conceptual  
**Objective:** 1.6  

**Answer:** d. both emphasized the importance of interactions with other people.

1.1-49. **The central figure in cognitive developmental theory is**

a. Erik Erikson.
b. Jean Piaget.
c. Sigmund Freud.
d. Albert Bandura.
e. Urie Bronfenbrenner.

**Difficulty:** 1  
**Question ID:** 1.1-49  
**Page:** 13  
**Reference:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.6  

**Answer:** b. Jean Piaget.

1.1-50. **Piaget believed that cognitive development is**

a. characterized by great irregularities.
b. shaped by the environment.
c. an active process of exploration, manipulation, and examination.
d. random and unpredictable.
e. based on personality factors

**Difficulty:** 2  
**Question ID:** 1.1-50  
**Page:** 13  
**Reference:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.7  

**Answer:** c. an active process of exploration, manipulation, and examination.
1.1-51. **In Piaget's theory, adaptation includes**

- a. accommodation, assimilation, and libido.
- b. trust, identity, and integrity.
- c. assimilation, sexuality, and ego.
- d. equilibration, displacement, and regression.
- e. accommodation, assimilation, and equilibration.

**Difficulty:** 2  
**Question ID:** 1.1-51  
**Page:** 13  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Conceptual  
**Objective:** 1.7

**Answer:** e. accommodation, assimilation, and equilibration.

1.1-52. **Which of the following is the most accurate statement based on Vygotsky’s theory?**

- a. Complex forms of thinking originate in private explorations.
- b. Children learn best when tasks are easy for them.
- c. Learning is achieved in the zone of proximal development.
- d. Children learn best on their own.
- e. Children are not able to act as tutors.

**Difficulty:** 2  
**Question ID:** 1.1-52  
**Page:** 14  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Conceptual  
**Objective:** 1.7

**Answer:** c. Learning is achieved in the zone of proximal development.

1.1-53. **Which theory uses the computer as a model of human thinking?**

- a. information processing
- b. psychosocial
- c. learning
- d. cognitive developmental
- e. psychosexual

**Difficulty:** 2  
**Question ID:** 1.1-53  
**Page:** 14  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.7

**Answer:** a. information processing
1.1-54. **Which of the following is the correct sequence of memory?**

- a. sensory - short term - long term
- b. sensory - short term - working
- c. encoding - retrieval - storage
- d. short term - sensory - working
- e. storage - encoding - long term

**Answer:** a. sensory - short term - long term

1.1-55. **Which of the following components of the memory system is also called working memory?**

- a. sensory memory
- b. short-term memory
- c. long-term memory
- d. encoding
- e. retrieval

**Answer:** b. short-term memory

1.1-56. **Richard tries to make meaningful associations in order to remember information. He is trying to put the information in to which type of memory?**

- a. sensory
- b. short-term
- c. working
- d. encoding
- e. long-term

**Answer:** e. long-term
1.1-57. **When the large dog next door barked suddenly, six-month-old Lara was startled.** Now when she sees the dog, she cries. The dog’s barking was a(n)
   a. conditioned stimulus.
   b. unconditional stimulus.
   c. conditioned response.
   d. unconditioned response.
   e. negative reinforcement.

**Difficulty:** 2

**Question ID:** 1.1-57

**Page-** 15

**Reference:**

**Topic:** Theories of Development

**Skill:** Application

**Objective:** 1.8

**Answer:** b. unconditional stimulus.

---

1.1-58. **Ralph became ill with the flu after eating pizza. When his mother serves pizza again, he feels sick and refuses to eat it. This is an example of**
   a. classical conditioning.
   b. observational learning.
   c. extinction.
   d. operant conditioning.
   e. social cognition.

**Difficulty:** 2

**Question ID:** 1.1-58

**Page-** 15

**Reference:**

**Topic:** Theories of Development

**Skill:** Application

**Objective:** 1.8

**Answer:** a. classical conditioning.

---

1.1-59. **Watson's Little Albert experiment demonstrated that**

   a. children automatically fear small animals.
   b. classical conditioning plays a role in the development of emotional responses.
   c. operant conditioning is the only form of learning that works with infants.
   d. conditioned stimuli are naturally occurring events.
   e. unconditional stimuli rarely lead to long term conditioning.

**Difficulty:** 2

**Question ID:** 1.1-59

**Page-** 15

**Reference:**

**Topic:** Theories of Development

**Skill:** Factual

**Objective:** 1.8

**Answer:** b. classical conditioning plays a role in the development of emotional responses.
1.1-60. **Instrumental conditioning is another name for**

a. classical conditioning.
b. backward conditioning.
c. observational learning.
d. operant conditioning.
e. partial learning.

**Difficulty:** 1  
**Question ID:** 1.1-60  
**Page:** 16  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.8

**Answer:** d. operant conditioning.

1.1-61. **Food, praise or attention all serve as what type of reinforcer?**

a. negative  
b. classical  
c. intrinsic  
d. extrinsic  
e. positive  

**Difficulty:** 1  
**Question ID:** 1.1-61  
**Page:** 16  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Conceptual  
**Objective:** 1.8

**Answer:** e. positive

1.1-62. **Which of the following is an example of negative reinforcement?**

a. The audience applauds when Jim finishes his song.  
b. Maurice is spanked for talking back to his parents.  
c. Cathy stops telling lies when her parents spank her.  
d. Lucas throws a temper tantrum when he is told he can't have some candy.  
e. LaVera is no longer grounded since her grades have improved.  

**Difficulty:** 3  
**Question ID:** 1.1-62  
**Page:** 16  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Application  
**Objective:** 1.8

**Answer:** e. LaVera is no longer grounded since her grades have improved.
1.1-63. **Behavior is strengthened by ________ and weakened by ________.**

a. positive reinforcement; negative reinforcement  
b. positive reinforcement; punishment  
c. punishment; negative reinforcement  
d. negative reinforcement; positive reinforcement  
e. positive reinforcement; partial reinforcement  

**Difficulty:** 3  
**Question ID:** 1.1-63  
**Page:** 16  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Conceptual  
**Objective:** 1.8  

**Answer:** b. positive reinforcement; punishment

1.1-64. **Kanisha has learned to make her bed by watching her brother make his bed. She has been influenced by**

a. intrinsic reinforcement.  
b. classical conditioning.  
c. observational learning.  
d. operant conditioning.  
e. partial reinforcement.  

**Difficulty:** 2  
**Question ID:** 1.1-64  
**Page:** 17  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Application  
**Objective:** 1.8  

**Answer:** c. observational learning.

1.1-65. **Studies of partial reinforcement show that**

a. it is the same thing as positive reinforcement.  
b. behaviors are learned faster using partial reinforcement.  
c. it works with children but not with adults.  
d. it makes behaviors more resistant to extinction.  
e. behaviors are weakened by partial reinforcement.  

**Difficulty:** 2  
**Question ID:** 1.1-65  
**Page:** 17  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.8  

**Answer:** d. it makes behaviors more resistant to extinction.
1.1-66. **In order to be defined as a punishment, an action must**

a. weaken or stop a behavior.
b. deprive someone of something important.
c. be strong and immediate.
d. occur within two days of the behavior.
e. inflict something painful.

**Difficulty:** 3  
**Question ID:** 1.1-66  
**Page:** 17  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Conceptual  
**Objective:** 1.8

**Answer:** a. weaken or stop a behavior.

1.1-67. **According to Bandura,**

a. direct reinforcement is not always necessary for learning to occur.
b. observational learning occurs only if the observer is reinforced.
c. reinforcement is important in observational learning but not in modeling.
d. all learning can be explained using operant conditioning principles.
e. intrinsic reinforcements are external reinforcements.

**Difficulty:** 2  
**Question ID:** 1.1-67  
**Page:** 17  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Conceptual  
**Objective:** 1.8

**Answer:** a. direct reinforcement is not always necessary for learning to occur.

1.1-68. **Which of the following would be an intrinsic reinforcement?**

a. relief from pain  
b. a trophy  
c. affection  
d. parental praise  
e. pride of discovery

**Difficulty:** 2  
**Question ID:** 1.1-68  
**Page:** 17  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Application  
**Objective:** 1.8

**Answer:** e. pride of discovery
1.1-69. **Bandura added all of the following concepts to traditional learning theory EXCEPT**
   a. abstract modeling.
   b. observational learning.
   c. classical conditioning.
   d. emphasis on cognitive elements.
   e. intrinsic reinforcements.

**Difficulty:** 3  
**Question ID:** 1.1-69  
**Page:** 17  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Conceptual  
**Objective:** 1.8

**Answer:** c. classical conditioning.

1.1-70. **Which of the following is an accurate statement about developmental theories?**

   a. Cognitive developmental theory views development as active.
   b. Operant conditioning takes a nature approach to development.
   c. Psychoanalysis emphasizes stability in development.
   d. No theory assumes that nature and nurture are equally important.
   e. Sociocultural theory uses the computer as a model.

**Difficulty:** 3  
**Question ID:** 1.1-70  
**Page:** 18  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Conceptual  
**Objective:** 1.8

**Answer:** a. Cognitive developmental theory views development as active.

1.1-71. **Mr. Montez has very specific rules for classroom behavior and homework and he uses reinforcement frequently. His approach to instruction is based on which theory?**

   a. cognitive-developmental
   b. psychoanalytic
   c. learning
   d. ecological
   e. information processing

**Difficulty:** 2  
**Question ID:** 1.1-71  
**Page:** 19  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Application  
**Objective:** 1.8

**Answer:** c. learning
1.1-72. Which of the following theorists proposed the least testable ideas?

a. Freud  
b. Vygotsky  
c. Piaget  
d. Bandura  
e. Pavlov

**Difficulty:** 1  
**Question ID:** 1.1-73  
**Page-Reference:** 20  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.9

**Answer:** a. Freud

1.1-73. All of the following are goals of developmental psychology EXCEPT to

a. describe development.  
b. explain development.  
c. predict development.  
d. influence development.  
e. limit development.

**Difficulty:** 1  
**Question ID:** 1.1-72  
**Page-Reference:** 18  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.9

**Answer:** e. limit development.

1.1-74. Predictions that researchers can test are called

a. theories.  
b. variables.  
c. hypotheses.  
d. events.  
e. heuristics

**Difficulty:** 2  
**Question ID:** 1.1-74  
**Page-Reference:** 20  
**Topic:** Finding the Answers: Research Designs and Methods  
**Skill:** Factual  
**Objective:** 1.10

**Answer:** c. hypotheses.
1.1-75. **Dr. Martinez is studying the development of math skills in children. She has assessed three separate groups of children (six-year-olds, eight-year-olds, and ten-year-olds) in the past month and is comparing their behavior to determine age effects. The research design she is using is**

   a. cross-sectional.
   b. cohort.
   c. longitudinal.
   d. sequential.
   e. correlational

**Difficulty:** 2  
**Question ID:** 1.1-75  
**Page:** 21  
**Reference:** Finding the Answers: Research Designs and Methods  
**Skill:** Application  
**Objective:** 1.11  
**Answer:** a. cross-sectional.

1.1-76. **Cross-sectional designs are**

   a. free of cohort problems.
   b. a good measure of consistency of behavior over time.
   c. less time-consuming than longitudinal designs.
   d. a good source of information on sequence of development.
   e. only useful for research on adults.

**Difficulty:** 2  
**Question ID:** 1.1-76  
**Page:** 21  
**Reference:** Finding the Answers: Research Designs and Methods  
**Skill:** Conceptual  
**Objective:** 1.11  
**Answer:** c. less time-consuming than longitudinal designs.

1.1-77. **Which of the following is an accurate statement about longitudinal designs?**

   a. More than one cohort is studied repeatedly over some period of time.
   b. Individuals of the same age are studied one time only.
   c. The same individuals are studied several times over a period of time.
   d. Separate age groups are studied in the same period of time.
   e. Cohort groups at least five years apart are used

**Difficulty:** 2  
**Question ID:** 1.1-77  
**Page:** 21  
**Reference:** Finding the Answers: Research Designs and Methods  
**Skill:** Factual  
**Objective:** 1.11  

**Answer:** c. The same individuals are studied several times over a period of time.
1.1-78. **Professor Robbs wants to eliminate cohort effects in his research. Which design should he avoid?**

- a. correlational
- b. longitudinal
- c. sequential
- d. cross-sectional
- e. case study

**Difficulty:** 3  
**Question ID:** 1.1-78  
**Page:** 21  
**Reference:** Finding the Answers: Research Designs and Methods  
**Skill:** Conceptual  
**Objective:** 1.11

**Answer:** d. cross-sectional

1.1-79. **A researcher is testing IQ in the same group of children at age 2, 6, 10, and 16 years of age. What type of study is he conducting?**

- a. experimental
- b. cross-sectional
- c. longitudinal
- d. sequential
- e. cross-cultural

**Difficulty:** 2  
**Question ID:** 1.1-79  
**Page:** 21  
**Reference:** Finding the Answers: Research Designs and Methods  
**Skill:** Application  
**Objective:** 1.11

**Answer:** c. longitudinal

1.1-80. **A researcher has tested three different age groups at one time and then retested each group two and four years later. The researcher is using a(n)**

- a. sequential design.
- b. analytic design.
- c. cohort design.
- d. time-lag design.
- e. longitudinal design.

**Difficulty:** 2  
**Question ID:** 1.1-80  
**Page:** 22  
**Reference:** Finding the Answers: Research Designs and Methods  
**Skill:** Application  
**Objective:** 1.11

**Answer:** a. sequential design.
1.1-81. **Characteristics that vary from person to person are**

a. variables.
b. hypotheses.
c. theories.
d. constants.
e. biases.

**Difficulty:** 1

**Question ID:** 1.1-81

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Factual

**Objective:** 1.12

**Answer:** a. variables.

1.1-82. **Dr. Meadows is a psychologist and conducts in-depth examinations of each of her patients. What research method is she using?**

a. naturalistic observation
b. case study
c. longitudinal study
d. therapeutic intervention
e. cross-sectional study

**Difficulty:** 2

**Question ID:** 1.1-82

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Factual

**Objective:** 1.12

**Answer:** b. case study

1.1-83. **All of the following are accurate statements about the naturalistic observation method EXCEPT**

a. people are observed in their normal environments.
b. observer bias is a weakness.
c. they are time consuming.
d. they are highly generalizable.
e. observations should be repeated.

**Difficulty:** 3

**Question ID:** 1.1-83

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Conceptual

**Objective:** 1.12

**Answer:** d. they are highly generalizable.
1.1-84. **In order to determine the relationship between variables, a researcher should use**
a(n)
   a. average.
   b. correlation.
   c. deviation.
   d. range.
   e. median.

**Difficulty:** 1  
**Question ID:** 1.1-84  
**Page:** 23  
**Reference:** Finding the Answers: Research Designs and Methods  
**Skill:** Application  
**Objective:** 1.12  

**Answer:** b. correlation.

1.1-85. **Which of the following is the strongest correlation?**
   a. 85  
   b. 32  
   c. -.43  
   d. .57  
   e. -.96  

**Difficulty:** 3  
**Question ID:** 1.1-85  
**Page:** 23  
**Reference:** Finding the Answers: Research Designs and Methods  
**Skill:** Application  
**Objective:** 1.12  

**Answer:** e. -.96

1.1-86. **A correlation cannot be used to determine whether**
   a. children who are friendly are also smart.  
   b. honesty in school is related to honesty at home.  
   c. intelligence is related to friendliness.  
   d. honest children have honest parents.  
   e. TV violence causes childhood aggression.  

**Difficulty:** 2  
**Question ID:** 1.1-86  
**Page:** 23  
**Reference:** Finding the Answers: Research Designs and Methods  
**Skill:** Application  
**Objective:** 1.12  

**Answer:** e. TV violence causes childhood aggression.
1.1-87. **Which of the following is a key feature of an experimental design?**

- a. The same individuals are studied several times over some period of time.
- b. Calculation of a correlation is used to evaluate the results.
- c. Two or more different cohorts are always used.
- d. Participants are randomly assigned to groups.
- e. Experiments are always longitudinal.

**Answer:** d. Participants are randomly assigned to groups.

1.1-88. **A researcher shows one group of children a video of adults demonstrating helping behavior and another group episodes of a wildlife program. The children are then observed playing and the number of helping behaviors are recorded. In this experiment, what is the independent variable?**

- a. type of video seen
- b. degree of helpfulness demonstrated by the children
- c. age of the children
- d. number of TV programs seen
- e. ability to care for wild animals

**Answer:** a. type of video seen

1.1-89. **In an experiment designed to study the effects of homework assignments on grades in school, the grades are the**

- a. independent variable.
- b. control variable.
- c. dependent variable.
- d. cohort variable.
- e. concrete variable.

**Answer:** c. dependent variable.
1.1-90. **A researcher is interested in knowing if exposure to certain chemicals has an effect on mental acuity in old age. He compares the mental acuity of a group of elderly people who were exposed to the chemicals and another group who were not. The study would be an example of what kind of research?**

a. an experiment
b. a quasi-experiment
c. a cross-sectional study
d. a longitudinal study
e. a case study

**Difficulty:** 2

**Question ID:** 1.1-90

**Page-** 24

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Application

**Objective:** 1.13

**Answer:** b. a quasi-experiment

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1.1-91. **A detailed description of a single culture or context based on extensive observation is a(n)**

a. cross-sectional design.
b. ethnography.
c. inter-cultural assessment.
d. observation.
e. sequential design.

**Difficulty:** 1

**Question ID:** 1.1-92

**Page-** 26

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Factual

**Objective:** 1.13

**Answer:** b. ethnography

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1.1-92. **Critical thinking involves all of the following EXCEPT**

a. independent thinking.
b. suspension of judgment.
c. willingness to modify prior judgments.
d. anecdotal evidence.
e. willingness to abandon prior judgments.

**Difficulty:** 2

**Question ID:** 1.1-91

**Page-** 25

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Conceptual

**Objective:** 1.13

**Answer:** d. anecdotal evidence.
1.1-93. **Basic guidelines in any research involving human subjects include which of the following?**

   a. The researcher in charge must have a research-based doctoral degree.
   b. The research must be approved by the federal government.
   c. The subjects must not be told the true purpose of the research.
   d. When possible subjects should be protected from mental or physical harm.
   e. Subjects have the right to be informed about deception as soon as the study is over.

   **Difficulty:** 3  
   **Question ID:** 1.1-93  
   **Page:** 27  
   **Reference:** Finding the Answers: Research Designs and Methods  
   **Skill:** Factual  
   **Objective:** 1.15  
   **Answer:** e. Subjects have the right to be informed about deception as soon as the study is over.

1.1-94. **The ethical principle of informed consent in research**

   a. does not apply to infants, since they cannot reply.  
   b. requires only a superficial review of the research.
   c. requires consent from an oversight committee.
   d. requires parents to consent for children.
   e. only applies to children and teenagers.

   **Difficulty:** 2  
   **Question ID:** 1.1-94  
   **Page:** 27  
   **Reference:** Finding the Answers: Research Designs and Methods  
   **Skill:** Factual  
   **Objective:** 1.15  
   **Answer:** d. requires parents to consent for children.

1.1-95. **Dr. Messerman is researching cognitive development in children. During one of the research sessions, one child decides he does not want to participate anymore. Dr. Messerman**

   a. must stop testing on that child.
   b. should wait a few days and test the child again.
   c. can ask the parents to talk to the child.
   d. can force the child to participate with the parents' consent.
   e. must terminate the research.

   **Difficulty:** 2  
   **Question ID:** 1.1-95  
   **Page:** 27  
   **Reference:** Finding the Answers: Research Designs and Methods  
   **Skill:** Application  
   **Objective:** 1.15  
   **Answer:** a. must stop testing on that child.
1.1-96. **Dr. Burnett's research is subject to the ethical standard of confidentiality.**

**Therefore, he must**

a. not tell his subjects the truth about his research.

b. not reveal research findings to the press.

c. not reveal the identities of participants in his research.

d. conduct his research in secret.

e. disregard the concept of informed consent.

**Difficulty:** 2  
**Question ID:** 1.1-96  
**Page-Reference:** 27  
**Topic:** Finding the Answers: Research Designs and Methods  
**Skill:** Application  
**Objective:** 1.15

**Answer:** c. not reveal the identities of participants in his research.

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**Fill-in-the-Blank**

1.2-1. **Dr. Benjamin Spock's 1946 classic best-seller book about child care was titled _________.**

**Difficulty:** 2  
**Question ID:** 1.2-1  
**Page-Reference:** 2  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:**

**Answer:** The Commonsense Book of Baby and Child Care

1.2-2. **The notion of _________ teaches that children are born with a selfish nature and must be spiritually reborn.**

**Difficulty:** 1  
**Question ID:** 1.2-1  
**Page-Reference:** 3  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.1

**Answer:** original sin
1.2-3. insisted that at birth the mind is a blank slate and used the Latin term to describe this as __________.

Difficulty: 2
Question ID: 1.2-3
Page-Reference: 3
Topic: Issues in the Study of Development
Skill: Factual
Objective: 1.1

Answer: John Lock/tabula rasa

1.2-4. ________ coined a new term in 1913 to describe human development in terms of behavior changes caused by environmental influences called __________.

Difficulty: 2
Question ID: 1.2-4
Page-Reference: 3
Topic: Issues in the Study of Development
Skill: Factual
Objective: 1.1

Answer: John Watson/Behaviorism

1.2-5. The philosopher ________ believed in the idea of interaction between internal and external forces, but claimed humans are naturally __________.

Difficulty: 1
Question ID: 1.2-5
Page-Reference: 3
Topic: Issues in the Study of Development
Skill: Factual
Objective: 1.1
Answer: Rousseau/good

1.2-6. In developmental terms, a change in amount is __________; whereas a change in kind or type is __________.

Difficulty: 2
Question ID: 1.2-6
Page-Reference: 4
Topic: Issues in the Study of Development
Skill: Factual
Objective: 1.1

Answer: quantitative/qualitative
1.2-7. Any maturational pattern is marked by three qualities. It is __________, __________, and relatively impervious to __________ influence.

Difficulty: 3
Question ID: 1.2-7
Page-Reference: 5
Topic: Issues in the Study of Development
Skill: Conceptual
Objective: 1.2

Answer: universal/ sequential/ environmental

1.2-8. A __________ is a time when an experience can be best incorporated into the maturational process.

Difficulty: 1
Question ID: 1.2-8
Page-Reference: 5
Topic: Issues in the Study of Development
Skill: Factual
Objective: 1.2
Answer: sensitive period

1.2-9. Researchers such as __________ promote the idea that babies come into the world with "preexisting conceptions" called __________ or __________.

Difficulty: 3
Question ID: 1.2-9
Page-Reference: 5
Topic: Issues in the Study of Development
Skill: Factual
Objective: 1.2
Answer: Elizabeth Spelke/ inborn biases/ constraints

1.2-10. If a child tends to be aggressive and hostile, it is likely that the child lives in a family environment high in criticism and negativity. This is an example of __________.

Difficulty: 2
Question ID: 1.2-10
Page-Reference: 6
Topic: Issues in the Study of Development
Skill: Conceptual
Objective: 1.2

Answer: Gene-Environment Interaction

1.2-11. A theoretical concept emphasizing that each child creates a set of core ideas or assumptions about the world, the self, and relationships with others through which all subsequent experience is filtered is called __________.

Difficulty: 3  
Question ID: 1.2-11  
Page: 7  
Reference:  
Topic: Issues in the Study of Development  
Skill: Factual  
Objective: 1.2

Answer: internal models of experience

1.2-12. In Aslin's model, a pattern in which some environmental input is necessary to sustain a skill or behavior that has already developed maturationally is called __________.

Difficulty: 1  
Question ID: 1.2-12  
Page: 7  
Reference:  
Topic: Issues in the Study of Development  
Skill: Factual  
Objective: 1.2

Answer: maintenance

1.2-13. Since the early 1980s, research regarding environmental or contextual influences on human development widened to include __________, which emphasizes that each child grows up in a complex social environment.

Difficulty: 1  
Question ID: 1.2-13  
Page: 8  
Reference:  
Topic: Issues in the Study of Development  
Skill: Factual  
Objective: 1.3

Answer: the ecological perspective
1.2-14. A culture which advocates achievement and responsibility would be described as __________.

**Difficulty:** 1  
**Question ID:** 1.2-14  
**Page:** 8  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Conceptual  
**Objective:** 1.3

**Answer:** individualistic

1.2-15. Theorists suggest that high intelligence, good coordination, an easy temperament, or a lovely smile are __________ that tend to make children more __________.

**Difficulty:** 2  
**Question ID:** 1.2-15  
**Page:** 9  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Conceptual  
**Objective:** 1.4

**Answer:** protective factors/resilient

1.2-16. Changes that are common to every member of a species is called __________.

**Difficulty:** 2  
**Question ID:** 1.2-16  
**Page:** 10  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.5

**Answer:** normative age-graded changes

1.2-17. Changes that occur in most members of a cohort as a result of factors at work during a specific, well-defined historical period are called __________.

**Difficulty:** 2  
**Question ID:** 1.2-17  
**Page:** 10  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.5

**Answer:** normative history-graded changes
1.2-18. A group of individuals who share the same historical experiences at the same
times in their lives is referred to as a __________ .

Difficulty: 1
Question ID: 1.2-18
Page- 10
Reference: 
Topic: Issues in the Study of Development
Skill: Factual
Objective: 1.5

Answer: cohort

1.2-19. An unshared and unique event in a person's life, such as conception, is called
a __________ or __________ .

Difficulty: 2
Question ID: 1.2-19
Page- 11
Reference: 
Topic: Issues in the Study of Development
Skill: Conceptual
Objective: 1.5
Answer: nonnormative change/ individual difference

1.2-20. Sets of statements that propose general principles of development are
called __________ .

Difficulty: 1
Question ID: 1.2-20
Page- 11
Reference: 
Topic: Theories of Development
Skill: Factual
Objective: 1.5
Answer: developmental theories

1.2-21. Developmental theories based on the assumption that age-related change results
from maturationally determined conflicts between internal drives and society's
demands are referred to as __________ .

Difficulty: 2
Question ID: 1.2-21
Page- 11
Reference: 
Topic: Theories of Development
Skill: Factual
Objective: 1.6

Answer: psychoanalytic theories
1.2-22. The five stages of personality development suggested by Freud that include oral, anal, phallic, letency, and genital stages are called _________.

Difficulty: 1
Question ID: 1.2-22
Page: 12
Reference:  
Topic: Theories of Development
Skill: Factual
Objective: 1.6

Answer: psychosexual stages

1.2-23. In Freud's _________ and Erikson's _________ the critical point is that the degree of success a child experiences in meeting the demands of various stages will depend on the interactions the child has with people and objects in the child's world.

Difficulty: 2
Question ID: 1.2-23
Page: 12-13
Reference:  
Topic: Theories of Development
Skill: Conceptual
Objective: 1.6

Answer: psychoanalytic theories/ psychosocial stages

1.2-24. According to Piaget, assimilation, accommodation, and equilibration are all part of _________.

Difficulty: 2
Question ID: 1.2-24
Page: 13
Reference:  
Topic: Theories of Development
Skill: Factual
Objective: 1.7

Answer: adaptation
1.2-25. Vygotsky suggested that learning is best achieved in a(n) ________.

Answer: zone of proximal development

1.2-26. Memory is broken down in three subprocesses called ________, ________, and ________.

Answer: encoding/ storage/ retrieval

1.2-27. ______ is when you hear the sounds of a word. Then the word moves into the memory system, called ________ or ________, where information is processed.

Answer: Sensory memory/ short-term memory/ working memory

1.2-28. Psychological theories that explain development in terms of accumulated learning experiences is called ________.

Answer: learning theories
1.2-29. The acquisition of new signals for existing responses made famous by Ivan Pavlov is known as _________.

Difficulty: 1
Question ID: 1.2-29
Page- 15
Reference: 
Topic: Theories of Development
Skill: Factual
Objective: 1.8

Answer: classical conditioning

1.2-30. The type of learning in which the probability of a person's performing some behavior is increased or decreased because of the consequences it produces is known as _________.

Difficulty: 2
Question ID: 1.2-30
Page- 16
Reference: 
Topic: Theories of Development
Skill: Factual
Objective: 1.8

Answer: operant conditioning

1.2-31. Negative reinforcement ________ a behavior because an unpleasant stimulus is _________.

Difficulty: 3
Question ID: 1.2-31
Page- 16
Reference: 
Topic: Theories of Development
Skill: Conceptual
Objective: 1.8

Answer: increases/ removed
1.2-32. In an effort to bridge the gap between learning theory and cognitive-developmental theory, Bandura emphasizes important cognitive elements in observational learning that he now calls ________.

Difficulty: 3
Question ID: 1.2-32
Page-Reference: 17
Topic: Theories of Development
Skill: Factual
Objective: 1.8

Answer: social cognitive theory

1.2-33. The degree to which psychologists judge the usefulness of theories, and the degree to which theories stimulate thinking and research, is called ________.

Difficulty: 2
Question ID: 1.2-33
Page-Reference: 19
Topic: Theories of Development
Skill: Factual
Objective: 1.9
Answer: heuristic value

1.2-34. In terms of heuristic value, ________ and ________ theories get equally high marks.

Difficulty: 2
Question ID: 1.2-34
Page-Reference: 19
Topic: Theories of Development
Skill: Conceptual
Objective: 1.9
Answer: Freud's/ Piaget's

1.2-35. The approach or use of multiple theoretical perspectives to explain and study human development is known as ________.

Difficulty: 1
Question ID: 1.2-35
Page-Reference: 20
Topic: Theories of Development
Skill: Factual
Objective: 1.9

Answer: eclecticism
1.2-36. Developmental psychology uses the scientific method to achieve the following four goals: to __________, __________, __________, and __________ human development.

Difficulty: 3
Question ID: 1.2-36
Page: 20
Reference: Finding the Answers: Research Designs and Methods
Skill: Factual
Objective: 1.10

Answer: describe/explain/predict/influence

1.2-37. A study testing different groups of people of different ages at the same time is __________.

Difficulty: 1
Question ID: 1.2-37
Page: 21
Reference: Finding the Answers: Research Designs and Methods
Skill: Factual
Objective: 1.11
Answer: cross-sectional

1.2-38. __________ is a form of study that combines cross-sectional and longitudinal designs, and can allow for comparisons of cohorts.

Difficulty: 2
Question ID: 1.2-38
Page: 21-22
Reference: Finding the Answers: Research Designs and Methods
Skill: Conceptual
Objective: 1.11
Answer: Sequential design

1.2-39. A __________ is a number ranging from -1.00 to +1.00 that describes the strength of a relationship between two variables.

Difficulty: 1
Question ID: 1.2-39
Page: 23
Reference: Findings the Answers: Research Designs and Methods
Skill: Conceptual
Objective: 1.12
Answer: correlation

1.2-40. In __________ -experiments, participants are not randomly assigned to groups.

Difficulty: 1  
Question ID: 1.2-40  
Page: 24  
Reference:  
Topic: Finding the Answers: Research Designs and Methods  
Skill: Factual  
Objective: 1.13  

Answer: quasi

1.2-41. An increasingly common type of research in developmental psychology that compares cultures or contexts is called __________ research.

Difficulty: 1  
Question ID: 1.2-41  
Page: 26  
Reference:  
Topic: Finding the Answers: Research Designs and Methods  
Skill: Factual  
Objective: 1.14  

Answer: Cross-Cultural

1.2-42. Protection from harm, informed consent, confidentiality, knowledge of results, and protection from deception are all important guidelines known as __________.

Difficulty: 2  
Question ID: 1.2-42  
Page: 26 - 27  
Reference:  
Topic: Finding the Answers: Research Designs and Methods  
Skill: Conceptual  
Objective: 1.15  

Answer: research ethics
1.3-1. Define the nature-nurture controversy and describe its impact on developmental theories in the past 100 years.

Answer: The answer should include the relationship of nature to heredity and genetics and nurture to environment and experience; the major proponents such as Plato and Descartes on the nature side, Locke and Watson on the nurture side, and interactionists such as Rousseau; and where the current theories of development stand on this issue.

1.3-2. Compare and contrast individualistic and collectivistic cultures, give specific examples of each, and explain why developmental psychology must recognize both types of cultures.

Answer: Individualistic cultures should be defined as fostering independence and competition (United States and Western Europe) and collectivistic cultures as fostering cooperation and dependence (Hispanic and Native American). Psychology must recognize the influence of these cultural approaches in the responses and reactions of people to various psychological tests and measures.
1.3-3. Create a description of a child who would be described as resilient. This description should include personal characteristics and significant features of the child's environment.

**Difficulty:** 3  
**Question ID:** 1.3-3  
**Page Reference:** 9 - 10  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Application  
**Objective:** 1.4

**Answer:** The resilient child has such protective factors as high intelligence, good coordination, and an easy temperament, and support from the environment such as at least one caring adult.

1.3-4. Briefly compare psychoanalytic, cognitive, and learning theories on the dimensions of active-passive, nature-nurture, and stages.

**Difficulty:** 3  
**Question ID:** 1.3-4  
**Page Reference:** 11 - 19  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.6,1.7,1.8

**Answer:** Both Erikson's and Freud's psychoanalytic theories view development as passive, and propose stages. Freud takes a nature approach, Erikson an interaction approach. All three cognitive theories see development as active, and an interaction of nature and nurture. Piaget, Vygotsky and some information processing theories propose stages. All learning theories advocate nurture and do not propose stages. Classical and operant conditioning see development as passive; Bandura's social cognitive theory views development as an active process.
1.3-5. A researcher wants to study the impact of home schooling on social development. Describe how this study can be done as a cross-sectional, longitudinal, or sequential study and include the pros and cons of each.

**Difficulty:** 3  
**Question ID:** 1.3-5  
**Page:** 21-22  
**Reference:** Finding the Answers: Research Designs and Methods  
**Skill:** Application  
**Objective:** 1.11

**Answer:**
Cross-sectional- within a short period of time test several groups, each at a different age, of home schooled children on a measure of social development. The pro is less time involved and the con is cohort effect.
Longitudinal- begin with a group of 5-6 year olds who are to be home schooled and retest this group periodically, over a 10-12 year period. The pro is avoiding the cohort effect, the con is cost and length of the study.
Sequential- test several groups of different age children at one time, then retest each group on a measure of social development over a period of time. This method combines the pros of the other two and avoids some of the cons.

MyDevelopmentLab

1.4-1. How do ecological psychologists study behavior?

**Difficulty:** 1  
**Question ID:** 1.4-1  
**Page:** MDL  
**Reference:**  
**Skill:** Factual  
**Objective:** 1.13

**Answer:** They do experimentation in the field and in the actual situations in which people need to think. They study everyday settings in real life situations.
1.4-2. **What is the answer to the nature versus nurture question? Identify the three examples that were given in the audio recording.**

**Difficulty:** 1  
**Question ID:** 1.4-2  
**Page-Reference:** MDL  
**Topic:** Listen: Nature-Nurture Debate  
**Skill:** Factual  
**Objective:** 1.1

**Answer:** The question is clearly not either/or but nature and nurture. Both genetics and environment interact to shape behaviors. The three examples are: height, intelligence, and watching TV.

1.4-3. **Who is the researcher famous for the Stanford Prison Experiment during the 1970s?**

a. Carol Tavris  
b. Philip Zimbardo  
c. Elizabeth Loftus  
d. David Rosenhan

**Difficulty:** 1  
**Question ID:** 1.4-3  
**Page-Reference:** MDL  
**Topic:** Explore: Psychology Timeline  
**Skill:** Factual  
**Objective:** 1.15

**Answer:** b. Philip Zimbardo

1.4-4. **Assume that you are a psychologist who practices according to the theories of Carl Rogers. You are most likely to take a _________ approach to treating clients.**

**Difficulty:** 2  
**Question ID:** 1.4-4  
**Page-Reference:** MDL  
**Topic:** Explore: Psychology Timeline  
**Skill:** Applied  
**Objective:** 1.10

**Answer:** client-centered
1.4-5. **Which of the following best describes why the concept of ethnicity is more valuable in studying human behavior than is race?**

a. The concept of race includes too many genetic variables to be valuable in research. Ethnicity is determined by only one pair of chromosomes.

b. Race explores commonalities due to environmental factors such as common backgrounds, beliefs, and allegiances, and therefore includes too many variables to control.

c. Ethnicity is easy to study because it explores only the commonalities between people of the same race.

d. Ethnicity explores commonalities due to environmental factors such as common backgrounds, beliefs, and allegiances. Race is determined solely by genes.

**Answer:** d. Ethnicity explores commonalities due to environmental factors such as common backgrounds, beliefs, and allegiances. Race is determined solely by genes.

1.4-6. **Which of the following was one of the options given as an independent variable?**

a. Changing the duration of the stimulus
b. Modifying the configuration of the shapes
c. Length of time that it takes to recognize the correct choice
d. Modifying the background color of the arrays

**Answer:** a. Changing the duration of the stimulus

1.4-7. **In research, the _________ variable is manipulated, while the _________ variable is measured.**

**Answer:** independent/dependent

Chapter 2: Prenatal Development

Multiple Choice

2.1-1. At conception, a zygote is formed by the joining of two

a. ova.
b. sperm.
c. gametes.
d. genes.
e. chromosomes.

Answer: c. gametes.

2.1-2. Bernice just found out that she is pregnant. The cell that Bernice contributed at
conception was a(n)

a. embryo.
b. zygote.
c. sperm.
d. gamete.
e. ovum.

Answer: e. ovum.
2.1-3. **In order for conception to occur, the sperm must reach the ovum by traveling from the ________ to the ________ where fertilization takes place.**

- a. vagina; fallopian tube
- b. uterus; vagina
- c. fallopian tube; cervix
- d. uterus; cervix
- e. cervix; vagina

**Difficulty:** 3  
**Question ID:** 2.1-3  
**Page:** 31  
**Reference:** Conception and Genetics  
**Skill:** Factual  
**Objective:** 1.1

**Answer:** a. vagina; fallopian tube

2.1-4. **What type of cell division produces gametes?**

- a. meiosis  
- b. codominance 
- c. mitosis 
- d. splicing 
- e. cloning

**Difficulty:** 1  
**Question ID:** 2.1-4  
**Page:** 32  
**Reference:** Conception and Genetics  
**Skill:** Factual  
**Objective:** 1.1

**Answer:** a. meiosis

2.1-5. **In humans, the result of mitosis is a ________ chromosome cell and the result of meiosis is a ________ chromosome cell.**

- a. 46; 46  
- b. 46; 23  
- c. 23; 46  
- d. 23; 23  
- e. 92; 46

**Difficulty:** 2  
**Question ID:** 2.1-5  
**Page:** 32  
**Reference:** Conception and Genetics  
**Skill:** Factual  
**Objective:** 1.1

**Answer:** b. 46; 23
2.1-6. **Who deduced that DNA was shaped like a double helix?**

a. Down and Klinefelter  
b. Turner and Watson  
c. Watson and Crick  
d. Horowitz and Crick  
e. Freud and Watson  

**Difficulty:** 1  
**Question ID:** 2.1-6  
**Page-Reference:** 33  
**Topic:** Conception and Genetics  
**Skill:** Factual  
**Objective:** 1.1  

**Answer:** c. Watson and Crick

2.1-7. **Infertility is defined as the failure to conceive after ________ consecutive months of unprotected intercourse.**

a. two  
b. four  
c. six  
d. 10  
e. 12  

**Difficulty:** 1  
**Question ID:** 2.1-7  
**Page-Reference:** 32  
**Topic:** Conception and Genetics  
**Skill:** Factual  
**Objective:** 1.1  

**Answer:** e. 12

2.1-8. **Misty was a "test-tube baby," which means she was conceived using**

a. IVF.  
b. FET.  
c. DNA.  
d. XY.  
e. XX.  

**Difficulty:** 2  
**Question ID:** 2.1-8  
**Page-Reference:** 32  
**Topic:** Conception and Genetics  
**Skill:** Application  
**Objective:** 1.1  

**Answer:** a. IVF.
2.1-9. Adella is 41 years of age and has been unsuccessful in her attempts to become pregnant. She has asked her doctor to try in vitro fertilization. Her doctor will tell her that only ________ percent of IVF procedures involving women over age 40 are successful.
   a. 46.
   b. 40.
   c. 35.
   d. 24.
   e. 13.
   Difficulty: 1
   Question ID: 2.1-9
   Page- 32
   Reference: 
   Topic: Conception and Genetics
   Skill: Application
   Objective: 2.1
   Answer: e. 13.

2.1-10. It is most accurate to describe the genetic material in the nucleus of the cell as
   a. DNA, which contains chromosomes and genes.
   b. chromosomes composed of DNA, which has segments called genes
   c. genes, which contain DNA and are found on chromosomes.
   d. separate bodies called genes, chromosomes, and DNA.
   e. 46 genes made up of DNA.
   Difficulty: 3
   Question ID: 2.1-10
   Page- 32
   Reference: 
   Topic: Conception and Genetics
   Skill: Conceptual
   Objective: 2.1
   Answer: b. chromosomes composed of DNA, which has segments called genes

2.1-11. In the 22 pairs of chromosomes called ________, the members of the pair look alike and contain exactly matching genetic loci.
   a. autosomes
   b. genotypes
   c. sex chromosomes
   d. gametes
   e. zygotes
   Difficulty: 2
   Question ID: 2.1-11
   Page- 33
   Reference: 
   Topic: Conception and Genetics
   Skill: Factual
   Objective: 2.1
   Answer: a. autosomes
2.1-12. **Which of the following statements about sex chromosomes is true?**

a. The Y chromosome is larger than the X chromosome.
b. The X chromosome has more genetic loci than the Y has.
c. The XX combination represents a male.
d. Only females have a Y chromosome.
e. TDF is always found on the X chromosome.

**Difficulty:** 3  
**Question ID:** 2.1-12  
**Page-Reference:** 33  
**Topic:** Conception and Genetics  
**Skill:** Conceptual  
**Objective:** 2.1

**Answer:** b. The X chromosome has more genetic loci than the Y has.

2.1-13. **Kristi and Bill are expecting a child. The sex of the child is determined by**

a. Kristi.
b. Bill.
c. both Kristi and Bill.
d. the time of day the conception took place.
e. environmental factors.

**Difficulty:** 2  
**Question ID:** 2.1-13  
**Page-Reference:** 33  
**Topic:** Conception and Genetics  
**Skill:** Application  
**Objective:** 2.1

**Answer:** b. Bill.

2.1-14. **Which of the following determines maleness in fertilized ovas that are genetically male?**

a. homozygous, recessive genes  
b. the testis-determining factor on the Y chromosome  
c. the acidity of the mucus in the vagina  
d. the X chromosome  
e. level of estrogen

**Difficulty:** 2  
**Question ID:** 2.1-14  
**Page-Reference:** 33  
**Topic:** Conception and Genetics  
**Skill:** Factual  
**Objective:** 2.1

**Answer:** b. the testis-determining factor on the Y chromosome
2.1-15. **Dr. Posada is a genetic researcher. He is working with chromosome 20. He might be investigating any of the following EXCEPT**

a. gigantism.
b. retinoblastoma.
c. myloid tumor suppressor.
d. colon cancer.
e. Prader-Willi Syndrome.

**Difficulty:** 3  
**Question ID:** 2.1-15  
**Page:** 33  
**Reference:**  
**Topic:** Conception and Genetics  
**Skill:** Application  
**Objective:** 2.1  

**Answer:** e. Prader-Willi Syndrome.

2.1-16. **Which of the following is true about David’s fine hair?**

a. It comes from a dominant gene.
b. He carries a curly hair gene.
c. It is a polygenic trait.
d. It is a co-dominant trait.
e. He had to inherit a gene from both parents.

**Difficulty:** 3  
**Question ID:** 2.1-16  
**Page:** 34  
**Reference:**  
**Topic:** Conception and Genetics  
**Skill:** Application  
**Objective:** 2.1  

**Answer:** e. He had to inherit a gene from both parents.

2.1-17. **When genetic information at a given locus is the same on both chromosomes, the individual is _________ for that trait.**

a. heterozygous  
b. phenotypic  
c. homozygous  
d. dominant  
e. genotypic  

**Difficulty:** 1  
**Question ID:** 2.1-17  
**Page:** 34  
**Reference:**  
**Topic:** Conception and Genetics  
**Skill:** Factual  
**Objective:** 2.2  

**Answer:** c. homozygous
2.1-18. **Meg has type A blood made up of a gene for A paired with a gene for O. Meg is ________ for blood type.**
   a. heterozygous
   b. genotypic
   c. homozygous
   d. phenotypic
   e. recessive

   **Difficulty:** 2
   **Question ID:** 2.1-18
   **Page:** 34
   **Reference:**
   **Topic:** Conception and Genetics
   **Skill:** Application
   **Objective:** 2.2

   **Answer:** a. heterozygous

2.1-19. **The pattern of characteristics and developmental sequences mapped in the genes of any specific individual is the**
   a. gamete.
   b. genotype.
   c. phenotype.
   d. chromosome.
   e. zygote.

   **Difficulty:** 1
   **Question ID:** 2.1-19
   **Page:** 34
   **Reference:**
   **Topic:** Conception and Genetics
   **Skill:** Factual
   **Objective:** 2.2

   **Answer:** b. genotype.

2.1-20. **Which of the following statements describes Lamar's genotype?**
   a. He has brown hair.
   b. He is short for his age.
   c. He looks like his father.
   d. He has type AB blood.
   e. He is an overachiever.

   **Difficulty:** 2
   **Question ID:** 2.1-20
   **Page:** 34
   **Reference:**
   **Topic:** Conception and Genetics
   **Skill:** Application
   **Objective:** 2.2

   **Answer:** d. He has type AB blood.
2.1-21. Which of the following statements describes the person's phenotype?

a. Maria's 23rd chromosome pair is XX.

b. Mark's blood type is AO.

c. Jill is a carrier of cystic fibrosis.

d. Larry has brown hair.

e. Mel has Trisomy 21.

**Difficulty:** 3  
**Question ID:** 2.1-21  
**Page:** 34  
**Reference:**  
**Topic:** Conception and Genetics  
**Skill:** Application  
**Objective:** 2.2

**Answer:** d. Larry has brown hair.

2.1-22. Quentin has blue eyes, blond hair, freckles, dimples, and flat feet. Which of these traits is polygenic?

a. blue eyes  
b. blond hair  
c. freckles  
d. dimples  
e. flat feet

**Difficulty:** 3  
**Question ID:** 2.1-22  
**Page:** 34  
**Reference:**  
**Topic:** Conception and Genetics  
**Skill:** Application  
**Objective:** 2.2

**Answer:** a. blue eyes

2.1-23. All of the following are dominant traits EXCEPT

a. Type A blood.  
b. nearsightedness.  
c. flat feet.  
d. coarse hair.  
e. freckles.

**Difficulty:** 3  
**Question ID:** 2.1-23  
**Page:** 34  
**Reference:**  
**Topic:** Conception and Genetics  
**Skill:** Conceptual  
**Objective:** 2.2

**Answer:** c. flat feet.
2.1-24. **The AB blood type is an example of**

a. a recessive trait.
b. codominance.
c. a homozygous locus.
d. a sex chromosome influence.
e. a polygenic trait.

**Difficulty:** 2  
**Question ID:** 2.1-24  
**Page-Reference:** 34  
**Topic:** Conception and Genetics  
**Skill:** Conceptual  
**Objective:** 2.2

**Answer:** b. codominance.

2.1-25. **Which of the following is an accurate statement about dominant and recessive genes?**

a. Only about 300 physical characteristics are dominant.
b. All genes are expressed the same in every individual.
c. The dominant/recessive pattern is very straightforward.
d. Genes cannot be codominant.
e. Even simple patterns of inheritance can be complicated.

**Difficulty:** 3  
**Question ID:** 2.1-25  
**Page-Reference:** 34  
**Topic:** Conception and Genetics  
**Skill:** Conceptual  
**Objective:** 2.2

**Answer:** e. Even simple patterns of inheritance can be complicated.

2.1-26. **Mikki's phenotype for her height is**

a. the same as her genotype.
b. the difference between the effects of two genes.
c. the sum of the effects of several height genes.
d. inherited only from her father.
e. determined by genes on her X chromosome.

**Difficulty:** 2  
**Question ID:** 2.1-26  
**Page-Reference:** 34  
**Topic:** Conception and Genetics  
**Skill:** Application  
**Objective:** 2.2

**Answer:** c. the sum of the effects of several height genes.
2.1-27. **Height is a trait that is all of the following EXCEPT**

a. polygenic.
b. multifactorial.
c. dominant.
d. affected by environment.
e. a measure of general health.

**Difficulty:** 2  
**Question ID:** 2.1-27  
**Page:** 34  
**Reference:** Conception and Genetics  
**Skill:** Conceptual  
**Objective:** 2.2

**Answer:** c. dominant.

2.1-28. **When inherited genes are located outside the nucleus of the zygote, the inheritance is**

a. polygenic.
b. multifactorial.
c. dominant.
d. mitochondrial.
e. codominant.

**Difficulty:** 1  
**Question ID:** 2.1-28  
**Page:** 36  
**Reference:** Development from Conception to Birth  
**Skill:** Factual  
**Objective:** 2.2

**Answer:** d. mitochondrial.

2.1-29. **Rita is pregnant. When she conceived, two separate ova were fertilized at the same time, and each implanted in the uterus. Rita can expect to give birth to**

a. a child with Down syndrome.
b. a premature child.
c. fraternal twins.
d. identical twins.
e. monozygotic twins.

**Difficulty:** 1  
**Question ID:** 2.1-29  
**Page:** 36  
**Reference:** Development from Conception to Birth  
**Skill:** Application  
**Objective:** 2.2

**Answer:** c. fraternal twins.
2.1-30. Which of the following is true about fraternal twins?

a. They will be homozygous.
b. They are dizygotic.
c. They are monozygotic.
d. They are always the same sex.
e. They will be premature.

Difficulty: 1
Question ID: 2.1-30
Page Reference: 36
Topic: Development from Conception to Birth
Skill: Factual
Objective: 2.2
Answer: b. They are dizygotic.

2.1-31. Matt and Marcy are twins. From this statement you can be certain that they are _______ twins.

a. identical
b. monozygotic
c. fraternal
d. conjoined
e. polygenic

Difficulty: 3
Question ID: 2.1-31
Page Reference: 36
Topic: Development from Conception to Birth
Skill: Application
Objective: 2.2
Answer: c. fraternal

2.1-32. Some studies suggest that age-related deterioration of a genomic imprint

a. will always come from the mother's ovum.
b. results in Prader-Willi syndrome if from the father.
c. always leads to obesity and mental retardation.
d. may be particularly important in diseases that appear later in life, such as heart disease.
e. is an example of mitochondrial inheritance.

Difficulty: 3
Question ID: 2.1-32
Page Reference: 36
Topic: Development from Conception to Birth
Skill: Conceptual
Objective: 2.2

Answer: d. may be particularly important in diseases that appear later in life, such as heart disease.
2.1-33. **Which of the following is true of prenatal development?**

   a. All three trimesters occur in the first stage.
   b. Trimesters vary in length.
   c. There are three stages of prenatal development.
   d. Each stage of prenatal development is in a different trimester.
   e. Stages are the same as trimesters.

**Difficulty:** 2  
**Question ID:** 2.1-33  
**Page:** 36  
**Reference:** Development from Conception to Birth  
**Skill:** Conceptual  
**Objective:** 2.2

**Answer:** c. There are three stages of prenatal development.

2.1-34. **In general, prenatal development is**

   a. extremely predictable.
   b. controlled by maturational sequences.
   c. invulnerable to environmental influences.
   d. random in sequence and timing.
   e. determined solely by genetic programming.

**Difficulty:** 2  
**Question ID:** 2.1-34  
**Page:** 37-38  
**Reference:** Development from Conception to Birth  
**Skill:** Conceptual  
**Objective:** 2.3

**Answer:** b. controlled by maturational sequences.

2.1-35. **What is correct order of the stages of gestation?**

   a. germinal, fetal, and embryonic
   b. embryonic, germinal, and fetal
   c. germinal, embryonic, and fetal
   d. embryonic, fetal, and germinal
   e. fetal, germinal, and embryonic

**Difficulty:** 1  
**Question ID:** 2.1-35  
**Page:** 37  
**Reference:** Development from Conception to Birth  
**Skill:** Factual  
**Objective:** 2.3

**Answer:** c. germinal, embryonic, and fetal
2.1-36. **The correct order of the different names given to the human organism as it develops during the nine months of gestation is**
   a. blastocyst, fetus, embryo.
   b. blastocyst, embryo, fetus.
   c. embryo, blastocyst, fetus.
   d. embryo, fetus, blastocyst.
   e. fetus, embryo, blastocyst.
   **Difficulty:** 1
   **Question ID:** 2.1-36
   **Page:** 37
   **Reference:**
   **Topic:** Development from Conception to Birth
   **Skill:** Factual
   **Objective:** 2.3
   **Answer:** b. blastocyst, embryo, fetus.

2.1-37. **Robert's wife is in the germinal stage of pregnancy and he wants to know what is happening. You can tell him that the**
   a. amnion and placenta are developing.
   b. "finishing" of organ systems is taking place.
   c. gametes are being formed through meiosis.
   d. the blastocyst is forming.
   e. the heart is formed and beating.
   **Difficulty:** 2
   **Question ID:** 2.1-37
   **Page:** 37
   **Reference:**
   **Topic:** Development from Conception to Birth
   **Skill:** Application
   **Objective:** 2.3
   **Answer:** d. the blastocyst is forming.

2.1-38. **The mass of cells that attaches itself to the wall of the uterus about two weeks after conception is called a(n) ________ and has about _______ cells.**
   a. umbilical cord; 36
   b. placenta; 36
   c. blastocyst; 150
   d. autosome; 150
   e. chorion; 3
   **Difficulty:** 3
   **Question ID:** 2.1-38
   **Page:** 37
   **Reference:**
   **Topic:** Development from Conception to Birth
   **Skill:** Factual
   **Objective:** 2.3
   **Answer:** c. blastocyst; 150
2.1-39. **Cell division begins ________ after conception.**

a. two weeks  
b. one week  
c. within two to three days  
d. 48 to 60 hours  
e. 24 to 36 hours  
Difficulty: 1  
Question ID: 2.1-39  
Page: 37  
Reference:  
Topic: Development from Conception to Birth  
Skill: Factual  
Objective: 2.3  

Answer: e. 24 to 36 hours

2.1-40. **The embryonic stage begins when ________ is complete and continues until ________ is complete.**

a. mitosis; meiosis  
b. implantation; organogenesis  
c. meiosis; mitosis  
d. germination; implantation  
e. implantation; conception  
Difficulty: 1  
Question ID: 2.1-40  
Page: 37  
Reference:  
Topic: Development from Conception to Birth  
Skill: Factual  
Objective: 2.3  

Answer: b. implantation; organogenesis

2.1-41. **The amnion is**

a. a plate-like mass of cells that lies against the wall of the uterus.  
b. the second half of the fetal stage.  
c. the sack or bag filled with liquid in which the baby floats.  
d. a filter through which nutrients pass to the embryo and fetus.  
e. the first internal organ to develop.  
Difficulty: 1  
Question ID: 2.1-41  
Page: 37  
Reference:  
Topic: Development from Conception to Birth  
Skill: Factual  
Objective: 2.3  

Answer: c. the sack or bag filled with liquid in which the baby floats.
2.1-42. What two organs does the chorion develop into?

a. placenta and umbilical cord  
b. blastocyst and zygote  
c. heart and lungs  
d. kidneys and liver  
e. amnion and blastocyst  

**Difficulty:** 1  
**Question ID:** 2.1-42  
**Page:** 37  
**Reference:**  
**Topic:** Development from Conception to Birth  
**Skill:** Factual  
**Objective:** 2.3

**Answer:** a. placenta and umbilical cord

2.1-43. Which of the following is an accurate description of the placenta?

a. It is a platelike mass of cells protecting the heart.  
b. It is fully developed by two weeks after conception.  
c. It serves as heart and lungs for the embryo.  
d. It is connected to the embryo's circulatory system through the umbilical cord.  
e. It develops during the germinal stage.  

**Difficulty:** 3  
**Question ID:** 2.1-43  
**Page:** 37  
**Reference:**  
**Topic:** Development from Conception to Birth  
**Skill:** Conceptual  
**Objective:** 2.3

**Answer:** d. It is connected to the embryo's circulatory system through the umbilical cord.

2.1-44. All of the following can pass through the placenta EXCEPT

a. most of the mother's hormones.  
b. most drugs and anesthetics.  
c. oxygen.  
d. digestive wastes.  
e. proteins and sugars.  

**Difficulty:** 1  
**Question ID:** 2.1-44  
**Page:** 37  
**Reference:**  
**Topic:** Development from Conception to Birth  
**Skill:** Conceptual  
**Objective:** 2.3

**Answer:** a. most of the mother's hormones.
2.1-45. **Delores is in the fetal stage of her pregnancy. What can she expect to happen in this stage?**

   a. Differentiation of the major organ systems begin.
   b. The development into a blastocyst is completed.
   c. Organ systems are refined.
   d. The placenta develops.
   e. The heart begins to beat.

   **Difficulty:** 2  
   **Question ID:** 2.1-45  
   **Page:** 39  
   **Reference:**  
   **Topic:** Development from Conception to Birth  
   **Skill:** Application  
   **Objective:** 2.3

   **Answer:** c. Organ systems are refined.

2.1-46. **The sex of the fetus can be identified by**

   a. five days after conception.
   b. two weeks after conception.
   c. 21 days after conception.
   d. week 10 of gestation.
   e. week 12 of gestation.

   **Difficulty:** 1  
   **Question ID:** 2.1-46  
   **Page:** 39  
   **Reference:**  
   **Topic:** Development from Conception to Birth  
   **Skill:** Factual  
   **Objective:** 2.3

   **Answer:** e. week 12 of gestation.

2.1-47. **The ________ exists in only rudimentary form at the end of embryonic period.**

   a. amnion  
   b. nervous system  
   c. placenta  
   d. circulatory system  
   e. umbilical cord

   **Difficulty:** 1  
   **Question ID:** 2.1-47  
   **Page:** 39  
   **Reference:**  
   **Topic:** Development from Conception to Birth  
   **Skill:** Factual  
   **Objective:** 2.3

   **Answer:** b. nervous system
2.1-48. The great majority of neurons are apparently formed

a. by two years after birth.
b. at birth.
c. in the third trimester of pregnancy.
d. between 10 and 18 weeks into gestation.
e. at conception.

Difficulty: 2
Question ID: 2.1-48
Page-Reference: 39
Topic: Development from Conception to Birth
Skill: Factual
Objective: 2.3

Answer: d. between 10 and 18 weeks into gestation.

2.1-49. In the fetal brain, synapse formation requires the growth of which two neuronal structures?

a. dendrites; terminal fibers
b. terminal fibers; axon
c. axons; dendrites
d. glial cells; dendrite
e. axons; terminal fiber

Difficulty: 2
Question ID: 2.1-49
Page-Reference: 40
Topic: Development from Conception to Birth
Skill: Factual
Objective: 2.3

Answer: c. axons; dendrites

2.1-50. The tiny space between neurons which allows neuronal communication is the

a. terminal fiber.
b. dendrite.
c. synapse.
d. axon.
e. neurotransmitter.

Difficulty: 1
Question ID: 2.1-50
Page-Reference: 40
Topic: Development from Conception to Birth
Skill: Factual
Objective: 2.3

Answer: c. synapse.
2.1-51. **What changes in fetal behavior signal that fetal brain development is proceeding normally?**

a. The axons lengthen and the dentritic arbor grows.
b. The majority of the prefrontal cortex is mature.
c. Glial cells begin to produce neurotransmitters.
d. The embryo gains about half its birth weight.
e. The fetus exhibits alternating periods of activity and rest, and begins to yawn.

**Difficulty:** 3  
**Question ID:** 2.1-51  
**Page:** 40  
**Reference:**  
**Topic:** Development from Conception to Birth  
**Skill:** Conceptual  
**Objective:** 2.3  
**Answer:** e. The fetus exhibits alternating periods of activity and rest, and begins to yawn.

2.1-52. **The cells that hold together and give form to the structures of the nervous system are called**

a. axons.  
b. dendrites.  
c. glial cells.  
d. nerve cells.  
e. soma.

**Difficulty:** 1  
**Question ID:** 2.1-52  
**Page:** 40  
**Reference:**  
**Topic:** Development from Conception to Birth  
**Skill:** Factual  
**Objective:** 2.3  
**Answer:** c. glial cells.

2.1-53. **During prenatal development, the presence of testosterone is**

a. equally important for the development of both male and female genitalia.  
b. important in female development in the last three months.  
c. is minimal in both males and females.  
d. the masculinizing factor in prenatal development.  
e. a cause of congenital adrenal hyperplasia.

**Difficulty:** 3  
**Question ID:** 2.1-53  
**Page:** 42  
**Reference:**  
**Topic:** Development from Conception to Birth  
**Skill:** Factual  
**Objective:** 2.4  

**Answer:** d. the masculinizing factor in prenatal development.
2.1-54. Adela has congenital adrenal hyperplasia. She will

a. tend to be masculinized.
b. be extremely feminine in her behavior.
c. not be affected by this disorder.
d. be masculine as a child, but feminine as an adult.
e. be shy and timid as a child.

Difficulty: 2
Question ID: 2.1-54
Page- 42
Reference:
Topic: Development from Conception to Birth
Skill: Application
Objective: 2.4
Answer: a. tend to be masculinized.

2.1-55. Sex differences in children's activity level first appear

a. in the womb.
b. in the first few weeks of life.
c. at about 3 years of age.
d. in elementary school.
e. at puberty.

Difficulty: 2
Question ID: 2.1-55
Page- 42
Reference:
Topic: Development from Conception to Birth
Skill: Factual
Objective: 2.4
Answer: a. in the womb.

2.1-56. Research on prenatal development suggests that the fetus can distinguish between familiar and novel stimuli by the

a. end of germinal period.
b. end of the embryonic period.
c. 20th week of prenatal development.
d. 32nd or 33rd week prenatally.
e. the first month after birth.

Difficulty: 2
Question ID: 2.1-56
Page- 43
Reference:
Topic: Development from Conception to Birth
Skill: Factual
Objective: 2.5

Answer: d. 32nd or 33rd week prenatally.
2.1-57. Which of the following is an accurate statement of sex differences in development?

a. Boys are four to six weeks ahead in skeletal development.
b. Girls are heavier and longer at birth.
c. The average length at birth for boys is 19 inches.
d. Boys have more muscle tissue and fewer fat cells.
e. Girls are more vulnerable to prenatal problems.

Answer: d. Boys have more muscle tissue and fewer fat cells.

2.1-58. Which is the most accurate statement of sex differences in early development?

a. Girls are more vulnerable to prenatal problems.
b. More females are spontaneously aborted.
c. Girls have more muscle and fewer fat cells.
d. Boys are four to six weeks ahead in bone development at birth.
e. Boys are slightly heavier and longer at birth.

Answer: e. Boys are slightly heavier and longer at birth.

2.1-59. Research in fetal development has shown that

a. fetuses are unresponsive to auditory stimuli.
b. fetuses are unable to recognize patterns of sound.
c. only embryonic chicks recognize different sounds.
d. active fetuses become labeled as retarded after birth.
e. the prenatal learning process parallels what happens postnatally.

Answer: e. the prenatal learning process parallels what happens postnatally.
2.1-60. Longitudinal studies have shown that very active fetuses are more likely to become school children who are labeled by teachers as
a. hyperactive.
b. mentally retarded.
c. learning disabled.
d. normal.
e. gifted.
Difficulty: 2
Question ID: 2.1-60
Page-Reference: 44
Topic: Problems in Prenatal Development
Skill: Factual
Objective: 2.5

Answer: a. hyperactive.

2.1-61. Luigi has a sex-linked disorder. This is caused by a gene on the
a. 15th chromosome pair.
b. autosomes.
c. X chromosome.
d. mitochondria.
e. 22nd chromosome pair.
Difficulty: 1
Question ID: 2.1-61
Page-Reference: 45
Topic: Problems in Prenatal Development
Skill: Application
Objective: 2.6

Answer: c. X chromosome.

2.1-62. Helen's daughter has PKU. Which of the following is most likely to be true?

a. Helen is African American.
b. Her daughter cannot drink milk.
c. The disorder was discovered when her daughter was in her teens.
d. She was exposed to a teratogen while pregnant.
e. Helen was over 40 when she gave birth.
Difficulty: 3
Question ID: 2.1-62
Page-Reference: 45
Topic: Problems in Prenatal Development
Skill: Application
Objective: 2.6

Answer: b. Her daughter cannot drink milk.
2.1-63. **Phenylketonuria, sickle-cell anemia, and cystic fibrosis are all**

a. autosomal dominant disorders.
b. sex-linked recessive disorders.
c. autosomal recessive disorders.
d. caused by teratogens.
e. found on the X chromosomes.

**Difficulty:** 3  
**Question ID:** 2.1-63  
**Page:** 45  
**Reference:**  
**Topic:** Problems in Prenatal Development  
**Skill:** Conceptual  
**Objective:** 2.6  

**Answer:** c. autosomal recessive disorders.

2.1-64. **Duane and Jeanine are African American. A genetic counselor would most likely test them for**

a. sickle cell disease.
b. PKU.
c. cystic fibrosis.
d. Tay Sachs.
e. Huntington's disease.

**Difficulty:** 1  
**Question ID:** 2.1-64  
**Page:** 45  
**Reference:**  
**Topic:** Problems in Prenatal Development  
**Skill:** Application  
**Objective:** 2.6  

**Answer:** a. sickle cell disease.

2.1-65. **Few children with sickle-cell disease live past the age of ________ and most who survive to adulthood die before they are ________**.

a. 3 years; 20 years  
b. 10 years; 40 years  
c. 20 years; 30 years  
d. 25 years; 50 years  
e. 20 years; 40 years  

**Difficulty:** 1  
**Question ID:** 2.1-65  
**Page:** 45  
**Reference:**  
**Topic:** Problems in Prenatal Development  
**Skill:** Factual  
**Objective:** 2.6  

**Answer:** e. 20 years; 40 years
2.1-66. **Which of the following disorders is usually fatal in the first three years of life?**

a. PKU  
b. cystic fibrosis  
c. muscular dystrophy  
d. Tay Sachs  
e. Huntington's disease

**Difficulty:** 1  
**Question ID:** 2.1-66  
**Page:** 45  
**Reference:** Problems in Prenatal Development  
**Skill:** Factual  
**Objective:** 2.6

**Answer:** d. Tay Sachs

2.1-67. **All of the following are true of Huntington's disease EXCEPT**

a. It is usually not diagnosed until adulthood.  
b. It affects psychological and motor functions.  
c. There is a blood test to identify it.  
d. It is a dominant disorder.  
e. Although motor functions fail, the brain is not affected.

**Difficulty:** 3  
**Question ID:** 2.1-67  
**Page:** 45  
**Reference:** Problems in Prenatal Development  
**Skill:** Factual  
**Objective:** 2.6

**Answer:** e. Although motor functions fail, the brain is not affected.

2.1-68. **Craig has a sex-linked disorder. Which of the following does he have?**

a. Huntington's  
b. Tay Sachs  
c. Schizophrenia  
d. Albinism  
e. Hemophilia

**Difficulty:** 2  
**Question ID:** 2.1-68  
**Page:** 46  
**Reference:** Problems in Prenatal Development  
**Skill:** Application  
**Objective:** 2.6

**Answer:** e. Hemophilia
2.1-69. **Which of the following disorders is a sex-linked disorder?**

a. Down syndrome  
b. Fragile-X syndrome  
c. Klinefelter's syndrome  
d. Turner's syndrome  
e. Tay Sachs  

**Difficulty:** 1  
**Question ID:** 2.1-69  
**Page:** 46  
**Reference:** Problems in Prenatal Development  
**Skill:** Factual  
**Objective:** 2.6  

**Answer:** b. Fragile-X syndrome

2.1-70. **Among males, 5 to 7 percent of all retardation is caused by**

a. Down syndrome.  
b. Klinefelter's syndrome.  
c. Fragile-X syndrome.  
d. Turner's syndrome.  
e. Huntington's disease.  

**Difficulty:** 2  
**Question ID:** 2.1-70  
**Page:** 46  
**Reference:** Problems in Prenatal Development  
**Skill:** Factual  
**Objective:** 2.6  

**Answer:** c. Fragile-X syndrome.

2.1-71. **Mrs. Robertson is having a prenatal test in which cells are extracted from the placenta. This test is**

a. amniocentesis.  
b. CVS.  
c. fetoscopy.  
d. ultrasound.  
e. sonography.  

**Difficulty:** 2  
**Question ID:** 2.1-71  
**Page:** 46  
**Reference:** Problems in Prenatal Development  
**Skill:** Application  
**Objective:** 2.6  

**Answer:** b. CVS.
2.1-72. **Dr. Urlich is using a prenatal test on one of his pregnant patients in which he filters fetal cells out of fluid to test for genetic disorders. He is using**
   a. amniocentesis.
   b. CVS.
   c. fetoscopy.
   d. ultrasound.
   e. DNA testing.
   **Difficulty:** 2  
   **Question ID:** 2.1-72  
   **Page:** 46  
   **Reference:**  
   **Topic:** Problems in Prenatal Development  
   **Skill:** Application  
   **Objective:** 2.6  
   **Answer:** a. amniocentesis.

2.1-73. **What substance in the mother's blood indicates abnormalities in the fetal brain and spinal cord?**
   a. alpha-fetoprotein  
   b. CVS  
   c. estrogen  
   d. progesterone  
   e. testosterone  
   **Difficulty:** 1  
   **Question ID:** 2.1-73  
   **Page:** 46  
   **Reference:**  
   **Topic:** Problems in Prenatal Development  
   **Skill:** Factual  
   **Objective:** 2.6  
   **Answer:** a. alpha-fetoprotein

2.1-74. **All of the following statements about fetoscopy are accurate EXCEPT**
   a. it involves insertion of a camera into the womb.  
   b. it is used routinely on all high risk pregnancies.  
   c. it has made it possible to surgically correct prenatal defects.  
   d. it can be used to take samples of blood from the umbilical cord.  
   e. it has made fetal bone marrow transplants possible.  
   **Difficulty:** 3  
   **Question ID:** 2.1-74  
   **Page:** 46  
   **Reference:**  
   **Topic:** Problems in Prenatal Development  
   **Skill:** Conceptual  
   **Objective:** 2.6  
   **Answer:** b. it is used routinely on all high risk pregnancies.

2.1-75. Which of the following disorders is also called Trisomy 21?

a. Tay Sachs
b. triple-X syndrome
c. cystic fibrosis
d. hemophilia
e. Down Syndrome

Answer: e. Down Syndrome

2.1-76. Which of the following mothers is at the greatest risk for having a Down syndrome child?

a. Claudia, who is 18
b. Zoe, who is 25
c. Barb, whose husband works with pesticides
d. Glendora, who is very active in sports
e. Marian, who is 30

Answer: c. Barb, whose husband works with pesticides

2.1-77. Which sex-chromosome anomaly is paired with its correct label or characteristics?

a. XXY - Turner's syndrome
b. XYY - unusually tall, with mild retardation
c. XXX - Klinefelter's syndrome
d. XO - male with slow physical development
e. YY - fragile X

Answer: b. XYY - unusually tall, with mild retardation
2.1-78. **Janine has Turner's syndrome. She will experience all of the following EXCEPT**

a. little, if any, breast development.
b. lack of menstruation.
c. poor spatial ability.
d. below normal verbal skills.
e. stunted growth.

**Difficulty:** 2  
**Question ID:** 2.1-78  
**Page:** 47  
**Reference:** Problems in Prenatal Development  
**Skill:** Application  
**Objective:** 2.7

**Answer:** d. below normal verbal skills.

2.1-79. **What is the greatest period of vulnerability for all organ systems?**

a. first 2 years of life  
b. first 6 months of life  
c. last trimester of pregnancy  
d. third through seventh weeks of pregnancy  
e. first two weeks of pregnancy

**Difficulty:** 1  
**Question ID:** 2.1-79  
**Page:** 47  
**Reference:** Problems in Prenatal Development  
**Skill:** Factual  
**Objective:** 2.8

**Answer:** d. third through seventh weeks of pregnancy

2.1-80. **Melissa wants to have a baby but she is worried about catching Rubella since she was never vaccinated as a child. What should Melissa do?**

a. She should not have any children.
b. She should be vaccinated at least two years before becoming pregnant.
c. She should be vaccinated while she is pregnant.
d. She should be vaccinated at least three months before pregnancy.
e. The baby should be vaccinated immediately after birth.

**Difficulty:** 3  
**Question ID:** 2.1-80  
**Page:** 48  
**Reference:** Problems in Prenatal Development  
**Skill:** Application  
**Objective:** 2.8

**Answer:** d. She should be vaccinated at least three months before pregnancy.
2.1-81. In the United States, ________ childbearing women are infected with HIV.

a. 3 million  
b. 1 million  
c. 7000  
d. two out of every thousand  
e. one out of every hundred

Difficulty: 1  
Question ID: 2.1-81  
Page-Reference: 49  
Reference:  
Topic: Problems in Prenatal Development  
Skill: Factual  
Objective: 2.8

Answer: d. two out of every thousand

2.1-82. Research on the HIV virus in pregnant women has shown that

a. HIV is always transmitted to an embryo or fetus by an infected mother.  
b. HIV is decreasing in women of childbearing age.  
c. HIV is less likely to be transmitted when the mother has been treated with antiretroviral drugs during pregnancy.  
d. women exposed to AZT have a greater probability of transmitting the disease to their child.  
e. only children of drug abusing mothers are at risk for HIV.

Difficulty: 2  
Question ID: 2.1-82  
Page-Reference: 49  
Reference:  
Topic: Problems in Prenatal Development  
Skill: Factual  
Objective: 2.8

Answer: c. HIV is less likely to be transmitted when the mother has been treated with antiretroviral drugs during pregnancy.
2.1-83. Which of the following is an accurate statement concerning CMV?

a. Symptoms are always severe in adults.
b. It is not a serious disease.
c. It is a virus in the herpes group.
d. It cannot be transmitted prenatally.
e. It causes syphilis.

**Difficulty:** 2  
**Question ID:** 2.1-83  
**Page:** 49  
**Reference:** Problems in Prenatal Development  
**Skill:** Conceptual  
**Objective:** 2.8

**Answer:** c. It is a virus in the herpes group.

2.1-84. Which of the following statements about STDs in pregnant women is accurate?

a. Herpes cannot be transmitted to the fetus during delivery.
b. Gonorrhea can cause the infant to be blind.
c. Syphilis is most harmful during the embryonic stage.
d. CMV does not reach the fetus.
e. All babies of HIV mothers will be HIV positive.

**Difficulty:** 3  
**Question ID:** 2.1-84  
**Page:** 49  
**Reference:** Problems in Prenatal Development  
**Skill:** Conceptual  
**Objective:** 2.8

**Answer:** b. Gonorrhea can cause the infant to be blind.

2.1-85. Of the following STD's, which are transmitted during delivery?

a. CMV and HIV  
b. herpes, syphilis, and HIV  
c. syphilis and gonorrhea  
d. CMV, herpes, and gonorrhea  
e. HIV and syphilis

**Difficulty:** 2  
**Question ID:** 2.1-85  
**Page:** 49  
**Reference:** Problems in Prenatal Development  
**Skill:** Factual  
**Objective:** 2.8

**Answer:** d. CMV, herpes, and gonorrhea
2.1-86. Ophelia's obstetrician has asked her to limit her consumption of fresh swordfish during her pregnancy. What substances is her doctor concerned with?
   a. mercury and PCBs
   b. arsenic and lead
   c. cadmium and gases
   d. solvents and PCBs
   e. feces and cadmium
   **Difficulty:** 3
   **Question ID:** 2.1-86
   **Page-Reference:** 50
   **Topic:** Problems in Prenatal Development
   **Skill:** Application
   **Objective:** 2.8
   **Answer:** a. mercury and PCBs

2.1-87. Sorting out the effects of drugs on prenatal development has proven to be a very difficult task for all of the following reasons EXCEPT
   a. women who drink alcohol are also more likely to smoke.
   b. women usually take only one drug at a time.
   c. the effects of drugs may be subtle.
   d. women who use drugs may have other problems that cause their symptoms.
   e. the drug effects are visible only many years after birth.
   **Difficulty:** 3
   **Question ID:** 2.1-87
   **Page-Reference:** 50
   **Topic:** Problems in Prenatal Development
   **Skill:** Conceptual
   **Objective:** 2.9
   **Answer:** b. women usually take only one drug at a time.

2.1-88. Billy Jean is a heavy smoker. Her doctor has warned her that research results indicate that if a mother smokes during pregnancy, the child will have
   a. foreshortened or missing limbs.
   b. vaginal cancer.
   c. low-birth-weight.
   d. learning problems in elementary school.
   e. FAS.
   **Difficulty:** 1
   **Question ID:** 2.1-88
   **Page-Reference:** 50
   **Topic:** Problems in Prenatal Development
   **Skill:** Application
   **Objective:** 2.9
   **Answer:** c. low-birth-weight.
2.1-89. All of the following are common characteristics of children with fetal alcohol syndrome (FAS) EXCEPT
a. larger than normal size.
b. smaller brains.
c. distinct facial features.
d. heart defects.
e. physical deformities.

Difficulty: 2
Question ID: 2.1-89
Page Reference: 51
Topic: Problems in Prenatal Development
Skill: Conceptual
Objective: 2.9
Answer: a. larger than normal size.

2.1-90. What would be the most accurate thing for a physician to tell a woman about drinking alcohol during her pregnancy?

a. "It is OK to have one or two drinks a week."
b. "It's okay to drink moderate amounts."
c. "Don't drink at all during the first three months of your pregnancy."
d. "Don't drink at all during the entire pregnancy."
e. "Limit drinking to one drink a day."

Difficulty: 3
Question ID: 2.1-90
Page Reference: 51
Topic: Problems in Prenatal Development
Skill: Application
Objective: 2.9
Answer: d. "Don't drink at all during the entire pregnancy."

2.1-91. Which of the following statements about cocaine use during pregnancy is TRUE?

a. About 3/4 of cocaine-exposed babies are born prematurely.
b. Cocaine-exposed babies have normal birth weights.
c. All cocaine exposed infants go through withdrawal at birth.
d. It is not clear if there are any long-term consequences from prenatal cocaine exposure.
e. Research has shown conclusively that there are long term effects.

Difficulty: 3
Question ID: 2.1-91
Page Reference: 52
Topic: Problems in Prenatal Development
Skill: Factual
Objective: 2.9
Answer: d. It is not clear if there are any long-term consequences from prenatal cocaine exposure.

2.1-92. **Both heroin and methadone use during pregnancy can cause all of the following EXCEPT**
   a. addiction at birth.
   b. miscarriage.
   c. premature labor.
   d. early death.
   e. permanent developmental delays.

**Difficulty:** 2  
**Question ID:** 2.1-92  
**Page:** 52  
**Reference:**  
**Topic:** Problems in Prenatal Development  
**Skill:** Conceptual  
**Objective:** 2.9  
**Answer:** e. permanent developmental delays.

2.1-93. **Consuela has just become pregnant. Which of the following vitamins in large doses can cause malformation of the ears, face, and heart?**
   a. vitamin A  
   b. vitamin B  
   c. vitamin C  
   d. vitamin D  
   e. vitamin E

**Difficulty:** 1  
**Question ID:** 2.1-93  
**Page:** 53  
**Reference:**  
**Topic:** Problems in Prenatal Development  
**Skill:** Application  
**Objective:** 2.10  
**Answer:** a. vitamin A

2.1-94. **Daniel's wife is pregnant. He has just read an article about the use of acetaminophen during pregnancy. He should tell his wife**
   a. acetaminophen should not be used during the last three months of pregnancy.  
   b. acetaminophen is off limits during pregnancy because it is always teratogenic to human fetuses.  
   c. acetaminophen is safe during pregnancy, unless taken to excess.  
   d. acetaminophen causes several chromosomal disorders.  
   e. acetaminophen should be avoided completely because their newborn will be addicted to it.

**Difficulty:** 2  
**Question ID:** 2.1-94  
**Page:** 53  
**Reference:**  
**Topic:** Problems in Prenatal Development  
**Skill:** Application  
**Objective:** 2.10  
**Answer:** c. acetaminophen is safe during pregnancy, unless taken to excess.
2.1-95. A well-known teratogen, toxoplasmosis, found in raw meat and contaminated cat feces, can cause
   a. behavior problems in adolescence.
   b. brain welling and spinal abnormalities.
   c. serious malnutrition.
   d. lower IQ scores.
   e. facial deformities.
   Difficulty: 2
   Question ID: 2.1-95
   Page- 53 (Table 2.5)
   Reference:
   Topic: Problems in Prenatal Development
   Skill: Factual
   Objective: 2.10
   Answer: b. brain welling and spinal abnormalities.

2.1-96. Effects of malnutrition during pregnancy are
   a. most damaging during the embryonic period, when organ systems differentiate.
   b. noticeable only under famine conditions.
   c. not noticeable, because the fetus is able to act as a parasite on the mother's body.
   d. most detrimental if malnutrition occurs during the last three months of pregnancy.
   e. damaging only when combined with maternal drug use.
   Difficulty: 2
   Question ID: 2.1-96
   Page- 53
   Reference:
   Topic: Problems in Prenatal Development
   Skill: Factual
   Objective: 2.10
   Answer: d. most detrimental if malnutrition occurs during the last three months of pregnancy.

2.1-97. Bess has been told to eat plenty of green leafy vegetables and grain products during pregnancy. They will provide ________ that will help prevent neural tube defects.
   a. calcium
   b. folic acid
   c. vitamin A
   d. iron
   e. protein
   Difficulty: 1
   Question ID: 2.1-97
   Page- 54
   Reference:
   Topic: Problems in Prenatal Development
   Skill: Application
   Objective: 2.10
   Answer: b. folic acid
2.1-98. **Your friend is pregnant and her doctor has told her to increase her consumption of folic acid, because folic acid**
   a. prevents iron deficiency anemia.
   b. prevents neural tube defects.
   c. helps to keep weight gain down.
   d. contributes to respiratory system development.
   e. increases birth weight.

**Difficulty:** 1  
**Question ID:** 2.1-98  
**Page:** 54  
**Reference:**  
**Topic:** Problems in Prenatal Development  
**Skill:** Application  
**Objective:** 2.10

**Answer:** b. prevents neural tube defects.

2.1-99. **Fraser was able to show that higher rates of adverse pregnancy outcomes among teenage mothers was due to**
   a. poor prenatal care.
   b. the mother's ethnicity.
   c. the mother's age.
   d. the marital status of the mother.
   e. the mother's social class.

**Difficulty:** 2  
**Question ID:** 2.1-99  
**Page:** 55  
**Reference:**  
**Topic:** Problems in Prenatal Development  
**Skill:** Factual  
**Objective:** 2.10

**Answer:** c. the mother's age.

2.1-100. **Comparison of poor and middle-class mothers indicates that poor mothers**

   a. are less likely to have stillborn infants.
   b. are more likely to have their first pregnancy later in life.
   c. are less likely to be immunized against such diseases as rubella.
   d. are more likely to seek early prenatal care.
   e. are less likely to have more than one or two pregnancies.

**Difficulty:** 2  
**Question ID:** 2.1-100  
**Page:** 56  
**Reference:**  
**Topic:** Problems in Prenatal Development  
**Skill:** Conceptual  
**Objective:** 2.10

**Answer:** c. are less likely to be immunized against such diseases as rubella.
Fill-in-the-Blank

2.2-1. The nucleus of each human cell contains a set of 46 __________.

Difficulty: 1  
Question ID: 2.2-1  
Page: 31  
Reference:  
Topic: Conception and Genetics  
Skill: Factual  
Objective: 2.1

Answer: chromosomes

2.2-2. The tube between the ovary and the uterus down which the ovum travels to the uterus and in which conception usually occurs is called the __________.

Difficulty: 1  
Question ID: 2.2-2  
Page: 31  
Reference:  
Topic: Conception and Genetics  
Skill: Factual  
Objective: 2.1

Answer: fallopian tube

2.2-3. Chromosomes are composed of long strings of molecules of a chemical called deoxyribonucleic acid also known as __________.

Difficulty: 1  
Question ID: 2.2-3  
Page: 32  
Reference:  
Topic: Conception and Genetics  
Skill: Factual  
Objective: 2.1

Answer: DNA
2.2-4. The gene that determines any particular characteristic or developmental pattern always occurs in the same place on a particular chromosome. Geneticists call that site the __________ of the gene.

Answer: locus

2.2-5. Coarse hair, nearsightedness, and dimples are all __________ traits.

Answer: dominant

2.2-6. Georgette has inherited only one gene for straight hair. Therefore, she will have __________ hair but may transmit a gene for __________ hair to her children.

Answer: curly/straight
2.2-7. The pattern of genetic transmission in which both genes and environment influence the phenotype is called __________.

Difficulty: 2
Question ID: 2.2-7
Page- 35
Reference:  
Topic: Conception and Genetics
Skill: Factual
Objective: 2.2

Answer: multifactorial pattern of inheritance

2.2-8. A __________ is the name for the mass of cells from roughly four to 10 days after fertilization.

Difficulty: 2
Question ID: 2.2-8
Page- 36
Reference:  
Topic: Development from Conception to Birth
Skill: Factual
Objective: 2.3

Answer: blastocyst

2.2-9. Because identical twins develop from the same original fertilized __________, they have identical __________ heritages.

Difficulty: 3
Question ID: 2.2-9
Page- 36
Reference:  
Topic: Development from Conception to Birth
Skill: Conceptual
Objective: 2.2
Answer: ovum/genetic

2.2-10. The developing child has already reached the __________ stage of prenatal development before the mother ends her first trimester.

Difficulty: 2
Question ID: 2.2-10
Page- 36-37
Reference:  
Topic: Development from Conception to Birth
Skill: Factual
Objective: 2.3

Answer: third
2.2-11. Researchers have found that both the father's and mother's __________ intensify when the parents can observe the fetus during an ultrasound examination.

**Answer:** feelings of attachment to the unborn child

2.2-12. The embryonic process where the rudiments of skin, sense receptors, nerve cells, muscles, circulatory system, and internal organs are developing is called __________.

**Answer:** organogenesis

2.2-13. A fetus's capability for survival outside the womb is called __________.

**Answer:** viability

2.2-14. Most brain structures in a fetus are completely developed by the end of the ________ week.

**Answer:** twenty fourth
2.2-15. The rapid development of neurons between the 10th and 18th week of gestation is called _________.

Difficulty: 2
Question ID: 2.2-15
Page-Reference: 39
Topic: Development from Conception to Birth
Skill: Factual
Objective: 2.3

Answer: neuronal proliferation

2.2-16. The female fetus may be masculinized if a genetic disorder called ________ is present.

Difficulty: 3
Question ID: 2.2-16
Page-Reference: 42
Topic: Development from Conception to Birth
Skill: Factual
Objective: 2.4

Answer: congenital adrenal hyperplasia

2.2-17. ________ and ________ are caused by genes located on the autosomes.

Difficulty: 2
Question ID: 2.2-17
Page-Reference: 44 - 45
Topic: Problems in Prenatal Development
Skill: Factual
Objective: 2.6

Answer: Autosomal disorders/sex-linked disorders

2.2-18. About one in every 3,000 babies born to Jewish couples of Eastern European ancestry suffers from a recessive disorder called ________ disease.

Difficulty: 2
Question ID: 2.2-18
Page-Reference: 45
Topic: Problems in Prenatal Development
Skill: Factual
Objective: 2.6

Answer: Tay Sachs
2.2-19. One common sex-linked recessive disorder is known as _________.

Difficulty: 1
Question ID: 2.2-19
Page-Reference: 45
Topic: Problems in Prenatal Development
Skill: Factual
Objective: 2.6

Answer: red-green color blindness

2.2-20. ________ has become a routine part of prenatal care in the United States because of its usefulness in monitoring fetal growth in high-risk pregnancies.

Difficulty: 2
Question ID: 2.2-20
Page-Reference: 46
Topic: Problems in Prenatal Development
Skill: Factual
Objective: 2.6

Answer: Ultrasound

2.2-21. CMV is now thought to be the single most prevalent cause of both congenital ________ and _________.

Difficulty: 3
Question ID: 2.2-21
Page-Reference: 49
Topic: Problems in Prenatal Development
Skill: Factual
Objective: 2.8

Answer: mental retardation/deafness

2.2-22. ________ is a new specialty meant to manage the pregnancies of women who have maternal health problems such as diabetes.

Difficulty: 1
Question ID: 2.2-22
Page-Reference: 50
Topic: Problems in Prenatal Development
Skill: Factual
Objective: 2.8

Answer: Fetal-maternal medicine
2.2-23. **Pregnant women are advised to not consume large amounts of fish to avoid exposure to the potentially teratogenic substance called [_________] due to industrial pollution of the waterways and oceans.**

Difficulty: 1  
**Question ID:** 2.2-23  
**Page-Reference:** 50  
**Topic:** Problems in Prenatal Development  
**Skill:** Conceptual  
**Objective:** 2.8  

**Answer:** mercury

2.2-24. **A pattern of abnormalities, including mental retardation and minor physical anomalies, often found in children born to alcoholic mothers is called [_________] .**

Difficulty: 1  
**Question ID:** 2.2-24  
**Page-Reference:** 51  
**Topic:** Problems in Prenatal Development  
**Skill:** Factual  
**Objective:** 2.9  

**Answer:** fetal alcohol syndrome (FAS)

2.2-25. **For the protection of the fetus, new regulations by the Food and Drug Administration now require that 140 micrograms of [_________] be added to each 100 grams of enriched flour.**

Difficulty: 3  
**Question ID:** 2.2-25  
**Page-Reference:** 54  
**Topic:** Problems in Prenatal Development  
**Skill:** Factual  
**Objective:** 2.10  

**Answer:** folic acid
2.3-1. Define genotype and phenotype and give examples of each. Explain the conditions under which they would be the same.

Answer: Genotype is the pattern of characteristics mapped in the genes; phenotype is the expression of a particular set of genetic information. They would be the same when both chromosomes making up the genotype express the same information (a recessive trait being expressed).

2.3-2. Briefly trace prenatal development from conception to birth. Give examples of what happens at critical points in the process.

Answer: The answer should include the germinal stage (first two weeks) in which the zygote has not attached to the uterus as yet, the embryonic stage (weeks 3 through 8) in which organogenesis takes place and teratogens can have their greatest effect, and the fetal stage (last 7 months) when the most growth occurs.

2.3-3. Explain the difference among autosomal dominant, autosomal recessive, and sex-linked disorders and give examples of each.

Answer: Autosomal disorders occur on chromosome pairs 1 through 22, dominant requiring only one gene for expression and recessive requiring both genes in the pair for expression. Sex-linked disorders occur on the X chromosome. Examples should be given for each.
2.3-4. **What is the result of inadequate amounts of folic acid during pregnancy?**

**Difficulty:** 2  
**Question ID:** 2.3-4  
**Page-** 54  
**Reference:**  
**Topic:** Problems in Prenatal Development  
**Skill:** Factual  
**Objective:** 2.10  
**Answer:** Folic acid is a B vitamin found primarily in liver, beans, leafy green vegetables, broccoli, orange juice, wheat germ, and fortified grain products. Inadequate amounts of folic acid have been clearly linked to the risk of neural tube defects such as spina bifida, a deformity in which the lower part of the spine does not close. Spina bifida children are often retarded and have lower body paralysis.

2.3-5. **What are the reasons for the higher risk of problems in infants born to poor mothers in the United States (as compared to middle-class mothers)? Make a recommendation for correcting this situation.**

**Difficulty:** 2  
**Question ID:** 2.3-5  
**Page-** 56  
**Reference:**  
**Topic:** Problems in Prenatal Development  
**Skill:** Application  
**Objective:** 2.10  
**Answer:** The answer should cover such things as poor nutrition, lack of prenatal and postnatal health care, etc. The recommendations should be realistic.

**MyDevelopmentLab**

2.4-1. **After watching the video clip on drug-free deliveries, explain the process of hypnobirthing. Using critical thinking, give an educated, informed opinion of this process.**

**Difficulty:** 2  
**Question ID:** 2.4-1  
**Page-** MDL  
**Reference:**  
**Topic:** Watch: Natural Childbirth: Drug-Free Deliveries  
**Skill:** Applied  
**Objective:** 2.10  
**Answer:** Key concepts: - no scientific data to back it up or discredit it - there is anecdotal evidence based on the premise that the woman's body knows how to deliver the child and the less outside interference the better, including drugs - process involves visualization, relaxation, relaxed breathing and gentle stroking of the back and hips.
2.4-2. At what point during pregnancy can this procedure be performed? If you were pregnant would you have this procedure done to determine the sex of your child? Why or why not?

**Answer:** The procedure can be done as early as 10 weeks of gestation. Since the procedure is twice as risky as amniocentesis, and both are risky procedures, neither one should be used simply for determining the sex of the child.

2.4-3. An STD screen for _________ is likely to be positive in a mother who prematurely gives birth to a child with a small head circumference and visual abnormalities.

**Answer:** syphilis

2.4-4. Every cell in the human body contains a total of ____ chromosomes, made up of strands of ________.

**Answer:** 46/DNA
2.4-5. People who use hypnobirthing as a method of drug-free delivery believe that _______ is a natural anesthetic. _______

Difficulty: 1
Question ID: 2.4-5
Page- MDL
Reference: Watch: Drug-Free Deliveries
Skill: Conceptual
Objective: 2.9

Answer: relaxation

2.4-6. There is no scientific evidence that hypnobirthing is as effective as giving a mother a(n) _______ during delivery.

Difficulty: 2
Question ID: 2.4-6
Page- MDL
Reference: Watch: Drug-Free Deliveries
Skill: Factual
Objective: 2.9

Answer: epidural

2.4-7. Michael's family lives on the shores of a lake in southern Utah which is next to an abandoned land-fill. The family frequently eats trout from the lake. Three-year-old Michael was born with microcephaly and cognitive delays in visual recognition. Which of the following teratogens would you suspect as a possible cause for Michael's birth defects?

a. Mercury
b. PCBs
c. Lead
d. Arsenic

Difficulty: 2
Question ID: 2.4-7
Page- MDL
Reference: Simulate: Teratogens and Their Effects
Skill: Applied
Objective: 2.8

Answer: b. PCBs
Chapter 3: Birth and Early Infancy

Multiple Choice

3.1-1. The epidural block given during labor and delivery is a form of

a. analgesic.
b. tranquilizer.
c. general anesthesia.
d. sedative.
e. local anesthesia.

Difficulty: 2
Question ID: 3.1-1
Page-Reference: 61
Topic: Birth
Skill: Factual
Objective: 3.1

Answer: e. local anesthesia.

3.1-2. Nearly all drugs given during labor for pain relief

a. are not able to pass through the placenta.
b. create unusually long labor.
c. usually precipitate a cesarean birth.
d. may cause the baby to show signs of being under the influence of the drugs.
e. can cause serious complications in both mother and baby.

Difficulty: 2
Question ID: 3.1-2
Page-Reference: 61
Topic: Birth
Skill: Application
Objective: 3.1

Answer: d. may cause the baby to show signs of being under the influence of the drugs.
3.1-3. **All of the following are true of natural childbirth EXCEPT**

a. someone, usually the father, acts as labor coach.
b. the woman and coach attend prepared childbirth classes.
c. the woman is trained to focus on her breathing.
d. natural pain killing drugs are used.
e. the term "contraction" is used instead of pain.

**Difficulty:** 3  
**Question ID:** 3.1-3  
**Page:** 61  
**Reference:** Birth  
**Skill:** Conceptual  
**Objective:** 3.1

**Answer:** d. natural pain killing drugs are used.

3.1-4. **The physician, Lamaze, is most closely associated with**

a. natural childbirth.  
b. epidural blocks.  
c. cesarean section.  
d. general anesthesia.  
e. local anesthesia.

**Difficulty:** 3  
**Question ID:** 3.1-4  
**Page:** 61  
**Reference:** Birth  
**Skill:** Factual  
**Objective:** 3.1

**Answer:** a. natural childbirth.

3.1-5. **Alegra will be attended by a midwife when she gives birth. Where is the birth most likely to take place?**

a. traditional hospital maternity unit  
b. hospital-based birth center  
c. birthing room  
d. freestanding birth center  
e. at home

**Difficulty:** 3  
**Question ID:** 3.1-5  
**Page:** 62  
**Reference:** Birth  
**Skill:** Factual  
**Objective:** 3.1

**Answer:** d. freestanding birth center

3.1-6. **At this time in the United States, what percent of babies are born in a hospital?**

a. 5%
b. 15%
c. 75%
d. 80%
e. 99%

**Difficulty:** 2  
**Question ID:** 3.1-6  
**Page Reference:** 62  
**Topic:** Birth  
**Skill:** Conceptual  
**Objective:** 3.1  

**Answer:** e. 99%

3.1-7. **Based on the research evidence, what would be the correct advice to give a friend if she asked you for information about alternative birthing locations (assuming there are no complications in the pregnancy)?**

a. Babies born at home or in birthing centers suffer no more complications than babies born in traditional hospital settings.
b. Babies born at home or in birthing centers have a head start in their development and are better off in the long run.
c. Birthing centers should be avoided because they have neither the advantages of home birth nor the safety features of hospitals.
d. Home birth should be avoided because the risk of infection during birth is much higher than for traditional hospital births.
e. The only safe place to give birth is in a hospital.

**Difficulty:** 2  
**Question ID:** 3.1-7  
**Page Reference:** 62  
**Topic:** Birth  
**Skill:** Application  
**Objective:** 3.1  

**Answer:** a. Babies born at home or in birthing centers suffer no more complications than babies born in traditional hospital settings.
3.1-8. **Studies conducted several decades ago confirmed that the presence of fathers during delivery contributes to all of the following EXCEPT**

   a. fewer requests for medication.
   b. less pain for the mother.
   c. fewer delivery complications.
   d. greater attachment to the infant.
   e. shorter labor/delivery times.

**Difficulty:** 3  
**Question ID:** 3.1-8  
**Page:** 62  
**Reference:**  
**Topic:** Birth  
**Skill:** Conceptual  
**Objective:** 3.1

**Answer:** d. greater attachment to the infant.

3.1-9. **During the first stage of labor, the cervix flattens out in a process called**

   a. dilation.
   b. effacement.
   c. flattening.
   d. gestation.
   e. compression.

**Difficulty:** 1  
**Question ID:** 3.1-9  
**Page:** 62  
**Reference:**  
**Topic:** Birth  
**Skill:** Factual  
**Objective:** 3.2

**Answer:** b. effacement.

3.1-10. **Roberta is in the first stage of labor and her contractions are closely spaced and very strong. She is most likely in which phase?**

   a. active
   b. early
   c. latent
   d. transition
   e. middle

**Difficulty:** 2  
**Question ID:** 3.1-10  
**Page:** 62  
**Reference:**  
**Topic:** Birth  
**Skill:** Application  
**Objective:** 3.2

**Answer:** d. transition
3.1-11. **What is the correct order of the three phases in stage 1 of labor?**

a. active, latent, transition  
b. latent, transition, active  
c. latent, active, transition  
d. transition, active, latent  
e. active, transition, latent  

**Difficulty:** 1  
**Question ID:** 3.1-11  
**Page:** 62-63  
**Reference:**  
**Topic:** Birth  
**Skill:** Factual  
**Objective:** 3.2  

**Answer:** c. latent, active, transition

3.1-12. **Margie is having her first baby and is about to go into the second stage of labor. You can tell her that for mothers giving birth for the first time, the second stage of labor typically lasts**

a. 10 minutes.  
b. 50 minutes.  
c. two to three hours.  
d. 12 hours.  
e. 16 hours.  

**Difficulty:** 2  
**Question ID:** 3.1-12  
**Page:** 62  
**Reference:**  
**Topic:** Birth  
**Skill:** Application  
**Objective:** 3.2  

**Answer:** b. 50 minutes.

3.1-13. **Most infants are delivered**

a. feet first, facing toward the mother's spine.  
b. feet first, facing forward.  
c. head first, facing toward the mother's spine.  
d. head first, facing forward.  
e. buttocks first, face forward.  

**Difficulty:** 2  
**Question ID:** 3.1-13  
**Page:** 63  
**Reference:**  
**Topic:** Birth  
**Skill:** Factual  
**Objective:** 3.2  

**Answer:** c. head first, facing toward the mother's spine.
3.1-14. **Lily is about to give birth and it is a breech presentation. Her doctor is most likely to**
   a. let the birth proceed naturally.
b. induce labor to speed up the process.
c. use forceps for the delivery.
d. change the baby's position.
e. do a cesarean section.

**Answer:** e. do a cesarean section.

3.1-15. **Bonita has just given birth and is in stage 3 of labor in which delivery of the placenta will take place. This is also called**
   a. afterbirth.
b. dilation.
c. effacement.
d. gestation.
e. implantation.

**Answer:** a. afterbirth.

3.1-16. **In the third stage of labor, the**
   a. cervix dilates.
b. cervix undergoes effacement.
c. baby is delivered.
d. placenta is delivered.
e. period of gestation begins.

**Answer:** d. placenta is delivered.
3.1-17. **Billie suffered from anoxia during birth. This means that she**

a. was delivered through an abdominal incision.
b. had low birth weight.
c. was sluggish due to drugs administered during labor.
d. had an insufficient supply of oxygen.
e. will definitely have brain damage.

**Difficulty:** 2  
**Question ID:** 3.1-17  
**Page:** 63  
**Reference:**  
**Topic:** Birth  
**Skill:** Application  
**Objective:** 3.2

**Answer:** d. had an insufficient supply of oxygen.

3.1-18. **All of the following call for a cesarean section EXCEPT**

a. breech presentation.
b. fetal distress during delivery.
c. cosmetic concerns of the mother.
d. a fetus too large to be delivered vaginally.
e. aggravation of a maternal health condition.

**Difficulty:** 1  
**Question ID:** 3.1-18  
**Page:** 64-65  
**Reference:**  
**Topic:** Birth  
**Skill:** Conceptual  
**Objective:** 3.2

**Answer:** c. cosmetic concerns of the mother.

3.1-19. **The Apgar scoring system is used to evaluate an infant's**

a. status immediately after birth and then again five minutes later.
b. weight at birth and at one week after birth.
c. social responses at one day and one week after birth.
d. strength of crying, blood pressure, and birth-weight immediately after birth.
e. readiness to be taken home.

**Difficulty:** 2  
**Question ID:** 3.1-19  
**Page:** 65  
**Reference:**  
**Topic:** Birth  
**Skill:** Factual  
**Objective:** 3.2

**Answer:** a. status immediately after birth and then again five minutes later.
3.1-20. **What would be the Apgar score for a newborn with a heart rate of more than 100 beats per minute, a strong cry, some flexion, pink body and blue extremities, and no response to stimulation of feet?**
   a. 4
   b. 6
   c. 7
   d. 8
   e. 10
   **Difficulty:** 3
   **Question ID:** 3.1-20
   **Page:** 65
   **Reference:**
   **Topic:** Birth
   **Skill:** Application
   **Objective:** 3.2

   **Answer:** b. 6

3.1-21. **On the Apgar test, what is the minimum score that indicates an infant is in no danger?**
   a. 3
   b. 5
   c. 7
   d. 9
   e. 11
   **Difficulty:** 1
   **Question ID:** 3.1-21
   **Page:** 65
   **Reference:**
   **Topic:** Birth
   **Skill:** Factual
   **Objective:** 3.2

   **Answer:** c. 7

3.1-22. **Scores on the Brazelton Neonatal Behavioral Assessment Scale**

   a. provide a quick check of the infant at birth.
   b. are indicators of future intelligence.
   c. include checks of reflexes, alertness, and cuddliness.
   d. can only be obtained with complex equipment.
   e. are a measure of verbal skills.
   **Difficulty:** 3
   **Question ID:** 3.1-22
   **Page:** 65
   **Reference:**
   **Topic:** Birth
   **Skill:** Conceptual
   **Objective:** 3.2

   **Answer:** c. include checks of reflexes, alertness, and cuddliness.
3.1-23. Ray and Jane's baby weighs 2300 grams. She is

a. very low birth weight.
b. preterm.
c. low birth weight.
d. small for date.
e. extremely low birth weight.

**Answer:** c. low birth weight.

3.1-24. Which of the following is a correct match of birth weight and description?

a. 1800 grams—low birth weight
b. 1600 grams—very low birth weight
c. 1400 grams—extremely low birth weight
d. 3.3 pounds—extremely low birth weight
e. 5.5 pounds—low birth weight

**Answer:** a. 1800 grams—low birth weight

3.1-25. Kelly was born before 38 weeks of gestation. She would, therefore, be labeled

a. small for date.
b. low birth weight.
c. extremely low birth weight.
d. preterm.
e. pregestation.

**Answer:** d. preterm.
3.1-26. **Belinda's baby has been labeled low birth weight. Belinda can expect that her baby will**

a. probably die within one or two days.
b. be irritable and hyperactive.
c. have markedly lower levels of responsiveness.
d. have either cerebral palsy or epilepsy.
e. have few if any problems.

**Difficulty:** 3  
**Question ID:** 3.1-26  
**Page-Reference:** 67  
**Topic:** Birth  
**Skill:** Application  
**Objective:** 3.3

**Answer:** c. have markedly lower levels of responsiveness.

3.1-27. **All of the following are true about "small-for-date" infants EXCEPT**

a. they include all those who are born before 36 weeks of gestation.
b. they have completed the full gestational period for a human infant.
c. they typically have suffered from prenatal malnutrition because of significant problems.
d. they are not labeled "preterm."
e. they have a poorer prognosis than preterm infants of equivalent weight.

**Difficulty:** 2  
**Question ID:** 3.1-27  
**Page-Reference:** 67  
**Topic:** Birth  
**Skill:** Conceptual  
**Objective:** 3.3

**Answer:** a. they include all those who are born before 36 weeks of gestation.

3.1-28. **The rate of death among very-low-birth-weight infants has been reduced by about 30% because of administration of**

a. surfactant.
b. estrogen.
c. oxygen.
d. blood transfusions.
e. anesthetics.

**Difficulty:** 2  
**Question ID:** 3.1-28  
**Page-Reference:** 67  
**Topic:** Birth  
**Skill:** Factual  
**Objective:** 3.3

**Answer:** a. surfactant.
3.1-29. **Mr. and Mrs. Lee's baby has been given a synthetic surfactant. Their baby is suffering from**
   a. cerebral palsy.
   b. respiratory distress syndrome.
   c. damage from a c-section.
   d. iron deficiency.
   e. brain damage.
   **Difficulty:** 2
   **Question ID:** 3.1-29
   **Page:** 67
   **Reference:**
   **Topic:** Birth
   **Skill:** Application
   **Objective:** 3.3

   **Answer:** b. respiratory distress syndrome.

3.1-30. **Dr. Murphy specializes in treating children born below 1500 grams. Most of his patients**
   a. seem to catch up to normal functioning children within five years of birth.
   b. usually die in the first three months of life.
   c. will develop either Klinefelter's or Turner's syndrome.
   d. will lag behind their peers for many years.
   e. will be mentally retarded.
   **Difficulty:** 2
   **Question ID:** 3.1-30
   **Page:** 67
   **Reference:**
   **Topic:** Birth
   **Skill:** Application
   **Objective:** 3.3

   **Answer:** d. will lag behind their peers for many years.

3.1-31. **Pete and Norma have a low-birth-weight baby and they are concerned about future problems. It would be most realistic to tell them that**
   a. it is impossible to predict whether or not their child will have problems.
   b. their child will suffer from learning disabilities.
   c. they should expect physical problems but no cognitive problems.
   d. only boys suffer negative affects of low-birth-weight.
   e. their child will probably not experience any problems.
   **Difficulty:** 2
   **Question ID:** 3.1-31
   **Page:** 67
   **Reference:**
   **Topic:** Birth
   **Skill:** Application
   **Objective:** 3.3

   **Answer:** a. it is impossible to predict whether or not their child will have problems.

3.1-32. Researchers have found that 2/3 to 3/4 of premature infants are no longer distinguishable from their peers of the same chronological age by
   a. three-years of age.
   b. preschool age.
   c. the time they go to school.
   d. puberty.
   e. adolescence.
   
   Difficulty: 2
   Question ID: 3.1-32
   Page: 67
   Reference:
   Topic: Birth
   Skill: Factual
   Objective: 3.3

   Answer: c. the time they go to school.

3.1-33. Which relatively recent treatment for low-birth-weight infants seems to improve their long term chances for good functioning?
   a. high-calorie frequent feedings
   b. kangaroo care
   c. placement in foster homes
   d. longer hospital stays
   e. early cognitive training

   Difficulty: 2
   Question ID: 3.1-33
   Page: 67
   Reference:
   Topic: Birth
   Skill: Application
   Objective: 3.3

   Answer: b. kangaroo care

3.1-34. Which of the following low-birth-weight infants has the best chance of long-term good functioning?
   a. Laura, who receives skin to skin contact
   b. Dexter, who is given kangaroo care
   c. Melinda, who did not go to day care, but was home schooled
   d. Juli, who was 1500 grams at birth
   e. Jorge, who was three months preterm

   Difficulty: 3
   Question ID: 3.1-34
   Page: 67
   Reference:
   Topic: Birth
   Skill: Application
   Objective: 3.3

   Answer: a. Laura, who receives skin to skin contact
3.1-35. **Infants are born with a large collection of reflexes which**

a. cannot be elicited by stimulation until about one week after birth.  
b. are physical responses triggered involuntarily by a specific stimulus.  
c. all disappear at about two years of age upon maturation of the nervous system.  
d. are behaviors under the voluntary control of the infant.  
e. are determined by parental behavior.  

**Difficulty:** 2  
**Question ID:** 3.1-35  
**Page:** 68  
**Reference:**  
**Topic:** Behavior in Early Infancy  
**Skill:** Factual  
**Objective:** 3.4  

**Answer:** b. are physical responses triggered involuntarily by a specific stimulus.

3.1-36. **Which of the following would be considered an adaptive reflex?**

a. Babinski  
b. Moro  
c. sucking  
d. startle  
e. eyeblink  

**Difficulty:** 2  
**Question ID:** 3.1-36  
**Page:** 68  
**Reference:**  
**Topic:** Behavior in Early Infancy  
**Skill:** Conceptual  
**Objective:** 3.4  

**Answer:** c. sucking

3.1-37. **Which of the following reflexes will persist into adulthood?**

a. sucking  
b. eyeblink  
c. swallowing  
d. rooting  
e. Moro  

**Difficulty:** 1  
**Question ID:** 3.1-37  
**Page:** 68  
**Reference:**  
**Topic:** Behavior in Early Infancy  
**Skill:** Factual  
**Objective:** 3.4  

**Answer:** b. eyeblink
3.1-38. **One-month-old Maggie automatically turns her head toward any touch on her cheek. This is called the ______ reflex.**
   a. sucking
   b. rooting
   c. swallowing
   d. startle
   e. eyeblink
   **Difficulty:** 2
   **Question ID:** 3.1-38
   **Page Reference:** 68
   **Topic:** Behavior in Early Infancy
   **Skill:** Application
   **Objective:** 3.4

   **Answer:** b. rooting

3.1-39. **Which of the following reflexes is controlled by the medulla and midbrain?**
   a. swallowing
   b. sucking
   c. rooting
   d. eyeblink
   e. Moro
   **Difficulty:** 1
   **Question ID:** 3.1-39
   **Page Reference:** 68
   **Topic:** Behavior in Early Infancy
   **Skill:** Factual
   **Objective:** 3.4

   **Answer:** e. Moro

3.1-40. **An infant throws both arms outward and arches her back suddenly in response to a loud noise or other startling event. This is an example of which reflex?**
   a. Babinski
   b. rooting
   c. Moro
   d. arm-back
   e. adaptive
   **Difficulty:** 2
   **Question ID:** 3.1-40
   **Page Reference:** 68
   **Topic:** Behavior in Early Infancy
   **Skill:** Application
   **Objective:** 3.4

   **Answer:** c. Moro
3.1-41. When the pediatrician strokes one-month-old Ellie on the bottom of her feet, she splayed out her toes. This is an instance of which reflex?

a. Babinski  
b. rooting  
c. stepping  
d. arm-back  
e. Moro

Answer: a. Babinski

3.1-42. Ken and Anita's daughter is only six weeks old but she already makes step-like motions when held under her arms. This reflex

a. indicates that the baby is exceptionally advanced.  
b. indicates that she has brain damage.  
c. will disappear at about three years of age.  
d. is called the tonic neck reflex.  
e. will disappear by about 8 weeks in most infants.

Answer: e. will disappear by about 8 weeks in most infants.

3.1-43. Primitive reflexes disappear sometime during the first year because they are

a. negatively reinforced by parents or other caregivers.  
b. superseded by the action of the cortex.  
c. usually ignored by adults.  
d. not needed until they reappear in adulthood.  
e. not practiced enough.

Answer: b. superseded by the action of the cortex.
3.1-44. To test whether primitive reflexes are linked to important later behaviors, Zelazo and his colleagues stimulated the walking reflex on 2 to 8 week old babies. What did they find?
   a. The infant's leg muscles failed to develop properly.
   b. There was no difference in later motor skills.
   c. This was not a reflex, but actually precocious walking.
   d. Infants walked alone about a month earlier.
   e. Early walking motions impaired cognitive skills.
   **Difficulty:** 3
   **Question ID:** 3.1-44
   **Page:** 69
   **Reference:**
   **Topic:** Behavior in Early Infancy
   **Skill:** Factual
   **Objective:** 3.4
   **Answer:** d. Infants walked alone about a month earlier.

3.1-45. Persistence of the primitive reflexes past the normal point
   a. is a sign of neurological maturation, indicating that the infant is normal.
   b. aids in the development of the infant's social skills.
   c. may suggest some neurological damage or dysfunction.
   d. indicates that the infant's cerebral cortex is continuing to develop on time.
   e. will only occur if reinforced.
   **Difficulty:** 3
   **Question ID:** 3.1-45
   **Page:** 69-70
   **Reference:**
   **Topic:** Behavior in Early Infancy
   **Skill:** Conceptual
   **Objective:** 3.4
   **Answer:** c. may suggest some neurological damage or dysfunction.

3.1-46. Colette is concerned that her infant falls asleep after eating. You can reassure her that this is normal because the cycle of infant states of consciousness repeats itself about every
   a. 60 minutes.
   b. 90 minutes.
   c. 2 hours.
   d. 3 hours.
   e. 4 hours.
   **Difficulty:** 2
   **Question ID:** 3.1-46
   **Page:** 70
   **Reference:**
   **Topic:** Behavior in Early Infancy
   **Skill:** Factual
   **Objective:** 3.4
   **Answer:** c. 2 hours.
3.1-47. A baby's eyes are open, breathing is regular, and there is no major body movement. What state is this baby in?
   a. active awake  
   b. crying and fussing  
   c. deep sleep  
   d. active sleep  
   e. quiet awake  
   Difficulty: 2  
   Question ID: 3.1-47  
   Page- 70  
   Reference:  
   Topic: Behavior in Early Infancy  
   Skill: Application  
   Objective: 3.4  
   Answer: e. quiet awake

3.1-48. When two-week-old Carlos lies in his crib with eyes closed, breathes irregularly, and develops small twitches, he is in a(n) _______ state.  
   a. active awake  
   b. active sleep  
   c. deep sleep  
   d. quiet awake  
   e. crying and fussing  
   Difficulty: 2  
   Question ID: 3.1-48  
   Page- 70  
   Reference:  
   Topic: Behavior in Early Infancy  
   Skill: Application  
   Objective: 3.4  
   Answer: b. active sleep

3.1-49. By 6 or 8 weeks of age, most infants show signs of day/night sleep rhythms called  
   a. primitive reflexes.  
   b. adaptive reflexes.  
   c. Babinski rhythms.  
   d. Brazelton rhythms.  
   e. circadian rhythms.  
   Difficulty: 3  
   Question ID: 3.1-49  
   Page- 70  
   Reference:  
   Topic: Behavior in Early Infancy  
   Skill: Factual  
   Objective: 3.4  
   Answer: e. circadian rhythms.
3.1-50. **A new parent is anxious to know when his baby's sleep patterns will be easier to deal with. You can tell him that**
   a. it is difficult to predict sleep patterns.
   b. all infants sleep through the night by 8 weeks of age.
   c. signs of day/night rhythms don't appear until six months.
   d. by six months, sleep will be more regular and predictable.
   e. little is known about infant sleep patterns.

   **Difficulty:** 3  
   **Question ID:** 3.1-50  
   **Page:** 70  
   **Reference:** 
   **Topic:** Behavior in Early Infancy  
   **Skill:** Application  
   **Objective:** 3.4  

   **Answer:** d. by six months, sleep will be more regular and predictable.

3.1-51. **Laura and Will are new parents living in the United States. Based on studies of cultural beliefs they are more likely to**
   a. see erratic sleep cycles as a behavior problem.
   b. regard sleeping patterns as normal development.
   c. believe infants should sleep with parents.
   d. allow sleep patterns to emerge without intervention.
   e. emphasize contact and interdependence.

   **Difficulty:** 3  
   **Question ID:** 3.1-51  
   **Page:** 70  
   **Reference:** 
   **Topic:** Behavior in Early Infancy  
   **Skill:** Conceptual  
   **Objective:** 3.4  

   **Answer:** a. see erratic sleep cycles as a behavior problem.

3.1-52. **In the majority of cultures in the world, babies sleep**
   a. in infant nurseries.
   b. in the same bed as their parents.
   c. apart from their parents until one year of age.
   d. only with siblings.
   e. in their own bed from birth on.

   **Difficulty:** 1  
   **Question ID:** 3.1-52  
   **Page:** 70  
   **Reference:** 
   **Topic:** Behavior in Early Infancy  
   **Skill:** Factual  
   **Objective:** 3.4  

   **Answer:** b. in the same bed as their parents.
3.1-53. Research on infant crying has shown that

a. initially infants cry most in the evening.
b. newborns spend about 15 to 20 percent of their time crying.
c. crying decreases over the first six weeks of life.
d. newborns cry most of their waking hours.
e. crying is more common in Western cultures.

Difficulty: 2
Question ID: 3.1-53
Page-Reference: 72
Topic: Behavior in Early Infancy
Skill: Factual
Objective: 3.4

Answer: a. initially infants cry most in the evening.

3.1-54. Katie is a new mother and wants to know the best way to deal with her crying infant. Her doctor will tell her that

a. it is best to just ignore the crying.
b. giving more attention will lead to more crying.
c. crying is a sign of a spoiled brat.
d. she should always feed her infant when he cries.
e. she should hold and talk to her infant.

Difficulty: 2
Question ID: 3.1-54
Page-Reference: 72
Topic: Behavior in Early Infancy
Skill: Application
Objective: 3.4

Answer: e. she should hold and talk to her infant.

3.1-55. Three-month-old Willie is crying and his cry is loud and intense. Willie is most likely

a. angry.
b. in pain.
c. hungry.
d. feeling distress.
e. just spoiled.

Difficulty: 2
Question ID: 3.1-55
Page-Reference: 72
Topic: Behavior in Early Infancy
Skill: Application
Objective: 3.4

Answer: a. angry.
3.1-56. **Which of the following is the MOST accurate statement about colic?**

a. It involves intense bouts of crying for more than eight hours daily.
b. It is worse in the early morning hours.
c. It is caused by poor parenting practices.
d. Neither psychologists nor physicians know why it begins.
e. Improper diet causes colic.

**Difficulty:** 2  
**Question ID:** 3.1-56  
**Page:** 72  
**Reference:** 
**Topic:** Behavior in Early Infancy  
**Skill:** Conceptual  
**Objective:** 3.4

**Answer:** d. Neither psychologists nor physicians know why it begins.

3.1-57. **What percent of infants develop colic?**

a. 80-90 percent  
b. 60-70 percent  
c. 40-45 percent  
d. 20-25 percent  
e. 15-20 percent  

**Difficulty:** 1  
**Question ID:** 3.1-57  
**Page:** 72  
**Reference:** 
**Topic:** Behavior in Early Infancy  
**Skill:** Factual  
**Objective:** 3.4

**Answer:** e. 15-20 percent

3.1-58. **Lester's research on infant crying has shown that**

a. all infants' cries are alike.  
b. infants with higher-pitched cries had lower IQ scores at five years of age.  
c. low-pitched cries are an indication of mental retardation.  
d. babies exposed to methadone had cries which were similar to normal babies.  
e. babies' cries have no specific meaning.  

**Difficulty:** 2  
**Question ID:** 3.1-58  
**Page:** 72  
**Reference:** 
**Topic:** Behavior in Early Infancy  
**Skill:** Factual  
**Objective:** 3.4

**Answer:** b. infants with higher-pitched cries had lower IQ scores at five years of age.
3.1-59. Development from the head downward is called

a. cephalocaudal.
b. proximodistal.
c. primitive.
d. adaptive.
e. sensorimotor.

Difficulty: 1
Question ID: 3.1-59
Page-Reference: 73
Topic: Behavior in Early Infancy
Skill: Factual
Objective: 3.5

Answer: a. cephalocaudal.

3.1-60. Mike swings his arms out wide to catch a ball. In a few months, he will use his hands to catch the ball. This is an example of which type of development?

a. cephalocaudal
b. proximodistal
c. primitive
d. adaptive
e. sensorimotor

Difficulty: 2
Question ID: 3.1-60
Page-Reference: 73
Topic: Behavior in Early Infancy
Skill: Application
Objective: 3.5

Answer: b. proximodistal

3.1-61. Infants' motor skills are repetitive and these repeated patterns become particularly prominent at what age?

a. 6 or 7 months
b. 12 months
c. 18-20 months
d. 24 months
e. 36 months.

Difficulty: 2
Question ID: 3.1-61
Page-Reference: 73
Topic: Behavior in Early Infancy
Skill: Factual
Objective: 3.5

Answer: a. 6 or 7 months
3.1-62. Research has shown that a newborn can

a. taste sweet and salty, but not sour or bitter.
b. clearly see objects up to eight feet away.
c. recognize objects better than people.
d. discriminate her mother's voice from other voices.
e. efficiently track a moving object.

Answer: d. discriminate her mother's voice from other voices.

3.1-63. A newborn baby's perceptual skills include all of the following EXCEPT

a. focusing both eyes on the same spot.
b. hearing sounds within the pitch of the human voice.
c. tasting sweet, sour, bitter, and salty.
d. discriminating his mother's smell from another woman's.
e. efficiently follow a moving object with his eyes.

Answer: e. efficiently follow a moving object with his eyes.

3.1-64. The newborn's perceptual skills are

a. well-adapted for the interactions he will have with people in his world.
b. a great deal less developed than most parents believe.
c. not developed enough to discriminate between the mother and other people.
d. limited to feeling (touch), seeing, tasting, and smelling.
e. far more accurate than a preschooler's.

Answer: a. well-adapted for the interactions he will have with people in his world.
3.1-65. If you want your newborn to get the clearest image of your face, you should hold him approximately _______ inches away.
   a. 2 to 4
   b. 8 to 10
   c. 16 to 18
   d. 24 to 26
   e. 30 to 36
   Difficulty: 2
   Question ID: 3.1-65
   Page-74
   Reference:
   Topic: Behavior in Early Infancy
   Skill: Application
   Objective: 3.5

   Answer: b. 8 to 10

3.1-66. Rovee-Collier has suggested that a baby can turn his head at the sound of his mother's voice in expectation of her appearance. This is an example of
   a. classical conditioning.
   b. operant conditioning.
   c. schematic learning.
   d. expectancy learning.
   e. social learning.
   Difficulty: 2
   Question ID: 3.1-66
   Page-75
   Reference:
   Topic: Behavior in Early Infancy
   Skill: Application
   Objective: 3.6

   Answer: c. schematic learning.

3.1-67. Classical conditioning of infants first occurs easily
   a. at birth.
   b. by 3 or 4 weeks of age.
   c. by 2 months of age.
   d. only after 3 months of age.
   e. only after 6 months of age.
   Difficulty: 2
   Question ID: 3.1-67
   Page-74
   Reference:
   Topic: Behavior in Early Infancy
   Skill: Factual
   Objective: 3.6

   Answer: b. by 3 or 4 weeks of age.
3.1-68. **The fact that babies can be classically conditioned means that**

a. their behavior can be shaped through the use of positive or negative reinforcement.
b. the presence of their mother or father may trigger the sense of "feeling good."
c. muscular growth and coordination can be accelerated through exercise.
d. language development can be enhanced by exposure to harmonic music sequences.
e. parents must be careful to avoid its use.

**Answer:** b. the presence of their mother or father may trigger the sense of "feeling good."

3.1-69. **Operant conditioning studies have shown that the neurological wiring needed for learning to occur**

a. only develops as a result of classical conditioning.
b. is present at birth.
c. is located in the brain stem.
d. does not become functional for six months after birth.
e. is developed by use of reinforcements.

**Answer:** b. is present at birth.

3.1-70. **Whose theory would support the idea that from the beginning, the baby organizes her experiences into expectancies or schemas?**

a. Piaget
b. Freud
c. Skinner
d. Watson
e. Erikson

**Answer:** a. Piaget
3.1-71. **The automatic reduction in the strength or vigor of a response to a repeated stimulus is called**
   a. contingent reinforcement.
   b. shaping.
   c. habituation.
   d. operant conditioning.
   e. classical conditioning.

**Difficulty:** 1  
**Question ID:** 3.1-71  
**Page:** 75  
**Reference:** Behavior in Early Infancy  
**Skill:** Factual  
**Objective:** 3.6

**Answer:** c. habituation.

3.1-72. **A rudimentary capacity to habituate and dishabituate**
   a. first appears at one year.
   b. does not occur until age 5.
   c. is a function of early experience.
   d. depends on classical conditioning.
   e. is built in at birth.

**Difficulty:** 2  
**Question ID:** 3.1-72  
**Page:** 75  
**Reference:** Behavior in Early Infancy  
**Skill:** Factual  
**Objective:** 3.6

**Answer:** e. is built in at birth.

3.1-73. **Which of the following children is experiencing habituation?**
   a. Billy is reinforced for using the toilet by his mother's praise.
   b. Sara stops reacting to a clock's chimes after hearing them for a few weeks.
   c. Sam fears the rain because he associates it with lightning.
   d. Carlos reacts strongly to new sounds.
   e. Reesa stops hitting her brother after she is punished.

**Difficulty:** 2  
**Question ID:** 3.1-73  
**Page:** 75  
**Reference:** Behavior in Early Infancy  
**Skill:** Application  
**Objective:** 3.6

**Answer:** b. Sara stops reacting to a clock's chimes after hearing them for a few weeks.
3.1-74. The first time a newborn baby hears the dog bark, he or she will show at least a mild "startle" response. But if the dog keeps on barking, the baby will gradually stop reacting. This illustrates what process?
   a. habituation  
   b. maturation  
   c. classical conditioning  
   d. operant conditioning  
   e. schematic processing

   **Answer:** a. habituation

3.1-75. Roberto has dishabituated. This indicates that he

   a. notices some significant change in the environment.  
   b. has been classically conditioned.  
   c. is delayed in brain development.  
   d. is suffering from sensory deprivation.  
   e. is no longer reinforced for habituating.

   **Answer:** a. notices some significant change in the environment.

3.1-76. Which of the following is the MOST accurate statement of the developmental pattern of habituation?

   a. The newborn cannot habituate for the first five months.  
   b. The ability to habituate improves slowly over the first 10 years of life.  
   c. A rudimentary capacity to habituate and dishabituate is present at birth.  
   d. Most babies require at least a year to acquire this skill.  
   e. Habituation occurs differently in each infant.

   **Answer:** c. A rudimentary capacity to habituate and dishabituate is present at birth.
3.1-77. Babies vary in the way they react to new things, in their typical moods, in their rate of activity, in the regularity of their daily rhythms, etc. These variations usually go by the name of

a. temperament.
b. states.
c. habituation.
d. instincts.
e. conditioning.

Difficulty: 2
Question ID: 3.1-77
Page: 76
Reference: Behavior in Early Infancy
Skill: Factual
Objective: 3.7

Answer: a. temperament.

3.1-78. Which theorists described easy, difficult, and slow-to-warm-up children?

a. Buss and Plomin
b. Freud and Erikson
c. Thomas and Chess
d. Skinner and Bandura
e. Piaget and Vygotsky

Difficulty: 1
Question ID: 3.1-78
Page: 76
Reference: Behavior in Early Infancy
Skill: Factual
Objective: 3.7

Answer: c. Thomas and Chess

3.1-79. On vacation, Anita ate Mexican food for the first time and easily adjusted to a new schedule and sleeping arrangements. Thomas and Chess would classify Anita as

a. active.
b. difficult.
c. easy.
d. slow-to-warm-up.
e. passive.

Difficulty: 2
Question ID: 3.1-79
Page: 76
Reference: Behavior in Early Infancy
Skill: Application
Objective: 3.7

Answer: c. easy.
3.1-80. Which type of infant has less predictable sleeping and eating cycles, and reacts vigorously and negatively to new things?
   a. difficult
   b. slow-to-warm-up
   c. insecure/avoidant
   d. easy
   e. active
   Difficulty: 1
   Question ID: 3.1-80
   Page-Reference: 76
   Topic: Behavior in Early Infancy
   Skill: Factual
   Objective: 3.7

   Answer: a. difficult

3.1-81. In Thomas and Chess's original sample, what percent of infants were easy?
   a. 10 percent
   b. 15 percent
   c. 30 percent
   d. 40 percent
   e. 60 percent
   Difficulty: 1
   Question ID: 3.1-81
   Page-Reference: 76
   Topic: Behavior in Early Infancy
   Skill: Factual
   Objective: 3.7

   Answer: d. 40 percent

3.1-82. Mrs. Chevalier's infant son appears to be passive and shows few intense reactions. According to Thomas and Chess, this infant is
   a. active.
   b. difficult.
   c. easy.
   d. slow-to-warm-up.
   e. passive.
   Difficulty: 1
   Question ID: 3.1-82
   Page-Reference: 76
   Topic: Behavior in Early Infancy
   Skill: Application
   Objective: 3.7

   Answer: d. slow-to-warm-up.
3.1-83. **At birth, an infant is able to express all of the following EXCEPT**

a. interest.
b. disgust.
c. distress.
d. a half smile.
e. surprise.

**Difficulty:** 2  
**Question ID:** 3.1-83  
**Page:** 77  
**Reference:**  
**Topic:** Behavior in Early Infancy  
**Skill:** Factual  
**Objective:** 3.7

**Answer:** e. surprise.

3.1-84. **New parents are anxious to have their infant smile at them. This social smile occurs at what age?**

a. birth  
b. 3 to 6 weeks  
c. 3 months  
d. 4 to 5 months  
e. 7 months

**Difficulty:** 2  
**Question ID:** 3.1-84  
**Page:** 77  
**Reference:**  
**Topic:** Behavior in Early Infancy  
**Skill:** Application  
**Objective:** 3.7

**Answer:** b. 3 to 6 weeks

3.1-85. **Kaye argues that the beginnings of turn-taking can be seen in very young infants in their**

a. wake-sleep patterns.  
b. ability to habituate.  
c. eating patterns.  
d. reaction to conditioning.  
e. rudimentary speech.

**Difficulty:** 2  
**Question ID:** 3.1-85  
**Page:** 78  
**Reference:**  
**Topic:** Behavior in Early Infancy  
**Skill:** Factual  
**Objective:** 3.7

**Answer:** c. eating patterns.
3.1-86. **The average number of feedings a day drops to three by what age?**

- a. 1 month
- b. 2 months
- c. 6 to 8 months
- d. 8 to 12 months
- e. 20 to 24 months

**Difficulty:** 1  
**Question ID:** 3.1-86  
**Page:** 78  
**Reference:**  
**Topic:** Health and Wellness in Early Infancy  
**Skill:** Factual  
**Objective:** 3.8

**Answer:** d. 8 to 12 months

3.1-87. **Doctors recommend breast feeding because compared to bottle feeding, it appears to do all of the following EXCEPT**

- a. foster better social interactions with the mother.
- b. promote growth of nerves.
- c. contribute to more rapid weight and size gain.
- d. stimulate better immune system functioning.
- e. promote growth of the intestinal tract.

**Difficulty:** 2  
**Question ID:** 3.1-87  
**Page:** 79  
**Reference:**  
**Topic:** Health and Wellness in Early Infancy  
**Skill:** Conceptual  
**Objective:** 3.8

**Answer:** a. foster better social interactions with the mother.

3.1-88. **Which of the following causes an estimated 3.5 million infant and child deaths a year worldwide?**

- a. SIDS
- b. accidents
- c. physical abuse
- d. diarrhea
- e. polio

**Difficulty:** 2  
**Question ID:** 3.1-88  
**Page:** 79  
**Reference:**  
**Topic:** Health and Wellness in Early Infancy  
**Skill:** Factual  
**Objective:** 3.9

**Answer:** d. diarrhea
3.1-89. Mrs. Winston’s baby has had three colds in the first six months of his life. She is concerned that there is a problem. Her doctor tells her that in the United States, the average baby has ________ colds in the first year of life.
   a. one  
   b. three  
   c. five  
   d. seven  
   e. nine
   Difficulty: 2
   Question ID: 3.1-89
   Page: 80
   Reference: Health and Wellness in Early Infancy
   Skill: Application
   Objective: 3.9
   Answer: d. seven

3.1-90. Marge wants to raise her infant at home so she will be healthier. When she tells her pediatrician this, she is told that compared to infants in day care, infants reared at home, with low exposure to others
   a. are much healthier throughout childhood and adolescence.  
   b. are more likely to develop immunities earlier.  
   c. have very high rates of illness when they first attend school.  
   d. are taller and heavier.  
   e. do not have any of the childhood illnesses.
   Difficulty: 3
   Question ID: 3.1-90
   Page: 80
   Reference: Health and Wellness in Early Infancy
   Skill: Factual
   Objective: 3.9
   Answer: c. have very high rates of illness when they first attend school.

3.1-91. In the U.S., ninety percent of children have at least one serious case of otitis media in the first two years of life. These children have experienced a(n)
   a. eye infection.  
   b. cold.  
   c. case of the flu.  
   d. gastrointestinal virus.  
   e. ear infection. 
   Difficulty: 3
   Question ID: 3.1-91
   Page: 80
   Reference: Health and Wellness in Early Infancy
   Skill: Factual
   Objective: 3.9
   Answer: e. ear infection.
3.1-92. In the United States, about how many babies out of every thousand die before the age of one year?
   a. 20
   b. 10
   c. 7
   d. 3
   e. 1
   Difficulty: 2  
   Question ID: 3.1-92  
   Page: 81  
   Reference: 
   Topic: Health and Wellness in Early Infancy  
   Skill: Factual  
   Objective: 3.10  
   
   Answer: c. 7

3.1-93. Which of the following babies is most likely to be a SIDS victim?
   a. Kanisha, who is African-American
   b. Peter, who sleeps on his stomach
   c. Patrick, who sleeps on his back
   d. Juanita, who was eight pounds at birth
   e. Max, whose mother is 30 years old
   Difficulty: 3  
   Question ID: 3.1-93  
   Page: 81  
   Reference: 
   Topic: Health and Wellness in Early Infancy  
   Skill: Application  
   Objective: 3.10  
   
   Answer: b. Peter, who sleeps on his stomach

3.1-94. Infant mortality rates in the United States are lowest among children who are
   a. African American.
   b. Asian American.
   c. Native American.
   d. White American.
   e. Native Hawaiian.
   Difficulty: 2  
   Question ID: 3.1-94  
   Page: 81  
   Reference: 
   Topic: Health and Wellness in Early Infancy  
   Skill: Factual  
   Objective: 3.10  
   
   Answer: b. Asian American.
Fill-in-the-Blank

3.2-1. The ________ method is a form of natural childbirth that is a ________ management technique.

Difficulty: 1  
Question ID: 3.2-1  
Page-Reference: 61  
Topic: Birth  
Skill: Factual  
Objective: 3.1  

Answer: Lamaze/ pain

3.2-2. Analgesics that are usually given as injections to relieve pain without causing loss of consciousness are called ________.

Difficulty: 2  
Question ID: 3.2-2  
Page-Reference: 61  
Topic: Birth  
Skill: Factual  
Objective: 3.1  

Answer: systemic

3.2-3. ________ are also known as epidural blocks, and are the most commonly used form of pain relief in childbirth.

Difficulty: 1  
Question ID: 3.2-3  
Page-Reference: 61  
Topic: Birth  
Skill: Factual  
Objective: 3.1  

Answer: Regional analgesics
3.2-4. Research shows that nearly all drugs given during labor pass through the __________ and enter the fetal blood stream.

Difficulty: 1
Question ID: 3.2-4
Page-Reference: 61
Topic: Birth
Skill: Factual
Objective: 3.1

Answer: placenta

3.2-5. Stage of labor in childbirth covers the period where two important processes occur: __________ and __________.

Difficulty: 2
Question ID: 3.2-5
Page-Reference: 61
Topic: Birth
Skill: Factual
Objective: 3.2

Answer: dilation/effacement

3.2-6. One complication that can occur during childbirth is known as __________ which is a shortage of oxygen.

Difficulty: 2
Question ID: 3.2-6
Page-Reference: 63
Topic: Birth
Skill: Factual
Objective: 3.2
Answer: anoxia

3.2-7. Ms. Yang's baby was delivered through an abdominal incision rather than vaginally. Ms. Yang had a __________.

Difficulty: 2
Question ID: 3.2-7
Page-Reference: 64
Topic: Birth
Skill: Application
Objective: 3.2
Answer: cesarean section
3.2-8. The assessment system most frequently used to evaluate a newborn's status is called an ________ score.

Difficulty: 1
Question ID: 3.2-8
Page-Reference: 65
Topic: Birth
Skill: Factual
Objective: 3.2

Answer: Apgar

3.2-9. When hospitals evaluate an infant's status immediately after birth, and then again five minutes later to detect if any problems are evident, they are measuring the child's ________.

Difficulty: 1
Question ID: 3.2-9
Page-Reference: 65
Topic: Birth
Skill: Factual
Objective: 3.2

Answer: Apgar score

3.2-10. An assessment method used with newborns that involves a skilled examiner checking the neonate's responses to stimuli, reflexes, muscle tone, alertness, and cuddliness is called the ________.

Difficulty: 3
Question ID: 3.2-10
Page-Reference: 65
Topic: Birth
Skill: Conceptual
Objective: 3.2

Answer: Brazelton Neonatal Behavioral Assessment Scale
3.2-11. A problem found in infants born more than 6 weeks before term in which the infant's lungs lack a chemical (surfactant) needed to keep air sacs inflated is called __________.

Difficulty: 2  
Question ID: 3.2-11  
Page: 66  
Reference: 
Topic: Birth  
Skill: Factual  
Objective: 3.3

Answer: respiratory distress syndrome

3.2-12. Any baby born before 38 weeks of gestation is labeled a __________.

Difficulty: 1  
Question ID: 3.2-12  
Page: 66  
Reference: 
Topic: Birth  
Skill: Factual  
Objective: 3.3

Answer: preterm infant

3.2-13. Infants suffering from respiratory distress syndrome lack the chemical __________ in their lungs.

Difficulty: 3  
Question ID: 3.2-13  
Page: 67  
Reference: 
Topic: Birth  
Skill: Factual  
Objective: 3.3

Answer: surfactant
3.2-14. Any baby who completes the 38 week gestation period, but weighs less than 2,500 grams or weighs less than would be expected for the number of weeks of gestation completed, is called a __________ infant.

**Difficulty:** 2  
**Question ID:** 3.2-14  
**Page:** 67  
**Reference:**  
**Topic:** Birth  
**Skill:** Applied  
**Objective:** 3.3

**Answer:** small-for-date

3.2-15. The two critical predictive factors dictating how well premature infants will develop by the time they reach school age are __________ and __________.

**Difficulty:** 2  
**Question ID:** 3.2-15  
**Page:** 67  
**Reference:**  
**Topic:** Birth  
**Skill:** Conceptual  
**Objective:** 3.3

**Answer:** birth weight/ gestational age

3.2-16. __________ is a relatively recent type of care for premature infants where newborns receive increased skin-to-skin contact from their parents.

**Difficulty:** 2  
**Question ID:** 3.2-16  
**Page:** 67  
**Reference:**  
**Topic:** Birth  
**Skill:** Conceptual  
**Objective:** 3.3

**Answer:** "Kangaroo care"

3.2-17. The Moro and Babinski reflexes belong to the collection of __________ reflexes.

**Difficulty:** 2  
**Question ID:** 3.2-17  
**Page:** 68  
**Reference:**  
**Topic:** Behavior in Early Infancy  
**Skill:** Application  
**Objective:** 3.4

**Answer:** primitive
3.2-18. Reflexes that are essential to an infant's survival but gradually disappear in the first year of life are called ______ reflexes.

Difficulty: 2
Question ID: 3.2-18
Page: 68
Reference: Behavior in Early Infancy
Skill: Factual
Objective: 3.4

Answer: adaptive

3.2-19. The automatic turn of the infant's head toward any touch on the cheek is called the ______ reflex.

Difficulty: 2
Question ID: 3.2-19
Page: 68
Reference: Behavior in Early Infancy
Skill: Factual
Objective: 3.4

Answer: rooting

3.2-20. Thelen has observed that kicking movements peak just before the baby begins to ________.

Difficulty: 2
Question ID: 3.2-20
Page: 69
Reference: Behavior in Early Infancy
Skill: Factual
Objective: 3.4

Answer: crawl

3.2-21. The researcher, Esther Thelen, promoted the notion that several factors interact to influence infant development called ________.

Difficulty: 3
Question ID: 3.2-21
Page: 69
Reference: Behavior in Early Infancy
Skill: Conceptual
Objective: 3.4

Answer: dynamic systems theory
3.2-22. In the majority of cultures around the world, and in Western cultures until approximately 200 years ago, babies slept with their parents in the same bed until they were weaned. This pattern was often called __________.

Difficulty: 1
Question ID: 3.2-22
Page: 70
Reference:
Topic: Behavior of Early Infancy
Skill: Conceptual
Objective: 3.4

Answer: cosleeping

3.2-23. Researchers Taylor, Donovan, and Leavitt report that infants who cosleep with their mothers breast feed for a __________ period of time than mothers who do not cosleep with their infant.

Difficulty: 1
Question ID: 3.2-23
Page: 71
Reference:
Topic: Behavior in Early Infancy
Skill: Conceptual
Objective: 3.4

Answer: longer

3.2-24. __________ is a pattern of persistent crying totaling more than three hours a day, found in some infants in the first 3 to 4 months of life.

Difficulty: 1
Question ID: 3.2-24
Page: 72
Reference:
Topic: Behavior in Early Infancy
Skill: Factual
Objective: 3.4

Answer: Colic
3.2-25. According to Piaget, babies organize experiences into expectancies called __________.

Answer: schemas

3.2-26. From the beginning a baby organizes experiences into expectancies or combinations known as __________.

Answer: schemas

3.2-27. Thomas and Chess found that 10% of babies have a(n) __________ temperament.

Answer: difficult

3.2-28. Researchers Alexander Thomas and Stella Chess describe three categories of infant temperament known as the __________ child, the __________ child, and the __________ child.

Answer: easy/difficult/slow-to-warm-up
3.2-29. **The most common cause of diarrhea is a ________ .**

Difficulty: 3  
Question ID: 3.2-29  
Page- 80  
Reference:  
Topic: Health and Wellness in Early Infancy  
Skill: Factual  
Objective: 3.9  

Answer: rotavirus

3.2-30. ________ is an important element of well baby care especially in the ________ of life.

Difficulty: 2  
Question ID: 3.2-30  
Page- 79  
Reference:  
Topic: Health and Wellness in Early Infancy  
Skill: Conceptual  
Objective: 3.8  

Answer: Vaccination/first month

3.2-31. **Worldwide, one of the most common and deadly illnesses of infancy and early childhood is ________ .**

Difficulty: 2  
Question ID: 3.2-30  
Page- 79  
Reference:  
Topic: Health and Wellness in Early Infancy  
Skill: Factual  
Objective: 3.9  
Answer: diarrhea

3.2-32. **In the United States, as many as 90% of children have at least one serious ________ infection before age two.**

Difficulty: 2  
Question ID: 3.2-11  
Page- 80  
Reference:  
Topic: Health and Wellness in Early Infancy  
Skill: Factual  
Objective: 3.9  
Answer: ear
Essay

3.3-1. Discuss the advantages and disadvantages of hospital births, home births, and birthing centers.

Answer: The pros of each should be presented such as the more natural environment and the presence of people close to the new mother of home births and birthing centers, and the advantage of doctors and technology in case of an emergency in hospital births. The negative side such as distance from emergency assistance for home births should also be given.

3.3-2. What would you tell a new father-to-be about being present at the birth of his child? Be sure to include recent research findings.

Answer: The presence of a father is not necessary for a good relationship between the father and the child to develop, but it can be a help to the mother. When the father is present, women experience less pain in labor, request less medication, deliver sooner, and experience fewer complications.
3.3-3. Define cesarean section, cite the frequency and reasons for use, and the controversy over when and why it should be used.

Difficulty: 2
Question ID: 3.3-3
Page: 64 - 65
Reference: Topic: Birth
Skill: Conceptual
Objective: 3.2

Answer: In cesarean sections, the baby is delivered surgically through incisions made in the abdominal and uterine walls. They are used when there is a breech presentation, fetal distress during labor, and when there is a maternal health issue. The 2002 rate of just over 26% of all deliveries in the U.S. by c-section has been criticized because cesarean sections can be risky and should not be used for "elective causes."

3.3-4. Describe the various infant reflexes, give examples of each and the time frame involved.

Difficulty: 3
Question ID: 3.3-4
Page: 68-69
Reference: Topic: Behavior in Early Infancy
Skill: Factual
Objective: 3.4

Answer: Adaptive reflexes are essential to survival but gradually disappear in the first year of life. Examples are sucking and swallowing. Primitive reflexes are highly adaptive for the newborn but disappear over the first year. Examples include Moro (startle) and Babinski (splaying of toes).

3.3-5. Briefly trace the emergence of emotional expressions in infancy and toddlerhood.

Difficulty: 2
Question ID: 3.3-5
Page: 77 - 78
Reference: Topic: Behavior in Early Infancy
Skill: Factual
Objective: 3.7

Answer: At birth the infant can express interest, distress, disgust, and a "half" smile. By 3 to 6 weeks, the social smile appears. Between 2 and 3 months, the infant begins to express sadness, wariness, frustration, and surprise. By 7 months, infants are able to express fear, anger, and joy.
3.4-1. **How does partial liquid ventilation work?**

**Answer:** Doctors are able to take a fluid, a perfluorochemical, put it into the lung, expand the lung uniformly, expand the lung at low pressure, and at the same time get effective gas exchange.

3.4-2. **What do we know about why a woman enters labor?**

**Answer:** Several theories exist, one is rhythmic uterine contractions. No one really knows why, possibly the placenta provides a signal that it can no longer hold the baby, maybe the pituitary gland sends a message, or even the baby sends a signal that it is ready.

3.4-3. **How many pregnant women smoke?**

- a. Twenty to 25 percent
- b. Twenty to 30 percent
- c. Twenty to 35 percent
- d. Thirty to 35 percent

**Answer:** a. Twenty to 25 percent
3.4-4. Smoking by pregnant women may lead to later

a. confusion.
b. behavior problems.
c. maternal despair.
d. paternal anger.

**Difficulty:** 2  
**Question ID:** 3.4-4  
**Page-Reference:** MDL  
**Topic:** Watch: Effects of Prenatal Smoking on Children's Development  
**Skill:** Factual  
**Objective:** 3.3

**Answer:** b. behavior problems.

3.4-5. Researchers speculate smoking during pregnancy alters fetal brain chemicals such as

a. GABA.
b. serotonin.
c. norepinephrine.
d. dopamine.

**Difficulty:** 2  
**Question ID:** 3.4-5  
**Page-Reference:** MDL  
**Topic:** Watch: Effects of Prenatal Smoking on Children's Development  
**Skill:** Factual  
**Objective:** 3.3

**Answer:** b. serotonin.

3.4-6. “Doula” is a Greek word that has come to mean

a. a woman experienced in cooking.
b. a woman inexperienced in childbirth.
c. a woman experienced in childbirth.
d. a woman experienced in marriage.

**Difficulty:** 2  
**Question ID:** 3.4-6  
**Page-Reference:** MDL  
**Topic:** Watch: Doula  
**Skill:** Factual  
**Objective:** 3.1

**Answer:** c. a woman experienced in childbirth.
3.4-7. Many studies have found that mothers who use doulas experience all of the following EXCEPT
a. shorter labor
b. less pain
c. more use of drugs.
d. fewer caesarian births

Difficulty: 2
Question ID: 3.4-7
Page-Reference: MDL
Topic: Watch: Doula
Skill: Factual
Objective: 3.1

Answer: c. more use of drugs.
Chapter 4: Physical Development

Multiple Choice

4.1-1. **The ________ regulate(s) such basic tasks as attention, sleeping, waking, and elimination.**
   a. medulla and midbrain  
   b. left hemisphere  
   c. cortex and spinal cord  
   d. convoluted gray matter  
   e. synapses  
   **Difficulty:** 1  
   **Question ID:** 4.1-1  
   **Page-Reference:** 87  
   **Reference:**  
   **Topic:** The Brain and Nervous System  
   **Skill:** Factual  
   **Objective:** 4.1  
   **Answer:** a. medulla and midbrain

4.1-2. **Damien is six months old and cannot speak yet because his ________ is not well-developed.**
   a. midbrain  
   b. cortex  
   c. medulla  
   d. hypothalamus  
   e. glial cells  
   **Difficulty:** 3  
   **Question ID:** 4.1-2  
   **Page-Reference:** 87  
   **Reference:**  
   **Topic:** The Brain and Nervous System  
   **Skill:** Conceptual  
   **Objective:** 4.1  
   **Answer:** b. cortex

4.1-3. **The ________ is the convoluted gray matter that is involved in perception, body movement, and language.**
   a. medulla  
   b. midbrain  
   c. brainstem  
   d. cortex  
   e. hypothalamus  
   **Difficulty:** 1  
   **Question ID:** 4.1-3  
   **Page-Reference:** 87  
   **Reference:**  
   **Topic:** The Brain and Nervous System  
   **Skill:** Factual  
   **Objective:** 4.1  
   **Answer:** d. cortex
4.1-4. **The pattern of neurological development of the brain**

   a. is smooth and continuous.
   b. involves the production of new glial cells.
   c. involves spurts of growth followed by stability.
   d. involves massive dendritic growth between five and ten years of age.
   e. is irregular and mostly unpredictable.

   **Difficulty:** 2
   **Question ID:** 4.1-4
   **Page:** 87
   **Reference:**
   **Topic:** The Brain and Nervous System
   **Skill:** Factual
   **Objective:** 4.1
   **Answer:** c. involves spurts of growth followed by stability.

4.1-5. **Which of the following statements about neurological development is accurate?**

   a. There is a major growth spurt at four years of age.
   b. Before five months of age, growth spurts occur every three months.
   c. As the infant grows older, periods of growth become shorter.
   d. Between ages two and four years of age there are frequent growth spurts.
   e. The first major growth spurt occurs at four months.

   **Difficulty:** 2
   **Question ID:** 4.1-5
   **Page:** 87
   **Reference:**
   **Topic:** The Brain and Nervous System
   **Skill:** Conceptual
   **Objective:** 4.1
   **Answer:** a. There is a major growth spurt at four years of age.

4.1-6. **Renaldo is four years old and is experiencing a neurological growth spurt. What skill will he be attaining?**

   a. evidence of some goal-directed planning
   b. fluency in speaking and understanding language
   c. improvements in eye-hand coordination
   d. improvements in memory function
   e. motor coordination

   **Difficulty:** 3
   **Question ID:** 4.1-6
   **Page:** 87
   **Reference:**
   **Topic:** The Brain and Nervous System
   **Skill:** Application
   **Objective:** 4.1

   **Answer:** b. fluency in speaking and understanding language
4.1-7. Evidence of goal directed planning occurs at the same time as the

a. slowing of development at age two.
b. 10 - 12 year growth spurt.
c. change to puberty.
d. ability to walk.
e. 20 month growth spurt.

Difficulty: 3
Question ID: 4.1-7
Page- 87
Reference:
Topic: The Brain and Nervous System
Skill: Conceptual
Objective: 4.1

Answer: e. 20 month growth spurt.

4.1-8. What part of the brain becomes the focus of developmental processes during the 10 to 12 year old neurological growth spurt?

a. medulla
b. midbrain
c. frontal lobes
d. parietal lobes
e. brainstem

Difficulty: 2
Question ID: 4.1-8
Page- 87
Reference:
Topic: The Brain and Nervous System
Skill: Factual
Objective: 4.1

Answer: c. frontal lobes

4.1-9. At what age are the frontal lobes of the cerebral cortex the focus of development?

a. 17 years
b. 10 years
c. 6 years
d. 5 months
e. 1 month

Difficulty: 3
Question ID: 4.1-9
Page- 88
Reference:
Topic: The Brain and Nervous System
Skill: Factual
Objective: 4.1

Answer: a. 17 years

4.1-10. The developmental process that takes place in the nervous system after birth primarily involves the creation of
a. neurons.
b. glial cells.
c. synapses.
d. the frontal lobes.
e. the cerebellum.
Difficulty: 1
Question ID: 4.1-10
Page- 88
Reference: The Brain and Nervous System
Skill: Factual
Objective: 4.1

Answer: c. synapses.

4.1-11. Synaptogenesis in the first two years after birth results in the ________ of overall brain weight.
a. reduction by a quarter
b. reduction by a half
c. stabilization
d. doubling
e. tripling
Difficulty: 3
Question ID: 4.1-11
Page- 88
Reference: The Brain and Nervous System
Skill: Factual
Objective: 4.2

Answer: e. tripling

4.1-12. Which of the following individuals would be expected to have the densest set of dendrites and synapses?
a. one-year old Sam
b. Sam's five-year-old sister
c. Sam's mother
d. Sam's father
e. Sam's teenage brother
Difficulty: 3
Question ID: 4.1-12
Page- 89
Reference: The Brain and Nervous System
Skill: Application
Objective: 4.2

Answer: a. one-year old Sam
4.1-13. **Research on pruning has shown all of the following to be true EXCEPT that**

a. pathways that are not used are pruned.
b. pruning is a variation of what Aslin called attunement.
c. it is important for adults to talk to babies.
d. the pruning process is heavily dependent on experience.
e. pruning begins at six years of age.

**Difficulty:** 3  
**Question ID:** 4.1-13  
**Page:** 89  
**Reference:** The Brain and Nervous System  
**Skill:** Conceptual  
**Objective:** 4.2

**Answer:** e. pruning begins at six years of age.

4.1-14. **A new father wants to ensure that his baby develops complex thinking skills as she grows up. The most important thing he can do for his baby is to**

a. show her affection.
b. provide physical exercise.
c. give her ample time alone.
d. talk to her.
e. buy educational toys.

**Difficulty:** 2  
**Question ID:** 4.1-14  
**Page:** 89  
**Reference:** The Brain and Nervous System  
**Skill:** Application  
**Objective:** 4.2

**Answer:** d. talk to her.

4.1-15. **The development of sheaths around individual axons is called**

a. myelination.
b. ossification.
c. dendritic arbor expansion.
d. pruning.
e. synaptogenesis.

**Difficulty:** 1  
**Question ID:** 4.1-15  
**Page:** 90  
**Reference:** The Brain and Nervous System  
**Skill:** Factual  
**Objective:** 4.3

**Answer:** a. myelination.
4.1-16. **The purpose of myelination is to**

   a. improve the pruning function.
   b. provide close connections between neurons.
   c. increase programmed plasticity of the brain.
   d. decrease neural functioning.
   e. improve conductivity of the nerve.

   **Difficulty:** 3
   **Question ID:** 4.1-16
   **Page-Reference:** 90
   **Topic:** The Brain and Nervous System
   **Skill:** Conceptual
   **Objective:** 4.3

   **Answer:** e. improve conductivity of the nerve.

4.1-17. **Myelination is most rapid**

   a. at birth.
   b. during the first two years after birth.
   c. during the preschool years.
   d. between three and five years.
   e. at puberty.

   **Difficulty:** 2
   **Question ID:** 4.1-17
   **Page-Reference:** 90
   **Topic:** The Brain and Nervous System
   **Skill:** Factual
   **Objective:** 4.3

   **Answer:** b. during the first two years after birth.

4.1-18. **The part of the brain responsible for paying attention is the**

   a. medulla.
   b. frontal lobes.
   c. reticular formation.
   d. midbrain.
   e. cerebellum.

   **Difficulty:** 1
   **Question ID:** 4.1-18
   **Page-Reference:** 90
   **Topic:** The Brain and Nervous System
   **Skill:** Factual
   **Objective:** 4.3

   **Answer:** c. reticular formation.
4.1-19. **All of the following statements about selective attention are true EXCEPT**

a. it requires myelination of the neurons linking the reticular formation to the frontal lobes.
b. it is stronger in children than adults because they have less to remember.
c. it is the ability to focus cognitive activity on important elements.
d. it increases significantly during middle childhood.
e. it enables a person to ignore distraction.

**Difficulty:** 3  
**Question ID:** 4.1-19  
**Page:** 90  
**Reference:** The Brain and Nervous System  
**Skill:** Conceptual  
**Objective:** 4.3  

**Answer:** b. it is stronger in children than adults because they have less to remember.

4.1-20. **Sensory, motor, and intellectual functions are linked in the**

a. association areas.
b. medulla.
c. midbrain.
d. reticular formation.
e. cerebellum.

**Difficulty:** 2  
**Question ID:** 4.1-20  
**Page:** 90  
**Reference:** The Brain and Nervous System  
**Skill:** Factual  
**Objective:** 4.3  

**Answer:** a. association areas.

4.1-21. **Carline has developed the ability to pay attention to something even when distractions are present. Carline has developed**

a. lateralization.
b. myelination.
c. long term memory.
d. right brain dominance.
e. selective attention.

**Difficulty:** 1  
**Question ID:** 4.1-21  
**Page:** 90  
**Reference:** The Brain and Nervous System  
**Skill:** Application  
**Objective:** 4.3  

**Answer:** e. selective attention.
4.1-22. Will is able to put information into long-term memory whenever he needs to. What part of the brain allows this process to occur?
   a. midbrain
   b. hypothalamus
   c. medulla
   d. hippocampus
   e. association areas.
   **Difficulty:** 2
   **Question ID:** 4.1-22
   **Page:** 91
   **Reference:**
   **Topic:** The Brain and Nervous System
   **Skill:** Application
   **Objective:** 4.3

   **Answer:** d. hippocampus

4.1-23. What part of the brain is involved in the transfer of information to long term memory?
   a. cerebellum
   b. cortex
   c. medulla
   d. midbrain
   e. hippocampus
   **Difficulty:** 1
   **Question ID:** 4.1-23
   **Page:** 91
   **Reference:**
   **Topic:** The Brain and Nervous System
   **Skill:** Factual
   **Objective:** 4.3

   **Answer:** e. hippocampus

4.1-24. The left and right hemispheres of the brain communicate through the
   a. association cortex.
   b. reticular formation.
   c. frontal lobes.
   d. corpus callosum.
   e. hippocampus.
   **Difficulty:** 1
   **Question ID:** 4.1-24
   **Page:** 91
   **Reference:**
   **Topic:** The Brain and Nervous System
   **Skill:** Factual
   **Objective:** 4.4

   **Answer:** d. corpus callosum.
4.1-25. The process of functional specialization of the left and right hemispheres of the cerebral cortex is called
a. attunement.
b. lateralization.
c. myelination.
d. synaptogenesis.
e. association.
Difficulty: 1
Question ID: 4.1-25
Page- 91
Reference:
Topic: The Brain and Nervous System
Skill: Factual
Objective: 4.4

Answer: b. lateralization.

4.1-26. What percent of humans have a right brain dominance pattern?

a. 95
b. 80
c. 40
d. 15
e. 5
Difficulty: 1
Question ID: 4.1-26
Page- 91
Reference:
Topic: The Brain and Nervous System
Skill: Factual
Objective: 4.4

Answer: e. 5

4.1-27. All of the following statements about brain lateralization are accurate EXCEPT

a. full lateralization of language occurs near the end of early childhood.
b. some degree of lateralization is present in the human fetus.
c. hemispheric specialization is based solely on personality type.
d. fetuses and adults listen to language with the right ear.
e. most people have mixed dominance.
Difficulty: 3
Question ID: 4.1-27
Page- 91
Reference:
Topic: The Brain and Nervous System
Skill: Conceptual
Objective: 4.4

Answer: c. hemispheric specialization is based solely on personality type.
4.1-28. Rhonda wants to know whether her deaf daughter will acquire any language skills. You can tell her that compared to hearing children, deaf children
a. use the same part of the brain to process sign vocabularies.
b. have the same rate of vocabulary growth.
c. process sign language grammar in the same area of the brain as speech.
d. acquire grammatical knowledge at a faster pace.
e. process meaning in a different part of the brain.
Difficulty:  3
Question ID:  4.1-28
Page- 92
Reference:
Topic: The Brain and Nervous System
Skill: Application
Objective:  4.4
Answer: b. have the same rate of vocabulary growth.

4.1-29. Across early and middle childhood, spatial perception
a. is not linked to lateralization.
b. is lateralized to the left hemisphere of the brain.
c. does not show any development.
d. is lateralized to the right hemisphere of the brain.
e. is fully developed and operational.
Difficulty:  3
Question ID:  4.1-29
Page- 92
Reference:
Topic: The Brain and Nervous System
Skill: Application
Objective:  4.4
Answer: d. is lateralized to the right hemisphere of the brain.

4.1-30. LiAnn is guiding her friend toward a hidden prize. She tells her friend "it is on your right." LiAnn is at least
a. one year old.
b. three years old.
c. five years old.
d. six years old.
e. eight years old.
Difficulty:  2
Question ID:  4.1-30
Page- 92
Reference:
Topic: The Brain and Nervous System
Skill: Application
Objective:  4.4
Answer: e. eight years old.

4.1-31. Lateralization of spatial perception may be related to all of the following EXCEPT

a. learning math concepts.
b. performance in conservation tasks.
c. understanding another's right or left.
d. learning problem solving strategies.
e. physical coordination.

**Difficulty:** 2  
**Question ID:** 4.1-31  
**Page:** 92  
**Reference:** The Brain and Nervous System  
**Skill:** Conceptual  
**Objective:** 4.4

**Answer:** e. physical coordination.

4.1-32. Research on spatial cognition indicates that

a. girls' play preferences offer them an advantage in spatial cognition.
b. video games decrease mental rotation abilities.
c. play hampers the development of spatial skills.
d. boys score higher than girls on spatial cognition tasks.
e. it is not influenced by experience.

**Difficulty:** 2  
**Question ID:** 4.1-32  
**Page:** 92  
**Reference:** The Brain and Nervous System  
**Skill:** Factual  
**Objective:** 4.4

**Answer:** d. boys score higher than girls on spatial cognition tasks.

4.1-33. The ability to infer rules from and make predictions about the movement of objects in space is

a. spatial perception.
b. right-left orientation.
c. spatial cognition.
d. lateralization.
e. cognitive perception.

**Difficulty:** 3  
**Question ID:** 4.1-33  
**Page:** 92  
**Reference:** The Brain and Nervous System  
**Skill:** Factual  
**Objective:**

**Answer:** c. spatial cognition.
4.1-34. **Both in ancient and modern populations, there are ________ percent right
handed, ________ percent left handed, and ________ percent ambidextrous
people.**

   a. 3; 14; 83
   b. 10; 22; 68
   c. 83; 14; 3
   d. 80; 68; 22
   e. 76; 22; 10

**Difficulty:** 2  
**Question ID:** 4.1-34  
**Page:** 93  
**Reference:**  
**Topic:** The Brain and Nervous System  
**Skill:** Factual  
**Objective:** 4.4

**Answer:** c. 83; 14; 3

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4.1-35. **When does handedness first become well established?**

   a. at birth  
   b. before the first birthday  
   c. in the preschool years  
   d. in the teen years  
   e. at adulthood

**Difficulty:** 2  
**Question ID:** 4.1-35  
**Page:** 92  
**Reference:**  
**Topic:** The Brain and Nervous System  
**Skill:** Factual  
**Objective:** 4.4

**Answer:** c. in the preschool years

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4.1-36. **There are four different phases in the development of height in children. Which
phases have the most rapid growth?**

   a. 1, 2, and 3  
   b. 1 and 3  
   c. 2 and 3  
   d. 3 and 4  
   e. 2, 3, and 4

**Difficulty:** 1  
**Question ID:** 4.1-36  
**Page:** 94  
**Reference:**  
**Topic:** Size, Shape, and Skills  
**Skill:** Factual  
**Objective:** 4.5

**Answer:** b. 1 and 3
4.1-37. **Lucy has added 12 inches to her length and tripled her body weight. How old is she?**

a. one year old  
b. two years old  
c. four years old  
d. six years old  
e. eleven years old  

**Difficulty:** 3  
**Question ID:** 4.1-37  
**Page-Reference:** 93-94  
**Topic:** Size, Shape, and Skills  
**Skill:** Application  
**Objective:** 4.5  

**Answer:** a. one year old

4.1-38. **Which of the following statements about changes in size and shape is accurate?**

a. In a toddler, the head is 1/10 of the entire body length.  
b. Children's hands reach adult size in the preschool years.  
c. There is a specific point when adolescents lose coordination.  
d. The adolescent growth spurt lasts about one year.  
e. In an adult, the head is about 1/8 to 1/10 of total height.  

**Difficulty:** 3  
**Question ID:** 4.1-38  
**Page-Reference:** 94  
**Topic:** Size, Shape, and Skills  
**Skill:** Conceptual  
**Objective:** 4.5  

**Answer:** e. In an adult, the head is about 1/8 to 1/10 of total height.

4.1-39. **One-year-old Charlie has ________ bones in his wrist, but as an adult he will have ________ bones in his wrist.**

a. one; three  
b. three; six  
c. three; nine  
d. nine; twelve  
e. six; twelve  

**Difficulty:** 3  
**Question ID:** 4.1-39  
**Page-Reference:** 95  
**Topic:** Size, Shape, and Skills  
**Skill:** Application  
**Objective:** 4.6  

**Answer:** c. three; nine
4.1-40. **The fontanels do all of the following EXCEPT**

a. allow the head to be compressed without injury during the birth process.
b. give the brain room to grow.
c. replace the bones of the skull by about the end of the first year.
d. separate the bones of the newborn's skull.
e. fill in with bone by 12 to 18 months.

**Difficulty:** 2  
**Question ID:** 4.1-40  
**Page:** 95  
**Reference:**  
**Topic:** Size, Shape, and Skills  
**Skill:** Factual  
**Objective:** 4.6

**Answer:** c. replace the bones of the skull by about the end of the first year.

4.1-41. **Because of cephalocaudal and proximodistal sequences of ossification,**

a. the fontanels close by the end of the first two months.
b. pruning of synapses occurs before expansion of the dendritic arbor.
c. bones in the hands and wrist harden before those in the feet.
d. an individual gradually loses bone calcium.
e. bones in the trunk of the body harden last.

**Difficulty:** 2  
**Question ID:** 4.1-41  
**Page:** 95  
**Reference:**  
**Topic:** Size, Shape, and Skills  
**Skill:** Application  
**Objective:** 4.6

**Answer:** c. bones in the hands and wrist harden before those in the feet.

4.1-42. **The child's muscle fibers**

a. become longer, thicker, and less watery at a fairly steady rate during childhood.
b. are greater in number than needed, and the excess will be pruned with exercise.
c. do not develop according to a proximodistal/cephalocaudal sequence.
d. are fully developed by six years of age.
e. increase more rapidly in girls.

**Difficulty:** 3  
**Question ID:** 4.1-42  
**Page:** 95  
**Reference:**  
**Topic:** Size, Shape, and Skills  
**Skill:** Factual  
**Objective:** 4.6

**Answer:** a. become longer, thicker, and less watery at a fairly steady rate during childhood.
4.1-43. Which of the following children would have the most subcutaneous fat?

a. Billy, who is eight years old  
b. Mindy, who is six years old  
c. Hans, who is three years old  
d. Carlotta, who is four years old  
e. Lisa, who is nine months old

**Answer:** e. Lisa, who is nine months old

4.1-44. Girls have more fat tissue than boys in which age periods?

a. at all ages from birth onward  
b. from birth to adolescence but not afterward  
c. from birth to age two and again in adolescence  
d. from puberty onward  
e. only in early infancy

**Answer:** a. at all ages from birth onward

4.1-45. During and after puberty, proportions of

a. fat and muscle weight rise in both boys and girls.  
b. fat rise and muscle weight declines in girls.  
c. muscle weight increases and fat decreases in both boys and girls.  
d. fat and muscle weight increase in boys.  
e. fat and muscle weight do not change.

**Answer:** b. fat rise and muscle weight declines in girls.
4.1-46. **Boys have a clear advantage over girls after puberty in all but which of the following?**
   a. physical strength
   b. speed
   c. stamina
   d. capacity for sustained effort
   e. fine motor skills

   **Difficulty:** 2  
   **Question ID:** 4.1-46  
   **Page Reference:** 96  
   **Topic:** Size, Shape, and Skills  
   **Skill:** Conceptual  
   **Objective:** 4.7

   **Answer:** e. fine motor skills

4.1-47. **All of the following are manipulative motor skills EXCEPT**
   a. crawling.
   b. grasping.
   c. threading a needle.
   d. holding a pencil.
   e. picking up objects.

   **Difficulty:** 1  
   **Question ID:** 4.1-47  
   **Page Reference:** 96  
   **Topic:** Size, Shape, and Skills  
   **Skill:** Conceptual  
   **Objective:** 4.7

   **Answer:** a. crawling.

4.1-48. **Mike is six years old. He should be able to do all of the following EXCEPT**
   a. run well.
   b. ride a two-wheel bike.
   c. cut accurately with scissors.
   d. jump and climb.
   e. skip.

   **Difficulty:** 3  
   **Question ID:** 4.1-48  
   **Page Reference:** 97  
   **Topic:** The Endocrine and Reproductive Systems  
   **Skill:** Application  
   **Objective:** 4.7

   **Answer:** c. cut accurately with scissors.
4.1-49. Which two glands are primarily responsible for the rate of growth?

a. ovaries and testes
b. adrenals and testes
c. thyroid and pituitary
d. pineal and ovaries
e. leydig cells and testes

Difficulty: 2
Question ID: 4.1-49
Page: 98
Reference:
Topic: The Endocrine and Reproductive Systems
Skill: Factual
Objective: 4.8

Answer: c. thyroid and pituitary

4.1-50. What do the thyroid and pituitary glands have in common?

a. They are only found in females.
b. They do not begin producing hormones until puberty.
c. They are crucial in the formation of testes.
d. They are both influential in overall growth.
e. They both produce estrogen.

Difficulty: 3
Question ID: 4.1-50
Page: 98
Reference:
Topic: The Endocrine and Reproductive Systems
Skill: Conceptual
Objective: 4.8

Answer: d. They are both influential in overall growth.

4.1-51. The thyroid gland secretes Thyroxine which influences

a. pubertal changes, skeletal and muscular maturity.
b. physical maturation, growth spurt and pubic hair development.
c. development of the sex organs and changes in bones, muscles, and organs.
d. normal brain development and growth rate.
e. the secretion of testosterone, which is crucial in the formation of male genitals prenatally.

Difficulty: 2
Question ID: 4.1-51
Page: 98
Reference:
Topic: The Endocrine and Reproductive Systems
Skill: Factual
Objective: 4.8

Answer: d. normal brain development and growth rate.
4.1-52. All of the following are secreted by the pituitary EXCEPT

a. gonadotrophic hormones.
b. GH.
c. TSH.
d. ACTH.
e. MRI.

Difficulty: 1
Question ID: 4.1-52
Page- 98
Reference: The Endocrine and Reproductive Systems
Skill: Factual
Objective: 4.8

Answer: e. MRI.

4.1-53. Because it provides the trigger for release of hormones from other glands, the ________ is sometimes called the ________ gland.

a. thyroid; master
b. adrenal; superior
c. testes; superior
d. ovaries; superior
e. pituitary; master

Difficulty: 2
Question ID: 4.1-53
Page- 98
Reference: The Endocrine and Reproductive Systems
Skill: Conceptual
Objective: 4.8

Answer: e. pituitary; master

4.1-54. Which of the following is an accurate statement about adrenal androgen?

a. It is a masculinizing hormone found only in males.
b. It is produced by the thyroid gland.
c. It is a major growth hormone.
d. It plays a more important role in girls than in boys.
e. It is not produced until adulthood.

Difficulty: 3
Question ID: 4.1-54
Page- 99
Reference: The Endocrine and Reproductive Systems
Skill: Conceptual
Objective: 4.8

Answer: d. It plays a more important role in girls than in boys.
4.1-55. A primary sex characteristic in females is the development of

a. the uterus.
b. pubic hair.
c. breasts.
d. underarm hair.
e. a lower voice.

Difficulty: 2
Question ID: 4.1-55
Page-Reference: 98
Topic: The Endocrine and Reproductive Systems
Skill: Factual
Objective: 4.8

Answer: a. the uterus.

4.1-56. Among girls in industrialized countries today, menarch occurs, on average, between the ages of _______ and _______.

a. 11.5 and 12.5.
b. 12.5 and 13.5.
c. 10 and 11.5.
d. 10.5 and 12.
e. 12 and 14.

Difficulty: 2
Question ID: 4.1-56
Page-Reference: 100
Topic: The Endocrine and Reproductive Systems
Skill: Factual
Objective: 4.8

Answer: b. 12.5 and 13.5.

4.1-57. Amanda is beginning to develop sexual characteristics. Which of the following is the correct development sequence that she will experience?

a. menarche, early changes in breasts and pubic hair, growth spurt peak
b. early changes in breasts and pubic hair, growth spurt peak, menarche
c. growth spurt peak, early changes in breasts and pubic hair, menarche
d. early changes in breasts and pubic hair, menarche, growth spurt peak
e. final breast changes, growth spurt, menarche

Difficulty: 3
Question ID: 4.1-57
Page-Reference: 100
Topic: The Endocrine and Reproductive Systems
Skill: Application
Objective: 4.9

Answer: b. early changes in breasts and pubic hair, growth spurt peak, menarche
4.1-58. According to Tanner, the second stage in the sequence of physical development in puberty includes
   a. the preadolescent stage.
   b. the first signs of pubertal change.
   c. intermediate stages of development.
   d. the adult characteristics.
   e. only secondary sex characteristics.

   **Difficulty:** 2  
   **Question ID:** 4.1-58  
   **Reference:** 99  
   **Topic:** The Endocrine and Reproductive Systems  
   **Skill:** Factual  
   **Objective:** 4.9  

   **Answer:** b. the first signs of pubertal change.

4.1-59. In industrialized countries, 95 percent of all girls experience menarche between the ages of
   a. 12 and 13.
   b. 12 and 14.
   c. 10 and 12.
   d. 11 and 15.
   e. 12 and 16.

   **Difficulty:** 2  
   **Question ID:** 4.1-59  
   **Reference:** 100  
   **Topic:** The Endocrine and Reproductive Systems  
   **Skill:** Factual  
   **Objective:** 4.9  

   **Answer:** d. 11 and 15.

4.1-60. The average age of menarche ________ from 1840 to the 1950s among European populations.
   a. decreased steadily  
   b. increased steadily  
   c. stayed about the same  
   d. first rose, then declined  
   e. first declined, then rose

   **Difficulty:** 1  
   **Question ID:** 4.1-60  
   **Reference:** 100  
   **Topic:** The Endocrine and Reproductive Systems  
   **Skill:** Factual  
   **Objective:** 4.9  

   **Answer:** a. decreased steadily
4.1-61. In the year or two after menarche, the irregularity of both ovulation and the timing of menstrual cycles means that
   a. it is possible to become pregnant.
   b. rhythm contraception is possible.
   c. it is not possible to conceive shortly after menarche.
   d. no ova are produced during this time.
   e. ovulation occurs about ten percent of the time.

   Difficulty: 2
   Question ID: 4.1-61
   Page-Reference: 101
   Reference: The Endocrine and Reproductive Systems
   Skill: Application
   Objective: 4.9

   Answer: a. it is possible to become pregnant.

4.1-62. Nora has just experienced menarche. For the next two years, she will ovulate
   a. once or twice a year.
   b. about 30% of the time.
   c. about 55% of the time.
   d. regularly.
   e. about 75% of the time.

   Difficulty: 3
   Question ID: 4.1-62
   Page-Reference: 101
   Reference: The Endocrine and Reproductive Systems
   Skill: Application
   Objective: 4.9

   Answer: b. about 30% of the time.

4.1-63. The sequence of pubertal changes begins about ________________ for boys than for girls.
   a. one year earlier.
   b. two years later.
   c. two years earlier.
   d. six months earlier.
   e. three years later.

   Difficulty: 3
   Question ID: 4.1-63
   Page-Reference: 101
   Reference: The Endocrine and Reproductive Systems
   Skill: Application
   Objective: 4.9

   Answer: b. two years later.
4.1-64. **Researchers have found that the order of pubertal development**

   a. is on the same schedule for boys and girls.
   b. is highly consistent, but there are individual variations.
   c. shows little variability within the sexes, but great variability between the sexes.
   d. occurs two years earlier in boys than in girls.
   e. is inconsistent and unpredictable.

   **Difficulty:** 3  
   **Question ID:** 4.1-64  
   **Page:** 101  
   **Reference:**  
   **Topic:** The Endocrine and Reproductive Systems  
   **Skill:** Conceptual  
   **Objective:** 4.9

   **Answer:** b. is highly consistent, but there are individual variations.

4.1-65. **Dexter is lean and muscular. He is a(n)**

   a. ectomorph.  
   b. endomorph.  
   c. mesomorph.  
   d. unimorph.  
   e. bimorph.  

   **Difficulty:** 1  
   **Question ID:** 4.1-65  
   **Page:** 101  
   **Reference:**  
   **Topic:** The Endocrine and Reproductive Systems  
   **Skill:** Application  
   **Objective:** 4.10

   **Answer:** c. mesomorph.

4.1-66. **Jessica is going through puberty early and has developed adjustment problems because her body has become**

   a. endomorphic.  
   b. a culturally desirable body type.  
   c. lean and muscular.  
   d. ectomorphic.  
   e. thin and wiry.

   **Difficulty:** 2  
   **Question ID:** 4.1-66  
   **Page:** 101  
   **Reference:**  
   **Topic:** The Endocrine and Reproductive Systems  
   **Skill:** Application  
   **Objective:** 4.10

   **Answer:** a. endomorphic.
4.1-67. Early developing girls are more likely to do all of the following EXCEPT

a. show consistently more negative body images.
b. be optimistic about their future.
c. engage in delinquent behavior.
d. get into trouble in school.
e. think they are too fat.

**Difficulty:** 1  
**Question ID:** 4.1-67  
**Page:** 102  
**Reference:**  
**Topic:** The Endocrine and Reproductive Systems  
**Skill:** Conceptual  
**Objective:** 4.10

**Answer:** b. be optimistic about their future.

4.1-68. Recent longitudinal research on early development indicates that compared to on-time peers, early developing boys

a. get into less trouble in school.
b. are less vulnerable to stressful life experiences.
c. are more likely to be depressed.
d. often occupy leadership roles.
e. have consistently negative body images.

**Difficulty:** 2  
**Question ID:** 4.1-68  
**Page:** 102  
**Reference:**  
**Topic:** The Endocrine and Reproductive Systems  
**Skill:** Conceptual  
**Objective:** 4.10

**Answer:** d. often occupy leadership roles.

4.1-69. Brooks-Gunn found that serious female ballet dancers are more likely to have positive body images if menarche has been

a. earlier than normal.
b. at the normal time.
c. slightly earlier than normal.
d. later than normal.
e. delayed indefinitely.

**Difficulty:** 2  
**Question ID:** 4.1-69  
**Page:** 102  
**Reference:**  
**Topic:** The Endocrine and Reproductive Systems  
**Skill:** Factual  
**Objective:** 4.10

**Answer:** d. later than normal.
4.1-70. **Research on adolescent sexuality in the United States indicates that**

- adolescent pregnancy in the United States is uncommon.
- adolescent sexual activity has decreased since the 1950s.
- roughly half of teens are sexually active before they leave high school.
- the number of teens reporting multiple sexual partners has declined.
- sexual experience is similar across ethnic groups.

**Difficult**: 2  
**Question ID**: 4.1-70  
**Page**: 102  
**Reference**:  
**Topic**: Sexual Behavior in Adolescence  
**Skill**: Factual  
**Objective**: 4.11  

**Answer**: c. roughly half of teens are sexually active before they leave high school.

4.1-71. **Which of the following teens is most likely to be sexually active?**

- a. Fred, who is in the ninth grade
- b. Maria, who is in the twelfth grade
- c. Will, who is in the tenth grade
- d. Edith, who is in the eleventh grade
- e. Sam, who is in the twelfth grade

**Difficult**: 3  
**Question ID**: 4.1-71  
**Page**: 103  
**Reference**:  
**Topic**: Sexual Behavior in Adolescence  
**Skill**: Conceptual  
**Objective**: 4.11  

**Answer**: e. Sam, who is in the twelfth grade

4.1-72. **Which of the following teens is most likely to have had sexual intercourse before age 13?**

- a. Carlotta, who is Hispanic American
- b. Charlene, who is African American
- c. Linette, who is white
- d. Roberto, who is Hispanic American
- e. Leon, who is white

**Difficult**: 1  
**Question ID**: 4.1-72  
**Page**: 103  
**Reference**:  
**Topic**: Sexual Behavior in Adolescence  
**Skill**: Application  
**Objective**: 4.11  

**Answer**: b. Charlene, who is African American
4.1-73. Among high school students who are sexually active, what percent say they use condoms?
   a. 23
   b. 32
   c. 45
   d. 58
   e. 63
Difficultty: 3
Question ID: 4.1-73
Page- 103
Reference: Sexual Behavior in Adolescence
Skill: Factual
Objective: 

Answer: e. 63

4.1-74. Anne Marie has been sexually active since she was 14 years old. Based on this, it would be most accurate to say that she probably
   a. experienced early menarche.
   b. was very involved in school.
   c. had her first date later than most girls.
   d. did not experience any abuse as a child.
   e. is a heavy drug user.
Difficulty: 1
Question ID: 4.1-74
Page- 103
Reference: Sexual Behavior in Adolescence
Skill: Application
Objective: 4.11

Answer: a. experienced early menarche.

4.1-75. Adolescent boys who begin sexual activity early are more likely to have experienced all of the following EXCEPT
   a. living in a poor neighborhood.
   b. parents who strictly monitored their behavior.
   c. families who condoned sexual activity.
   d. abuse or neglect.
   e. lax dating rules.
Difficulty: 3
Question ID: 4.1-75
Page- 103
Reference: Sexual Behavior in Adolescence
Skill: Conceptual
Objective: 4.11

Answer: b. parents who strictly monitored their behavior.
4.1-76. **All of the following are predictors of teenage sexual activity EXCEPT**

a. alcohol use.
b. religious affiliation.
c. low interest in school.
d. involvement in sports.
e. extracurricular activities.

**Difficulty:** 3  
**Question ID:** 4.1-76  
**Page:** 104  
**Reference:**  
**Topic:** Sexual Behavior in Adolescence  
**Skill:** Application  
**Objective:** 4.11

**Answer:** c. low interest in school.

4.1-77. **About 90 percent of high school students report having learned about sexually transmitted diseases**

a. from their parents.
b. from their friends.
c. in church.
d. in school.
e. before age 13.

**Difficulty:** 2  
**Question ID:** 4.1-77  
**Page:** 104  
**Reference:**  
**Topic:** Sexual Behavior in Adolescence  
**Skill:** Factual  
**Objective:** 4.12

**Answer:** d. in school.

4.1-78. **About half of sexually active 15 - 19 year old girls test positive for**

a. chlamydia.
b. gonorrhea.
c. HPV.
d. syphilis.
e. herpes.

**Difficulty:** 2  
**Question ID:** 4.1-78  
**Page:** 104  
**Reference:**  
**Topic:** Sexual Behavior in Adolescence  
**Skill:** Factual  
**Objective:** 4.12

**Answer:** c. HPV.
4.1-79. **Research on sex education has shown that students prefer to get information about sex**
   a. from their parents.
   b. from a teacher.
   c. in a church setting.
   d. from books they read.
   e. from friends.

**Difficulty:** 2  
**Question ID:** 4.1-79  
**Page:** 105  
**Reference:**  
**Topic:** Sexual Behavior in Adolescence  
**Skill:** Factual  
**Objective:** 4.12

**Answer:** a. from their parents.

4.1-80. **The annual rate of teenage pregnancy in the United States is about ________ pregnancies per 1,000 teens.**
   a. 50  
   b. 40  
   c. 30  
   d. 17  
   e. 4

**Difficulty:** 1  
**Question ID:** 4.1-80  
**Page:** 105  
**Reference:**  
**Topic:** Sexual Behavior in Adolescence  
**Skill:** Factual  
**Objective:** 4.13

**Answer:** b. 40

4.1-81. **According to recent birth rate statistics in the United States,**
   a. the pregnancy rate is highest in 15-17 year olds.
   b. teenage birth rates have increased in all age groups.
   c. the rate of births to unmarried teens has increased.
   d. 80% of teens who give birth are married.
   e. the birth rate is highest among white teens.

**Difficulty:** 3  
**Question ID:** 4.1-81  
**Page:** 105  
**Reference:**  
**Topic:** Sexual Behavior in Adolescence  
**Skill:** Factual  
**Objective:** 4.13

**Answer:** c. the rate of births to unmarried teens has increased.
4.1-82. **Which of the following girls is most likely to have a teen pregnancy?**

a. Maggie, who is a straight-A student and plans to attend college  
b. Carla, who did not become sexually active until 17 years of age  
c. Donetta, who was born when her mother was 17 years old  
d. Kim, who is very popular  
e. LaDonna, who talks with her mother about sex  

**Difficulty:** 3  
**Question ID:** 4.1-82  
**Page:** 105  
**Reference:**  
**Topic:** Sexual Behavior in Adolescence  
**Skill:** Application  
**Objective:** 4.13  

**Answer:** c. Donetta, who was born when her mother was 17 years old  

4.1-83. **About ________ of all teen pregnancies end in abortion and about ________ percent result in miscarriage.**

a. one-sixth; 20  
b. one-third; 14  
c. one-quarter; 7  
d. one-third; 30  
e. one-half; 18  

**Difficulty:** 3  
**Question ID:** 4.1-83  
**Page:** 105  
**Reference:**  
**Topic:** Sexual Behavior in Adolescence  
**Skill:** Factual  
**Objective:** 4.13  

**Answer:** b. one-third; 14  

4.1-84. **Research on homosexuality has found all of the following EXCEPT**

a. prenatal hormones may be a causal factor.  
b. it is learned from direct experience.  
c. there is a 20 percent concordance rate for fraternal twins  
d. exposure to DES prenatally can be a cause.  
e. maturational differences are evident before puberty.  

**Difficulty:** 3  
**Question ID:** 4.1-84  
**Page:** 106  
**Reference:**  
**Topic:** Sexual Behavior in Adolescence  
**Skill:** Conceptual  
**Objective:** 4.14  

**Answer:** b. it is learned from direct experience.
4.1-85. All of the following are accurate statements about sleep difficulties in school-aged children EXCEPT
a. they are associated with attention and concentration problems.
b. they often go undiagnosed.
c. 30 to 40 percent of school age children have difficulty sleeping.
d. parents are often unaware of them.
e. they are associated with behavioral problems.
Difficulty: 2
Question ID: 4.1-85
Page: 109
Reference: Health and Wellness
Skill: Conceptual
Objective: 4.15

Answer: c. 30 to 40 percent of school age children have difficulty sleeping.

4.1-86. The major cause of death in preschool and school age children in the United States is
a. AIDS.
b. accidents.
c. pneumonia.
d. hepatitis.
e. cancer.
Difficulty: 1
Question ID: 4.1-86
Page: 110
Reference: Health and Wellness
Skill: Factual
Objective: 4.15

Answer: b. accidents.

4.1-87. Mrs. Rodriguez is concerned about her children's safety and wants to protect them from accidents. She should know that the majority of accidents among children occur
a. in cars.
b. at home.
c. during sports.
d. in school.
e. playing with their peers.
Difficulty: 2
Question ID: 4.1-87
Page: 110
Reference: Health and Wellness
Skill: Application
Objective: 4.15

Answer: b. at home.
4.1-88. **In the United States, about ________ cases of abuse come to the attention of law enforcement officials or health care professionals each year**

   a. 10,000
   b. 50,000
   c. 400,000
   d. a half million
   e. one million

   **Difficulty:** 2
   **Question ID:** 4.1-88
   **Page:** 110
   **Reference:**
   **Topic:** Health and Wellness
   **Skill:** Factual
   **Objective:** 4.15

   **Answer:** e. one million

4.1-89. **Marcus has been severely abused. Because of this abuse, he is more likely to**

   a. become schizophrenic.
   b. suffer from lifelong depression.
   c. become violent as an adult.
   d. suffer from posttraumatic stress disorder.
   e. become learning disabled.

   **Difficulty:** 3
   **Question ID:** 4.1-89
   **Page:** 110
   **Reference:**
   **Topic:** Health and Wellness
   **Skill:** Application
   **Objective:** 4.15

   **Answer:** d. suffer from posttraumatic stress disorder.

4.1-90. **A child is considered overweight if his or her BMI-for-age falls in the top ____ % when compared to those of others the same age.**

   a. 20
   b. 10
   c. 15
   d. 5
   e. 25

   **Difficulty:** 1
   **Question ID:** 4.1-90
   **Page:** 112
   **Reference:**
   **Topic:** Health and Wellness
   **Skill:** Factual
   **Objective:** 4.16

   **Answer:** d. 5
4.1-91. **Approximately what percent of children and adolescents are obese?**

a. 3  
b. 5  
c. 10  
d. 16  
e. 25  

**Difficulty:** 2  
**Question ID:** 4.1-91  
**Page-Reference:** 112  
**Topic:** Health and Wellness  
**Skill:** Factual  
**Objective:** 4.16

**Answer:** d. 16

4.1-92. **The recommended treatment for obese children involves all of the following EXCEPT**

a. special diets tailored to the child's growth needs.  
b. physical activity such as bicycling and organized sports.  
c. a diet free of fats and carbohydrates.  
d. stabilization of a child's weight.  
e. a long-term approach.  

**Difficulty:** 2  
**Question ID:** 4.1-92  
**Page-Reference:** 112  
**Topic:** Health and Wellness  
**Skill:** Conceptual  
**Objective:** 4.16

**Answer:** c. a diet free of fats and carbohydrates.

4.1-93. **Socioeconomic status is determined by a combination of variables, including**

a. income, occupation, and ethnicity.  
b. age, ethnicity, and occupation.  
c. ethnicity, occupation, and neighborhood.  
d. age, education, and income.  
e. income, occupation, and education.  

**Difficulty:** 1  
**Question ID:** 4.1-93  
**Page-Reference:** 114  
**Topic:** Health and Wellness  
**Skill:** Factual  
**Objective:** 4.17

**Answer:** e. income, occupation, and education.

4.1-94. Which of the following adolescents is most likely to engage in risky behavior?

a. Federico, who is an honor student
b. Jackie, who is not interested in being popular
c. Mel, who is trying to establish his autonomy
d. Loretta, who belongs to several clubs
e. Pete, who is on the baseball team

Difficulty: 3
Question ID: 4.1-94
Page- 115
Reference: 115
Topic: Health and Wellness
Skill: Application
Objective: 4.18

Answer: c. Mel, who is trying to establish his autonomy

4.1-95. Longitudinal studies indicate that among recent cohorts of teenagers, when compared to earlier cohorts, illicit drug use
a. has no lasting effects.
b. has been increasing for the last 20 years.
c. is likely associated with media influence.
d. is more harmful to males than to females.
e. is somewhat less common.

Difficulty: 3
Question ID: 4.1-95
Page- 115
Reference: 115
Topic: Health and Wellness
Skill: Conceptual
Objective: 4.18

Answer: e. is somewhat less common.

4.1-96. At what age are teenagers most susceptible to peer influences with regard to smoking?

a. 10 to 11 years
b. 11 to 13 years
c. 13 to 14 years
d. 15 to 17 years
e. 18 to 19 years

Difficulty: 1
Question ID: 4.1-96
Page- 117
Reference: 117
Topic: Health and Wellness
Skill: Factual
Objective: 4.18

Answer: d. 15 to 17 years
4.1-97. The most common cause of death in children in less developed countries is

a. accidents.
b. cancer.
c. AIDS.
d. diarrhea.
e. respiratory infection.

Difficulty: 2
Question ID: 4.1-97
Page: 117
Reference:
Topic: Health and Wellness
Skill: Factual
Objective: 4.19

Answer: d. diarrhea.

4.1-98. Of the following children in the United States, who is the most likely to die?

a. an African-American boy
b. an Asian-American girl
c. a boy whose family is German
d. a girl whose parents are from Japan
e. a Native American girl

Difficulty: 2
Question ID: 4.1-98
Page: 117
Reference:
Topic: Health and Wellness
Skill: Application
Objective: 4.19

Answer: a. an African-American boy

4.1-99. All of the following are true of death in the teen years EXCEPT

a. African American teens have the lowest accident rates.
b. African American teens have the highest suicide rates.
c. homicide rates are lower for girls than boys across all ethnic groups.
d. accidents are the most frequent cause of death.
e. deaths due to disease occur about as often in all ethnic groups.

Difficulty: 3
Question ID: 4.1-99
Page: 118
Reference:
Topic: Health and Wellness
Skill: Conceptual
Objective: 4.19

Answer: b. African American teens have the highest suicide rates.
Fill-in-the-Blank

4.2-1. Neuropsychologists have correlated brain growth spurts with milestones in _________ development.

   Difficulty: 2  
   Question ID: 4.2-1  
   Page- 87  
   Reference:  
   Topic: The Brain and Nervous System  
   Skill: Factual  
   Objective: 4.1  

   Answer: cognitive

4.2-2. Research indicates that brain growth spurts are restricted to one or a few parts of the brain rather than the whole brain. These growth spurts are _________.

   Difficulty: 1  
   Question ID: 4.2-2  
   Page- 87  
   Reference:  
   Topic: The Brain and Nervous System  
   Skill: Conceptual  
   Objective: 4.1  

   Answer: localized

4.2-3. The process of creating connections between neurons is _________.

   Difficulty: 2  
   Question ID: 4.2-3  
   Page- 88  
   Reference:  
   Topic: The Brain and Nervous System  
   Skill: Factual  
   Objective: 4.2  

   Answer: synaptogenesis
4.2-4. *The elimination of unnecessary connections in the nervous system that takes place beginning at around 18 months is referred to as __________.*

**Difficultly:** 2  
**Question ID:** 4.2-4  
**Page:** 88  
**Reference:**  
**Topic:** The Brain and Nervous System  
**Skill:** Factual  
**Objective:** 4.2

*Answer:* pruning

4.2-5. *Serotonin, dopamine, and endorphins are names of various __________ in the brain.*

**Difficulty:** 1  
**Question ID:** 4.2-5  
**Page:** 88  
**Reference:**  
**Topic:** The Brain and Nervous System  
**Skill:** Factual  
**Objective:** 4.2

*Answer:* neurotransmitters

4.2-6. *According to __________ , a variation of the nature-nurture interaction related to forms of stimulation a child is exposed to is called __________.*

**Difficulty:** 3  
**Question ID:** 4.2-6  
**Page:** 89  
**Reference:**  
**Topic:** The Brain and Nervous System  
**Skill:** Conceptual  
**Objective:** 4.2

*Answer:* Aslin/attunement

4.2-7. *The brain's capacity to respond to experience is called __________.*

**Difficulty:** 2  
**Question ID:** 4.2-7  
**Page:** 89  
**Reference:**  
**Topic:** The Brain and Nervous System  
**Skill:** Factual  
**Objective:** 4.2

*Answer:* plasticity
4.2-8. The ability to focus cognitive activity on important elements of a problem is called __________ and significantly increases during __________.

Difficulty: 2
Question ID: 4.2-8
Page-Reference: 90
Topic: The Brain and Nervous System
Skill: Conceptual
Objective: 4.3

Answer: selective attention/middle childhood

4.2-9. The brain structure that is involved in the transfer of information to long-term memory is called the __________.

Difficulty: 3
Question ID: 4.2-9
Page-Reference: 90
Topic: The Brain and Nervous System
Skill: Factual
Objective: 4.3

Answer: hippocampus

4.2-10. Most people who are not left-brain dominant have a pattern of __________ dominance.

Difficulty: 2
Question ID: 4.2-10
Page-Reference: 91
Topic: The Brain and Nervous System
Skill: Factual
Objective: 4.4

Answer: mixed

4.2-11. Neuroscientists suspect that our __________ dictate which functions of the brain will be lateralized because lateralization is present in the __________.

Difficulty: 2
Question ID: 4.2-11
Page-Reference: 91
Topic: The Brain and Nervous System
Skill: Conceptual
Objective: 4.4

Answer: genes/fetus
4.2-12. The ability to identify right and left from multiple perspectives is called ________.

Difficulty: 2
Question ID: 4.2-12
Page: 92
Reference: The Brain and Nervous System
Skill: Factual
Objective: 4.4

Answer: relative right-left orientation

4.2-13. When a child's percentile ranks for height and weight become stable, the child is said to have reached his/her individual ________.

Difficulty: 1
Question ID: 4.2-13
Page: 94
Reference: Size, Shape, and Skills
Skill: Factual
Objective: 4.5

Answer: growth curve

4.2-14. Because the process of bone hardening or ossification is regular and predictable, physicians use ________ as the best single measure of a child's physical maturation.

Difficulty: 2
Question ID: 4.2-14
Page: 95
Reference: Size, Shape, and Skills
Skill: Factual
Objective: 4.6

Answer: bone age

4.2-15. The capacity to sustain motor activity is called ________.

Difficulty: 1
Question ID: 4.2-15
Page: 96
Reference: Size, Shape, and Skills
Skill: Factual
Objective: 4.7

Answer: stamina
4.2-16. Crawling, walking, running, and bike riding are examples of __________, while grasping, picking up objects, holding a crayon, or using scissors are examples of __________.

**Answer**: gross motor skills/fine motor skills

4.2-17. The rate of growth of children is governed largely by __________, hormone, and __________ growth hormone.

**Answer**: thyroid/pituitary

4.2-18. The process of puberty is a series of milestones controlled by hormonal changes secreted by the __________, which include increased levels of __________ hormones.

**Answer**: pituitary/gonadotrophic
4.2-19. **Patterns of change in a characteristic over several cohorts, such as timing of menarche, is a ________ trend.**

**Answer:** secular

4.2-20. **At puberty, most girls acquire a(n) ________ body type that is culturally ________.**

**Answer:** endomorphic/unacceptable

4.2-21. **In boys, the likelihood of sexual activity is somewhat correlated with the amount of ________ in the blood.**

**Answer:** testosterone

4.2-22. **The most commonly reported STD in teenagers is _________.**

**Answer:** HPV
4.2-23. Male teens who engage in same-sex intercourse are at higher risk of contracting _________ than other groups.

Answer: HIV/AIDS

4.2-24. When a person's psychological gender is inconsistent with their biological sex, this is called __________.

Answer: transgenderism

4.2-25. Several twin studies, as well as other studies, suggest that _________ and _________ may be causal factors in homosexuality.

Answer: prenatal hormone patterns/genetics

4.2-26. When discussing children and weight gain, a pattern in which children gain more weight in a year than is appropriate for their age and height is called _________.

Answer: excessive weight gain
4.2-27. A comparison of an individual child's BMI against established norms for the child's age group and gender is known as the _________.

**Difficulty:** 1  
**Question ID:** 4.2-27  
**Page:** 112  
**Reference:**  
**Topic:** Health and Wellness  
**Skill:** Applied  
**Objective:** 4.16

**Answer:** BMI-for-age

4.2-28. ________ is the term developmentalists use to describe a teenager's strong desire to experience the emotional and physical arousal associated with risky behavior.

**Difficulty:** 1  
**Question ID:** 4.2-28  
**Page:** 115  
**Reference:**  
**Topic:** Health and Wellness  
**Skill:** Applied  
**Objective:** 4.18

**Answer:** Sensation-seeking

**Essay**

4.3-1. Explain the developmental process of the brain after birth.

**Difficulty:** 3  
**Question ID:** 4.3-1  
**Page:** 88  
**Reference:**  
**Topic:** The Brain and Nervous System  
**Skill:** Conceptual  
**Objective:** 4.1, 4.2

**Answer:** Brain development after birth involves an explanation of synaptogenesis (the creation of synapses between neurons), and the growth of both dendrites and axons. These are involved in neuronal communications accomplished by neurotransmitters. Synaptogenesis rapidly occurs during the first two years of birth tripling the brain weight, but is followed by pruning, where unnecessary connections are eliminated in order for the system to work more efficiently.
4.3-2. **Discuss the concept of "handedness" in relation to brain lateralization and, specifically, to left and right handedness.**

**Difficulty:** 2  
**Question ID:** 4.3-2  
**Page-Reference:** 92 - 93  
**Reference:**  
**Topic:** The Brain and Nervous System  
**Skill:** Application  
**Objective:** 4.4

**Answer:** "Handedness" is the tendency for a person to rely on the right or left hand, is related to neurological lateralization, and develops between 3 to 5 years of age. Archeologists have discovered that the proportions of right- and left-handedness is about the same when comparing illiterate to modern day humans. Prevalence if right handedness is genetic, and the National Cancer Institute (NCI) have identified a dominant gene for right-handedness. Developmentalists believe it is best to allow a child to follow his/her natural tendencies with regard to handedness.

4.3-3. **Describe the five stages of puberty based on Tanner's system.**

**Difficulty:** 3  
**Question ID:** 4.3-3  
**Page-Reference:** 100  
**Reference:**  
**Topic:** The Endocrine and Reproductive Systems  
**Skill:** Conceptual  
**Objective:** 4.8

**Answer:**
Stage 1 - preadolescent stage - girls show some elevation of nipple; boys have no genital change.  
Stage 2 - first signs of pubertal change - girls develop breast buds; boys enlarged scrotum and testes.  
Stage 3 - first intermediate stage - girls have enlarged and elevated breast and areole; boys slightly enlarged penis.  
Stage 4 - second intermediate stage - girls areola and nipple form secondary mound; boys penis, testes, scrotum more enlarged.  
Stage 5 - final adult characteristics.
4.3-4. Write a description of a teenage girl who is most likely to get pregnant.

**Answer:** The girl became sexually active very early as did her mother, is out of school, from a poor and or single-parent family, has parents who are relatively uneducated, or is rejected by her peers.

4.3-5. Explain what is known about the causes of homosexuality.

**Answer:** Research supporting the hypothesis that homosexuality is programmed at birth includes concordance rates of 50 to 60 percent among identical twins, the tendency to run in families, and homosexuality in women whose mothers took DES during pregnancy. Environmental factors are not yet known.
4.4-1. Critically analyze the information presented in the video *Brain Development in Babies*. Is there any information presented here which is not in your text? Is it desirable or possible to promote "superlearning" in babies?

**Difficulty:** 2  
**Question ID:** 4.4-1  
**Page-Reference:** MDL  
**Reference:**  
**Topic:** Watch: Brain Development in Babies  
**Skill:** Conceptual  
**Objective:** 4.1

**Answer:** The text discusses the necessity of stimulation and parental interaction for healthy brain development. Classes such as those shown in the video produce mostly anecdotal endorsement from the parents. The home and preschool environments are able to provide adequate stimulation and learning without resorting to expensive classes, specialized toys, or videos. As the video summarizes: "There is no need to try to produce super babies."

4.4-2. What did you learn about eating disorders in elementary schools? Was this surprising? Why or why not?

**Difficulty:** 2  
**Question ID:** 4.4-2  
**Page-Reference:** MDL  
**Reference:**  
**Topic:** Watch: Eating Disorders in Elementary Schools  
**Skill:** Conceptual  
**Objective:** 4.15

**Answer:** The disorders of anorexia and bulimia nervosa are showing up in elementary school girls. The contributing factors that appear in adolescence seem to be at work here as well: peer pressure, media influence, distorted expectations about eating habits, etc.
4.4-3. Why did the girl in the video say that hitting a glass with a feather would break the glass even though she is old enough to know better?
   a. because she lacks deductive reasoning ability
   b. because in the formal operations stage, hypothetical deductions are possible based on stated rules
   c. because in the concrete operations stage, reasoning is based on hypothetical events
   d. because she was trying to please the researcher

Difficulty: 2
Question ID: 4.4-3
Page-Reference: MDL
Reference:
Topic: Watch: Deductive Reasoning
Skill: Conceptual
Objective: 4.5
Answer: b. because in the formal operations stage, hypothetical deductions are possible based on stated rules

4.4-4. Which disorders are showing up in elementary school girls?

a. anorexia and depressive nervosa
b. anorexia and bulimia nervosa
b. anorexia and bulimia nervosa
b. beregeric and bulimia nervosa

Difficulty: 2
Question ID: 4.4-4
Page-Reference: MDL
Reference:
Topic: Watch: Eating Disorders in Elementary Schools
Skill: Applied
Objective: 4.15
Answer: b. anorexia and bulimia nervosa

4.4-5. What contributing factors that appear in adolescence seem to be fueling eating disorders?

a. peer pressure
b. distorted expectations about eating habits
b. media influence
b. all of the above

Difficulty: 2
Question ID: 4.4-5
Page-Reference: MDL
Reference:
Topic: Watch: Eating Disorders in Elementary Schools
Skill: Applied
Objective: 4.15
Answer: d. all of the above

4.4-6. What percent of adolescents reported having no risk behaviors for drinking, smoking, and overeating?
   a. 12 percent  
   b. 10 percent  
   c. 8 percent  
   d. 6 percent  
   **Difficulty:** 2  
   **Question ID:** 4.4-6  
   **Page-Reference:** MDL  
   **Reference:** Watch: Adolescent Behavior: Health and Lifestyle Choices  
   **Skill:** Factual  
   **Objective:** 4.15  
   **Answer:** d. 6 percent

4.4-7. What percent of adolescents engaged in four out of the five risk behaviors, indicating a large number of adolescents at risk for chronic health problems?
   a. 12 percent  
   b. 10 percent  
   c. 8 percent  
   d. 6 percent  
   **Difficulty:** 2  
   **Question ID:** 4.4-7  
   **Page-Reference:** MDL  
   **Reference:** Watch: Adolescent Behavior: Health and Lifestyle Choices  
   **Skill:** Factual  
   **Objective:** 4.15  
   **Answer:** c. 8 percent
Chapter 5: Perceptual Development

Multiple Choice

5.1-1. Because the nativism versus empiricism issue has been so central in studies of perception, the vast majority of the research on perceptual development has focused on
a. young infants.
b. laboratory rats.
c. grade school children.
d. primates.
e. adults.
Difficulty: 2
Question ID: 5.1-1
Page-Reference: 122
Topic: Thinking About Perceptual Development
Skill: Factual
Objective: 5.1

Answer: a. young infants.

5.1-2. A nativism theorist would believe that perceptual abilities are _______; whereas a empiricism theorist would state that perceptual abilities are _______.
a. learned; inborn
b. inborn; genetic
c. acquired; learned
d. genetic; inborn
e. inborn; learned
Difficulty: 3
Question ID: 5.1-2
Page-Reference: 123
Topic: Thinking About Perceptual Development
Skill: Conceptual
Objective: 5.1

Answer: e. inborn; learned
5.1-3. **In studying infant perception, the ________ technique involves showing the baby two pictures or two objects and keeping track of how long the baby looks at each one.**
   a. nativism
   b. habituation/dishabituation
   c. preference
   d. operant conditioning
   e. classical conditioning

   **Difficulty:** 2  
   **Question ID:** 5.1-3  
   **Page Reference:** 123  
   **Topic:** Thinking About Perceptual Development  
   **Skill:** Factual  
   **Objective:** 5.1

   **Answer:** c. preference

5.1-4. **In studying infant perception, the preference technique**
   
   a. assumes that a baby will both habituate and dishabituate.
   b. involves presenting the baby with a particular sight or sound until he stops looking at it.
   c. requires training the baby to turn her head when she hears a particular sound.
   d. involves presenting a sound that is different from the original to see if the baby shows renewed interest.
   e. assumes that infants who look at one picture of a pair prefer that picture.

   **Difficulty:** 3  
   **Question ID:** 5.1-4  
   **Page Reference:** 123  
   **Topic:** Thinking About Perceptual Development  
   **Skill:** Factual  
   **Objective:** 5.1

   **Answer:** e. assumes that infants who look at one picture of a pair prefer that picture.
5.1-5. Who devised the preference technique for studying early perceptual skills?

a. Dennis
b. Fantz
c. Kagan
d. Yonas
e. Gibson

**Difficulty:** 2  
**Question ID:** 5.1-5  
**Page Reference:** 123  
**Topic:** Thinking About Perceptual Development  
**Skill:** Factual  
**Objective:** 5.2

**Answer:** b. Fantz

5.1-6. In research on infant perception, a common research strategy presents an infant with some stimulus until he stops responding to it. Then a new stimulus that differs from the first in some specific respect (e.g., color) is presented to see if the infant now responds. This strategy involves the use of what basic process?

a. preference  
b. scanning  
c. constancy  
d. dishabituation  
e. conditioning

**Difficulty:** 2  
**Question ID:** 5.1-6  
**Page Reference:** 123  
**Topic:** Thinking About Perceptual Development  
**Skill:** Factual  
**Objective:** 5.2

**Answer:** d. dishabituation
5.1-7. The mother of six-month-old Robbie makes a cooing sound to him until he becomes bored and looks away. She then clicks her tongue, which makes him look at her again. Robbie has
a. demonstrated preference.
b. voluntarily delayed his reaction.
c. developed an auditory defect.
d. displayed dishabituation.
e. responded to operant conditioning.

Difficulty: 2
Question ID: 5.1-7
Page- 123
Reference:
Topic: Thinking About Perceptual Development
Skill: Application
Objective: 5.2

Answer: d. displayed dishabituation.

5.1-8. When researchers use reinforcement to study infant perception they are using the technique of
a. selectivity.
b. dishabituation.
c. operant conditioning.
d. preference.
e. classical conditioning.

Difficulty: 2
Question ID: 5.1-8
Page- 123
Reference:
Topic: Thinking About Perceptual Development
Skill: Application
Objective: 5.2

Answer: c. operant conditioning.

5.1-9. All of the following are arguments for nativism EXCEPT
a. there are skills present in newborns such as auditory acuity.
b. there are rules for looking, listening, and touching detected at birth.
c. rules seem to change as the nervous system matures.
d. some experience is necessary for development of perceptual systems.
e. infants are capable of making sophisticated discriminations.

Difficulty: 3
Question ID: 5.1-9
Page- 123
Reference:
Topic: Thinking About Perceptual Development
Skill: Conceptual
Objective: 5.2

Answer: d. some experience is necessary for development of perceptual systems.
5.1-10. Mr. Collins is anxious to know what perceptual skills his newborn son has. You can tell him his newborn will have all of the following EXCEPT
a. good auditory acuity.
b. adequate visual acuity.
c. highly efficient depth perception.
d. excellent tactual and taste perception.
e. some color vision.

Answer: c. highly efficient depth perception.

5.1-11. Which of the following is the best statement of the roles of internal and external influences in the development of perception?

a. The nativists are right: The baby has all the basic perceptual skills at birth, and later experience makes little difference.
b. The nativists are right: The baby comes equipped with all the basic skills, and experience is only necessary to maintain those skills.
c. The empiricists are right: The baby is born with only the weakest perceptual skills, and the vast majority of such skills depend on specific learning.
d. Both nativists and empiricists are partially right: Many perceptual skills appear to be inborn or develop through basic maturation, but experience is also essential.
e. The empiricists are right; the baby is born tabula rasa and all the skills it will ever have are learned.

Answer: d. Both nativists and empiricists are partially right: Many perceptual skills appear to be inborn or develop through basic maturation, but experience is also essential.
5.1-12. The fact that animals deprived of light show deterioration of the whole visual system and a decrease in perceptual abilities is support for what Aslin called
   a. attunement.
   b. maintenance.
   c. maturation.
   d. accommodation.
   e. facilitation.
   Difficulty: 2
   Question ID: 5.1-12
   Page- 124
   Reference: Thinking About Perceptual Development
   Skill: Conceptual
   Objective: 5.2

   Answer: b. maintenance.

5.1-13. Research by Yonas on six-week-old babies' reactions to looming objects
   a. indicates this ability is due to maturational age.
   b. indicates this ability is due to experience.
   c. supports the views of empiricism.
   d. supports a nurture approach to perception.
   e. proves that training is required for depth perception.
   Difficulty: 3
   Question ID: 5.1-13
   Page- 124
   Reference: Thinking About Perceptual Development
   Skill: Conceptual
   Objective: 5.3

   Answer: a. indicates this ability is due to maturational age.

5.1-14. Current evidence suggests that full (adult-level) visual acuity is reached by what age?
   a. 4 months
   b. 2 years
   c. 3-4 years
   d. 10-11 years
   e. puberty
   Difficulty: 2
   Question ID: 5.1-14
   Page- 125
   Reference: Sensory Skills
   Skill: Factual
   Objective: 5.3

   Answer: b. 2 years
5.1-15. Gina's baby is developing normally and now shows some visual tracking for brief periods if the target is moving slowly. How old is her baby?
   a. 3 weeks
   b. 10 weeks
   c. 15 weeks
   d. 20 weeks
   e. 24 weeks
   Difficulty: 2
   Question ID: 5.1-15
   Page: 126
   Reference:
   Topic: Sensory Skills
   Skill: Application
   Objective: 5.3
   Answer: a. 3 weeks

5.1-16. Bill watches cars passing him, Marco watches a baseball go into center field stands, and Lisa watches her friend walk towards her. All these people are using a process called
   a. looming.
   b. acuity.
   c. interpretation.
   d. sensation.
   e. tracking.
   Difficulty: 2
   Question ID: 5.1-16
   Page: 125
   Reference:
   Topic: Sensory Skills
   Skill: Application
   Objective: 5.3
   Answer: e. tracking.

5.1-17. How do auditory acuity and visual acuity compare in the newborn infant?
   a. Visual acuity is better than auditory acuity.
   b. Auditory acuity is worse than visual acuity.
   c. There is no difference.
   d. Auditory acuity is better than visual acuity.
   e. It depends on the infant.
   Difficulty: 2
   Question ID: 5.1-17
   Page: 126
   Reference:
   Topic: Sensory Skills
   Skill: Factual
   Objective: 5.3, 5.4
   Answer: d. Auditory acuity is better than visual acuity.

5.1-18. Maria's baby has just started to see colors. Her baby is how old?

a. 12 months  
b. 9 months  
c. 6 months  
d. 3 months  
e. 1 month  

**Difficulty:** 3  
**Question ID:** 5.1-18  
**Page:** 126  
**Reference:**  
**Topic:** Sensory Skills  
**Skill:** Factual  
**Objective:** 5.4

**Answer:** e. 1 month

5.1-19. In comparison to adult auditory processes, newborns

a. hear nearly as well in the range of pitch and loudness of the human voice.  
b. have poorer hearing at some pitches but the same hearing at all loudness levels.  
c. have more acuity with high-pitched sounds.  
d. have better auditory acuity at all pitches and loudness levels.  
e. have less acuity at all pitches and loudness levels.

**Difficulty:** 2  
**Question ID:** 5.1-19  
**Page:** 126  
**Reference:**  
**Topic:** Sensory Skills  
**Skill:** Factual  
**Objective:** 5.4

**Answer:** a. hear nearly as well in the range of pitch and loudness of the human voice.

5.1-20. How would you expect a newborn to react to the barking of a nearby dog that is located off to one side?

a. She would ignore it.  
b. He would turn his head toward the sound.  
c. She would smile and expect to hear more.  
d. He would not hear it.  
e. She would not be able to locate it at all.

**Difficulty:** 2  
**Question ID:** 5.1-20  
**Page:** 126  
**Reference:**  
**Topic:** Sensory Skills  
**Skill:** Application  
**Objective:** 5.4

**Answer:** b. He would turn his head toward the sound.
5.1-21. By what age can infants first discriminate sounds at a four-degree shift from midline, which is nearly at an adult skill level?
   a. 3 months
   b. 6 months
   c. 12 months
   d. 18 months
   e. 24 months
   Difficulty: 2
   Question ID: 5.1-21
   Page-Reference: 126
   Topic: Sensory Skills
   Skill: Factual
   Objective: 5.4
   Answer: d. 18 months

5.1-22. Which two senses have been studied the least in human infants?
   a. vision and hearing
   b. vision and touch
   c. touch and motion
   d. hearing and taste
   e. smell and taste
   Difficulty: 1
   Question ID: 5.1-22
   Page-Reference: 127
   Topic: Sensory Skills
   Skill: Factual
   Objective: 5.4
   Answer: e. smell and taste

5.1-23. According to Steiner's research, children can first respond differentially to sweet, sour, and bitter flavors at
   a. birth.
   b. one month.
   c. six months.
   d. nine months.
   e. one year.
   Difficulty: 2
   Question ID: 5.1-23
   Page-Reference: 127
   Topic: Sensory Skills
   Skill: Factual
   Objective: 5.4
   Answer: a. birth.
5.1-24. **What is the youngest age at which babies can tell the difference between body odors?**
   a. one year
   b. six months
   c. three months
   d. one month
   e. one week
   **Difficulty:** 2
   **Question ID:** 5.1-24
   **Page:** 127
   **Reference:**
   **Topic:** Sensory Skills
   **Skill:** Factual
   **Objective:** 5.4
   **Answer:** e. one week

5.1-25. **Depth perception based on kinetic cues and cross-modal transfer, especially coordination of binocular cues, FIRST became evident at what age?**
   a. 2 weeks
   b. 1 month
   c. 6 weeks
   d. 3 months
   e. 4 months
   **Difficulty:** 3
   **Question ID:** 5.1-25
   **Page:** 129
   **Reference:**
   **Topic:** Perceptual Skills
   **Skill:** Factual
   **Objective:** 5.5
   **Answer:** e. 4 months

5.1-26. **Interposition is an example of a**
   a. kinetic cue.
   b. binocular cue.
   c. monocular cue.
   d. pictorial cue.
   e. motion cue.
   **Difficulty:** 3
   **Question ID:** 5.1-26
   **Page:** 128
   **Reference:**
   **Topic:** Perceptual Skills
   **Skill:** Factual
   **Objective:** 5.5
   **Answer:** c. monocular cue.
5.1-27. **Roger knows that Bart is standing in front of Max because he can see all of Bart but only part of Max. Roger is using the depth cue of**
   a. looming.
   b. tracking.
   c. linear perspective.
   d. motion parallax.
   e. interposition.

**Difficulty:** 1
**Question ID:** 5.1-27
**Page:** 128
**Reference:**
**Topic:** Perceptual Skills
**Skill:** Application
**Objective:** 5.5

**Answer:** e. interposition.

5.1-28. **Interposition and linear perspective**
   a. are both binocular cues.
   b. require the use of both eyes.
   c. are both monocular cues.
   d. are both kinetic cues.
   e. depend on motion.

**Difficulty:** 1
**Question ID:** 5.1-28
**Page:** 128
**Reference:**
**Topic:** Perceptual Skills
**Skill:** Factual
**Objective:** 5.5

**Answer:** c. are both monocular cues.

5.1-29. **Kelly is able to track an object smoothly, but she still lacks the ability to perceive depth. How old is Kelly?**
   a. 1 month
   b. 2 months
   c. 4 months
   d. 6 months
   e. 7 months

**Difficulty:** 2
**Question ID:** 5.1-29
**Page:** 129
**Reference:**
**Topic:** Perceptual Skills
**Skill:** Application
**Objective:** 5.5

**Answer:** b. 2 months
5.1-30. The best developed sense in infants is

a. hearing.
b. smell.
c. touch.
d. vision.
e. taste.

**Difficulty:** 2  
**Question ID:** 5.1-30  
**Page-Reference:** 128  
**Topic:** Perceptual Skills  
**Skill:** Application  
**Objective:** 5.5

**Answer:** c. touch.

5.1-31. A judgment of depth based on a slightly different visual image reaching each eye is based on ________ depth cues.

a. binocular  
b. monocular  
c. pictorial  
d. kinetic  
e. perceptual

**Difficulty:** 1  
**Question ID:** 5.1-31  
**Page-Reference:** 128  
**Topic:** Perceptual Skills  
**Skill:** Factual  
**Objective:** 5.5

**Answer:** a. binocular

5.1-32. All of the following terms are related EXCEPT

a. interposition.  
b. binocular cues.  
c. pictorial cues.  
d. monocular cues.  
e. linear perspective.

**Difficulty:** 2  
**Question ID:** 5.1-32  
**Page-Reference:** 128  
**Topic:** Perceptual Skills  
**Skill:** Conceptual  
**Objective:** 5.5

**Answer:** b. binocular cues.
5.1-33. **When an artist portrays depth by putting buildings partially behind other buildings, the artist is using the depth cue of**
   a. motion parallax.
   b. accommodation.
   c. interposition.
   d. visual kinesis.
   e. assimilation.

   **Difficulty:** 2  
   **Question ID:** 5.1-33  
   **Page-Reference:** 128

   **Answer:** c. interposition.

5.1-34. **When moving your head back and forth, objects close to you will seem to move more than objects farther away. What kind of depth perception cue is this?**
   a. kinetic  
   b. pictorial  
   c. monocular  
   d. objective  
   e. binocular

   **Difficulty:** 3  
   **Question ID:** 5.1-34  
   **Page-Reference:** 128

   **Answer:** a. kinetic

5.1-35. **Motion parallax is which type of depth cue?**
   a. binocular  
   b. kinetic  
   c. monocular  
   d. pictorial  
   e. sensational

   **Difficulty:** 1  
   **Question ID:** 5.1-35  
   **Page-Reference:** 128

   **Answer:** b. kinetic
5.1-36. **Jillian is four months old. She can use all of the depth cues EXCEPT**

a. binocular and kinetic.
b. monocular and kinetic.
c. interposition and linear perspective.
d. kinetic and pictorial.
e. binocular and motion parallax.

**Difficulty:** 3  
**Question ID:** 5.1-36  
**Page-Reference:** 128-129  
**Reference:**  
**Topic:** Perceptual Skills  
**Skill:** Application  
**Objective:** 5.5

**Answer:** c. interposition and linear perspective.

5.1-37. **Which of the following depth cues does an infant learn first?**

a. pictorial  
b. binocular  
c. kinetic  
d. monocular  
e. interposition

**Difficulty:** 2  
**Question ID:** 5.1-37  
**Page-Reference:** 129  
**Reference:**  
**Topic:** Perceptual Skills  
**Skill:** Application  
**Objective:** 5.5

**Answer:** c. kinetic

5.1-38. **The visual cliff is an apparatus developed to measure**

a. auditory acuity.  
b. perception of looming objects.  
c. linear perspective.  
d. depth perception.  
e. visual tracking.

**Difficulty:** 1  
**Question ID:** 5.1-38  
**Page-Reference:** 129  
**Reference:**  
**Topic:** Perceptual Skills  
**Skill:** Factual  
**Objective:** 5.5

**Answer:** d. depth perception.
5.1-39. **Gibson and Walk used six-month-old or older babies in their research with the visual cliff, because**  
   a. babies younger than six months old do not yet have depth perception.  
   b. the babies had to be able to crawl across the visual cliff.  
   c. younger infants are not yet attached to their mothers.  
   d. research ethics do not permit this kind of research with younger infants.  
   e. younger infants are unable to use kinetic cues.  
   **Difficulty:** 3  
   **Question ID:** 5.1-39  
   **Page:** 129  
   **Reference:**  
   **Topic:** Perceptual Skills  
   **Skill:** Factual  
   **Objective:** 5.5  
   **Answer:** b. the babies had to be able to crawl across the visual cliff.

5.1-40. **Studies of babies' responses to the "visual cliff" are designed to explore what aspect of perceptual development?**  
   a. linear perspective  
   b. object constancy  
   c. object permanence  
   d. depth perception  
   e. auditory acuity  
   **Difficulty:** 2  
   **Question ID:** 5.1-40  
   **Page:** 129  
   **Reference:**  
   **Topic:** Perceptual Skills  
   **Skill:** Factual  
   **Objective:** 5.5  
   **Answer:** d. depth perception

5.1-41. **By two years of age, Tyler's visual attention is focused on the ________ of objects in his world.**  
   a. size  
   b. meaningful patterns  
   c. shape  
   d. texture  
   e. color  
   **Difficulty:** 2  
   **Question ID:** 5.1-41  
   **Page:** 129  
   **Reference:**  
   **Topic:** Perceptual Skills  
   **Skill:** Application  
   **Objective:** 5.5  
   **Answer:** b. meaningful patterns
5.1-42. Which researcher stated that there are "rules babies look by"?

a. Piaget  
b. Gibson  
c. Langlois  
d. Haith  
e. Caron  

**Answer:** d. Haith

5.1-43. Which of the following is the initial "rule to look by" used by a newborn?

a. "Look at the inside of things to determine what they are."

b. "Scan until you find a curved object, then examine the curve."

c. "Scan until you find a face, then lock onto the face."

d. "Scan until you find an edge, then examine that edge."

e. "Look for a face, then examine the features."

**Answer:** d. "Scan until you find an edge, then examine that edge."

5.1-44. Between two and three months of age, a baby's visual attention shifts in focus. What is thought to be the nature of that shift?

a. from WHERE an object is to WHAT it is

b. from HOW MANY things there are to WHERE they are

c. from WHAT an object is to WHERE it is

d. from HOW BIG objects are to WHERE they are

e. from WHERE objects are to HOW MANY there are

**Answer:** a. from WHERE an object is to WHAT it is
5.1-45. Monique is three months old. If she is developing normally, she has switched from a visual strategy designed to ________ things to a strategy designed to ________ things.
   a. identify; find
   b. judge; ignore
   c. find; identify
   d. ignore; judge
   e. judge; identify
   Difficulty: 2
   Question ID: 5.1-45
   Page- 129
   Reference: Perceptual Skills
   Skill: Application
   Objective: 5.5
   Answer: c. find; identify

5.1-46. A three-month-old infant is shown a series of drawings, each of which shows a small object above a larger object of the same shape. After a while, the baby looks for shorter periods of time at each new version of the small above large pattern. Then, a test figure is shown consisting of the opposite pattern and the baby shows renewed interest. These results indicate that the baby
   a. was able to notice the patterns among objects, not just the shapes of objects.
   b. cannot yet habituate to "old" patterns and dishabituate to "new" patterns.
   c. is very intelligent, as the skills for this task are not present until 18 months of age.
   d. habituated to the specific objects that were shown, but not to the arrangement.
   e. paid attention to specific stimuli rather than patterns.
   Difficulty: 3
   Question ID: 5.1-46
   Page- 129
   Reference: Perceptual Skills
   Skill: Conceptual
   Objective: 5.5
   Answer: a. was able to notice the patterns among objects, not just the shapes of objects.
5.1-47. **Researchers have found that babies begin to focus on the internal features of a face, especially the eyes, at about**

a. one month.

b. three months.

c. three weeks.

d. nine months.

e. one year.

**Difficulty:** 2  
**Question ID:** 5.1-47  
**Page-Reference:** 130  
**Reference:**  
**Topic:** Perceptual Skills  
**Skill:** Factual  
**Objective:** 5.5  

**Answer:** b. three months.

5.1-48. **Caron and Caron showed babies pictures with small objects on top of large objects until they had habituated. Later the babies looked longer at a different picture than at a new instance of a small-over-large. Which of the following would be a reasonable conclusion from such a study?**

a. Babies have a built-in preference for looking at large things over small things.

b. Babies respond to patterns of arrangements of objects, not just to the specific objects.

c. Babies pay little attention to patterns, responding instead only to the specific objects.

d. Habituation wipes out infants' ability to notice a pattern of small-over-large.

e. Habituation lasts for a limited period of time.

**Difficulty:** 2  
**Question ID:** 5.1-48  
**Page-Reference:** 130  
**Reference:**  
**Topic:** Perceptual Skills  
**Skill:** Conceptual  
**Objective:** 5.5  

**Answer:** b. Babies respond to patterns of arrangements of objects, not just to the specific objects.
5.1-49. **Researchers interested in infant perception of faces have found that**

a. infants prefer to look at faces over other complex objects.
b. faces are uniquely interesting to infants.
c. when looking at faces, babies have no preference for type of face.
d. babies prefer to look at male faces.
e. babies prefer their mother's face.

**Difficulty:** 2  
**Question ID:** 5.1-49  
**Page:** 130  
**Reference:**  
**Topic:** Perceptual Skills  
**Skill:** Factual  
**Objective:** 5.5

**Answer:** e. babies prefer their mother's face.

5.1-50. **Langlois's research has shown that babies as young as two months old will look at**

a. non-face objects longer than at faces of any kind.
b. attractive faces longer than unattractive faces.
c. curves longer than straight lines.
d. unattractive faces just as long as they will look at attractive faces.
e. male faces longer than at female faces.

**Difficulty:** 2  
**Question ID:** 5.1-50  
**Page:** 130  
**Reference:**  
**Topic:** Perceptual Skills  
**Skill:** Factual  
**Objective:** 5.5

**Answer:** b. attractive faces longer than unattractive faces.

5.1-51. **Marge's one-month-old baby seems to be looking at Marge's face. What part of her face is the baby most likely to be looking at?**

a. chin  
b. eyes  
c. nose  
d. mouth  
e. hair

**Difficulty:** 2  
**Question ID:** 5.1-51  
**Page:** 130  
**Reference:**  
**Topic:** Perceptual Skills  
**Skill:** Application  
**Objective:** 5.5

**Answer:** a. chin
5.1-52. At about two to three months of age, a baby is more likely to look at his mother's

a. chin.
b. hairline.
c. eyes.
d. ears.
e. nose.

Difficulty: 2
Question ID: 5.1-52
Page: 130
Reference: Perceptual Skills
Skill: Factual
Objective: 5.5

Answer: c. eyes.

5.1-53. Three month old Will spends more time looking at his mother's ________ than any other feature.

a. hair
b. mouth
c. nose
d. chin
e. eyes

Difficulty: 1
Question ID: 5.1-53
Page: 130
Reference: Perceptual Skills
Skill: Application
Objective: 5.5

Answer: e. eyes

5.1-54. Greg is one month of age. He should be able to discriminate between speech sounds

a. from female voices but not male voices.
b. such as "pa" and "ba."
c. that are actually two-syllable words.
d. that are nouns but not verbs.
e. hidden in longer sounds.

Difficulty: 2
Question ID: 5.1-54
Page: 131
Reference: Perceptual Skills
Skill: Application
Objective: 5.6

Answer: b. such as "pa" and "ba."
5.1-55. Researchers have established that as early as ________ month(s) of age, babies can discriminate between speech sounds such as "pa" and "ba."
   a. 18
   b. 12
   c. 6
   d. 3
   e. 1
   Difficulty: 1
   Question ID: 5.1-55
   Page: 131
   Reference:
   Topic: Perceptual Skills
   Skill: Factual
   Objective: 5.6
   Answer: e. 1

5.1-56. Gabrielle can discriminate between two-syllable sounds. It is most likely that she acquired this ability at what age?
   a. one month
   b. three months
   c. four months
   d. six months
   e. twelve months
   Difficulty: 2
   Question ID: 5.1-56
   Page: 131
   Reference:
   Topic: Perceptual Skills
   Skill: Application
   Objective: 5.6
   Answer: d. six months

5.1-57. Olivia wants her baby to be able to speak her native language as well as English. She should introduce her baby to her native language before six months because in the first six months, babies.
   a. can learn at least three languages at one time.
   b. have not learned their native language.
   c. can accurately discriminate all sound contrasts found in any language.
   d. think all languages are part of a universal world language.
   e. are able to memorize words efficiently.
   Difficulty: 2
   Question ID: 5.1-57
   Page: 131
   Reference:
   Topic: Perceptual Skills
   Skill: Application
   Objective: 5.6
   Answer: c. can accurately discriminate all sound contrasts found in any language.
5.1-58. **Babies lose the ability to distinguish vowels that do not occur in the language they are hearing by ________ of age and the ability to discriminate nonheard consonant contrasts by ________ of age.**

a. three months; six months  
b. nine months; one year  
c. six months; nine months  
d. six months; one year  
e. one year; two years

**Difficulty:** 3  
**Question ID:** 5.1-58  
**Page:** 131  
**Reference:**  
**Topic:** Perceptual Skills  
**Skill:** Factual  
**Objective:** 5.6

**Answer:** d. six months; one year

5.1-59. **Dexter calls his newborn son by name, but as yet the baby does not respond to that name. At what age will his baby first recognize his own name?**

a. one month  
b. two months  
c. three months  
d. four months  
e. five months

**Difficulty:** 1  
**Question ID:** 5.1-59  
**Page:** 132  
**Reference:**  
**Topic:** Perceptual Skills  
**Skill:** Application  
**Objective:** 5.6

**Answer:** e. five months

5.1-60. **Combining information from more than one sense is called**

a. cross-modal transfer.  
b. cross-modal integration.  
c. assimilation.  
d. sensory transfer.  
e. intermodal perception.

**Difficulty:** 1  
**Question ID:** 5.1-60  
**Page:** 132  
**Reference:**  
**Topic:** Perceptual Skills  
**Skill:** Factual  
**Objective:** 5.6

**Answer:** e. intermodal perception.
5.1-61. **According to the research by the Gibsons, intermodal perception is possible as early as**

a. one month.
b. one week.
c. eight weeks.
d. three months.
e. ten weeks.

**Difficulty:** 1
**Question ID:** 5.1-61
**Page:** 132
**Reference:**
**Topic:** Perceptual Skills
**Skill:** Factual
**Objective:** 5.7

**Answer:** a. one month.

5.1-62. **Piaget and the Gibsons differ in their ideas about intersensory integration and transfer. Which of the following statements is accurate?**

a. Piaget believed both skills were present at birth.
b. The Gibsons believed that integration was inborn but transfer was learned.
c. Piaget believed that cross-modal transfer was evident by three months of age.
d. The Gibsons believed that some amount of both skills were built-in from birth.
e. Research has consistently supported Piaget's views.

**Difficulty:** 3
**Question ID:** 5.1-62
**Page:** 132
**Reference:**
**Topic:** Perceptual Skills
**Skill:** Conceptual
**Objective:** 5.7

**Answer:** d. The Gibsons believed that some amount of both skills were built-in from birth.
5.1-63. Researchers have found that intermodal transfer is possible as early as one month. Which of the following statements is the MOST accurate conclusion from these studies?
   a. The empiricist approach is most accurate.
   b. Infants are not really transferring anything.
   c. The demonstration of this ability is an argument for the nativist approach to perception.
   d. The studies offer proof that this skill is learned after six months of age.
   e. Piaget was correct; the Gibsons were not.

   Difficulty: 3
   Question ID: 5.1-63
   Page-Reference: 132
   Topic: Perceptual Skills
   Skill: Conceptual
   Objective: 5.7
   Answer: c. The demonstration of this ability is an argument for the nativist approach to perception.

5.1-64. Devon has seen a football many times but never held one. When he is blindfolded and a football is handed to him, he has no trouble identifying it. This is an example of
   a. cross-modal transfer.
   b. shape constancy.
   c. intersensory integration.
   d. object constancy.
   e. perceptual constancy.

   Difficulty: 2
   Question ID: 5.1-64
   Page-Reference: 133
   Topic: Perceptual Skills
   Skill: Application
   Objective: 5.7
   Answer: b. shape constancy.
5.1-65. When Lisa sees her father walking away from her, the image of her father on her retina actually becomes smaller, although Lisa will perceive her father as the same size. This is because Lisa has mastered

a. shape constancy.
b. color constancy.
c. size constancy.
d. dimension constancy.
e. intermodal perception.

Difficulty: 3
Question ID: 5.1-65
Page: 132
Reference:
Topic: Perceptual Skills
Skill: Conceptual
Objective: 5.7
Answer: c. size constancy.

5.1-66. Research by Spelke as well as that of Pickens confirms that infants four months or older can

a. recognize familiar faces.
b. extend cross modal transfer to all senses.
c. match sounds with appropriate movements.
d. display excellent depth perception.
e. integrate information from all senses.

Difficulty: 3
Question ID: 5.1-66
Page: 133
Reference:
Topic: Perceptual Skills
Skill: Factual
Objective: 5.7
Answer: c. match sounds with appropriate movements.

5.1-67. Understanding that an object is the same height even when seen from a distance is

a. visual acuity.
b. depth perception.
c. visual accommodation.
d. size constancy.
e. shape constancy.

Difficulty: 1
Question ID: 5.1-67
Page: 133
Reference:
Topic: Perceptual Skills
Skill: Application
Objective: 5.8

Answer: d. size constancy.
5.1-68. No matter how her mother hands her bottle to her, Ginny still reaches for it, demonstrating that she has acquired
a. size constancy.
b. depth perception.
c. shape constancy.
d. object permanence.
e. color constancy.

Difficulty: 2
Question ID: 5.1-68
Page-Reference: 133
Topic: Perceptual Skills
Skill: Application
Objective: 5.8

Answer: c. shape constancy.

5.1-69. When Pete recognizes his red sweater, even though the room is quite dark, Pete is showing
a. 20/200 vision.
b. color constancy.
c. visual acuity.
d. cross-modal transfer.
e. intersensory integration.

Difficulty: 1
Question ID: 5.1-69
Page-Reference: 133
Topic: Perceptual Skills
Skill: Application
Objective: 5.8

Answer: b. color constancy.

5.1-70. Which constancy includes the other four?

a. color
b. perceptual
c. shape
d. size
e. object

Difficulty: 1
Question ID: 5.1-70
Page-Reference: 133
Topic: Perceptual Skills
Skill: Conceptual
Objective: 5.8

Answer: b. perceptual
5.1-71. **At what age do babies begin to show signs of object constancies?**

- a. at birth
- b. two or three weeks
- c. one month
- d. two or three months
- e. three or four months

**Difficulty:** 1  
**Question ID:** 5.1-71  
**Page:** 133  
**Reference:**  
**Topic:** Perceptual Skills  
**Skill:** Factual  
**Objective:** 5.8  
**Answer:** e. three or four months

5.1-72. **In Bower's study, two-month-old infants responded to tilted or slightly turned rectangles as if they were the same as the original rectangle, even though the retinal images caused by the tilted rectangles were actually trapezoids. This demonstrates that two-month-olds have some**

- a. color constancy.
- b. size constancy.
- c. transmodal perception.
- d. shape constancy.
- e. intersensory perception.

**Difficulty:** 3  
**Question ID:** 5.1-72  
**Page:** 134  
**Reference:**  
**Topic:** Perceptual Skills  
**Skill:** Factual  
**Objective:** 5.8  
**Answer:** d. shape constancy.

5.1-73. **Spelke believes that infants are born with certain built-in assumptions about the nature of objects. One such assumption is what she calls the**

- a. connected surface principle.
- b. A not B principle.
- c. cross-modal transfer principle.
- d. interpersonal perception principle.
- e. intersensory integration principle.

**Difficulty:** 2  
**Question ID:** 5.1-73  
**Page:** 134  
**Reference:**  
**Topic:** The Object Concept  
**Skill:** Factual  
**Objective:** 5.8  

**Answer:** a. connected surface principle.
5.1-74. The understanding that objects continue to exist even when they cannot be directly perceived is object
a. continuance.
b. transfer.
c. modality.
d. concept.
e. permanence.
 Difficulty: 1
Question ID: 5.1-74
Page- 134
Reference:
Topic: The Object Concept
Skill: Factual
Objective: 5.9

Answer: e. permanence.

5.1-75. Spelke's research on object perception has shown that two month olds
a. cannot habituate easily.
b. are aware of movements objects are capable of.
c. have no idea of the trajectory of an object.
d. believe that solid objects can pass through other solid objects.
e. have very little object perception.
 Difficulty: 3
Question ID: 5.1-75
Page- 134
Reference:
Topic: The Object Concept
Skill: Factual
Objective: 5.9

Answer: b. are aware of movements objects are capable of.

5.1-76. Object permanence has been extensively researched because it is an important part of the theory of
a. Baillargeon.
b. Gibson.
c. Piaget.
d. Spelke.
e. Flavell.
 Difficulty: 1
Question ID: 5.1-76
Page- 136
Reference:
Topic: The Object Concept
Skill: Factual
Objective: 5.9

Answer: c. Piaget.
5.1-77. **Jack can take something away from his baby and the baby loses interest. His baby is probably**
   a. less than six months old.
   b. between six and ten months old.
   c. between eight and twelve months old.
   d. between ten and sixteen months old.
   e. over eight months old.
   
   **Difficulty:** 3
   **Question ID:** 5.1-77
   **Page:** 136
   **Reference:**
   **Topic:** The Object Concept
   **Skill:** Application
   **Objective:** 5.9
   
   **Answer:** a. less than six months old.

5.1-78. **When a baby understands that her bottle still exists even when she throws it down and it disappears under the sofa, she is demonstrating**
   a. size constancy.
   b. shape constancy.
   c. object identity.
   d. object permanence.
   e. object constancy.
   
   **Difficulty:** 1
   **Question ID:** 5.1-78
   **Page:** 136
   **Reference:**
   **Topic:** The Object Concept
   **Skill:** Application
   **Objective:** 5.9
   
   **Answer:** d. object permanence.

5.1-79. **Baillargeon believes that basic knowledge is _______; and strategies for learning are _______.**
   a. learned; learned
   b. not built-in; innate
   c. innate; learned
   d. innate; innate
   e. not built-in; learned
   
   **Difficulty:** 3
   **Question ID:** 5.1-79
   **Page:** 135
   **Reference:**
   **Topic:** The Object Concept
   **Skill:** Factual
   **Objective:** 5.9
   
   **Answer:** b. not built-in; innate
5.1-80. Andy derives great pleasure from dropping his spoon and waiting for his mother to pick it up. He is at least how old?
   a. two months
   b. three to four months
   c. four months
   d. five to six months
   e. six to eight months

   **Answer:** d. five to six months

5.1-81. Goldberg's observations of Zambian infants revealed that compared to American infants, Zambian infants
   a. spend more time on the floor.
   b. were less likely to be carried by their mothers.
   c. were ahead of American infants on measures of object concept at six months.
   d. were much more responsive to objects than were American infants.
   e. had more experience handling objects than American infants did.

   **Answer:** c. were ahead of American infants on measures of object concept at six months.

5.1-82. Goldberg's research on object concept in Zambian infants points to the
   a. extremely advanced development of American infants.
   b. need for researchers to consider cultural influences.
   c. fact that object permanence is learned by direct experience.
   d. impact of genetics on child development.
   e. need for specific training in object permanence.

   **Answer:** b. need for researchers to consider cultural influences.
5.1-83. A one-year-old infant is given a large and rather frightening new toy. She first looks at her mother, notices that her mother is smiling and looking pleased, and then turns to play with the toy. What name do psychologists use for this process?
   a. attachment
   b. object concept
   c. social referencing
   d. perceptual learning
   e. object permanence
   Difficulty: 2
   Question ID: 5.1-83
   Page: 138
   Reference:
   Topic: Perception of Social Signals
   Skill: Factual
   Objective: 5.11
   Answer: c. social referencing

5.1-84. All of the following are characteristic of babies who interact regularly with depressed mothers EXCEPT
   a. less smiling.
   b. more facial expressions.
   c. more disorganization.
   d. less angry facial expressions.
   e. fewer expressions of positive emotions.
   Difficulty: 2
   Question ID: 5.1-84
   Page: 138
   Reference:
   Topic: Perception of Social Signals
   Skill: Conceptual
   Objective: 5.11
   Answer: d. less angry facial expressions.

5.1-85. Beatrice rarely talks to her baby; Maxine is overly involved with her baby; Sara is frequently angry with her baby. What might all of these mothers have in common?
   a. no training in parenting
   b. The baby was not wanted.
   c. They are too old to be a new parent.
   d. depression
   e. schizophrenia
   Difficulty: 3
   Question ID: 5.1-85
   Page: 138
   Reference:
   Topic: Perception of Social Signals
   Skill: Application
   Objective: 5.11
   Answer: d. depression
5.1-86. In which culture are there two words for fear to discriminate fear of physical danger from fear of being treated badly?
   a. Utka  
   b. Tahiti  
   c. China  
   d. Germany  
   e. Samoa  
   Difficulty: 3  
   Question ID: 5.1-86  
   Page-Reference: 139  
   Topic: Perception of Social Signals  
   Skill: Factual  
   Objective: 5.11  
   Answer: a. Utka

Fill-in-the-Blank

5.2-1. The view that perceptual abilities are inborn is known as __________ .

   Difficulty: 1  
   Question ID: 5.2-1  
   Page-Reference: 122  
   Topic: Thinking About Perceptual Development  
   Skill: Factual  
   Objective: 5.1  
   Answer: nativism

5.2-2. __________ holds to the view that perceptual abilities are learned.

   Difficulty: 1  
   Question ID: 5.2-2  
   Page-Reference: 122  
   Topic: Thinking About Perceptual Development  
   Skill: Factual  
   Objective: 5.1  
   Answer: Empiricism
5.2-3. Nativists believe that the change in "rules" of perception that occurs at various ages is due to ________ of the nervous system.

Difficulty: 2  
Question ID: 5.2-3  
Page-  
Reference:  
Topic: Thinking About Perceptual Development  
Skill: Factual  
Objective: 5.2  

Answer: maturation

5.2-4. Aslin promoted that idea that some minimum level of experience is necessary to support the development of the perceptual system. He called this ________.

Difficulty: 2  
Question ID: 5.2-4  
Page-  
Reference:  
Topic: Thinking About Perceptual Development  
Skill: Conceptual  
Objective: 5.2  

Answer: maintenance

5.2-5. The visual acuity of newborn babies is in the range of ________ to ________.

Difficulty: 2  
Question ID: 5.2-5  
Page-  
Reference:  
Topic: Sensory Skills  
Skill: Factual  
Objective: 5.3  
Answer: 20/200/ 20/400

5.2-6. The process of a baby following an object with his/her eyes is called ________.

Difficulty: 1  
Question ID: 5.2-6  
Page-  
Reference:  
Topic: Sensory Skills  
Skill: Factual  
Objective: 5.3  

Answer: tracking
5.2-7. A newborn's auditory acuity is much better than a newborn's visual acuity, and is nearly as well-developed as an adult's ability.

Difficulty: 2
Question ID: 5.2-7
Page Reference: 126
Topic: Sensory Skills
Skill: Applied
Objective: 5.4

Answer: auditory/visual

5.2-8. Taste is detected by the taste buds on the tongue, which register four basic tastes - sweet, sour, bitter, and salty.

Difficulty: 1
Question ID: 5.2-8
Page Reference: 127
Topic: Sensory Skills
Skill: Factual
Objective: 5.5

Answer: sweet/sour/bitter/salty

5.2-9. Along with the four basic tastes detected by the taste buds on the tongue, umami is another taste elicited by an amino acid, glutamate.

Difficulty: 2
Question ID: 5.2-9
Page Reference: 127
Topic: Sensory Skills
Skill: Factual
Objective: 5.5

Answer: umami

5.2-10. Cues that come from your own motion or the motion of some object are called kinetic cues.

Difficulty: 2
Question ID: 5.2-10
Page Reference: 128
Topic: Sensory Skills
Skill: Factual
Objective: 5.5

Answer: kinetic
5.2-11. The development of depth perception is called __________, and is not completely developed until a child's brain is able to fully fuse images.

   Difficulty: 2  
   Question ID: 5.2-11  
   Page- 129  
   Reference:  
   Topic: Perceptual Skills  
   Skill: Conceptual  
   Objective: 5.5  
   Answer: stereopsis

5.2-12. When a baby can transfer the information from one object to another sense, Piaget called this skill __________.

   Difficulty: 3  
   Question ID: 5.2-12  
   Page- 132  
   Reference:  
   Topic: Perceptual Skills  
   Skill: Conceptual  
   Objective: 5.7  
   Answer: intermodal perception

5.2-13. The term describing the ability to see objects as remaining the same despite changes in sensory information is called __________.

   Difficulty: 2  
   Question ID: 5.2-13  
   Page- 133  
   Reference:  
   Topic: Perceptual Skills  
   Skill: Factual  
   Objective: 5.7  
   Answer: object constancy

5.2-14. The understanding that objects continue to exist even when they cannot be directly perceived is called __________.

   Difficulty: 2  
   Question ID: 5.2-14  
   Page- 134  
   Reference:  
   Topic: The Object Concept  
   Skill: Conceptual  
   Objective: 5.9  
   Answer: object permanence
5.2-15. The researcher Elizabeth Spelke believes that babies are born with the assumption that when two surfaces of objects are connected to each other they belong to the same object. She calls this the _________.

Difficult: 3
Question ID: 5.2-15
Page: 134
Reference: The Object Concept
Skill: Conceptual
Objective: 5.9
Answer: connected surface principle

5.2-16. According to Piaget, babies demonstrate the first signs of _________ around 2 months of age.

Difficult: 2
Question ID: 5.2-16
Page: 136
Reference: The Object Concept
Skill: Conceptual
Objective: 5.10

Answer: object permanence

5.2-17. Seven-month-old Alex is constantly dropping his teddy bear over the side of his crib and looking over the edge for the bear. Alex is exhibiting _________.

Difficult: 2
Question ID: 5.2-17
Page: 136
Reference: The Object Concept
Skill: Applied
Objective: 5.10

Answer: object permanence

5.2-18. When infants use facial expression cues to help them figure out what to do in novel situations, they are engaging in what researchers call _________.

Difficult: 2
Question ID: 5.2-18
Page: 138
Reference: Perception of Social Signals
Skill: Factual
Objective: 5.10

Answer: social referencing
5.2-19. The relationship between maternal and infant depression may derive from the babies' prenatal exposure to the ________ features of their mothers' emotional state.

Difficulty: 3
Question ID: 5.2-19
Page- 138
Reference:
Topic: Perception of Social Signals
Skill: Factual
Objective: 5.10

Answer: biochemical

5.2-20. When a baby uses another person's emotional reaction to some situation as a basis for deciding his/her own reaction, this is called ________.

Difficulty: 2
Question ID: 5.2-20
Page- 138
Reference:
Topic: Perception of Social Signals
Skill: Conceptual
Objective: 5.10
Answer: social referencing

5.2-21. Treatment for postpartum depression can include ________, ________, and ________.

Difficulty: 3
Question ID: 5.2-21
Page- 138
Reference:
Topic: Perception of Social Signals
Skill: Applied
Objective: 5.10
Answer: antidepressants/psychotherapy/training programs

5.2-22. Marybeth is a new mother who may be suffering with _________. She exhibits sad facial expressions even though she feels happy.

Difficulty: 1
Question ID: 5.2-22
Page- 138
Reference:
Topic: Perception of Social Signals
Skill: Applied
Objective: 5.10

Answer: postpartum depression
5.2-23. *Studies show that stress- and depression-related hormones are passed from the mother to child ________ or via ________.*

Difficulty: 1  
Question ID: 5.2-23  
Page: 138  
Reference:  
Topic: Perception of Social Signals  
Skill: Applied  
Objective: 5.10  

Answer: prenatally/ breast-feeding

5.2-24. *Studies show that ________ can increase the frequency of sensitive behaviors in depressed mothers toward their babies.*

Difficulty: 1  
Question ID: 5.2-24  
Page: 138  
Reference:  
Topic: Perception of Social Signals  
Skill: Applied  
Objective: 5.10  

Answer: training

5.2-25. *The work of researcher, Paul Ekman, provides strong evidence that there is cross-cultural similarity in people's facial expressions when they exhibit 5 "basic" emotions. These emotions include: ________, ________, ________, ________, and ________.*

Difficulty: 3  
Question ID: 5.2-25  
Page: 139  
Reference:  
Topic: Perception of Social Signals  
Skill: Factual  
Objective: 5.12  

Answer: fear/ happiness/ sadness/ anger/ disgust
5.3-1. **Explain the nativism and empiricism approaches to perceptual development.**

**Difficulty:** 2  
**Question ID:** 5.3-1  
**Page-Reference:** 122-125  
**Reference:**  
**Topic:** Thinking about Perceptual Development  
**Skill:** Conceptual  
**Objective:** 5.2, 5.3, 5.5

**Answer:** Researchers have found more skills already present in newborns (nativism). Infants seem to have a built-in understanding of rules of looking, listening, and touching which change over time with maturation. Aslin's concepts of maintenance and attunement fit an empiricist view. Acquisition of perceptual skills is best described as an interaction of inborn and experiential factors.

5.3-2. **Briefly outline the perceptual skills of a newborn infant.**

**Difficulty:** 2  
**Question ID:** 5.3-2  
**Page-Reference:** 125-128  
**Reference:**  
**Topic:** Sensory Skills  
**Skill:** Factual  
**Objective:** 5.3

**Answer:** Visual: At birth, infants are 20/200 to 40/400 and tracking ability improves rapidly. Auditory acuity is better than visual acuity. Ability to detect location of sounds improves with experience. Smell and taste are related and present at birth. The senses of touch and motion are the best developed.
5.3-3. **Explain why it is best to introduce children to a second language in the first year of life. Cite relevant research to support your explanation.**

**Difficulty:** 2  
**Question ID:** 5.3-3  
**Page:** 131  
**Reference:**  
**Topic:** Perceptual Skills  
**Skill:** Application  
**Objective:** 5.3, 5.4

**Answer:** In the first year of life, children can hear all the sounds from all languages and their brain is more flexible and open to other languages. After one year of age, much of this ability is lost. Specific research should be cited from the text such as that of Werker and her colleagues.

5.3-4. **How does the emergence of object permanence relate to the baby's attachment to the parents? Cite relevant research to support your answer.**

**Difficulty:** 2  
**Question ID:** 5.3-4  
**Page:** 136  
**Reference:**  
**Topic:** The Object Concept  
**Skill:** Conceptual  
**Objective:** 5.6

**Answer:** It should be noted that there is no conclusive research support for this relationship, but that there is a general opinion that the infant cannot form an attachment to something or someone that it does not remember or that it perceives to disappear when not in view. Research such as that of Flavell should be cited.

5.3-5. **Cite the similarities and differences among cultures in the process of learning about emotional expression and meaning.**

**Difficulty:** 3  
**Question ID:** 5.3-5  
**Page:** 139  
**Reference:**  
**Topic:** Perception of Social Signals  
**Skill:** Factual  
**Objective:**

**Answer:** Similarities include recognition of facial expressions of basic emotions such as fear, happiness, sadness, anger, and disgust. Differences include lack of words in some language for specific emotions or additional words that fine tune the meaning of an emotion.
5.4-1. **Why would you recommend preschoolers take music lessons?**

**Answer:** Preschoolers who take piano or singing lessons perform better on puzzles, math skills, and sports. Brain scans show exposure to music sparks critical neuroconnections. The younger a child starts playing an instrument, the more brain space she’ll devote to her art.

5.4-2. **Why is motherese important?**

**Answer:** It quiets babies, gets their attention, and often elicits a response from them. Gentle touching, cuddling, snuggling, and reassuring pats communicate warmth, security, love, and safety to the infant.

5.4-3. **Of all the senses, this is the most underdeveloped at birth.**

- a. vision
- b. taste
- c. hearing
- d. touch

**Answer:** a. vision
5.4-4. In the first weeks after birth, a baby can see clearly at a distance of only about this many inches, about the distance from the mother’s breast to her face.

a. 14 or 15 inches
b. 12 or 15 inches
c. 11 or 15 inches
d. 10 or 15 inches

Difficulty: 1
Question ID: 5.4-4
Page: MDL
Reference: Watch: Infant Perception
Skill: Factual
Objective: 5.3
Answer: d. 10 or 15 inches

5.4-5. As the brain undergoes rapid and complex changes, the baby’s vision will be similar to that of adult 20/20 vision by the end of this year of life.

a. fourth
b. first
c. second
d. third

Difficulty: 2
Question ID: 5.4-5
Page: MDL
Reference: Watch: Infant Perception
Skill: Factual
Objective: 5.4
Answer: b. first

5.4-6. Eight-month-old Darius has just started to crawl. When placed on the depth perception apparatus, what will he likely do when he comes to the "edge" of the apparatus if his dad is calling for him to cross over.

a. He will stand up and walk across the "cliff."
b. He will ignore his dad and turn around.
c. He will continue crawling across the "cliff" and go to his father.
d. He will stop just short of the "cliff" and stay there.

Difficulty: 3
Question ID: 5.4-6
Page: MDL
Reference: Simulate: The Visual Cliff
Skill: Applied
Objective: 5.5

Answer: c. He will continue crawling across the "cliff" and go to his father.
5.4-7. Which of the following developmental processes positively correlates with the learning of depth perception?

a. crawling
b. walking
c. visual acuity
d. coordination and balance

Difficulty: 2
Question ID: 5.4-7
Page-Reference: MDL

Answer: a. crawling
Chapter 6: Cognitive Development I: Structure and Process

Multiple Choice

6.1-1. **Piaget's most central assumption was that the child is**

a. a passive recipient of knowledge.
b. an active participant in the development of knowledge.
c. totally dependent on the environment.
d. dependent on affordances from the environment.
e. unable to construct an understanding of an event.

**Difficulty:** 2  
**Question ID:** 6.1-1  
**Page-Reference:** 143  
**Topic:** Piaget's Basic Ideas  
**Skill:** Factual  
**Objective:** 6.1

**Answer:** b. an active participant in the development of knowledge.

6.1-2. **According to Piaget, the basic mental and physical actions of knowing are**

a. concepts.
b. mental categories.
c. schemas.
d. actions.
e. idea complexes.

**Difficulty:** 3  
**Question ID:** 6.1-2  
**Page-Reference:** 144  
**Topic:** Piaget's Basic Ideas  
**Skill:** Conceptual  
**Objective:** 6.1

**Answer:** c. schemas.
6.1-3. **A scheme (or schema), as Piaget's uses the term, is a**

a. hypothesis that cannot be observed, tested, or disproved.
b. strategy used by parents to distract their children.
c. type of psychoanalytic defense mechanism.
d. mental or physical action of categorizing.
e. passive mental category.

**Difficulty:** 2  
**Question ID:** 6.1-3  
**Page:** 144  
**Reference:**  
**Topic:** Piaget's Basic Ideas  
**Skill:** Factual  
**Objective:** 6.1

**Answer:** d. mental or physical action of categorizing.

6.1-4. **According to Piaget, the ability of toddlers to create categories or to compare one object to another are examples of**

a. organization.
b. mental schemes.
c. built-in sensory and motor schemes.
d. metacognition.
e. assimilation.

**Difficulty:** 2  
**Question ID:** 6.1-4  
**Page:** 144  
**Reference:**  
**Topic:** Piaget's Basic Ideas  
**Skill:** Factual  
**Objective:** 6.1

**Answer:** b. mental schemes.

6.1-5. **According to Piaget, we derive generalizable schemes from specific experiences through an inborn mental process called**

a. adaptation.
b. organization.
c. equilibration.
d. conservation.
e. assimilation.

**Difficulty:** 2  
**Question ID:** 6.1-5  
**Page:** 144  
**Reference:**  
**Topic:** Piaget's Basic Ideas  
**Skill:** Factual  
**Objective:** 6.2

**Answer:** b. organization.

6.1-6. **Mindy has learned to use a spoon to eat with. The first time she is given a fork she tries to eat her soup with it. Mindy has used the mental process called**
   a. adaption.
   b. organization.
   c. equilibration.
   d. conservation.
   e. assimilation.

   **Difficulty:** 3  
   **Question ID:** 6.1-6  
   **Page:** 144  
   **Reference:** Piaget's Basic Ideas  
   **Skill:** Factual  
   **Objective:** 6.2  

   **Answer:** b. organization.

6.1-7. **According to Piaget, the mental process of adaptation includes**
   a. schemas, operations, and actions.
   b. assimilation, accommodation, and equilibration.
   c. attunement, maturation, and maintenance.
   d. performance, verbalization, and accommodation.
   e. assimilation, organization, and operations.

   **Difficulty:** 2  
   **Question ID:** 6.1-7  
   **Page:** 145  
   **Reference:** Piaget's Basic Ideas  
   **Skill:** Factual  
   **Objective:** 6.2  

   **Answer:** b. assimilation, accommodation, and equilibration.

6.1-8. **According to Piaget, assimilation involves**
   a. changing a scheme as a result of new information taken in.
   b. deriving generalizable schemes from specific experiences.
   c. being shaped by the environment.
   d. taking in an event or experience and making it part of a scheme.
   e. an inborn need to put things in order.

   **Difficulty:** 3  
   **Question ID:** 6.1-8  
   **Page:** 145  
   **Reference:** Piaget's Basic Ideas  
   **Skill:** Factual  
   **Objective:** 6.2  

   **Answer:** d. taking in an event or experience and making it part of a scheme.
6.1-9. **Juan has been raised on a horse farm. The first time he sees a zebra and says, "Look at the striped horse!" Juan has used**

- a. accommodation.
- b. equilibration.
- c. assimilation.
- d. maintenance.
- e. organization.

**Difficulty:** 2  
**Question ID:** 6.1-9  
**Page:** 145  
**Reference:**  
**Topic:** Piaget's Basic Ideas  
**Skill:** Application  
**Objective:** 6.2

**Answer:** c. assimilation.

6.1-10. **Changing a scheme as a result of new information is**

- a. assimilation.
- b. organization.
- c. operation.
- d. scheme processing.
- e. accommodation.

**Difficulty:** 1  
**Question ID:** 6.1-10  
**Page:** 145  
**Reference:**  
**Topic:** Piaget's Basic Ideas  
**Skill:** Factual  
**Objective:** 6.2

**Answer:** e. accommodation.

6.1-11. **When Bette saw a skunk for the first time and asked why the kitty had a big stripe, her mother explained that the animal was a skunk. Now Bette recognizes skunks are different from cats. Bette has used**

- a. integration.
- b. accommodation.
- c. discrimination.
- d. assimilation.
- e. organization.

**Difficulty:** 2  
**Question ID:** 6.1-11  
**Page:** 145  
**Reference:**  
**Topic:** Piaget's Basic Ideas  
**Skill:** Application  
**Objective:**

**Answer:** b. accommodation.
6.1-12. According to Piaget, the process of bringing assimilation and accommodation into balance is
a. conservation.
b. leveling.
c. maintenance.
d. equilibration.
e. organization

**Difficulty:** 2  
**Question ID:** 6.1-12  
**Page Reference:** 145  
**Topic:** Piaget's Basic Ideas  
**Skill:** Factual  
**Objective:** 6.2  
**Answer:** d. equilibration.

6.1-13. Dr. Fennec has been treating a patient for a respiratory infection but the patient's response to the medication is so unusual, he has changed his diagnosis. What has taken place?

a. accommodation  
b. equilibration  
c. observation  
d. organization  
e. assimilation

**Difficulty:** 3  
**Question ID:** 6.1-13  
**Page Reference:** 145  
**Topic:** Piaget's Basic Ideas  
**Skill:** Application  
**Objective:** 6.2  
**Answer:** b. equilibration

6.1-14. Piaget believed that equilibration was

a. the chief process through which new stages of cognitive development are reached.
b. a learned process based on experience.
c. achieved through a conscious cognitive effort.
d. acquired after the preschool years.
e. negatively impacted by environmental challenges.

**Difficulty:** 3  
**Question ID:** 6.1-14  
**Page Reference:** 145  
**Topic:** Piaget's Basic Ideas  
**Skill:** Conceptual  
**Objective:** 6.2  

**Answer:** a. the chief process through which new stages of cognitive development are reached.
According to Piaget, there are three significant equilibration points, each ushering in a new stage of development. When do they occur?

a. 18 months, 5 to 7 years and late childhood
b. 18 months, late childhood, and adolescence
c. 6 months, 18 months, 24 months
d. infancy, toddlerhood, preschool
e. 18 months, 5 to 7 years, adolescence

Answer: e. 18 months, 5 to 7 years, adolescence

Derek has just shifted from relying on simple sensory and motor schemes to use of symbols. How old is Derek?

a. 18 months
b. 4 years
c. 6 years
d. 10 years
e. 14 years

Answer: a. 18 months

Aimee has just begun to use operations such as mental addition. How old is Aimee?

a. 18 months
b. 3 years
c. 6 years
d. 10 years
e. 14 years

Answer: c. 6 years
6.1-18. Max has begun to operate on ideas as well as events or objects. What stage of development is Max in?
   a. infancy
   b. toddlerhood
   c. preschool years
   d. late childhood
   e. adolescence
   **Difficulty:** 1
   **Question ID:** 6.1-18
   **Page:** 146
   **Reference:**
   **Topic:** Piaget's Basic Ideas
   **Skill:** Application
   **Objective:** 6.3

   **Answer:** e. adolescence

6.1-19. Piaget's four stages, in correct order, are
   a. sensorimotor, preoperational, formal operational, concrete operational.
   b. preoperational, sensorimotor, concrete operational, formal operational.
   c. preoperational, concrete operational, formal operational, sensorimotor.
   d. sensorimotor, preoperational, concrete operational, formal operational.
   e. formal operational, concrete operational, preoperational, sensorimotor.
   **Difficulty:** 1
   **Question ID:** 6.1-19
   **Page:** 146
   **Reference:**
   **Topic:** Piaget's Basic Ideas
   **Skill:** Factual
   **Objective:** 6.3

   **Answer:** d. sensorimotor, preoperational, concrete operational, formal operational.

6.1-20. Logical thinking begins in which of Piaget's stages?
   a. sensorimotor
   b. preoperational
   c. concrete operations
   d. formal operations
   e. postformal operations
   **Difficulty:** 1
   **Question ID:** 6.1-20
   **Page:** 146
   **Reference:**
   **Topic:** Piaget's Basic Ideas
   **Skill:** Factual
   **Objective:** 6.3

   **Answer:** c. concrete operations
6.1-21. **Jorge has begun to think logically about abstract ideas and hypothetical situations. He is in which of Piaget's stages?**
   a. sensorimotor  
   b. preoperational  
   c. concrete operations  
   d. formal operations  
   e. postformal operations

   **Answer:** d. formal operations

6.1-22. **Angelina has just started to use language and participate in "make believe." Which of Piaget's stages is she in?**
   a. sensorimotor  
   b. preoperational  
   c. concrete operations  
   d. formal operations  
   e. postformal operations

   **Answer:** b. preoperational

6.1-23. **What are the two environmental factors posited by Piaget to explain progression through the stages of cognitive development?**
   a. social transmission and experience  
   b. equilibration and brain maturation  
   c. assimilation and accommodation  
   d. social transmission and brain maturation  
   e. brain maturation and assimilation

   **Answer:** a. social transmission and experience
6.1-24. Piaget believed all of the following factors were necessary for cognitive development to proceed EXCEPT

a. equilibration.
b. maturation.
c. social transmission.
d. experience.
e. emotional stability.

Difficulty: 3
Question ID: 6.1-24
Page-Reference: 146

Answer: e. emotional stability.

6.1-25. According to Piaget, the infant in the sensorimotor stage

a. is able to plan actions and display intentions.
b. functions entirely in the immediate present.
c. can use symbols to stand for objects.
d. can remember events from one encounter to the next.
e. can manipulate internal symbols.

Difficulty: 2
Question ID: 6.1-25
Page-Reference: 147

Answer: b. functions entirely in the immediate present.

6.1-26. Which of the following children would be in Piaget's sensorimotor stage?

a. 13 year old Megan
b. 9 year old Wally
c. 5 year old Ted
d. 3 year old Fran
e. 12 month old Corey

Difficulty: 1
Question ID: 6.1-26
Page-Reference: 147

Answer: e. 12 month old Corey
6.1-27. Piaget referred to the many simple repetitive actions of the young infant as ________ circular reactions.
   a. primary
d. repetitive
   b. secondary
c. tertiary
e. corollary

   Answer: a. primary

6.1-28. Kelsey has begun to repeatedly drop his spoon to get his mother to pick it up for him. This type of action is a ________ circular reaction.
   a. primary
d. tertiary
e. unique
   b. collective
c. secondary

   Answer: c. secondary

6.1-29. A true understanding of causal connections begins in which sensorimotor substage?
   e. six
   d. five
c. four
d. three
   a. one

   Answer: c. four
6.1-30. **All of the following are characteristic of sensorimotor substage five EXCEPT**

a. tertiary circular reactions.
b. purposeful trial and error exploration.
c. use of variations on behaviors.
d. use of internal symbols to stand for objects.
e. experimentation.

**Difficulty:** 3  
**Question ID:** 6.1-30  
**Page:** 148  
**Reference:**  
**Topic:** Infancy  
**Skill:** Conceptual  
**Objective:** 6.4  
**Answer:** d. use of internal symbols to stand for objects.

6.1-31. **Based on recent research there are two important exceptions to Piaget's theory of imitation, one of which is that**

a. infants achieve the major milestones in the development of imitation at later ages than he thought.
b. the order or sequence of development is different from what he proposed.
c. deferred imitation does not occur until the development of symbolic thought in the preoperational stage.
d. newborns imitate some facial gestures, particularly tongue protrusion.
e. development of imitation occurs in distinct, widely separated stages.

**Difficulty:** 3  
**Question ID:** 6.1-31  
**Page:** 150  
**Reference:**  
**Topic:** Infancy  
**Skill:** Factual  
**Objective:** 6.5  
**Answer:** d. newborns imitate some facial gestures, particularly tongue protrusion.

6.1-32. **Research by Rovee-Collier indicates that babies as young as _______ months can remember specific events over periods as long as a week.**

a. two  
b. three  
c. six  
d. seven  
e. nine  

**Difficulty:** 2  
**Question ID:** 6.1-32  
**Page:** 149  
**Reference:**  
**Topic:** Infancy  
**Skill:** Factual  
**Objective:** 6.5  

**Answer:** b. three
6.1-33. **Research such as that by Rovee-Collier on memory in very young infants**

a. shows that memory is not tied to the context in which the experience occurred.
b. demonstrates that infants can remember particular objects only with "reminders."
c. contradicts some of Piaget's view of the sensorimotor infant.
d. shows that the existence of memory in infants depends on language.
e. demonstrates the accuracy of retrieved memories.

**Difficulty:** 3  
**Question ID:** 6.1-33  
**Page:** 149  
**Reference:** Infancy  
**Skill:** Factual  
**Objective:** 6.5

**Answer:** c. contradicts some of Piaget's view of the sensorimotor infant.

6.1-34. **Piaget saw the use of symbols in all of the following EXCEPT**

a. language. 
b. logical thinking.  
c. understanding scale models.  
d. understanding simple maps.  
e. use of reflexes.

**Difficulty:** 3  
**Question ID:** 6.1-34  
**Page:** 147  
**Reference:** Infancy  
**Skill:** Conceptual  
**Objective:** 6.5

**Answer:** e. use of reflexes.

6.1-35. **Katy is imitating how her mother vacuumed the floor two days ago. How old is Katy?**

a. 6 months  
b. 8 months  
c. 10 months  
d. 12 months  
e. 14 months

**Difficulty:** 1  
**Question ID:** 6.1-35  
**Page:** 150  
**Reference:** Infancy  
**Skill:** Application  
**Objective:** 6.5

**Answer:** e. 14 months
6.1-36. Beyond the accomplishment of symbol use, Piaget's description of the preoperational stage
a. focused mostly on all the things the preschool-age child cannot do.
b. attributed too high a level of cognitive skill to preschool children.
c. included his discovery that preschool children understand conservation.
d. included psychoanalytic and behavioral concepts.
e. focused primarily on solitary activities.

Answer: a. focused mostly on all the things the preschool-age child cannot do.

6.1-37. Candy is a preschooler and therefore is egocentric. This means that her thinking is
a. flexible.
b. independent of appearances.
c. sensitive to inconsistencies.
d. based on various points of view.
e. tied to her own perspective.

Answer: e. tied to her own perspective.

6.1-38. When a preschool child looks at things entirely from his own perspective, his thinking reflects
a. introspection.
b. egocentrism.
c. conservation.
d. abnormality.
e. circular reactions.

Answer: b. egocentrism.
6.1-39. A child is asked to pick out two scenes of the toy village on the table in front of her. One scene must be how she sees the village and the other how the child sitting across from her sees the village. What is being measured?
   a. conservation  
   b. egocentrism  
   c. habituation  
   d. conditioning  
   e. dishabituation
   **Difficulty:** 2  
   **Question ID:** 6.1-39  
   **Page:** 151  
   **Reference:**  
   **Topic:** The Preschool Years  
   **Skill:** Application  
   **Objective:** 6.7  
   **Answer:** b. egocentrism

6.1-40. When a child understands that objects remain the same even when their appearance changes, the child has acquired
   a. centration.  
   b. egocentrism.  
   c. formal operations.  
   d. conservation.  
   e. habituation.  
   **Difficulty:** 1  
   **Question ID:** 6.1-40  
   **Page:** 151  
   **Reference:**  
   **Topic:** The Preschool Years  
   **Skill:** Factual  
   **Objective:** 6.7  
   **Answer:** d. conservation.

6.1-41. Anita's mother uses the same ice cream scoop to put ice cream into one large bowl and one small bowl. Anita is upset because she thinks her brother's small bowl holds more ice cream than her large bowl. Anita has not yet acquired
   a. conservation.  
   b. egocentrism.  
   c. reflexes.  
   d. assimilation.  
   e. accommodation.  
   **Difficulty:** 3  
   **Question ID:** 6.1-41  
   **Page:** 151  
   **Reference:**  
   **Topic:** The Preschool Years  
   **Skill:** Application  
   **Objective:** 6.7  
   **Answer:** a. conservation.
6.1-42. **Research indicates that conservation**

a. involves understanding that all aspects of an object change when one aspect changes.
b. is rarely exhibited before age five.
c. does not occur until the end of concrete operations.
d. means that a child is unable to take the perspective of other people.
e. is the same as egocentrism.

**Difficulty:** 2  
**Question ID:** 6.1-42  
**Page:** 151  
**Reference:**  
**Topic:** The Preschool Years  
**Skill:** Factual  
**Objective:** 6.7  
**Answer:** b. is rarely exhibited before age five.

6.1-43. **Flavell has proposed that there are two levels of perspective-taking ability. At Level 1, the child**

a. knows that another person experiences something differently.
b. has concrete operations.
c. has developed a series of rules for figuring out what another person sees or experiences.
d. begins to use inflections in the language he uses to describe other people.
e. can accurately predict another child's reactions.

**Difficulty:** 2  
**Question ID:** 6.1-43  
**Page:** 152  
**Reference:**  
**Topic:** The Preschool Years  
**Skill:** Factual  
**Objective:** 6.8  
**Answer:** a. knows that another person experiences something differently.

6.1-44. **Flavell has proposed that there are two levels of perspective-taking ability. At Level 2, the child**

a. develops a series of complex rules for figuring out what the other person sees or experiences.
b. has formal operations in a rudimentary form.
c. can think about what others are thinking about his thinking about them.
d. is at least eight years old.
e. is governed by both egocentrism and assimilation.

**Difficulty:** 2  
**Question ID:** 6.1-44  
**Page:** 153  
**Reference:**  
**Topic:** The Preschool Years  
**Skill:** Factual  
**Objective:**  
**Answer:** a. develops a series of complex rules for figuring out what the other person sees or experiences.
6.1-45. A typical ________ child is able to understand that someone else can believe something that is not true.
   a. six month old
   b. one year old
   c. two year old
   d. three year old
   e. five year old

   Difficulty: 2
   Question ID: 6.1-45
   Page-Reference: 153
   Topic: The Preschool Years
   Skill: Factual
   Objective: 6.8

   Answer: e. five year old

6.1-46. Evan understands why his friend mistakenly believes a rumor he has heard. This would indicate that Evan understands
   a. concept of conservation.
   b. that everyone has a theory of mind.
   c. assimilation and accommodation.
   d. the difference between fact and fiction.
   e. the false belief principle.

   Difficulty: 3
   Question ID: 6.1-46
   Page-Reference: 153
   Topic: The Preschool Years
   Skill: Application
   Objective: 6.8

   Answer: e. the false belief principle.

6.1-47. A set of ideas that explains other people's ideas, beliefs, desires, and behavior is a theory of
   a. mind.
   b. cognition.
   c. personality.
   d. mentality.
   e. beliefs.

   Difficulty: 1
   Question ID: 6.1-47
   Page-Reference: 153
   Topic: The Preschool Years
   Skill: Factual
   Objective: 6.8

   Answer: a. mind.
6.1-48. **A three-year-old child's theory of mind would include the understanding that**

- a. a person who wants something will try to get it.
- b. each person's actions are based on his own representation of reality.
- c. a person's representation of reality may not be accurate.
- d. people might act on an inaccurate representation of reality.
- e. that thought is reciprocal.

**Difficulty:** 3  
**Question ID:** 6.1-48  
**Page:** 153  
**Reference:** The Preschool Years  
**Skill:** Conceptual  
**Objective:** 6.8

**Answer:** a. a person who wants something will try to get it.

6.1-49. **Research on the principle of false belief indicates that it**

- a. develops between three and five years of age in a wide variety of cultures.
- b. is replaced by more sophisticated "true belief" types of thinking after the age of four or five.
- c. does not develop until adolescence in most cultures.
- d. is more likely to develop in children who have had insecure attachments.
- e. develops more rapidly in boys who are only children.

**Difficulty:** 3  
**Question ID:** 6.1-49  
**Page:** 155  
**Reference:** The Preschool Years  
**Skill:** Factual  
**Objective:** 6.8

**Answer:** a. develops between three and five years of age in a wide variety of cultures.

6.1-50. **At what age will Jennifer begin to understand the reciprocal nature of thought?**

- a. 3 months
- b. 1 year
- c. 3 years
- d. 5 years
- e. 10 years

**Difficulty:** 3  
**Question ID:** 6.1-50  
**Page:** 154  
**Reference:** The Preschool Years  
**Skill:** Application  
**Objective:** 6.8

**Answer:** d. 5 years

6.1-51. **What is the most recent finding about the relationship between pretend play and theory of mind development?**
   a. Pretend play stimulates the development of theory of mind.
   b. Role play causes development of theory of mind.
   c. Theory of mind may precede pretend play.
   d. There is no relationship.
   e. Role play impedes the development of theory of mind.

   **Difficulty:** 3  
   **Question ID:** 6.1-51  
   **Page:** 154  
   **Reference:** The Preschool Years  
   **Skill:** Conceptual  
   **Objective:** 6.8

   **Answer:** c. Theory of mind may precede pretend play.

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6.1-52. **Research on the relationship between language skills and theory of mind indicates that**
   a. discussion of emotion provoking past events speeds up development of theory of mind.
   b. theory of mind stimulates language development.
   c. false belief tasks are impeded by language development.
   d. boys, but not girls, require language development in order to have a theory of mind.
   e. preschool boys demonstrate higher levels of success on tests of false beliefs.

   **Difficulty:** 3  
   **Question ID:** 6.1-52  
   **Page:** 154  
   **Reference:** The Preschool Years  
   **Skill:** Factual  
   **Objective:** 6.8

   **Answer:** a. discussion of emotion provoking past events speeds up development of theory of mind.
6.1-53. The late Neo-Piagetian Robbie Case explained age differences in cognitive development as a function of changes in children's use of
   a. the false belief theory.
   b. short-term memory.
   c. their theory of mind.
   d. the zone of proximal development.
   e. conservation concepts.

   **Difficulty:** 2
   **Question ID:** 6.1-53
   **Page:** 156
   **Reference:**
   **Topic:** The Preschool Years
   **Skill:** Factual
   **Objective:** 6.10

   **Answer:** b. short-term memory.

6.1-54. According to Case, the STSS refers to
   a. changes in children's use of long-term memory.
   b. the child's theory of mind.
   c. the matrix classification task.
   d. the child's working memory capacity.
   e. operational efficiency.

   **Difficulty:** 2
   **Question ID:** 6.1-54
   **Page:** 156
   **Reference:**
   **Topic:** The Preschool Years
   **Skill:** Factual
   **Objective:** 6.10

   **Answer:** d. the child's working memory capacity.

6.1-55. Benjamin has improved his operational efficiency. What factors would lead to this improvement?
   a. brain maturation and practice
   b. assimilation and accommodation
   c. theory of mind and false beliefs
   d. matrix classification tasks
   e. conservation acquisition and egocentricism

   **Difficulty:** 3
   **Question ID:** 6.1-55
   **Page:** 156
   **Reference:**
   **Topic:** The Preschool Years
   **Skill:** Application
   **Objective:** 6.10

   **Answer:** a. brain maturation and practice
6.1-56. **All of the following are part of Vygotsky's socio-cultural theory EXCEPT**

a. zone of proximal development.
b. operational efficiency.
c. scaffolding.
d. naive psychology.
e. the primitive stage.

**Difficulty:** 2  
**Question ID:** 6.1-56  
**Page:** 157  
**Reference:** The Preschool Years  
**Skill:** Conceptual  
**Objective:** 6.10

**Answer:** b. operational efficiency.

6.1-57. **Which of the following is the correct order of Vygotsky's stages of cognitive development?**

a. primitive, naive psychology, egocentric speech, ingrowth  
b. naive psychology, egocentric speech, ingrowth, primitive  
c. egocentric speech, naive psychology, primitive, ingrowth  
d. ingrowth, primitive, egocentric speech, naive psychology  
e. primitive, naive psychology, ingrowth, egocentric

**Difficulty:** 3  
**Question ID:** 6.1-57  
**Page:** 157  
**Reference:** The Preschool Years  
**Skill:** Factual  
**Objective:** 6.10

**Answer:** a. primitive, naive psychology, egocentric speech, ingrowth

6.1-58. **Jeremy possesses mental processes that are similar to those of lower animals and learns primarily through conditioning. He is in which of Vygotsky's stages?**

a. egocentric speech  
b. ingrowth  
c. naive psychology  
d. primitive  
e. scaffolding

**Difficulty:** 2  
**Question ID:** 6.1-58  
**Page:** 157  
**Reference:** The Preschool Years  
**Skill:** Application  
**Objective:** 6.10

**Answer:** d. primitive
6.1-59. **A child who uses language to communicate but does not understand its symbolic character is in which of Vygotsky's stages?**

- a. egocentric speech
- b. ingrowth
- c. naive psychology
- d. primitive
- e. proximal

**Difficulty:** 2  
**Question ID:** 6.1-59  
**Page:** 157  
**Reference:** The Preschool Years  
**Skill:** Factual  
**Objective:** 6.10

**Answer:** c. naive psychology

6.1-60. **As she works on a puzzle, Kayla tells herself to "put all the straight edges together." She is in which of Vygotsky's stages of cognitive development?**

- a. egocentric speech
- b. ingrowth
- c. naive psychology
- d. primitive
- e. scaffolding

**Difficulty:** 2  
**Question ID:** 6.1-60  
**Page:** 157  
**Reference:** The Preschool Years  
**Skill:** Application  
**Objective:** 6.10

**Answer:** a. egocentric speech

6.1-61. **As children enter Vygotsky's ingrowth stage at age 6 or 7, they internalize**

- a. class inclusion.
- b. egocentric speech.
- c. conservation.
- d. theory of mind.
- e. proximal development.

**Difficulty:** 2  
**Question ID:** 6.1-61  
**Page:** 157  
**Reference:** The Preschool Years  
**Skill:** Factual  
**Objective:** 6.10

**Answer:** b. egocentric speech.
6.1-62.  **From Piaget's perspective, the great leap forward that begins at age six or seven is**

   a. the resolution of initiative versus guilt and the start of industry versus inferiority.
   b. the use of symbols.
   c. the abstract, flexible, and combinational logic of formal operations.
   d. the discovery of a set of general rules for examining and interacting with the world.
   e. based on the internalization of egocentric speech.

   **Difficulty:** 2  
   **Question ID:** 6.1-62  
   **Page-Reference:** 158  
   **Topic:** The Preschool Years  
   **Skill:** Factual  
   **Objective:** 6.10

   **Answer:** d. the discovery of a set of general rules for examining and interacting with the world.

6.1-63.  **In Piaget's theory, the set of abstract, general rules for examining and interacting with the world are**

   a. egocentric speech.
   b. formal operations.
   c. concrete operations.
   d. proximal rules.
   e. assimilation and accommodation.

   **Difficulty:** 2  
   **Question ID:** 6.1-63  
   **Page-Reference:** 157  
   **Topic:** The Preschool Years  
   **Skill:** Factual  
   **Objective:** 6.10

   **Answer:** c. concrete operations.

6.1-64.  **Piaget thought the most critical of all the concrete operations was**

   a. class inclusion.
   b. conservation.
   c. reversibility.
   d. egocentrism.
   e. inductive logic.

   **Difficulty:** 1  
   **Question ID:** 6.1-64  
   **Page-Reference:** 158  
   **Topic:** The School-Aged Child  
   **Skill:** Factual  
   **Objective:** 6.11

   **Answer:** c. reversibility.
6.1-65. **Bruce understands that he is smaller than his older brother, but does not consider his older brother to be larger than he is. Bruce lacks**

a. naive psychology.
b. class inclusion.
c. egocentrism.
d. conservation.
e. reversibility.

**Difficulty:** 3  
**Question ID:** 6.1-65  
**Page:** 158  
**Reference:**  
**Topic:** The School-Aged Child  
**Skill:** Application  
**Objective:** 6.11  

**Answer:** e. reversibility.

6.1-66. **The understanding that subordinate classes are included in larger superordinate classes is called class**

a. permanence.
b. inclusion.
c. ordering.
d. operations.
e. psychology.

**Difficulty:** 1  
**Question ID:** 6.1-66  
**Page:** 158  
**Reference:**  
**Topic:** The School-Aged Child  
**Skill:** Factual  
**Objective:** 6.11  

**Answer:** b. inclusion.

6.1-67. **When Olivia is asked to look at a group of six roses and five tulips and is asked if there are more roses or more flowers, she answers “more roses.” Olivia has not yet acquired ________ skills.**

a. conservation  
b. preoperational  
c. serialization  
d. class inclusion  
e. egocentric

**Difficulty:** 2  
**Question ID:** 6.1-67  
**Page:** 158  
**Reference:**  
**Topic:** The School-Aged Child  
**Skill:** Application  
**Objective:** 6.11  

**Answer:** d. class inclusion
6.1-68. **During the concrete operations period, children develop the ability to use ______ logic; that is, going from their own experience to a general principle.**

a. deductive  
b. transductive  
c. inductive  
d. conductive  
e. productive  

**Difficulty:** 2  
**Question ID:** 6.1-68  
**Page:** 158  
**Reference:**  
**Topic:** The School-Aged Child  
**Skill:** Factual  
**Objective:**  

**Answer:** c. inductive

6.1-69. **Kyle tried to build a snowman without wearing his mittens, but his hands hurt from the cold. Now Kyle tells his mother that doing anything in the snow requires mittens. Kyle has used**

a. deductive logic.  
b. class inclusion.  
c. inductive logic.  
d. formal operations.  
e. naive psychology.  

**Difficulty:** 3  
**Question ID:** 6.1-69  
**Page:** 158  
**Reference:**  
**Topic:** The School-Aged Child  
**Skill:** Application  
**Objective:** 6.11  
**Answer:** c. inductive logic.

6.1-70. **Which type of logic involves moving from the general to the particular?**

a. deductive  
b. inductive  
c. transductive  
d. conductive  
e. primitive  

**Difficulty:** 1  
**Question ID:** 6.1-70  
**Page:** 158  
**Reference:**  
**Topic:** The School-Aged Child  
**Skill:** Factual  
**Objective:** 6.11  

**Answer:** a. deductive
6.1-71. **A child who uses inductive logic can**

- start with a theory and then generate hypotheses from that theory.
- go from his or her own experience to a general principle.
- easily imagine possibilities that he has never experienced.
- generate specific hypotheses from a general theory.
- achieves formal operational thoughts.

**Answer:** b. go from his or her own experience to a general principle.

6.1-72. **Tatiana can deal with things she can see and manipulate, but she cannot imagine what she hasn't experienced. Tatiana uses**

- deductive logic.
- egocentric logic.
- inductive logic.
- reverse logic.
- class logic.

**Answer:** c. inductive logic.

6.1-73. **Larry has been able to solve some concrete operational problems but not all. Piaget would refer to the tendency to solve some problems earlier than other similar problems as**

- class inclusion.
- scaffolding.
- horizontal decalage.
- operational efficiency.
- formal operations.

**Answer:** c. horizontal decalage.
6.1-74. **Longitudinal research by Tomlinson-Keasey and colleagues on concrete operations tasks has demonstrated that**

a. conservation tasks are fully developed in the preschool years.
b. the concrete operations stage does not begin until age 8.
c. cognitive development occurs in spurts.
d. most conservation tasks do not develop until formal operations.
e. horizontal decolage occurs only in preoperational thoughts.

**Difficulty:** 3  
**Question ID:** 6.1-74  
**Page:** 159  
**Reference:**  
**Topic:** The School-Aged Child  
**Skill:** Conceptual  
**Objective:** 6.11

**Answer:** c. cognitive development occurs in spurts.

6.1-75. **According to research by Robert Siegler,**

a. children use a wide variety of types of rules on the same problem.
b. children only use one strategy at any given stage of development.
c. decomposition strategies are only used by adolescents and adults.
d. children systematically shift from one strategy level to another.
e. the "min" strategy is too complex for children to use.

**Difficulty:** 2  
**Question ID:** 6.1-75  
**Page:** 160  
**Reference:**  
**Topic:** The School-Aged Child  
**Skill:** Factual  
**Objective:** 6.12

**Answer:** a. children use a wide variety of types of rules on the same problem.

6.1-76. **When Joan adds two numbers by starting with the larger and adds the smaller by counting, she is using which strategy?**

a. decomposition  
b. vertical  
c. horizontal  
d. conservation  
e. min  

**Difficulty:** 3  
**Question ID:** 6.1-76  
**Page:** 160  
**Reference:**  
**Topic:** The School-Aged Child  
**Skill:** Application  
**Objective:** 6.12

**Answer:** e. min
6.1-77. A teenager is given an experimental problem. She responds by systematically testing one variable at a time while holding the other variables constant in order to get the right answer. This teen is most likely in which of Piaget's stages?
   a. concrete operations  
   b. preoperational  
   c. formal operations  
   d. sensorimotor  
   e. post formal
   **Difficulty:** 2
   **Question ID:** 6.1-77
   **Page:** 162
   **Reference:** The School-Aged Child
   **Skill:** Application
   **Objective:** 6.12
   **Answer:** c. formal operations

6.1-78. Cross-sectional and longitudinal studies support Piaget's assertion that understanding and use of basic principles of logic first appears at
   a. infancy.  
   b. early childhood.  
   c. late childhood.  
   d. adolescence.  
   e. middle childhood.
   **Difficulty:** 1
   **Question ID:** 6.1-78
   **Page:** 162
   **Reference:** The School-Aged Child
   **Skill:** Factual
   **Objective:** 6.13
   **Answer:** d. adolescence.

6.1-79. Thomas has become involved in a political campaign because he believes his candidate will correct all the social problems he sees. Lily volunteered for the Peace Corp because she wanted to eliminate poverty. Both teens are demonstrating
   a. naive idealism.  
   b. theory of mind.  
   c. hypothetico deductive logic.  
   d. concrete operations.  
   e. class inclusion.
   **Difficulty:** 2
   **Question ID:** 6.1-79
   **Page:** 162
   **Reference:** The School-Aged Child
   **Skill:** Application
   **Objective:** 6.13
   **Answer:** a. naive idealism.
6.1-80. **Compared to 10-year-old Ed, 16-year-old Kevin will**

a. use less deductive logic.
b. be more tied to empirical reality.
c. know that knowledge is relative.
d. rarely consider future possibilities.
e. use more inductive logic.

**Difficulty:** 3  
**Question ID:** 6.1-80  
**Page:** 162  
**Reference:**  
**Topic:** The School-Aged Child  
**Skill:** Application  
**Objective:** 6.13

**Answer:** c. know that knowledge is relative.

6.1-81. **When asked what she would do if she were principal of her school, 10-year-old Brianne is most likely to**

a. use hypothetico-deductive reasoning.
b. include abstract concepts in her response.
c. deal with hypothetical relationships.
d. use naive idealism.
e. replicate reality in her response.

**Difficulty:** 3  
**Question ID:** 6.1-81  
**Page:** 163  
**Reference:**  
**Topic:** The School-Aged Child  
**Skill:** Application  
**Objective:** 6.13

**Answer:** d. use naive idealism.

6.1-82. **Eighteen-year-old Leslie is more likely to make decisions**

a. by focusing on the present.
b. by focusing on options.
c. with little concern for the future.
d. by focusing on reality.
e. without considering possibilities

**Difficulty:** 3  
**Question ID:** 6.1-82  
**Page:** 163  
**Reference:**  
**Topic:** The School-Aged Child  
**Skill:** Application  
**Objective:** 6.13

**Answer:** b. by focusing on options.
6.1-83. In a study by Lewis, nearly ________ of 12th graders tested did not show future orientation.
   a. one-eighth
   b. one-tenth
   c. one-quarter
   d. one-half
   e. three-fifths
   Difficulty: 3
   Question ID: 6.1-83
   Page-Reference: 165
   Topic: The School-Aged Child
   Skill: Factual
   Objective: 6.14
   Answer: e. three-fifths

6.1-84. Keating estimates that about ________ percent of 18- to 20-year-olds in industrialized countries use formal operations.
   a. 85 to 95
   b. 75 to 80
   c. 50 to 60
   d. 30 to 40
   e. 10 to 15
   Difficulty: 2
   Question ID: 6.1-84
   Page-Reference: 165
   Topic: The School-Aged Child
   Skill: Factual
   Objective: 6.14
   Answer: c. 50 to 60

6.1-85. Who stated that formal operational thinking impaired adolescent's ability to make sound decisions about every day matters?
   a. Freud
   b. Erikson
   c. Vygotsky
   d. Piaget
   e. Elkind
   Difficulty: 1
   Question ID: 6.1-85
   Page-Reference: 166
   Topic: The School-Aged Child
   Skill: Factual
   Objective: 6.14
   Answer: e. Elkind
6.1-86. **Which of the following is an accurate statement about use of formal operational thinking?**
   a. It is found most often in Eastern cultures.
   b. Nonindustrialized cultures depend on it more than industrialized cultures.
   c. High levels of technology eliminate the need for formal operational thinking.
   d. All nonretarded adolescents and adults use it most of the time.
   e. Its use depends on experience, expertise, and environmental demand.

**Difficulty:** 3  
**Question ID:** 6.1-86  
**Page-Reference:** 166  
**Topic:** The School-Aged Child  
**Skill:** Conceptual  
**Objective:**

**Answer:** e. Its use depends on experience, expertise, and environmental demand.

6.1-87. **All of the following have been suggested as reasons for why some teenagers appear not to use formal logic EXCEPT the fact that**
   a. cultural influences determine the need for formal logic.
   b. expertise determines the ability to use it.
   c. most adolescents are below average in intelligence.
   d. everyday experiences do not require formal logic.
   e. parts of the brain may not be sufficiently developed.

**Difficulty:** 3  
**Question ID:** 6.1-87  
**Page-Reference:** 166  
**Topic:** The School-Aged Child  
**Skill:** Factual  
**Objective:** 6.14

**Answer:** c. most adolescents are below average in intelligence.

6.1-88. **The low levels of formal thought in adolescents and adults may be due to a lack of**
   ______  
   a. assimilation
   b. conservation
   c. egocentrism
   d. expertise
   e. accommodation

**Difficulty:** 2  
**Question ID:** 6.1-88  
**Page-Reference:** 166  
**Topic:** The School-Aged Child  
**Skill:** Conceptual  
**Objective:** 6.14

**Answer:** d. expertise
6.1-89. Sixteen-year-old Marcy believes that her relationship with Nathan is deeper than anyone else has ever experienced, and therefore, her parents could never understand what she feels. This type of thinking is
a. concrete operational.
b. post logical.
c. preoperational.
d. the result of the imaginary audience.
e. the personal fable.
Difficulty: 3
Question ID: 6.1-89
Page- 165
Reference:
Topic: The School-Aged Child
Skill: Application
Objective: 6.14
Answer: e. the personal fable.

6.1-90. Kurt does not want to go to school today because he believes that everybody will notice his new haircut that he thinks is too short. This is an example of
a. concrete operational thinking.
b. preoperational thinking.
c. the personal fable.
d. the imaginary audience.
e. post logical thinking.
Difficulty: 2
Question ID: 6.1-90
Page- 165
Reference:
Topic: The School-Aged Child
Skill: Application
Objective: 6.14
Answer: d. the imaginary audience.

6.1-91. Elkind hypothesized that adolescents often believe that the events of one's life are controlled by a mentally constructed autobiography called a(n)

a. adolescent belief.
b. imaginary audience.
c. egocentric autobiography.
d. personal fable.
e. new look theory.
Difficulty: 3
Question ID: 6.1-91
Page- 165
Reference:
Topic: The School-Aged Child
Skill: Conceptual
Objective: 6.14

Answer: d. personal fable.
6.1-92. **Research on children as witnesses to events indicates all of the following EXCEPT**

- a. children frequently recall inaccurate information.
- b. recall of faces of people improves with age.
- c. children report less detail than adults do.
- d. children can recall action-related events with accuracy.
- e. children rarely report something that did not occur.

**Difficulty:** 2  
**Question ID:** 6.1-92  
**Page:** 167  
**Reference:**  
**Topic:** Development of Information-Processing Skills  
**Skill:** Factual  
**Objective:** 6.14

**Answer:** a. children frequently recall inaccurate information.

6.1-93. **Ted is able to recall information from long term memory without using short term memory capacity. This is an example of**

- a. metamememory.
- b. automaticity.
- c. horizontal decalage.
- d. operational efficiency.
- e. metacognition.

**Difficulty:** 2  
**Question ID:** 6.1-93  
**Page:** 168  
**Reference:**  
**Topic:** Development of Information-Processing Skills  
**Skill:** Application  
**Objective:** 6.15

**Answer:** b. automaticity.

6.1-94. **Five-year-old Coretta has a production deficiency in her memory use. This is evident in the fact that she**

- a. over-rehearses most things.
- b. can remember only concrete objects.
- c. does not rehearse unless reminded to do so.
- d. cannot learn to rehearse.
- e. remembers for only a brief time.

**Difficulty:** 2  
**Question ID:** 6.1-94  
**Page:** 169  
**Reference:**  
**Topic:** Development of Information-Processing Skills  
**Skill:** Application  
**Objective:** 6.16

**Answer:** c. does not rehearse unless reminded to do so.
6.1-95. All of the following are strategies for remembering EXCEPT

a. rehearsal.
b. clustering.
c. elaboration.
d. systematic searching.
e. horizontal decalage.

Difficulty: 1
Question ID: 6.1-95
Page-Reference: 169
Topic: Development of Information-Processing Skills
Skill: Conceptual
Objective: 6.16

Answer: e. horizontal decalage.

6.1-96. When a child spontaneously uses a memory strategy but derives no apparent benefit from it, what has occurred?

a. production deficiency
b. operational efficiency
c. scaffolding
d. utilization deficiency
e. clustering

Difficulty: 2
Question ID: 6.1-96
Page-Reference: 170
Topic: Development of Information-Processing Skills
Skill: Factual
Objective: 6.16

Answer: d. utilization deficiency

6.1-97. Beth has remembered a grocery list by grouping it into lettuce, carrots, tomatoes, and beef, ham, fish. What technique has she used?

a. expansion
b. metacognition
c. searching
d. elaborating
e. clustering

Difficulty: 1
Question ID: 6.1-97
Page-Reference: 169
Topic: Development of Information-Processing Skills
Skill: Application
Objective: 6.16

Answer: e. clustering
6.1-98. **Thomas is explaining to his mother how he had remembered a list of the state capitals. He is displaying**

a. excellent memory.
b. metacognition.
c. self-talk interference.
d. egocentrism.
e. metamemory.

**Difficulty:** 2  
**Question ID:** 6.1-98  
**Page:** 171  
**Reference:**  
**Topic:** Development of Information-Processing Skills  
**Skill:** Application  
**Objective:** 6.17

**Answer:** b. metacognition.

6.1-99. **Chi's research on the ability of chess experts and novices to remember the placement of chess pieces shows that**

a. novice children recall better than novice adults.
b. novice adults recall better than novice children.
c. expert children recall better than novice adults.
d. adults always recall better, regardless of skill level.
e. there is no difference between experts and novices.

**Difficulty:** 2  
**Question ID:** 6.1-99  
**Page:** 173  
**Reference:**  
**Topic:** Development of Information-Processing Skills  
**Skill:** Factual  
**Objective:** 6.18

**Answer:** c. expert children recall better than novice adults.

**Fill-in-the-Blank**

6.2-1. **In Piaget's terminology, an action of knowing, either mental or physical, is called**

a(n) _________.

**Difficulty:** 1  
**Question ID:** 6.2-1  
**Page:** 144  
**Reference:**  
**Topic:** Piaget's Basic Ideas  
**Skill:** Factual  
**Objective:** 6.1

**Answer:** scheme
6.2-2. Piaget's word "scheme" is often used as a synonym for the words __________, or __________, or __________.

Difficulty: 3  
Question ID: 6.2-2  
Page: 144  
Reference:  
Topic: Piaget's Basic ideas  
Skill: Conceptual  
Objective: 6.1  

Answer: concept/ mental category/ complex of ideas

6.2-3. In Piaget's theory, the process of __________ is the key to developmental change.

Difficulty: 2  
Question ID: 6.2-3  
Page: 145  
Reference:  
Topic: Piaget's Basic Ideas  
Skill: Conceptual  
Objective: 6.2  

Answer: accommodation

6.2-4. Piaget proposed four main causes of cognitive development: two that are __________ and two that are found in the child's __________.

Difficulty: 3  
Question ID: 6.2-4  
Page: 146  
Reference:  
Topic: Piaget's Basic Ideas  
Skill: Conceptual  
Objective: 6.3  
Answer: internal/ environment

6.2-5. Piaget believed that __________ was the chief process through which new stages of cognitive development are reached.

Difficulty: 3  
Question ID: 6.2-5  
Page: 146  
Reference:  
Topic: Piaget's Basic Ideas  
Skill: Conceptual  
Objective: 6.3  

Answer: equilibration
6.2-6. The two environmental factors Piaget used to explain progression through the stages were ________ and ________.

Difficulty: 3  
Question ID: 6.2-6  
Page: 146  
Reference: Piaget's Basic Ideas  
Skill: Conceptual  
Objective: 6.3

Answer: social transmission/ experience

6.2-7. The first substage in Piaget's sensorimotor period is characterized by built-in schemes or ________.

Difficulty: 3  
Question ID: 6.2-7  
Page: 149  
Reference: Infancy  
Skill: Factual  
Objective: 6.4

Answer: reflexes

6.2-8. According to Piaget, a baby's repetitive actions in substage 3 of the sensorimotor period, oriented around external objects where the infant repeats some action in order to have some outside event occur is called ________.

Difficulty: 3  
Question ID: 6.2-8  
Page: 148  
Reference: Infancy  
Skill: Conceptual  
Objective: 6.4

Answer: secondary circular reactions

6.2-9. In substage 5 of Piaget's sensorimotor period, a baby's deliberate experimentation with variations of previous actions is called ________.

Difficulty: 3  
Question ID: 6.2-9  
Page: 148  
Reference: Infancy  
Skill: Conceptual  
Objective: 6.4

Answer: tertiary circular reactions
6.2-10. According to Piaget, one hint that infants are capable of feats of memory is his research showing that _________ and _________ are present at birth.

Difficulty: 3  
Question ID: 6.2-10  
Page: 148  
Reference:  
Topic: Infancy  
Skill: Conceptual  
Objective: 6.5

Answer: habituation/ dishabituation

6.2-11. In Piaget's theory, the notion that children can see events only from their own point of view is called _________.

Difficulty: 2  
Question ID: 6.2-11  
Page: 150 - 151  
Reference:  
Topic: The Preschool Years  
Skill: Factual  
Objective: 6.6  
Answer: egocentrism

6.2-12. According to Piaget, a child's understanding that the quantity of a substance remains the same even when there are external changes in its shape or arrangement is called _________.

Difficulty: 2  
Question ID: 6.2-12  
Page: 151  
Reference:  
Topic: The Preschool Years  
Skill: Factual  
Objective: 6.6  
Answer: conservation

6.2-13. Developmental psychologist John Flavell proposed two levels of _________ taking ability.

Difficulty: 3  
Question ID: 6.2-13  
Page: 152  
Reference:  
Topic: The Preschool Years  
Skill: Factual  
Objective: 6.7  
Answer: perspective
6.2-14. Flavell writes that ideas that collectively explain other people's ideas, beliefs, desires, and behaviors are called ________.

Difficulty: 3
Question ID: 6.2-14
Page: 153
Reference:
Topic: The Preschool Years
Skill: Conceptual
Objective: 6.7

Answer: theory of mind

6.2-15. The fact that children with older or younger siblings perform better on theory of mind tests is called the ________.

Difficulty: 2
Question ID: 6.2-15
Page: 154
Reference:
Topic: The Preschool Years
Skill: Factual
Objective: 6.8

Answer: sibling advantage

6.2-16. Among mentally retarded and autistic children, development of theory of mind is better predicted by ________ than by disability category.

Difficulty: 3
Question ID: 6.2-16
Page: 154
Reference:
Topic: The Preschool Years
Skill: Factual
Objective: 6.8

Answer: language skills

6.2-17. are a set of alternative proposals based on the information-processing model that expand on, rather than contradict, Piaget's views.

Difficulty: 2
Question ID: 6.2-17
Page: 156
Reference:
Topic: The Preschool Years
Skill: Factual
Objective: 6.10

Answer: Neo-Piagetian Theories
6.2-18. According to Vygotsky, near the end of age 3 a child uses language as a guide to solve problems. He calls this stage of language __________.

Answer: egocentric speech

6.2-19. Piaget thought that the most critical concrete operation was __________.

Answer: reversibility

6.2-20. When Georgette reasons from her own experience to a general principle, she is using __________ logic.

Answer: inductive

6.2-21. __________ requires starting with a general principle and then predicting an outcome or observation from that principle such as going from a theory to a hypothesis.

Answer: Deductive logic
6.2-22. Piaget recognized that a child does not develop all concrete operational skills at once, and referred to a child's tendency to be able to solve some kinds of concrete operational problems earlier than others as __________.

Difficulty: 3  
Question ID: 6.2-22  
Page-Reference: 159  
Topic: The School-Aged Child  
Skill: Conceptual  
Objective: 6.11  

Answer: horizontal decalage

6.2-23. With regard to Piaget's concrete operational theory, researchers propose that the number of elements in a problem and the complexity of the relationships among the elements, which is called __________, have much to do with a child's success or failure at completing a task.

Difficulty: 3  
Question ID: 6.2-23  
Page-Reference: 161  
Topic: The School-Aged Child  
Skill: Conceptual  
Objective: 6.12  

Answer: relational complexity

6.2-24. The ability to make inferences about logical relationships in an ordered set of stimuli is called __________.

Difficulty: 3  
Question ID: 6.2-24  
Page-Reference: 161  
Topic: The School-Aged Child  
Skill: Factual  
Objective: 6.12  

Answer: transitivity
6.2-25. **According to Piaget, the stage of development during which adolescents learn to reason logically about abstract concepts is called _________.**

Difficulty: 2
Question ID: 6.2-25
Page-Reference: 162
Topic: Adolescence
Skill: Factual
Objective: 6.12

**Answer:** formal operations

6.2-26. **Knowing about the process of memory is called ________, and knowing about the process of thinking is called _________.**

Difficulty: 3
Question ID: 6.2-26
Page-Reference: 171
Topic: Development of Information-Processing Skills
Skill: Factual
Objective: 6.17

**Answer:** metamemory/metacognition

**Essay**

6.3-1. **Define Piaget's processes of assimilation, accommodation, and equilibration. Give specific examples of each and explain how they influence development.**

Difficulty: 2
Question ID: 6.3-1
Page-Reference: 145
Topic: Piaget's Basic Ideas
Skill: Conceptual
Objective: 6.2

**Answer:** The basic definitions of each term should be given and examples should reflect a knowledge of the terms. For example, assimilation is the process of changing what one encounters to fit what one knows, such as a child seeing a skunk for the first time and calling the skunk a "kitty." It should be noted that equilibration brings assimilation and accommodation into balance.
6.3-2. Define theory of mind and discuss research findings on its development.

**Difficulty:** 3  
**Question ID:** 6.3-2  
**Page-Reference:** 153-155  
**Topic:** The Preschool Years  
**Skill:** Conceptual  
**Objective:** 6.8  

**Answer:** Theory of mind is defined as ideas that collectively explain other people's ideas, beliefs, desires, and behavior. Research results show that by 18 months, there is understanding that people operate with goals and intentions; by 3 years, understanding of links between thinking or feeling and behavior; by 4-5 years, understanding that beliefs can have more influence than actual events on behavior; by 6 years, understanding that knowledge can be derived through inference; and between 5 and 7 years, understanding of the reciprocal nature of thought. Theory of mind development is influenced by older or younger siblings and language skills.

6.3-3. Create a brief description of a child in the Concrete Operations stage of cognitive development. Incorporate new research findings as well as those of Piaget in your description.

**Difficulty:** 3  
**Question ID:** 6.3-3  
**Page-Reference:** 158-161  
**Topic:** The School-aged Child  
**Skill:** Applied  
**Objective:** 6.13, 6.14  

**Answer:** The answer should include skills such as logical thought, reversibility, class inclusion, and conservation and limitations such as a lack of abstract thinking and hypothetico-deductive reasoning for the age period from 7 to 11 years. Research findings of Tomlinson-Keasey and Siegler should be cited.

6.3-4. Unlike concrete operational thinking, which seems to be achieved by virtually all children and adults, formal operational thinking is not shown by all adults, and not consistently even by those who do show it. What are the reasons offered to explain this fact?

**Difficulty:** 3  
**Question ID:** 6.3-4  
**Page-Reference:** 161-165  
**Topic:** Adolescence  
**Skill:** Applied  
**Objective:** 6.14  

**Answer:** Formal operational thinking is not needed for most of the daily decisions that are made. In addition, it requires more time and effort, and many times involves facing more difficult information and alternatives.
6.3-5. **Describe Elkind's concept of adolescent egocentrism including the personal fable and the imaginary audience. How has later research changed this concept?**

**Difficulty:** 3  
**Question ID:** 6.3-5  
**Page Reference:** 165 - 166  
**Topic:** Adolescence  
**Skill:** Conceptual  
**Objective:** Answer: Description of Elkind's concept of adolescent egocentrism should include the personal fable (the feeling that one's experiences are unique) and imaginary audience (everybody is watching) and how this influences adolescent behavior. Elkind sees this as a negative factor that leads to unrealistic decision making and risk taking.

**MyDevelopmentLab**

6.4-1. **Explain what is unique about the teaching of math skills in Margaret Williams's first-grade class. What are the results of this type of learning?**

**Difficulty:** 2  
**Question ID:** 6.4-1  
**Page Reference:** MDL  
**Topic:** Watch: Hands-on Learning in Elementary Math  
**Skill:** Applied  
**Objective:** 6.11  
**Answer:** Ms. Williams uses three dimensional objects, potatoes in the video, to teach concepts about height, weight, length. This utilizes a child's spatial abilities as well as their other cognitive skills. The results seem to be that children enjoy learning math, and have improved test scores as a result.

6.4-2. **Explain the difference between sensory and short-term memory. Identify a common misunderstanding that people have about short-term memory.**

**Difficulty:** 3  
**Question ID:** 6.4-2  
**Page Reference:** MDL  
**Topic:** Explore: Key Processes in Stages of Memory  
**Skill:** Conceptual  
**Objective:** 6.15  
**Answer:** The answer should include the following key concepts: sensory memory is extremely brief and incorporates information from all of our senses; only information which is actively attended to makes it to short term memory; short-term memory is only used in real-time situations, when actively processing information. The common wrong belief is that short-term memory lasts for hours or days.
6.4-3. In Piaget's _________ stage, children begin to understand the principle of conservation.

Difficulty: 2
Question ID: 6.4-3
Page-Reference: MDL
Topic: Explore: Piaget's Stages of Cognitive Development
Skill: Factual
Objective: 6.3

Answer: concrete operational

6.4-4. Infants and toddlers enthusiastically seek to understand their environment through sensory motor intelligence. Piaget termed infants and toddlers _________.

Difficulty: 2
Question ID: 6.4-4
Page-Reference: MDL
Topic: Watch: The Sensorimotor Stage
Skill: Factual
Objective: 6.3
Answer: active learners

6.4-5. From about birth to four months of age, a baby's comprehension of the world is centered around _________.

Difficulty: 2
Question ID: 6.4-5
Page-Reference: MDL
Topic: Watch: The Sensorimotor Stage
Skill: Factual
Objective: 6.3
Answer: the baby's body.

6.4-6. During stages five and six, from about the ages of 12 months to ________ months, infants and toddlers become very creative in exploring their world.

Difficulty: 2
Question ID: 6.4-6
Page-Reference: MDL
Topic: Watch: The Sensorimotor Stage
Skill: Factual
Objective: 6.3

Answer: a. 24
6.4-7. Which of the following is NOT one of Piaget's stages of development?

a. post-operational  
b. sensorimotor  
c. concrete operational  
d. formal operational

**Answer:** a. post-operational
Chapter 7: Cognitive Development II: Individual Differences in Cognitive Abilities

Multiple Choice

7.1-1. Which of the following individuals created the first modern intelligence test?

a. Flavell and Piaget
b. Sternberg
c. Terman
d. Binet and Simon
e. Gardner

**Answer:** d. Binet and Simon

7.1-2. Binet and Simon's test of intelligence included tasks involving all of the following EXCEPT

a. vocabulary.
b. comprehension of facts.
c. mathematical reasoning.
d. verbal reasoning.
e. emotional maturity.

**Answer:** e. emotional maturity.
7.1-3. Which of the following resembles the type of questions found on the test developed by Binet and Simon?
   a. "Can you touch your nose?"
   b. "Do you like school?"
   c. "Are you happy or sad?"
   d. "Do you like your brother or sister?"
   e. "What do you want to be when you grow up?"
   Difficulty: 3
   Question ID: 7.1-3
   Page- Reference: 177
   Topic: Measuring Intellectual Power
   Skill: Conceptual
   Objective: 7.1
   Answer: a. "Can you touch your nose?"

7.1-4. Who translated and revised Binet and Simon’s test for use in the United States?
   a. Simon
   b. Terman
   c. Wechsler
   d. Piaget
   e. Sternberg
   Difficulty: 1
   Question ID: 7.1-4
   Page- Reference: 178
   Topic: Measuring Intellectual Power
   Skill: Factual
   Objective: 7.1
   Answer: b. Terman

7.1-5. Who created the Stanford Binet test of intelligence?
   a. Simon
   b. Terman
   c. Wechsler
   d. Piaget
   e. Sternberg
   Difficulty: 2
   Question ID: 7.1-5
   Page- Reference: 178
   Topic: Measuring Intellectual Power
   Skill: Factual
   Objective: 7.1
   Answer: b. Terman
7.1-6. **Amy is 5 years-old and about to be given the Stanford Binet. At what age level would she begin?**
   a. 2 years  
   b. 3 years  
   c. 4 years  
   d. 5 years  
   e. 6 years  
   **Difficulty:** 2  
   **Question ID:** 7.1-6  
   **Page-Reference:** 178  
   **Topic:** Measuring Intellectual Power  
   **Skill:** Applied  
   **Objective:**  
   **Answer:** c. 4 years  

7.1-7. **The formula that was originally used to calculate the IQ was**
   a. \((CA/MA) \times 100\)  
   b. \((MA/CA) \times 100\)  
   c. \(MA \times (CA/100)\)  
   d. \((CA \times MA) \times 100\)  
   e. \(IQ-MA/CA \times 100\)  
   **Difficulty:** 2  
   **Question ID:** 7.1-7  
   **Page-Reference:** 178  
   **Topic:** Measuring Intellectual Power  
   **Skill:** Factual  
   **Objective:** 7.1  
   **Answer:** b. \((MA/CA) \times 100\)  

7.1-8. **Frank has an IQ of 97. He would be classified as**
   a. learning disabled.  
   b. gifted.  
   c. mentally retarded.  
   d. average.  
   e. superior.  
   **Difficulty:** 1  
   **Question ID:** 7.1-8  
   **Page-Reference:** 178  
   **Topic:** Measuring Intellectual Power  
   **Skill:** Applied  
   **Objective:** 7.1  
   **Answer:** d. average.
7.1-9. **An IQ score of 90 for a ten-year-old girl means that she**

a. scored 90 percent correct on the test.
b. is better than 90 percent of all nine-year-olds taking the test.
c. would be considered to be of average intelligence.
d. has an IQ in the 90th percentile.
e. is below average

**Difficulty:** 3  
**Question ID:** 7.1-9  
**Page:** 178  
**Reference:**  
**Topic:** Measuring Intellectual Power  
**Skill:** Applied  
**Objective:** 7.1

**Answer:** c. would be considered to be of average intelligence.

7.1-10. **Ninety-six percent of all children will achieve IQ scores between**

a. 10 and 100.
b. 70 and 130.
c. 85 and 115.
d. 95 and 105.
e. 100 and 115.

**Difficulty:** 1  
**Question ID:** 7.1-10  
**Page:** 178  
**Reference:**  
**Topic:** Measuring Intellectual Power  
**Skill:** Factual  
**Objective:** 7.1

**Answer:** b. 70 and 130.

7.1-11. **Anita has an IQ of 65. This indicates that she is**

a. mildly retarded.
b. severely retarded.
c. dull normal.
d. superior.
e. gifted.

**Difficulty:** 1  
**Question ID:** 7.1-11  
**Page:** 178  
**Reference:**  
**Topic:** Measuring Intellectual Power  
**Skill:** Applied  
**Objective:** 7.1

**Answer:** a. mildly retarded.
7.1-12. **It is important for test makers to restandardize the intelligence tests periodically** because

- the contents of the tests vary widely from year to year.
- IQ test scores have been rising steadily over the past 50-60 years.
- the average child today can solve fewer problems.
- the emphasis on rote learning has increased.
- children are less responsive to the test than in the past.

**Difficulty:** 3  
**Question ID:** 7.1-12  
**Page:** 178  
**Reference:**  
**Topic:** Measuring Intellectual Power  
**Skill:** Conceptual  
**Objective:** 7.1  

**Answer:** b. IQ test scores have been rising steadily over the past 50-60 years.

7.1-13. **The intelligence tests used most frequently by psychologists are the revised versions of the**

- Denver Developmental Screening Test, WPPSI-III and the WISC IV.
- Terman Tests of Intellect, and the Bayley Scales of Infant Development.
- Stanford-Binet, the WPPSI-III, and the WISC IV.
- Denver Developmental Screening Test, the Terman Tests of Intellect, and the WPPSI-III.

**Difficulty:** 3  
**Question ID:** 7.1-13  
**Page:** 179  
**Reference:**  
**Topic:** Measuring Intellectual Power  
**Skill:** Factual  
**Objective:** 7.2  

**Answer:** c. Stanford-Binet, the WPPSI-III, and the WISC IV.

7.1-14. **Which child would be tested with the WISC-IV?**

- 3-year-old Brian  
- 5-year-old Lucinda  
- 9-year-old Fran  
- 17-year-old Jonathan  
- 19-year-old Willie

**Difficulty:** 2  
**Question ID:** 7.1-14  
**Page:** 179  
**Reference:**  
**Topic:** Measuring Intellectual Power  
**Skill:** Applied  
**Objective:** 7.2  

**Answer:** c. 9-year-old Fran
7.1-15. Which of the following would be taken by 17-year-old Kelly?

a. KABC  
b. PPVT  
c. WISC IV  
d. WPPSI-III  
e. SAT  

Difficulty: 1  
Question ID: 7.1-15  
Page: 182  
Reference: 
Topic: Measuring Intellectual Power  
Skill: Applied  
Objective: 7.2  

Answer: e. SAT

7.1-16. All of the following are types of questions on the Wechsler tests EXCEPT

a. vocabulary.  
b. perceptual reasoning.  
c. processing speed.  
d. working memory.  
e. emotional stability.  

Difficulty: 2  
Question ID: 7.1-16  
Page: 179  
Reference: 
Topic: Measuring Intellectual Power  
Skill: Factual  
Objective: 7.2  

Answer: e. emotional stability.

7.1-17. Which of the following subtests of the WISC-IV is a perceptual reasoning test?

a. digit span  
b. vocabulary  
c. general information  
d. similarities  
e. block design  

Difficulty: 2  
Question ID: 7.1-17  
Page: 180  
Reference: 
Topic: Measuring Intellectual Power  
Skill: Conceptual  
Objective: 7.2  

Answer: e. block design

7.1-18. **A one-year-old child is delayed in her motor development. Which test would be most appropriate for this child?**
   a. KABC
   b. WISC-IV
   c. Bayley Scales of Infant Development
   d. Stanford Binet
   e. Raven's Progressive Matrices
   
   **Difficulty:** 1
   **Question ID:** 7.1-18
   **Page:** 180-181
   **Reference:**
   **Topic:** Measuring Intellectual Power
   **Skill:** Applied
   **Objective:** 7.2

   **Answer:** c. Bayley Scales of Infant Development

7.1-19. **A nine-month-old baby is asked to put cubes in a cup and a 17-month-old baby is asked to stack three cubes. These children are probably being given the**
   b. WISC-IV.
   c. PPVT.
   d. Bayley Scales.
   e. KABC.
   
   **Difficulty:** 2
   **Question ID:** 7.1-19
   **Page:** 180-181
   **Reference:**
   **Topic:** Measuring Intellectual Power
   **Skill:** Applied
   **Objective:** 7.2

   **Answer:** d. Bayley Scales.

7.1-20. **Your child has been administered the Bayley Scales and has achieved a very high score. What can you predict about your child's adolescent IQ based on her score on the Bayley Scales?**
   a. It will be well above average.
   b. It will be approximately one-half of the Bayley score.
   c. Little can be predicted from the Bayley score.
   d. Your child will be below average in intelligence.
   e. It will be double the Bayley score.
   
   **Difficulty:** 2
   **Question ID:** 7.1-20
   **Page:** 181
   **Reference:**
   **Topic:** Measuring Intellectual Power
   **Skill:** Applied
   **Objective:** 7.2

   **Answer:** c. Little can be predicted from the Bayley score.
7.1-21. The Bayley Scales of Infant Development are used to

a. predict later IQ.
b. predict future school success.
c. identify developmental delays.
d. identify giftedness.
e. measure emotional development.

Difficulty: 2
Question ID: 7.1-21
Page-Reference: 181
Topic: Measuring Intellectual Power
Skill: Factual
Objective: 7.2

Answer: c. identify developmental delays.

7.1-22. Mariano has been shown a rectangle with a pattern covering all but a small part of it. He is asked to choose from six different patterned pieces the one that will fill in the rectangle. Mariano is taking which test?

a. WISC-IV
b. Stanford Binet
c. Denver Developmental Screening Test
d. Raven's Progressive Matrices
e. Kaufman Assessment Battery for Children

Difficulty: 1
Question ID: 7.1-22
Page-Reference: 180
Topic: Measuring Intellectual Power
Skill: Applied
Objective: 7.2
Answer: d. Raven's Progressive Matrices

7.1-23. The original idea behind the development of the IQ test was to measure a child's

a. actual learning.
b. physical performance.
c. nonverbal processing.
d. basic capacity.
e. behavioral tendencies.

Difficulty: 2
Question ID: 7.1-23
Page-Reference: 182
Topic: Measuring Intellectual Power
Skill: Factual
Objective: 7.2

Answer: d. basic capacity.
7.1-24. **Intelligence tests were intended to measure ________, while achievement tests were designed to measure ________.**
   a. competence; performance
   b. knowledge; aptitude
   c. performance; competence
   d. aptitude; competence
   e. competence; knowledge
   Difficulty: 2
   Question ID: 7.1-24
   Page-Reference: 182
   Topic: Measuring Intellectual Power
   Skill: Conceptual
   Objective: 7.2

   **Answer:** a. competence; performance

7.1-25. **At the end of the school year, Theresa takes a test to measure how much she has learned. What type of test is this?**
   a. aptitude
   b. screening
   c. IQ
   d. perceptual
   e. achievement
   Difficulty: 1
   Question ID: 7.1-25
   Page-Reference: 182
   Topic: Measuring Intellectual Power
   Skill: Applied
   Objective: 7.2

   **Answer:** e. achievement

7.1-26. **It is most realistic to say that IQ tests measure a child's ________ at the time the test is taken.**
   a. performance
   b. basic capacity
   c. underlying competence
   d. metacognition
   e. consistency
   Difficulty: 2
   Question ID: 7.1-26
   Page-Reference: 182
   Topic: Measuring Intellectual Power
   Skill: Conceptual
   Objective: 7.2

   **Answer:** a. performance
7.1-27. **College aptitude tests, such as the SAT, were designed to measure ________ but actually measure ________.**
   a. intelligence; aptitude
   b. achievement; aptitude
   c. developed abilities; performance
   d. inherited competencies; performance
   e. aptitude; intelligence

   **Difficulty:** 1  
   **Question ID:** 7.1-27  
   **Page:** 182  
   **Reference:**  
   **Topic:** Measuring Intellectual Power  
   **Skill:** Factual  
   **Objective:** 7.2  

   **Answer:** c. developed abilities; performance

7.1-28. **Infant IQ scores on tests like the Bayley, given at 12 months of age, ________ with IQ scores on the Binet at 4 years of age.**
   a. are strongly and positively correlated
   b. show correlations of about .20 to .30
   c. correlate negatively in the range of -.70 to -.90
   d. show zero correlation
   e. are in exact agreement

   **Difficulty:** 3  
   **Question ID:** 7.1-28  
   **Page:** 182  
   **Reference:**  
   **Topic:** Measuring Intellectual Power  
   **Skill:** Factual  
   **Objective:** 7.3  

   **Answer:** b. show correlations of about .20 to .30

7.1-29. **Correlations between adjacent year Binet or WISC-IV IQ scores in middle childhood are in the range of**
   a. .20 to .30.
   b. .30 to .40.
   c. .50 to .60.
   d. .65 to .80.
   e. .90 to 1.00.

   **Difficulty:** 2  
   **Question ID:** 7.1-29  
   **Page:** 182  
   **Reference:**  
   **Topic:** Measuring Intellectual Power  
   **Skill:** Factual  
   **Objective:** 7.3  

   **Answer:** d. .65 to .80.
7.1-30. **Billy took the WISC IV when he was eight years old and again at nine years of age. The correlation between these two scores is most likely to be around**
   a. .20.
   b. .30.
   c. .60.
   d. .80.
   e. 1.00.
   **Difficulty:** 3  
   **Question ID:** 7.1-30  
   **Page-Reference:** 182  
   **Topic:** Measuring Intellectual Power  
   **Skill:** Applied  
   **Objective:** 7.3
   
   **Answer:** d. .80.

7.1-31. **Rey's IQ scores have fluctuated over the years. At what age will his IQ scores be most stable?**
   a. three years old
   b. five years old
   c. seven years old
   d. nine years old
   e. twelve years old
   **Difficulty:** 2  
   **Question ID:** 7.1-31  
   **Page-Reference:** 182  
   **Topic:** Measuring Intellectual Power  
   **Skill:** Applied  
   **Objective:** 7.3
   
   **Answer:** e. twelve years old

7.1-32. **Which of the following indicates whether a test is measuring what it is intended to measure?**
   a. validity
   b. reliability
   c. standardization
   d. norm
   e. consistency
   **Difficulty:** 1  
   **Question ID:** 7.1-32  
   **Page-Reference:** 183  
   **Topic:** Measuring Intellectual Power  
   **Skill:** Factual  
   **Objective:** 7.4
   
   **Answer:** a. validity
7.1-33. The intelligence test developed by Binet and all subsequent IQ tests have been designed to
a. measure achievement.
b. evaluate inherited traits.
c. predict emotional status.
d. predict school performance.
e. measure innate aptitude.
Difficulty: 2
Question ID: 7.1-33
Page- 183
Reference:
Topic: Measuring Intellectual Power
Skill: Conceptual
Objective: 7.4

Answer: d. predict school performance.

7.1-34. Carrie's intelligence test score should correlate with her grades in school or performance on other school tests between
a. .20 and .30.
b. -.10 and -.30.
c. -.45 and -.60.
d. .45 and .60.
e. .60 and .85.
Difficulty: 3
Question ID: 7.1-34
Page- 183
Reference:
Topic: Measuring Intellectual Power
Skill: Applied
Objective:

Answer: d. .45 and .60.

7.1-35. IQ tests are reasonably good measures of
a. creativity and street smarts.
b. the ability to read social cues.
c. underlying competence.
d. skills needed for success in school.
e. interpersonal skills.
Difficulty: 2
Question ID: 7.1-35
Page- 183
Reference:
Topic: Measuring Intellectual Power
Skill: Conceptual
Objective: 7.4

Answer: d. skills needed for success in school.
7.1-36. **Research across ethnic and social class within the United States on intelligence indicates that**

a. IQ predicts performance only among middle-class children.
b. intelligence adds to a child's resilience.
c. there are genetically programmed differences in IQ.
d. intelligence is a poor predictor of academic performance.
e. social class and ethnicity determines intelligence.

**Difficulty:** 2  
**Question ID:** 7.1-36  
**Page:** 184  
**Reference:**  
**Topic:** Measuring Intellectual Power  
**Skill:** Factual  
**Objective:** 7.4  

**Answer:** b. intelligence adds to a child's resilience.

7.1-37. **Children born to poverty-level parents who were adopted into middle-class families typically have IQs that are**

a. identical to those of their natural parents.
b. 10 to 15 points higher than their adoptive mothers.
c. 10 to 15 points higher than their birth mothers.
d. identical to those of their adoptive parents.
e. not related to either set of parents.

**Difficulty:** 3  
**Question ID:** 7.1-37  
**Page:** 184  
**Reference:**  
**Topic:** Measuring Intellectual Power  
**Skill:** Factual  
**Objective:** 7.4  

**Answer:** c. 10 to 15 points higher than their birth mothers.

7.1-38. **According to the results of a French study of adopted children, we would expect the highest IQs in children from parents of ________ social class adopted by parents of ________ social class.**

a. low; moderate  
b. low; high  
c. high; low  
d. high; high  
e. moderate; high  

**Difficulty:** 3  
**Question ID:** 7.1-38  
**Page:** 186  
**Reference:**  
**Topic:** Explaining Individual Differences in IQ Scores  
**Skill:** Applied  
**Objective:** 7.5  

**Answer:** d. high; high
7.1-39. A study of middle class children found that the average IQ score of children rises as the education of ________ rises.
   a. both parents
   b. the father
   c. the mother
   d. siblings
   e. all family members
   Difficulty: 2
   Question ID: 7.1-39
   Page: 186
   Reference:
   Topic: Explaining Individual Differences in IQ Scores
   Skill: Factual
   Objective: 7.6
   Answer: c. the mother

7.1-40. Research on the effect of social class on IQ has shown
   a. a cumulative deficit; social class differences widen with age.
   b. a social class effect on infant scales only.
   c. no difference in IQ based on social class.
   d. a decreasing effect of social class after the grade school years.
   e. no specific social class effects.
   Difficulty: 2
   Question ID: 7.1-40
   Page: 186
   Reference:
   Topic: Explaining Individual Differences in IQ Scores
   Skill: Factual
   Objective: 7.4
   Answer: a. a cumulative deficit; social class differences widen with age.

7.1-41. Research has shown that ____________________ is more important than family income in determining a child's IQ.
   a. sibling's IQ.
   b. good nutrition.
   c. limited television viewing.
   d. quality of parent-child interactions.
   e. activity level.
   Difficulty: 3
   Question ID: 7.1-41
   Page: 187
   Reference:
   Topic: Explaining Individual Differences in IQ Scores
   Skill: Factual
   Objective: 7.6
   Answer: d. quality of parent-child interactions.
7.1-42. A family is made up of four children. Which child is likely to have the lowest IQ?

a. James, who is the oldest  
b. Jennifer, who was born one year after James  
c. John, who was born four years after Jennifer  
d. Jane, who was born one year after John  
e. They will all have similar IQs.

**Difficulty:** 2  
**Question ID:** 7.1-42  
**Page:** 188  
**Reference:**  
**Topic:** Explaining Individual Differences in IQ Scores  
**Skill:** Applied  
**Objective:** 7.6

**Answer:** d. Jane, who was born one year after John

7.1-43. Which of the following is an accurate statement about the impact of Head Start?

a. There is a gain of about ten points during the year of Head Start.  
b. The impact becomes greater each year throughout grade school.  
c. There is no noticeable gain in IQ, but social skills improve.  
d. Head Start children tend to drop out of school because they expect failure.  
e. The label of being a Head Start child carries a negative affect throughout school.

**Difficulty:** 3  
**Question ID:** 7.1-43  
**Page:** 188  
**Reference:**  
**Topic:** Explaining Individual Differences in IQ Scores  
**Skill:** Conceptual  
**Objective:** 7.6

**Answer:** a. There is a gain of about ten points during the year of Head Start.

7.1-44. Jesse attended Head Start; therefore we would expect that he will be

a. more likely placed in a special education class.  
b. more likely to repeat at least one grade.  
c. less likely to graduate from high school.  
d. less well adjusted to school.  
e. healthier and have all his immunizations.

**Difficulty:** 3  
**Question ID:** 7.1-44  
**Page:** 188  
**Reference:**  
**Topic:** Explaining Individual Differences in IQ Scores  
**Skill:** Applied  
**Objective:** 7.7

**Answer:** e. healthier and have all his immunizations.
7.1-45. **Studies show that when children who attend Head Start programs are compared during elementary school or high school with children from similar backgrounds who did not attend Head Start, the children with the special preschool experience are more likely to**
   a. be assigned to regular classes in school.
   b. be held back at least a year in elementary school.
   c. have lower mathematics scores.
   d. drop out of school.
   e. fail to graduate from high school.

**Difficulty:** 3  
**Question ID:** 7.1-45  
**Page:** 189  
**Reference:** Explaining Individual Differences in IQ Scores  
**Skill:** Factual  
**Objective:** 7.7  
**Answer:** a. be assigned to regular classes in school.

7.1-46. **When compared to non-preschool peers, poor children with preschool experience**

   a. function better in school.
   b. test dramatically higher.
   c. differ at least 10 points in IQ.
   d. exhibit more aggressive behaviors.
   e. have unrealistic expectations.

**Difficulty:** 3  
**Question ID:** 7.1-46  
**Page:** 189  
**Reference:** Explaining Individual Differences in IQ Scores  
**Skill:** Factual  
**Objective:** 7.7  
**Answer:** a. function better in school.

7.1-47. **The results of the Perry Preschool Project in Milwaukee indicate that as young adults, those who had attended the Project**

   a. had a lower high school graduation rate.
   b. had higher rates of unemployment.
   c. were more likely to be on welfare.
   d. had poorer social skills.
   e. had lower rates of criminal behavior.

**Difficulty:** 1  
**Question ID:** 7.1-47  
**Page:** 189  
**Reference:** Explaining Individual Differences in IQ Scores  
**Skill:** Factual  
**Objective:** 7.7  
**Answer:** e. had lower rates of criminal behavior.
7.1-48. Results of early intervention studies with children from poverty-level families whose mothers had low IQ scores support the conclusion that
   a. at least 50 percent of IQ is inherited.
   b. heredity has a significant effect on IQ.
   c. environment has no real effect on IQ.
   d. early intervention is only effective when children have well-educated mothers.
   e. intervention must provide consistent frequent stimulation.

   Difficulty: 2
   Question ID: 7.1-48
   Page: 189
   Reference: 189

   Topic: Explaining Individual Differences in IQ Scores
   Skill: Conceptual
   Objective: 7.7

   Answer: e. intervention must provide consistent frequent stimulation.

7.1-49. The success of infant intervention programs such as Ramey's is attributed in part to the
   a. inclusion of many middle-class families.
   b. consistent, frequent stimulation provided.
   c. emphasis on doing well on achievement tests.
   d. emphasis on memory and attentional tasks.
   e. educational level of the teachers.

   Difficulty: 2
   Question ID: 7.1-49
   Page: 189
   Reference: 189

   Topic: Explaining Individual Differences in IQ Scores
   Skill: Factual
   Objective: 7.7

   Answer: b. consistent, frequent stimulation provided.

7.1-50. Even though intelligence is heritable, the person's score within the _______ is determined by the environment.
   a. cumulative deficit
   b. reaction range
   c. heredity range
   d. mental operation
   e. intelligence quotient

   Difficulty: 1
   Question ID: 7.1-50
   Page: 190
   Reference: 190

   Topic: Explaining Individual Differences in IQ Scores
   Skill: Factual
   Objective: 7.7

   Answer: b. reaction range
7.1-51. **One lasting effect of Head Start is**

a. children believe in their ability to reach educational goals.
b. sustained increase in IQ scores well into adolescence.
c. improved parent-child interaction.
d. increased community involvement in adolescence.
e. decreased incidence of ADHD.

**Difficulty:** 3  
**Question ID:** 7.1-51  
**Page:** 189  
**Reference:**  
**Topic:** Explaining Individual Differences in IQ Scores  
**Skill:** Conceptual  
**Objective:** 7.8  

**Answer:** a. children believe in their ability to reach educational goals.

7.1-52. **Even though intelligence is heritable, the person's score within the ________ is determined by the environment.**

a. cumulative deficit  
b. reaction range  
c. heredity range  
d. mental operation  
e. intelligence quotient

**Difficulty:** 1  
**Question ID:** 7.1-50  
**Page:** 190  
**Reference:**  
**Topic:** Explaining Individual Differences in IQ Scores  
**Skill:** Factual  
**Objective:**  

**Answer:** b. reaction range

7.1-53. **According to Weinberg, the reaction range for IQ is about ________ points.**

a. 10 to 12  
b. 15 to 20  
c. 10 to 20  
d. 20 to 25  
e. 30 to 35

**Difficulty:** 1  
**Question ID:** 7.1-52  
**Page:** 191  
**Reference:**  
**Topic:** Explaining Individual Differences in IQ Scores  
**Skill:** Factual  
**Objective:** 7.8  

**Answer:** d. 20 to 25
7.1-54. The view that IQ scores are largely a function of heredity but supported by the environment reflects Aslin's concept of
a. maintenance.
b. facilitation.
c. attunement.
d. induction.
e. accommodation.

Difficulty: 2
Question ID: 7.1-53
Page-Reference: 191
Topic: Explaining Group Differences in IQ or Achievement Test Scores
Skill: Conceptual
Objective: 7.8

Answer: a. maintenance.

7.1-55. Research into racial differences in intellectual performance has shown consistently higher performance on achievement tests, particularly math and science, by children who are
a. Puerto Rican and Cuban.
b. Asian and Asian American.
c. African American.
d. of European heritage.
e. Native American.

Difficulty: 1
Question ID: 7.1-54
Page-Reference: 192
Topic: Explaining Group Differences in IQ or Achievement Test Scores
Skill: Factual
Objective: 7.8


7.1-56. Which of the following 8-year-old children is most likely to have the highest IQ?

a. Charlie, who is Asian American
b. Rex, who is from France
c. Jorge, who is Mexican American
d. Juanita, who is Puerto Rican
e. Marietta, who is Italian American

Difficulty: 1
Question ID: 7.1-55
Page-Reference: 191
Topic: Explaining Group Differences in IQ or Achievement Test Scores
Skill: Applied
Objective: 7.9

Answer: a. Charlie, who is Asian American
7.1-57. Given the recent research in racial differences in math and science achievement test scores, we would expect which child to have the highest score?
   a. Keith, who is Caucasian
   b. Kim, who is Asian-American
   c. Consuela, who is Mexican American
   d. Takeesha, who is African-American
   e. Natasha, who is Eastern European

   **Difficulty:** 3  
   **Question ID:** 7.1-56  
   **Page:** 191  
   **Reference:**  
   **Topic:** Explaining Group Differences in IQ or Achievement Test Score  
   **Skill:** Applied  
   **Objective:** 7.9  

   **Answer:** b. Kim, who is Asian-American

7.1-58. Differences in average IQ test scores between African American and Caucasian children become apparent at about the age of _______ year(s).
   a. 1 or 1-1/2
   b. 2 or 3
   c. 4 or 5
   d. 6 or 7
   e. 13 or 14

   **Difficulty:** 2  
   **Question ID:** 7.1-57  
   **Page:** 191  
   **Reference:**  
   **Topic:** Explaining Group Differences in IQ or Achievement Test Score  
   **Skill:** Factual  
   **Objective:** 7.9  

   **Answer:** b. 2 or 3

7.1-59. Which child’s family is most likely to emphasize academic achievement?

   a. LaShawn, who is African American
   b. Sue Lin, who is Japanese American
   c. Mikki, who is German American
   d. Diana, who is Caucasian
   e. Juanita, who is Hispanic

   **Difficulty:** 1  
   **Question ID:** 7.1-58  
   **Page:** 191  
   **Reference:**  
   **Topic:** Explaining Group Differences in IQ or Achievement Test Score  
   **Skill:** Applied  
   **Objective:** 7.9  

   **Answer:** b. Sue Lin, who is Japanese American
7.1-60. Which individual is most likely to experience stereotype threat?

a. Dorothy, who is 14 and taking a history test  
b. Terrell, who is African American and playing football  
c. Roberto, who is 70 and taking a memory test  
d. Roger, who is 19 and taking a science course  
e. Margo, who is 17 and applying for college

Difficulty: 2  
Question ID: 7.1-59  
Page- 192  
Reference: Explaining Group Differences in IQ or Achievement Test Score  
Skill: Applied  
Objective: 7.9  
Answer: c. Roberto, who is 70 and taking a memory test

7.1-61. Although the IQs of African American children are 10 to 12 points lower than those of Caucasian children, the difference is within the reaction range of IQs. This indicates that the difference could be caused by all of the following EXCEPT

a. low birth weight.  
b. inadequate nutrition.  
c. high blood levels of lead.  
d. parents who do not read to their children.  
e. genetic programming.

Difficulty: 2  
Question ID: 7.1-60  
Page- 193  
Reference: Explaining Group Differences in IQ or Achievement Test Score  
Skill: Conceptual  
Objective: 7.9  
Answer: e. genetic programming.

7.1-62. Studies of adopted African American children show that those who are adopted into white families, compared to those adopted into middle class African American families, have

a. higher average IQs.  
b. lower average IQs.  
c. equivalent IQs.  
d. equivalent IQs, but do better in school.  
e. a wide range of IQs.

Difficulty: 1  
Question ID: 7.1-61  
Page- 193  
Reference: Explaining Group Differences in IQ or Achievement Test Score  
Skill: Factual  
Objective: 7.9  
Answer: a. higher average IQs.
7.1-63. Kanisha and Terrence are African American children. Kanisha was adopted into a middle class white family and Terrence was adopted into a middle class black family. Research on adopted African American children would predict all of the following EXCEPT
   a. Kanisha will stay more focused on tasks.
   b. Terrence would be more willing to try a difficult task.
   c. Kanisha will have a higher IQ score.
   d. Terrence will ask for help more often.
   e. Terrence will give up more easily on difficult tasks.

Difficulty: 3
Question ID: 7.1-62
Page-Reference: 193
Topic: Explaining Group Differences in IQ or Achievement Test Score
Skill: Applied
Objective: 7.9
Answer: b. Terrence would be more willing to try a difficult task.

7.1-64. Informing children about the purpose of an intelligence test and allowing them to practice on each type of problem-solving task before testing them is called
   a. culture fair testing.
   b. stereotype threat.
   c. reliability testing.
   d. validity assessment.
   e. dynamic assessment.

Difficulty: 1
Question ID: 7.1-63
Page-Reference: 193
Topic: Explaining Group Differences in IQ or Achievement Test Score
Skill: Factual
Objective: 7.9
Answer: e. dynamic assessment.

7.1-65. In the industrialized world, tests of intelligence look very much like
   a. projective tests.
   b. unreliable tests.
   c. invalid tests.
   d. aptitude tests.
   e. achievement tests.

Difficulty: 1
Question ID: 7.1-64
Page-Reference: 193
Topic: Explaining Group Differences in IQ or Achievement Test Score
Skill: Factual
Objective: 7.9
Answer: e. achievement tests.
7.1-66. Which of the following researchers has argued that the differences between Asian and American children in performance on mathematics achievement tests result from cultural emphasis on the importance of academic achievement?
a. Sternberg  
b. Zajonc  
c. Maccoby  
d. Stevenson  
e. Ramey  

**Difficulty:** 1  
**Question ID:** 7.1-65  
**Page:** 194  
**Reference:** Explaining Group Differences in IQ or Achievement Test Score  
**Topic:** Factual  
**Objective:** 7.10  
**Answer:** d. Stevenson

7.1-67. Which of the following is an accurate comparison of teachers in the United States and Asian countries?
a. Asian teachers shift tasks more frequently.  
b. U.S. teachers spend the least time in group instruction.  
c. Asian teachers emphasize innate ability.  
d. U.S. teachers have higher expectations for children.  
e. Asian teachers give more concrete rewards.  

**Difficulty:** 3  
**Question ID:** 7.1-66  
**Page:** 194  
**Reference:** Explaining Group Differences in IQ or Achievement Test Score  
**Topic:** Conceptual  
**Objective:** 7.10  
**Answer:** b. U.S. teachers spend the least time in group instruction.

7.1-68. If you were to visit classrooms in the United States, Japan, and Taiwan, you would expect to see teachers in which country spending 91 percent of the time on group instruction?
a. United States  
b. Japan  
c. Taiwan  
d. both Japan and Taiwan  
e. both Taiwan and the United States.  

**Difficulty:** 1  
**Question ID:** 7.1-67  
**Page:** 194  
**Reference:** Explaining Group Differences in IQ or Achievement Test Score  
**Topic:** Factual  
**Objective:** 7.10  

**Answer:** c. Taiwan
7.1-69. In U.S. schools, teachers use rewards to motivate children. This practice

a. is the result of Pavlov's work on classical conditioning.
b. creates strong intrinsic motivation.
c. undermines children's interest in the tasks to which they are linked.
d. is tied to high standards of performance.
e. is used rarely and only for exceptional performance.

**Difficulty:** 2  
**Question ID:** 7.1-68  
**Page:** 194  
**Reference:**  
**Topic:** Explaining Group Differences in IQ or Achievement Test Score  
**Skill:** Factual  
**Objective:** 7.10

**Answer:** c. undermines children's interest in the tasks to which they are linked.

7.1-70. Mr. Jacobsen uses rewards to motivate his third grade class and they seem to be effective. It is most likely that the rewards he gives are

a. unexpected and tied to high standards.
b. used routinely as motivation.
c. given for attendance and high grades.
d. given frequently and immediately.
e. given on a rotating basis among the students.

**Difficulty:** 2  
**Question ID:** 7.1-69  
**Page:** 194  
**Reference:**  
**Topic:** Explaining Group Differences in IQ or Achievement Test Score  
**Skill:** Applied  
**Objective:** 7.10

**Answer:** a. unexpected and tied to high standards.

7.1-71. Compared to elementary schools girls, boys

a. are better at verbal tasks.
b. have lower scores on tests of spatial visualization.
c. perform poorly on mental rotation measures.
d. are better at numerical reasoning.
e. are more skilled in reading and writing.

**Difficulty:** 2  
**Question ID:** 7.1-70  
**Page:** 195  
**Reference:**  
**Topic:** Explaining Group Differences in IQ or Achievement Test Score  
**Skill:** Factual  
**Objective:** 7.10

**Answer:** d. are better at numerical reasoning.
7.1-72. **Tests of mental rotation** given to preschool children indicate that the sex difference
   a. is substantial and becomes larger with age.
   b. decreases with age.
   c. favors girls up until high school.
   d. favors boys until adolescence, when girls catch up.
   e. is very slight and decreases with age.

**Difficulty:** 1  
**Question ID:** 7.1-71  
**Page Reference:** 195  
**Topic:** Explaining Group Differences in IQ or Achievement Test Score  
**Skill:** Factual  
**Objective:** 7.11

**Answer:** a. is substantial and becomes larger with age.

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7.1-73. **Boys show greater coherence in brain functions in areas devoted to spatial tasks.**  
This supports which explanation of sex differences in spatial abilities?
   a. biological  
   b. cognitive  
   c. learning  
   d. cultural  
   e. social

**Difficulty:** 3  
**Question ID:** 7.1-72  
**Page Reference:** 195  
**Topic:** Explaining Group Differences in IQ or Achievement Test Score  
**Skill:** Conceptual  
**Objective:** 7.11

**Answer:** a. biological

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7.1-74. **When Julie gets high grades in math class, her parents are most likely to attribute her success to**
   a. natural ability.  
   b. good luck.  
   c. inherited skills.  
   d. competence.  
   e. hard work.

**Difficulty:** 3  
**Question ID:** 7.1-73  
**Page Reference:** 196  
**Topic:** Explaining Group Differences in IQ or Achievement Test Score  
**Skill:** Applied  
**Objective:** 7.11

**Answer:** e. hard work.
7.1-75. **Research on speed of information processing has found that it is**

   a. negatively related to IQ.
   b. linked to central nervous system functioning.
   c. related to higher IQs in children but not adults.
   d. a function of better athletic performance.
   e. not related to IQ.

   **Difficulty:** 2  
   **Question ID:** 7.1-74  
   **Page:** 196  
   **Reference:** Alternative Views of Intelligence  
   **Skill:** Factual  
   **Objective:** 7.11

   **Answer:** b. linked to central nervous system functioning.

7.1-76. **Research by DeLoache as well as Campione and Brown indicates that a key dimension of individual differences in intelligence is**

   a. race.  
   b. gender.  
   c. flexibility.  
   d. age.  
   e. persistence.  

   **Difficulty:** 2  
   **Question ID:** 7.1-75  
   **Page:** 197  
   **Reference:** Alternative Views of Intelligence  
   **Skill:** Factual  
   **Objective:** 7.12

   **Answer:** c. flexibility.

7.1-77. **Which of the following individuals developed a triarchic theory of intelligence?**

   a. Binet  
   b. Gardner  
   c. Skinner  
   d. Sternberg  
   e. Piaget  

   **Difficulty:** 1  
   **Question ID:** 7.1-76  
   **Page:** 198  
   **Reference:** Alternative Views of Intelligence  
   **Skill:** Factual  
   **Objective:** 7.12

   **Answer:** d. Sternberg
7.1-78. Which of the following components of Sternberg's triarchic theory is correctly matched with the skills it includes?
   a. creative - "street smarts"
   b. componential - adapting, modifying, and figuring out one's environment
   c. analytical - skills measured on IQ and achievement tests
   d. practical - insight, creativity
   e. experiential - skills related to IQ test results

   Difficulty: 3
   Question ID: 7.1-77
   Page: 198
   Reference: Alternative Views of Intelligence
   Skill: Conceptual
   Objective: 7.13

   Answer: c. analytical - skills measured on IQ and achievement tests

7.1-79. Max has scored high on a traditional IQ test, therefore he would be most likely to score high on a test of _____ intelligence.
   a. practical
   b. analytical
   c. creative
   d. contextual
   e. experiential

   Difficulty: 2
   Question ID: 7.1-78
   Page: 199
   Reference: Alternative Views of Intelligence
   Skill: Applied
   Objective: 7.12

   Answer: b. analytical

7.1-80. Planning, organizing, and remembering facts to apply to new situations is characteristic of which type of intelligence?
   a. analytical
   b. creative
   c. practical
   d. experiential
   e. componential

   Difficulty: 1
   Question ID: 7.1-79
   Page: 198
   Reference: Alternative Views of Intelligence
   Skill: Factual
   Objective: 7.13

   Answer: a. analytical
7.1-81. Bill critically examines research results and often develops new theories to cover the research results. Which of the three kinds of intelligence described by Sternberg does Bill exhibit?
   a. analytical
   b. contextual
   c. creative
   d. practical
   e. componential
   Difficulty: 2
   Question ID: 7.1-80
   Page: 198
   Reference: Alternative Views of Intelligence
   Skill: Applied
   Objective: 7.13

   Answer: c. creative

7.1-82. According to Sternberg, intelligence that involves "street smarts" is
   a. creative.
   b. analytical.
   c. practical.
   d. experimental.
   e. componential.
   Difficulty: 1
   Question ID: 7.1-81
   Page: 198
   Reference: Alternative Views of Intelligence
   Skill: Factual
   Objective: 7.13
   Answer: c. practical.

7.1-83. Chris is very good at recognizing social cues. He would score high in which type of intelligence?
   a. analytical
   b. practical
   c. creative
   d. componential
   e. experiential
   Difficulty: 3
   Question ID: 7.1-82
   Page: 199
   Reference: Alternative Views of Intelligence
   Skill: Applied
   Objective: 7.13

   Answer: b. practical
7.1-84. A person who questions conventional wisdom and sees new connections between things is high in which type of intelligence?

a. analytical
b. componential
c. practical
d. contextual
e. creative

**Answer:** e. creative

**Question ID:** 7.1-83
**Page:** 199
**Reference:**
**Topic:** Alternative Views of Intelligence
**Skill:** Conceptual
**Objective:** 7.13

7.1-85. **Regarding Sternberg's triarchic theory of intelligence, it is important to note that**

a. standard IQ tests consist of all three components, but the components have been organized inappropriately as the traditional "verbal" and "performance" scales.
b. in the world beyond the school walls, analytical intelligence may be required as much or more than the type of skills measured on an IQ test.
c. what we know about "intelligence" is almost entirely restricted to information about practical intelligence.
d. we know almost nothing about the origins or long-term consequences of variations in creative or practical intelligence.
e. using three different types of intelligence is impractical.

**Answer:** d. we know almost nothing about the origins or long-term consequences of variations in creative or practical intelligence.

**Question ID:** 7.1-84
**Page:** 198
**Reference:**
**Topic:** Alternative Views of Intelligence
**Skill:** Factual
**Objective:** 7.13
7.1-86. Regarding research on Sternberg's triarchic theory of intelligence, the field of psychology knows almost nothing yet about the origins or long-term consequences of variations in which type(s) of intelligence.
   a. creative and practical
   b. analytical and performance
   c. verbal and performance
   d. logical-mathematical and spatial
   e. conventional and analytical
   Difficulty: 2
   Question ID: 7.1-85
   Page: 199
   Reference: Alternative Views of Intelligence
   Skill: Factual
   Objective: 7.13
   Answer: a. creative and practical

7.1-87. Howard Gardner proposes eight separate types of intelligence, including all of the following EXCEPT
   a. linguistic.
   b. musical.
   c. componential.
   d. spatial.
   e. interpersonal.
   Difficulty: 2
   Question ID: 7.1-86
   Page: 199
   Reference: Alternative Views of Intelligence
   Skill: Factual
   Objective: 7.13
   Answer: c. componential.

7.1-88. Artists and sculptors are high in which of Gardner's intelligences?
   a. intrapersonal
   b. bodily kinesthetic
   c. spatial
   d. logical mathematical
   e. naturalistic
   Difficulty: 1
   Question ID: 7.1-87
   Page: 199
   Reference: Alternative Views of Intelligence
   Skill: Applied
   Objective: 7.14
   Answer: c. spatial
7.1-89. Dr. Madison is a counselor and Ms. Rogers is a social worker. Both would be high in which of Gardner's intelligences?
   a. interpersonal
   b. intrapersonal
   c. spatial
   d. logical
   e. naturalistic

   **Difficulty:** 2  
   **Question ID:** 7.1-88  
   **Page:** 199  
   **Reference:**  
   **Topic:** Alternative Views of Intelligence  
   **Skill:** Applied  
   **Objective:** 7.14

   **Answer:** a. interpersonal

7.1-90. Mickey knows his strengths and weaknesses and chooses realistic goals for himself. He is high in which of Gardner's intelligences?
   a. interpersonal
   b. linguistic
   c. intrapersonal
   d. bodily kinesthetic
   e. naturalistic

   **Difficulty:** 2  
   **Question ID:** 7.1-89  
   **Page:** 199  
   **Reference:**  
   **Topic:** Alternative Views of Intelligence  
   **Skill:** Applied  
   **Objective:** 7.14

   **Answer:** c. intrapersonal

7.1-91. Dr. Inuwe is a very successful scientist. He would score high in which of Gardner's intelligences?
   a. analytical
   b. spatial
   c. linguistic
   d. interpersonal
   e. naturalistic

   **Difficulty:** 3  
   **Question ID:** 7.1-90  
   **Page:** 199  
   **Reference:**  
   **Topic:** Alternative Views of Intelligence  
   **Skill:** Applied  
   **Objective:** 7.14

   **Answer:** e. naturalistic
7.1-92. **Gardner's theory of multiple intelligences is based on observations of**

- a. successful professional adults.
- b. gifted children and adults.
- c. a random group of 2,000 adults.
- d. college student volunteers.
- e. people with brain damage and mental retardation.

**Difficulty:** 3  
**Question ID:** 7.1-91  
**Page-Reference:** 199  
**Reference:** Alternative Views of Intelligence  
**Skill:** Factual  
**Objective:** 7.14

**Answer:** e. people with brain damage and mental retardation.

7.1-93. **All-star baseball and football players are high in which of Gardner's intelligences?**

- a. linguistic
- b. spatial
- c. bodily kinesthetic
- d. interpersonal
- e. naturalistic

**Difficulty:** 1  
**Question ID:** 7.1-92  
**Page-Reference:** 199  
**Reference:** Alternative Views of Intelligence  
**Skill:** Applied  
**Objective:** 7.14

**Answer:** c. bodily kinesthetic

Fill-in-the-Blank

7.2-1. **The historical shift upward in scores on cognitive ability tests is known as the _________ trend.**

**Difficulty:** 2  
**Question ID:** 7.2-1  
**Page-Reference:** 178  
**Reference:** Measuring Intellectual Power  
**Skill:** Factual  
**Objective:** 7.1

**Answer:** secular
7.2-2. The secular trend in IQ scores is also sometimes called the _________.

Difficulty: 2  
Question ID: 7.2-2  
Page-Reference: 178  
Topic: Measuring Intellectual Power  
Skill: Factual  
Objective: 7.1  
Answer: Flynn effect

7.2-3. _________ tests are intended to tell us a child's basic capacity, while a(n) _________ test tells us what a child has learned.

Difficulty: 2  
Question ID: 7.2-3  
Page-Reference: 181 - 182  
Topic: Measuring Intellectual Power  
Skill: Conceptual  
Objective: 7.3  
Answer: Intelligence/achievement

7.2-4. Psychologists use the term _________ to refer to the stability of a test score.

Difficulty: 1  
Question ID: 7.2-4  
Page-Reference: 182  
Topic: Measuring Intellectual Power  
Skill: Factual  
Objective: 
Answer: reliability
7.2-5. **Neuroimaging studies of identical twins suggest that there is a strong likelihood that identical twins will exhibit similar IQ's, and that these correlations arise from the genes that affect the distribution of _________ .**

**Answer:** gray matter

7.2-6. **Recent longitudinal studies suggest that heredity explains, at best, _________ percent of individual variation in IQ scores.**

**Answer:** 80

7.2-7. **Adoption studies suggest that families make important contributions to a child's intellectual development, and such factors are known as _________ .**

**Answer:** shared environment
7.2-8. The difference between the average IQ of children reared in middle-class families and those reared in poverty-level families widens steadily with increasing age. This pattern is referred to as a _________.

Difficulty: 2  
Question ID: 7.2-8  
Page: 187  
Reference: Explaining Individual Differences in IQ Scores  
Topic: Explaining Individual Differences in IQ Scores  
Skill: Factual  
Objective: 7.6

Answer: cumulative deficit

7.2-9. Researchers have found that the quality of parent-child _________ may be more important than income in determining a child's IQ.

Difficulty: 3  
Question ID: 7.2-9  
Page: 187  
Reference: Explaining Individual Differences in IQ Scores  
Topic: Explaining Individual Differences in IQ Scores  
Skill: Factual  
Objective: 7.6

Answer: interaction

7.2-10. With regard to factors that can affect a child's IQ score, the characteristics of a family that affect one child but not others in the household is referred to as _________.

Difficulty: 2  
Question ID: 7.2-10  
Page: 187  
Reference: Explaining Individual Differences in IQ Scores  
Topic: Explaining Individual Differences in IQ Scores  
Skill: Conceptual  
Objective: 7.6

Answer: nonshared environment
7.2-11. About ________ of the variation in IQ scores within the population is due to heredity, with the remainder due to environment or to interaction between environment and heredity.

Difficulty: 1
Question ID: 7.2-11
Page-Reference: 190
Topic: Explaining Individual Differences in IQ Scores
Skill: Factual
Objective: 7.8

Answer: half

7.2-12. The basic idea of the __________ is that the genes establish some upper and lower boundaries of functioning, and where a child's IQ score will fall within those boundaries will be determined by the environment.

Difficulty: 2
Question ID: 7.2-12
Page-Reference: 190
Topic: Explaining Individual Differences in IQ Scores
Skill: Factual
Objective: 7.8

Answer: reaction range

7.2-13. A subtle but powerful sense of pressure felt when one attempts to perform well in an area for which a negative stereotype exists for one's group is called __________.

Difficulty: 1
Question ID: 7.2-13
Page-Reference: 192
Topic: Explaining Group Differences in IQ or Achievement Test Score
Skill: Factual
Objective: 7.9

Answer: stereotype threat
7.2-14. When psychologists use __________ when testing non-middle-class children, the children are informed about the purpose of the intelligence test and are given a chance to practice with each kind of problem-solving task prior to being tested.

**Answer:** dynamic assessment

7.2-15. Research attempting to directly compare the intelligence of individuals in one culture to those in another have generally been restricted to comparisons of __________ societies.

**Answer:** industrialized

7.2-16. Studies show that Chinese, Japanese, and Korean children tend to score slightly higher on traditional intelligence tests than their __________ and __________ counterparts.

**Answer:** American/ European
7.2-17. The degree to which an individual can automatically produce solutions to simple calculation problems is called ________.

Difficulty: 2  
Question ID: 7.2-17  
Page: 194  
Reference:  
Topic: Explaining Group Differences in IQ or Achievement Test Score  
Skill: Factual  
Objective: 7.10  

Answer: computational fluency

7.2-18. Studies show that children in ________ demonstrate substantially lower levels of performance in math and science achievement when compared with other children living in industrialized nations.

Difficulty: 1  
Question ID: 7.2-18  
Page: 194  
Reference:  
Topic: Explaining Group Differences in IQ or Achievement Test Scores  
Skill: Applied  
Objective: 7.10  
Answer: America

7.2-19. In tests of mental rotation, as well as other tests, performance distributions for males and females ________.

Difficulty: 2  
Question ID: 7.2-19  
Page: 195  
Reference:  
Topic: Explaining Group Differences in IQ or Achievement Test Score  
Skill: Factual  
Objective: 7.11  
Answer: overlap

7.2-20. ________ have been most often suggested at the cause of sex/gender differences in the spatial abilities.

Difficulty: 2  
Question ID: 7.2-20  
Page: 195  
Reference:  
Topic: Explaining Group Differences in IQ or Achievement Test Scores  
Skill: Conceptual  
Objective: 7.11  
Answer: Biological influences
7.2-21. Using IQ tests to define and explain individual and group differences in intelligence is called the ________ approach.

Difficulty: 2  
Question ID: 7.2-21  
Page: 196  
Reference:  
Topic: Alternative Views of Intelligence  
Skill: Factual  
Objective: 7.11

Answer: psychometric

7.2-22. Researchers have shown that participants who demonstrate higher average IQ scores on standardized tests also demonstrate increased ________, which is linked directly to central nervous system functioning.

Difficulty: 2  
Question ID: 7.2-22  
Page: 196 - 197  
Reference:  
Topic: Alternative Views of Intelligence  
Skill: Conceptual  
Objective: 7.13  
Answer: processing speed

7.2-23. The ________, which is a theory advanced by Robert Sternberg proposes three types of intelligence: ________, ________, and ________.

Difficulty: 3  
Question ID: 7.2-23  
Page: 198  
Reference:  
Topic: Alternative Views of Intelligence  
Skill: Factual  
Objective: 7.13  
Answer: triarchic theory of intelligence/analytical/creative/practical

7.2-24. The researcher, Howard Gardner, proposed that there are eight types of intelligence which he called a theory of ________.

Difficulty: 1  
Question ID: 7.2-24  
Page: 199  
Reference:  
Topic: Alternative Views of Intelligence  
Skill: Factual  
Objective: 7.14  
Answer: multiple intelligences

7.2-25. **The researcher, J. P. Guilford, defined creativity as __________.**

Difficulty: 2  
Question ID: 7.2-25  
Page-Reference: 200  
Topic: Alternative Views of Intelligence  
Skill: Factual  
Objective: 7.15  
Answer: divergent thinking

**Essay**

7.3-1. **Briefly trace the development of intelligence tests. Include an explanation of the intent behind these tests.**

Difficulty: 3  
Question ID: 7.3-1  
Page-Reference: 177-178  
Topic: Measuring Intellectual Power  
Skill: Conceptual  
Objective: 7.1  
Answer: The first modern test of intelligence was published in 1905 by Binet and Simon to identify children who might have difficulty in French schools. The tasks on the test were representative of typical school tasks. Terman translated and revised the test as the Stanford-Binet for use in the U.S. and added the IQ formula. Wechsler developed tests for different age groups (WPPSI for preschoolers, WISC for ages 6 to 16). Tests were divided into four IQs (verbal comprehension, perceptual reasoning, processing speed, and working memory) and there is also an overall IQ. In spite of efforts to test ability, these tests actually measure performance. Infant tests and their low correlation with later IQ should also be mentioned.

7.3-2. **Summarize the research in support of the influence on intelligence of heredity and of the environment.**

Difficulty: 3  
Question ID: 7.3-2  
Page-Reference: 184-188  
Topic: Explaining Individual Differences in IQ Scores  
Skill: Factual  
Objective: 7.5, 7.6  
Answer: Twin studies indicate greater similarities between identical twins and adoption studies indicate a greater similarity with the birth mother. The environmental impact includes the effects of birth order, poverty, parental behavior, schools, social class, family characteristics. The interaction should be included as well.
7.3-3. **Marcia and Joe have children with high IQs. Describe how they treat their children.**

**Answer:** Parents of higher IQ children provide interesting complex physical environments; are emotionally responsive to and involved with their children; talk to their children often in diverse descriptive and accurate language; provide a zone of proximal development; avoid excessive restrictiveness, punitiveness, or control, and expect their children to do well.

7.3-4. **Explain Zajonc's theory of the relationship of family size and birth order to IQ. State whether or not you agree with this theory and explain why.**

**Answer:** According to Zajonc, as family size increases, the cognitive environment of the home decreases. Additional children receive a lower level of cognitive input because of the influence of all the children as compared to the cognitive input received by older children who are exposed more to adult thinking. The answer should include a statement of agreement or disagreement with the theory and an explanation.

7.3-5. **Define "stereotype threat" and discuss the research results to date.**

**Answer:** Stereotype threat as first proposed by Steele and Aronson is a subtle sense of pressure members of a particular group feel when they are attempting to perform well in an area in which their group is characterized by a negative stereotype. Research results are mixed. Numerous studies have confirmed its existence in adults. However its existence in children is still not well established. Two questions remain unanswered:
1. Are children aware of negative stereotypes and, if so, at what age does this begin?
2. Do children believe these negative stereotypes may be applied to them? It appears from research so far that children are not aware of stereotypes until about age 8.
7.4-1. Explain the correlations between a mother's IQ and her children.

**Difficulty:** 3  
**Question ID:** 7.4-1  
**Page-Reference:** MDL  
**Topic:** Watch: A Mother's IQ  
**Skill:** Conceptual  
**Objective:** 7.6

**Answer:** There is a strong correlation between a high maternal IQ and her children's IQ despite the number of children she has. It is important to note, however, that women with lower IQs tend to have more children.

7.4-2. How do ecological psychologists study behavior?

**Difficulty:** 2  
**Question ID:** 7.4-2  
**Page-Reference:** MDL  
**Topic:** Watch: Practical Intelligence  
**Skill:** Conceptual  
**Objective:** 7.9

**Answer:** They do experimentation in the field and in the actual situations in which people need to think. They study everyday settings in real life situations.

7.4-3. Which of the following statements is true regarding relationship and IQ scores?

a. Identical twins will have weakly correlated IQ scores if they are raised apart.  
b. Adopted children raised in a household with high IQ parents will have IQ scores very similar to their adoptive parents.  
c. Identical twins raised together are likely to have strongly correlated IQ scores.  
d. Non-identical siblings' IQ scores will correlate at the .85 level.

**Difficulty:** 2  
**Question ID:** 7.4-3  
**Page-Reference:** MDL  
**Topic:** Explore: Correlations Between IQ Scores of Persons  
**Skill:** Factual  
**Objective:** 7.6

**Answer:** c. Identical twins raised together are likely to have strongly correlated IQ scores.
7.4-4. **When the IQ scores of identical twins who are raised together are compared, the correlation coefficient is approximately**

a. 0.78  
b. 0.80  
c. 0.90  
d. 0.95  
**Difficulty:** 2  
**Question ID:** 7.4-4  
**Page-Reference:** MDL  
**Reference:**  
**Topic:** Explore: Correlations Between IQ Scores of Persons  
**Skill:** Factual  
**Objective:** 7.6  
**Answer:** c. 0.90

7.4-5. **Lydia has a good insight into her own behaviors. She realizes that she is prone to procrastination, so she has set up a reward system for herself to study every night instead of waiting until the last minute. Lydia's understanding of her own behavior demonstrates which type of intelligence, according to Gardner?**

a. academic  
b. naturalistic  
c. intrapersonal  
d. logical  
**Difficulty:** 2  
**Question ID:** 7.4-5  
**Page-Reference:** MDL  
**Reference:**  
**Topic:** Simulate: Gardner's Theory of Intelligence  
**Skill:** Factual  
**Objective:** 7.14  
**Answer:** c. intrapersonal

7.4-6. **A successful professional basketball player would need to possess this type of intelligence.**

a. bodily-ethic  
b. bodily-naturalistic  
c. bodily-kinesthetic  
d. none of the above  
**Difficulty:** 2  
**Question ID:** 7.4-6  
**Page-Reference:** MDL  
**Reference:**  
**Topic:** Simulate: Gardner's Theory of Intelligence  
**Skill:** Factual  
**Objective:** 7.14  
**Answer:** c. bodily-kinesthetic
According to Robert Sternberg, instructing children at the time of the test as to what’s expected of them, they will do dramatically better than if you just go in, give them the test, and look at the results. This is called

a. testing dynamically
b. testing proportionally
c. testing dramatically
d. testing reality

Difficulty: 2
Question ID: 7.4-7
Page- MDL
Reference:
Topic: Watch: Cultural Influences: Robert Sternberg
Skill: Factual
Objective: 7.10

Answer: a. testing dynamically
Chapter 8: The Development of Language

Multiple Choice

8.1-1. **Sounds, signs, or symbols that communicate meaning are called**

a. prelinguistic language.  
b. expressive language.  
c. prenatal language.  
d. cooing and babbling.  
e. phonology.  

**Difficulty:** 2  
**Question ID:** 8.1-1  
**Page-Reference:** 205  
**Topic:** Before the First Word: The Prelinguistic Phase  
**Skill:** Factual  
**Objective:** 8.1  
**Answer:** b. expressive language.

8.1-2. **By one or two months of age, babies can**

a. tell the difference between individual letter sounds.  
b. understand that speech sounds are matched by the speaker's mouth movements.  
c. discriminate among syllables or words.  
d. show a preference for words in their native language.  
e. produce babbling sounds.  

**Difficulty:** 3  
**Question ID:** 8.1-2  
**Page-Reference:** 205  
**Topic:** Before the First Word: The Prelinguistic Phase  
**Skill:** Factual  
**Objective:** 8.1  
**Answer:** a. tell the difference between individual letter sounds.

8.1-3. **The type of vocalization used by infants between 6 and 12 months of age is**

a. cooing.  
b. grunting.  
c. baby talk.  
d. fastmapping.  
e. babbling.  

**Difficulty:** 1  
**Question ID:** 8.1-3  
**Page-Reference:** 205  
**Topic:** Before the First Word: The Prelinguistic Phase  
**Skill:** Factual  
**Objective:** 8.1  

**Answer:** e. babbling.
8.1-4. **The most common gesture infants use is**

a. hitting.
b. arms up.
c. waving.
d. clapping.
e. pointing.

**Difficulty:** 2  
**Question ID:** 8.1-4  
**Page-Reference:** 205  
**Topic:** Before the First Word: The Prelinguistic Phase  
**Skill:** Factual  
**Objective:** 8.1  

**Answer:** e. pointing.

8.1-5. **Which of the following babies is most likely to show a preference for the stress patterns of his or her native language?**

a. nine-month-old Eric  
b. seven-month-old Latisha  
c. five-month-old Sam  
d. three-month-old Bobbi  
e. one-month old Maria

**Difficulty:** 1  
**Question ID:** 8.1-5  
**Page-Reference:** 205  
**Topic:** Before the First Word: The Prelinguistic Phase  
**Skill:** Applied  
**Objective:** 8.1  

**Answer:** a. nine-month-old Eric

8.1-6. **An infant first understands the meaning of individual words spoken to him at about**

a. 12 months.  
b. 9 or 10 months.  
c. 4 or 5 months.  
d. 24 months.  
e. 1 or 2 months.

**Difficulty:** 1  
**Question ID:** 8.1-6  
**Page-Reference:** 206  
**Topic:** Before the First Word: The Prelinguistic Phase  
**Skill:** Factual  
**Objective:** 8.1  

**Answer:** b. 9 or 10 months.
8.1-7. **From birth to about one month of age, we would expect that a baby's most common sound is**
   a. pseudowords.
   b. laughing.
   c. babbling.
   d. cooing.
   e. crying.
   **Difficulty:** 2
   **Question ID:** 8.1-7
   **Page Reference:** 205
   **Topic:** Before the First Word: The Prelinguistic Phase
   **Skill:** Applied
   **Objective:** 8.1

   **Answer:** e. crying.

8.1-8. **From six months on, babies begin engaging in ________, which is a sound pattern consisting of consonants and vowels.**
   a. cooing
   b. babbling
   c. gurgling
   d. fussing
   e. crying
   **Difficulty:** 1
   **Question ID:** 8.1-8
   **Page Reference:** 205
   **Topic:** Before the First Word: The Prelinguistic Phase
   **Skill:** Factual
   **Objective:** 8.1

   **Answer:** b. babbling

8.1-9. **The sequence of development in the prelinguistic phase of language development is**
   a. cooing, crying, babbling.
   b. babbling, crying, cooing.
   c. crying, babbling, cooing.
   d. crying, cooing, babbling.
   e. cooing, babbling, crying.
   **Difficulty:** 2
   **Question ID:** 8.1-9
   **Page Reference:** 205
   **Topic:** Before the First Word: The Prelinguistic Phase
   **Skill:** Factual
   **Objective:** 8.1

   **Answer:** d. crying, cooing, babbling.

8.1-10. Which of the following statements about babbling is CORRECT?

a. In the development of babies' babbling, it can be said that they are "learning the words before the tune."

b. When babies babble with a falling intonation at the end of a string of sounds, it seems to signal a desire for a response.

c. When babies first start babbling, they typically babble all kinds of sounds, including some that are not part of the language they are hearing.

d. At about 9 or 10 months of age, the sound repertoire in babbling gradually shifts to include the set of sounds they do not hear spoken.

e. Babbling involves complex combinations of vowels that occur before cooing.

**Answer:** c. When babies first start babbling, they typically babble all kinds of sounds, including some that are not part of the language they are hearing.

8.1-11. The gestural language of infants

a. develops near the end of the first year.

b. is only seen in deaf babies.

c. is seen only in babies who speak very early.

d. is used to express anger and disappointment.

e. is used to convey a variety of meanings.

**Answer:** a. develops near the end of the first year.
8.1-12. **According to your text, what is the relationship between receptive language and expressive language in early language development?**
   a. Children generally understand more than they can express.
   b. Children generally express more than what they understand.
   c. Children generally understand only the words they express.
   d. Approximately 50 percent of children express more than they can understand.
   e. Language should be limited to a very simple form in order for both to develop.

   **Difficulty:** 2  
   **Question ID:** 8.1-12  
   **Page:** 205  
   **Reference:** Before the First Word: The Prelinguistic Phase  
   **Skill:** Factual  
   **Objective:** 8.1  

   **Answer:** a. Children generally understand more than they can express.

8.1-13. **In the past week, Larry has learned to wave "bye-bye" when his mother goes to work. How old is he?**
   a. two months  
   b. three months  
   c. five months  
   d. seven months  
   e. ten months

   **Difficulty:** 1  
   **Question ID:** 8.1-13  
   **Page:** 206  
   **Reference:** Before the First Word: The Prelinguistic Phase  
   **Skill:** Applied  
   **Objective:** 8.1

   **Answer:** e. ten months

8.1-14. **Missy has been babbling while she watches her father read the paper. Her babbling has ended with a falling intonation indicating**
   a. that she expects her father to answer her.  
   b. that she is feeling sad.  
   c. that she does not expect a response.  
   d. a problem in her language development.  
   e. that she may have a hearing problem.

   **Difficulty:** 2  
   **Question ID:** 8.1-14  
   **Page:** 205  
   **Reference:** Before the First Word: The Prelinguistic Phase  
   **Skill:** Applied  
   **Objective:** 8.1

   **Answer:** c. that she does not expect a response.
8.1-15. Researchers have found that deaf children

- a. are very slow to use any type of communication.
- b. cannot learn to "sign" until about three years of age.
- c. use simple gestures at about the same time as hearing children.
- d. do not learn to use referential signs.
- e. fail to learn any gestural language.

Difficulty: 2  
Question ID: 8.1-15  
Page: 206  
Reference: Before the First Word: The Prelinguistic Phase  
Skill: Factual  
Objective: 8.1

Answer: c. use simple gestures at about the same time as hearing children.

8.1-16. Fenson's research on receptive language indicates that children understand up to about 100 words by the age of

- a. five months.
- b. seven months.
- c. nine months.
- d. eleven months.
- e. thirteen months.

Difficulty: 1  
Question ID: 8.1-16  
Page: 206  
Reference: Before the First Word: The Prelinguistic Phase  
Skill: Factual  
Objective: 8.2

Answer: e. thirteen months.

8.1-17. All of the following changes occur at 9 or 10 months of age EXCEPT

- a. the beginning of meaningful gestures.
- b. telegraphic speech and holophrases.
- c. imitative gestural games.
- d. first comprehension of individual words.
- e. receptive language becomes evident.

Difficulty: 2  
Question ID: 8.1-17  
Page: 206  
Reference: Before the First Word: The Prelinguistic Phase  
Skill: Factual  
Objective: 8.2

Answer: b. telegraphic speech and holophrases.
8.1-18. **Marsha is anxious to hear her baby say his first real words. At about what age will this occur?**

- a. 8 or 9 months
- b. 10 or 11 months
- c. 12 or 13 months
- d. 14 or 15 months
- e. 16 or 17 months

**Difficulty:** 3  
**Question ID:** 8.1-18  
**Page:** 206  
**Reference:** Before the First Word: The Prelinguistic Phase  
**Skill:** Applied  
**Objective:** 8.3

**Answer:** c. 12 or 13 months

8.1-19. **Fenson's cross-cultural study found that nouns made up what percent of the words children knew by two years of age?**

- a. 8.5
- b. 30.2
- c. 48.9
- d. 63.0
- e. 90.0

**Difficulty:** 3  
**Question ID:** 8.1-19  
**Page:** 208  
**Reference:** Before the First Word: The Prelinguistic Phase  
**Skill:** Factual  
**Objective:** 8.3

**Answer:** d. 63.0

8.1-20. **According to linguists, any sound or set of sounds that is used consistently to refer to some thing, action, or quality is considered to be**

- a. babbling.
- b. a gesture.
- c. language.
- d. a word.
- e. an overextension.

**Difficulty:** 1  
**Question ID:** 8.1-20  
**Page:** 207  
**Reference:** Learning Words and Word Meanings  
**Skill:** Factual  
**Objective:**

**Answer:** d. a word.
8.1-21. All of the following are true of the first six months of early word learning EXCEPT

a. words are understood to be symbolic.
b. the process is very slow.
c. many repetitions are required.
d. each word is connected to a specific context.
e. as few as 30 words may be learned.

Difficulty: 3
Question ID: 8.1-21
Page- 207
Reference:
Topic: Learning Words and Word Meanings
Skill: Conceptual
Objective: 8.3

Answer: a. words are understood to be symbolic.

8.1-22. Terry is an average 16 month old. He will probably have a speaking vocabulary of how many words?

a. 30  
b. 50  
c. 200  
d. 320  
e. 500

Difficulty: 2
Question ID: 8.1-22
Page- 207
Reference:
Topic: Learning Words and Word Meanings
Skill: Applied
Objective: 8.3

Answer: b. 50

8.1-23. Manny is 24 months of age and his speaking vocabulary should be about

a. 30 words.  
b. 50 words.  
c. 240 words.  
d. 320 words.  
e. 502 words.

Difficulty: 3
Question ID: 8.1-23
Page- 207
Reference:
Topic: Learning Words and Word Meanings
Skill: Applied
Objective: 8.3

Answer: d. 320 words.
8.1-24. The bulk of the research indicates that for most children, the majority of new words during very early vocabulary growth are
a. nouns.
b. pronouns.
c. verbs.
d. adjectives.
e. adverbs.

Difficulty: 1
Question ID: 8.1-24
Page-Reference: 208
Topic: Learning Words and Word Meanings
Skill: Factual
Objective: 8.3

Answer: a. nouns.

8.1-25. Children's vocabulary grows rapidly because, by 3 years of age, children begin to
a. memorize as well as an adult.
b. pay attention to words in whole groups.
c. speak more clearly and frequently.
d. interact more with other children.
e. go to preschool.

Difficulty: 2
Question ID: 8.1-25
Page-Reference: 208
Topic: Learning Words and Word Meanings
Skill: Conceptual
Objective: 8.3

Answer: b. pay attention to words in whole groups.

8.1-26. When Lisa sees a dog she points and says "kitty." Lisa is demonstrating
a. overextension.
b. telegraphic speech.
c. underextension.
d. holophrasing.
e. overregularization.

Difficulty: 2
Question ID: 8.1-26
Page-Reference: 209
Topic: Learning Words and Word Meanings
Skill: Applied
Objective: 8.3

Answer: a. overextension.
8.1-27. The ability to categorically link new words to real-world referents is

a. overextension.
b. linguistic reference.
c. expressive language.
d. fast-mapping.
e. underextension.

Difficulty: 1
Question ID: 8.1-27
Page: 209
Reference: Learning Words and Word Meanings
Skill: Factual
Objective: 8.3

Answer: d. fast-mapping.

8.1-28. Lawanda has not yet experienced the naming explosion. Therefore, her use of "car" is most likely to be for

a. the family car only.
b. all cars, including toys.
c. all four-wheel vehicles.
d. all methods of transportation.
e. cars used only by people she knows.

Difficulty: 3
Question ID: 8.1-28
Page: 209
Reference: Learning Words and Word Meanings
Skill: Applied
Objective: 8.3

Answer: a. the family car only.

8.1-29. When Dora's mother mentions that the neighbors have a new "kitty," Dora says "they can't have Kitty because Kitty lives with us." Dora is demonstrating

a. overextension.
b. fast mapping.
c. vocabulary explosion.
d. word constraints.
e. underextension.

Difficulty: 3
Question ID: 8.1-29
Page: 209
Reference: Learning Words and Word Meanings
Skill: Applied
Objective: 8.3

Answer: e. underextension.
8.1-30. **A group of children are watching a guinea pig run around on the floor. Which one of the following comments from the children illustrates overextension?**

   a. "See the guinea pig."
   b. "Look at the mouse."
   c. "Look at Tim."
   d. "That's not a rabbit."
   e. "That's my pet."

   **Difficulty:** 3  
   **Question ID:** 8.1-30  
   **Page Reference:** 209  
   **Topic:** Learning Words and Word Meanings  
   **Skill:** Applied  
   **Objective:** 8.3

   **Answer:** b. "Look at the mouse."

8.1-31. **Linguists point out that children overextend words because**

   a. their language development is delayed.  
   b. it is a device that calls attention to them.  
   c. they can't differentiate between the objects they are labeling.  
   d. they are trying to communicate with a limited vocabulary.  
   e. they fail to make accurate discriminations.

   **Difficulty:** 2  
   **Question ID:** 8.1-31  
   **Page Reference:** 209  
   **Topic:** Learning Words and Word Meanings  
   **Skill:** Factual  
   **Objective:** 8.3

   **Answer:** d. they are trying to communicate with a limited vocabulary.

8.1-32. **When a child assumes that objects will have only one name, the child is influenced by**

   a. the whole object constraint.  
   b. the principle of contrast.  
   c. the mutual exclusivity constraint.  
   d. underextension.  
   e. overextension.

   **Difficulty:** 2  
   **Question ID:** 8.1-32  
   **Page Reference:** 210  
   **Topic:** Learning Words and Word Meanings  
   **Skill:** Applied  
   **Objective:** 8.3

   **Answer:** c. the mutual exclusivity constraint.
8.1-33. **Based on his research on vocabulary development, Anglin argues that children at about age 8 or 9**
   a. have a vocabulary of 10,000 words.
   b. lose their ability to use derived words.
   c. figure out relationships between whole categories of words.
   d. begin to use telegraphic speech.
   e. acquire about 1,000 words a year.
   **Difficulty:** 2
   **Question ID:** 8.1-33
   **Page:** 210
   **Reference:**
   **Topic:** Learning Words and Word Meanings
   **Skill:** Factual
   **Objective:** 8.4
   **Answer:** c. figure out relationships between whole categories of words.

8.1-34. **The principle of contrast is an example of what some linguists believe is a(n) ________ in children's language development.**
   a. built-in bias
   b. naming explosion
   c. underextension
   d. inflection
   e. underextension.
   **Difficulty:** 2
   **Question ID:** 8.1-34
   **Page:** 210
   **Reference:**
   **Topic:** Learning Words and Word Meanings
   **Skill:** Factual
   **Objective:** 8.5
   **Answer:** a. built-in bias

8.1-35. **Edna's father points to a squirrel climbing up a tree with a nut in its mouth and says "look at the squirrel." Because of built-in constraints, Edna will know that her father is referring to**
   a. the squirrel itself.
   b. the nut in the squirrel's mouth.
   c. the tree.
   d. the fact that the squirrel has a nut.
   e. the fact that the squirrel is running up a tree.
   **Difficulty:** 3
   **Question ID:** 8.1-35
   **Page:** 210
   **Reference:**
   **Topic:** Learning Words and Word Meanings
   **Skill:** Applied
   **Objective:** 8.5
   **Answer:** a. the squirrel itself.
8.1-36. **Linguists use the term holophrase to indicate**

a. a two- or three-word phrase conveying a single meaning.
b. a word-gesture combination used to convey a sentence-like meaning.
c. a phrase or sentence imitated from another's speech.
d. the child's first two-word sentence.
e. random words with no specific meaning.

**Difficulty:** 2  
**Question ID:** 8.1-36  
**Page:** 211  
**Reference:** Learning the Rules: Development of Grammar and Pragmatics  
**Skill:** Factual  
**Objective:** 8.6

**Answer:** b. a word-gesture combination used to convey a sentence-like meaning.

8.1-37. **The first two-word sentences are usually formed between the ages of**

a. 10 and 12 months.
b. 12 and 18 months.
c. 18 and 24 months.
d. 20 and 26 months.
e. 24 and 30 months.

**Difficulty:** 2  
**Question ID:** 8.1-37  
**Page:** 211  
**Reference:** Learning the Rules: Development of Grammar and Pragmatics  
**Skill:** Factual  
**Objective:** 8.6

**Answer:** c. 18 and 24 months.

8.1-38. **A child says, "Doll" while holding out her hand. This is an example of a(n)**

a. holophrase.  
b. constraint.  
c. overextension.  
d. inflection.  
e. sentence. 

**Difficulty:** 2  
**Question ID:** 8.1-38  
**Page:** 211  
**Reference:** Learning the Rules: Development of Grammar and Pragmatics  
**Skill:** Applied  
**Objective:** 8.6

**Answer:** a. holophrase.
8.1-39. All of the following are characteristic of Roger Brown's stage 1 grammar EXCEPT
   a. short sentences.
   b. simple sentences.
   c. use of nouns, verbs, and adjectives.
   d. absence of purely grammatical markers.
   e. use of inflections.

   Difficulty: 3
   Question ID: 8.1-39
   Page: 211
   Reference: Learning the Rules: Development of Grammar and Pragmatics

   Skill: Conceptual
   Objective: 8.6

   Answer: e. use of inflections.

8.1-40. Shawn is beginning to use grammatical inflections in his speech. Which is he most likely to have added first?
   a. -ing
   b. -ed
   c. -est
   d. -er
   e. -es

   Difficulty: 3
   Question ID: 8.1-40
   Page: 211
   Reference: Learning the Rules: Development of Grammar and Pragmatics

   Skill: Applied
   Objective: 8.6

   Answer: a. -ing

8.1-41. The type of speech in which children frequently omit everything in a sentence but the critical words is called ______ speech.
   a. overregulated
   b. overextended
   c. receptive
   d. telegraphic
   e. holaphrastic

   Difficulty: 2
   Question ID: 8.1-41
   Page: 212
   Reference: Learning the Rules: Development of Grammar and Pragmatics

   Skill: Factual
   Objective: 8.6

   Answer: d. telegraphic
8.1-42. **Research on the use of various meanings that children convey with earliest sentences (such as agent-action, action-location, and recurrence) has shown that**

   a. all children express all the meanings in their earliest sentences.
   b. there is a fixed order in which the meanings are acquired.
   c. all children appear to express at least a few meanings in their earliest speech.
   d. most of the meanings are too difficult for children under five years of age.
   e. the meanings first appear in holophrastic speech.

**Difficulty:** 3  
**Question ID:** 8.1-42  
**Page:** 212  
**Reference:**  
**Topic:** Learning the Rules: Development of Grammar and Pragmatics  
**Skill:** Factual  
**Objective:** 8.6

**Answer:** c. all children appear to express at least a few meanings in their earliest speech.

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8.1-43. **According to Fenson's research, 24 month old children's longest sentences include**

   a. one to two words.
   b. two to three words.
   c. three to four words.
   d. four to five words.
   e. five to six words.

**Difficulty:** 3  
**Question ID:** 8.1-43  
**Page:** 212  
**Reference:**  
**Topic:** Learning the Rules: Development of Grammar and Pragmatics  
**Skill:** Factual  
**Objective:** 8.6

**Answer:** d. four to five words.

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8.1-44. **Fenson found what correlation between the complexity of a child's sentences and the size of her speaking vocabulary?**

   a. -.92  
   b. -.12  
   c. .45  
   d. .84  
   e. .96

**Difficulty:** 2  
**Question ID:** 8.1-44  
**Page:** 212  
**Reference:**  
**Topic:** Learning the Rules: Development of Grammar and Pragmatics  
**Skill:** Factual  
**Objective:** 8.7

**Answer:** d. .84
8.1-45. Children's first use of questions and negatives

- a. is purely random.
- b. is an exact copy of the speech they hear.
- c. reveals a knowledge of rules.
- d. is characterized by overuse of auxiliary verbs.
- e. involves overextension.

**Difficulty:** 3
**Question ID:** 8.1-45
**Page:** 213
**Reference:**
**Topic:** Learning the Rules: Development of Grammar and Pragmatics
**Skill:** Conceptual
**Objective:** 8.7

**Answer:** c. reveals a knowledge of rules.

8.1-46. Overregularization occurs because the child in the later stages of grammatical development

- a. is being raised in a restrictive environment.
- b. cannot generalize rules he develops about the past tense.
- c. cannot use auxiliary verbs.
- d. is operating with a set of rules.
- e. is copying what adults say.

**Difficulty:** 2
**Question ID:** 8.1-46
**Page:** 213-214
**Reference:**
**Topic:** Learning the Rules: Development of Grammar and Pragmatics
**Skill:** Conceptual
**Objective:** 8.7

**Answer:** d. is operating with a set of rules.

8.1-47. The use of "flied" instead of "flew" by a child is an example of

- a. underextension.
- b. overextension.
- c. inflection.
- d. overregularization.
- e. pragmatics.

**Difficulty:** 2
**Question ID:** 8.1-47
**Page:** 213
**Reference:**
**Topic:** Learning the Rules: Development of Grammar and Pragmatics
**Skill:** Applied
**Objective:** 8.7

**Answer:** d. overregularization.
8.1-48. When young children use audible language to help control or monitor their own behavior, they are exhibiting

a. overregularization.
b. child directed speech.
c. baby talk.
d. fast mapping.
e. private speech.

**Answer:** e. private speech.

8.1-49. Four-year-old Tobias has learned to use several sentence forms. Which of the following sentences reflects the last sentence form Tobias learned to use?

a. "Why it is resting now?"
b. "I sitted for a long time."
c. "Where did you put my truck?"
d. "Bobby is the baddest boy."
e. "I not crying."

**Answer:** c. "Where did you put my truck?"

8.1-50. Which of the following sentences is likely to be the most difficult for a 5- or 6-year-old child to understand?

a. "The car was fixed by the man yesterday."
b. "We saw the man at the gas station."
c. "Was the man repairing a car?"
d. "Please fix the car."
e. "Where did you say you put the truck?"

**Answer:** a. "The car was fixed by the man yesterday."
8.1-51. Which of the following language forms are difficult for a 5- or 6-year-old child to understand and use?
   a. negations
   b. passive voice
   c. past tense
   d. questions
   e. inflections

   Difficulty: 2
   Question ID: 8.1-51
   Page: 214
   Reference:
   Topic: Learning the Rules: Development of Grammar and Pragmatics
   Skill: Factual
   Objective: 8.8

   Answer: b. passive voice

8.1-52. Pragmatics is an aspect of language dealing with
   a. grammar.
   b. word meaning.
   c. communication.
   d. commonalities.
   e. inflections.

   Difficulty: 1
   Question ID: 8.1-52
   Page: 214
   Reference:
   Topic: Learning the Rules: Development of Grammar and Pragmatics
   Skill: Factual
   Objective: 8.8

   Answer: c. communication.

8.1-53. The understanding of what type of language to use in specific situations is called
   a. grammar.
   b. pragmatics.
   c. semantics.
   d. syntax.
   e. inflections.

   Difficulty: 1
   Question ID: 8.1-53
   Page: 214
   Reference:
   Topic: Learning the Rules: Development of Grammar and Pragmatics
   Skill: Factual
   Objective: 8.9

   Answer: b. pragmatics.
8.1-54. When Amy wants to play with the toy that Ellie has, she says "give me that toy." However, when she wants something her father has, she asks, "May I please have that?" Amy is using
a. syntax.
b. semantics.
c. pragmatics.
d. grammar.
e. overgeneralization.
Difficulty: 2
Question ID: 8.1-54
Page- 214
Reference:
Topic: Learning the Rules: Development of Grammar and Pragmatics
Skill: Applied
Objective: 8.9
Answer: c. pragmatics.

8.1-55. When Anita simplifies her language for her younger brother, she is demonstrating that she
a. is egocentric.
b. dislikes her sibling.
c. knows complex language rules.
d. has poor language skills.
e. understands pragmatics.
Difficulty: 3
Question ID: 8.1-55
Page- 214
Reference:
Topic: Learning the Rules: Development of Grammar and Pragmatics
Skill: Conceptual
Objective: 8.9
Answer: e. understands pragmatics.

8.1-56. Jerome is two years old and his sentences have become more complex. After he began to use "-ing," what were the next three inflections and complex word orders that he added?
a. possessives, plurals, auxiliary verbs
b. auxiliary verbs, possessives, plurals
c. possessives, auxiliary verbs, irregular verbs
d. prepositions, plurals, irregular past tenses
e. past tenses, plurals, possessives
Difficulty: 2
Question ID: 8.1-56
Page- 213
Reference:
Topic: Learning the Rules: Development of Grammar and Pragmatics
Skill: Applied
Objective: 8.9
Answer: d. prepositions, plurals, irregular past tenses

8.1-57. All of the following are examples of pragmatics EXCEPT

a. 4-year-old children simplify their language when speaking to younger children.
b. by their teens, children are able to use the passive voice.
c. first graders explain things more fully to a stranger than to a friend.
d. first graders are more polite to adults and to strangers than they are to their own peers.
e. children are more polite to strangers than to their peers.

Answer: b. by their teens, children are able to use the passive voice.

8.1-58. Private speech is used to

a. practice before talking to someone.
b. entertain oneself.
c. block out the surrounding environment.
d. monitor one's own behavior.
e. talk to imaginary friends.

Answer: d. monitor one's own behavior.

8.1-59. As she works on a puzzle, Ashley tells herself "this is a corner piece." This is an example of

a. holophrastic speech.
b. telegraphic speech.
c. delayed speech.
d. private speech.
e. underextension.

Answer: d. private speech.
8.1-60. **Piaget thought that the "private speech" of children was**

- a. an attempt to guide their own behavior.
- b. a conversational skill.
- c. egocentric speech.
- d. use of practice to perfect language skills.
- e. telegraphic speech.

**Difficulty:** 2  
**Question ID:** 8.1-60  
**Page:** 215  
**Reference:**  
**Topic:** Learning the Rules: Development of Grammar and Pragmatics  
**Skill:** Factual  
**Objective:** 8.9

**Answer:** c. egocentric speech.

8.1-61. **According to Vygotsky, children use "private speech"**

- a. because they enjoy hearing themselves talk.
- b. because they are egocentric.
- c. to keep others from talking to them.
- d. to guide their own behavior.
- e. to talk to imaginary friends.

**Difficulty:** 1  
**Question ID:** 8.1-61  
**Page:** 215  
**Reference:**  
**Topic:** Learning the Rules: Development of Grammar and Pragmatics  
**Skill:** Factual  
**Objective:** 8.9

**Answer:** d. to guide their own behavior.

8.1-62. **Research on private speech has shown all of the following EXCEPT**

- a. it completely disappears by 9 or 10 years of age.
- b. young children talk to themselves when trying to remember lists.
- c. children use it to remind themselves of a new strategy.
- d. adults sometimes use it when dealing with difficult tasks.
- e. it is not always audible.

**Difficulty:** 3  
**Question ID:** 8.1-62  
**Page:** 215  
**Reference:**  
**Topic:** Learning the Rules: Development of Grammar and Pragmatics  
**Skill:** Conceptual  
**Objective:** 8.9

**Answer:** a. it completely disappears by 9 or 10 years of age.
8.1-63. The earliest theories of language reflected which of the following perspectives?

a. psychoanalysis  
b. learning theory  
c. cognitive theory  
d. information processing  
e. humanistic theory  

**Answer:** b. learning theory

8.1-64. The fact that children say things such as "I wented," supports what conclusion about the role of imitation in language development?

a. Imitation is the central process in language development.  
b. Imitation alone can't explain all language acquisition.  
c. Imitation in infancy improves language development in early childhood.  
d. Imitation is irrelevant in language development.  
e. Imitation slows language development.  

**Answer:** b. Imitation alone can't explain all language acquisition.

8.1-65. Imitation theories of language development cannot account for

a. children saying things like, "I hurted myself."  
b. children's repetition of their parents.  
c. the drift of babbling toward the language spoken around the infant.  
d. rapid language growth of children who repeat the words they hear.  
e. the failure of reinforcement to promote language development.  

**Answer:** a. children saying things like, "I hurted myself."
8.1-66. **Skinner's theory of language** states that children's language is shaped through systematic ________ of better and better approximations of adult speech.

a. generation  
b. reinforcement  
c. imitation  
d. monitoring  
e. development

**Difficulty:** 1  
**Question ID:** 8.1-66  
**Page:** 216  
**Reference:**  
**Topic:** Explaining Language Development  
**Skill:** Factual  
**Objective:** 8.10

**Answer:** b. reinforcement

8.1-67. The fact that parents are remarkably forgiving of all sorts of peculiar constructions and meaning in their children's speech is evidence against which theory of language development?

a. imitation  
b. reinforcement  
c. innateness  
d. constructivist  
e. psychoanalytic

**Difficulty:** 2  
**Question ID:** 8.1-67  
**Page:** 216  
**Reference:**  
**Topic:** Explaining Language Development  
**Skill:** Conceptual  
**Objective:** 8.10

**Answer:** b. reinforcement

8.1-68. **Two-year-old Alissa is more likely to imitate a correct grammatical form if she**

a. hears her mother use that form in her normal conversation.  
b. is explicitly corrected when she makes a grammatical error.  
c. hears her own sentences recast by her mother.  
d. is ignored when she speaks ungrammatically.  
e. is reinforced for good grammar.

**Difficulty:** 3  
**Question ID:** 8.1-68  
**Page:** 217  
**Reference:**  
**Topic:** Explaining Language Development  
**Skill:** Factual  
**Objective:** 8.10

**Answer:** c. hears her own sentences recast by her mother.
8.1-69. **Mr. Esterhaus reads frequently to his children and talks to them about a wide range of subjects. We can expect that his children will do all of the following EXCEPT**
   a. begin to talk sooner.
   b. use more complex sentences.
   c. learn to read more readily in school.
   d. develop larger vocabularies.
   e. learn to dislike reading.

**Difficulty:** 3  
**Question ID:** 8.1-69  
**Page:** 217  
**Reference:**  
**Topic:** Explaining Language Development  
**Skill:** Applied  
**Objective:** 8.10  

**Answer:** e. learn to dislike reading.

8.1-70. **Which of the following is an accurate statement about motherese?**
   a. It is the behavior pattern shown by infants attached to their mothers.
   b. It is not effective in communicating with young children.
   c. It is scientifically described as infant directed speech.
   d. It is spoken only by mothers and only to their own infants.
   e. It tends to slow down language acquisition.

**Difficulty:** 2  
**Question ID:** 8.1-70  
**Page:** 217  
**Reference:**  
**Topic:** Explaining Language Development  
**Skill:** Factual  
**Objective:** 8.10  

**Answer:** c. It is scientifically described as infant directed speech.

8.1-71. **All of the following are characteristics of infant-directed speech EXCEPT**
   a. concrete vocabulary.
   b. lower-pitched voice.
   c. short, simple sentences.
   d. slower pace.
   e. simple grammar.

**Difficulty:** 1  
**Question ID:** 8.1-71  
**Page:** 217  
**Reference:**  
**Topic:** Explaining Language Development  
**Skill:** Conceptual  
**Objective:** 8.10  

**Answer:** b. lower-pitched voice.
8.1-72. **Which theorist is most strongly associated with nativist theories of language?**

a. Skinner  
b. Freud  
c. Chomsky  
d. Piaget  
e. Vygotsky

**Difficulty:** 1  
**Question ID:** 8.1-72  
**Page:** 217  
**Reference:** 
**Topic:** Explaining Language Development  
**Skill:** Factual  
**Objective:** 8.11

**Answer:** c. Chomsky

8.1-73. **According to Slobin, infants and children**

a. must be taught grammar.  
b. learn language strictly by imitation.  
c. are programmed with rules to listen by.  
d. construct their own operating principles.  
e. must receive reinforcement to learn language.

**Difficulty:** 2  
**Question ID:** 8.1-73  
**Page:** 218  
**Reference:** 
**Topic:** Explaining Language Development  
**Skill:** Factual  
**Objective:** 8.11

**Answer:** c. are programmed with rules to listen by.

8.1-74. **Parents who talk more, read more to their children, elicit more language from them and respond appropriately to them tend to have children who develop**

a. language strictly as programmed by their genetic heritage.  
b. a more complex language but at a later-than-average age.  
c. language at a later age than other children.  
d. language more rapidly without regard to genetic inheritance.  
e. a larger vocabulary but poor grammar skills.

**Difficulty:** 2  
**Question ID:** 8.1-74  
**Page:** 217  
**Reference:** 
**Topic:** Explaining Language Development  
**Skill:** Factual  
**Objective:** 8.11

**Answer:** d. language more rapidly without regard to genetic inheritance.
8.1-75. Slobin proposes that babies are preprogrammed to pay attention to

a. adult-directed speech.
b. the stream of sounds as a whole.
c. the middle of a string of words.
d. stressed sounds.
e. prefixes and suffixes.

**Difficulty:** 2  
**Question ID:** 8.1-75  
**Page:** 218  
**Reference:**  
**Topic:** Explaining Language Development  
**Skill:** Factual  
**Objective:** 8.11

**Answer:** d. stressed sounds.

8.1-76. Bowerman and other constructivist theorists maintain that the important factor in language development is

a. built-in biases.
b. genetically programmed operating principles.
c. the constraints on language.
d. the rate of brain cell development.
e. the child's construction of language.

**Difficulty:** 3  
**Question ID:** 8.1-76  
**Page:** 218  
**Reference:**  
**Topic:** Explaining Language Development  
**Skill:** Conceptual  
**Objective:** 8.12

**Answer:** e. the child's construction of language.

8.1-77. In Fenson's research study of more than 1000 toddlers, the earliest age at which the transition from simple two-word sentences to more complex forms occurred was

a. 21 months.
b. 22 months.
c. 27 months.
d. 30 months.
e. 33 months.

**Difficulty:** 3  
**Question ID:** 8.1-77  
**Page:** 220  
**Reference:**  
**Topic:** Individual and Group Differences in Language Development  
**Skill:** Factual  
**Objective:** 8.13

**Answer:** b. 22 months.
8.1-78. **Studies of a wide variety of language communities have revealed that**

a. Asian children skip the prelinguistic phase.
b. Western children tend to use language before they understand it.
c. the prelinguistic phase is identical in all language communities.
d. there is no set pattern for language development.
e. all language development is genetically programmed.

**Difficulty:** 2  
**Question ID:** 8.1-78  
**Page:** 220  
**Reference:**  
**Topic:** Individual and Group Differences in Language Development  
**Skill:** Factual  
**Objective:** 8.14

**Answer:** c. the prelinguistic phase is identical in all language communities.

8.1-79. **Carlos lives in Mexico and Greti lives in Switzerland. Cross-cultural research indicates that both children will do all of the following EXCEPT**

a. use more nouns than verbs.
b. babble after they coo.
c. understand before they speak language.
d. use their first words at about 12 months.
e. first use two-word phrases at 18 months.

**Difficulty:** 3  
**Question ID:** 8.1-79  
**Page:** 220  
**Reference:**  
**Topic:** Individual and Group Differences in Language Development  
**Skill:** Applied  
**Objective:** 8.14

**Answer:** e. first use two-word phrases at 18 months.

8.1-80. **Billy lives in the United States, Anwar lives in Egypt. They are both beginning to learn prepositions describing locations. Both will learn which of the following prepositions last?**

a. front  
b. beside  
c. under  
d. on  
e. in

**Difficulty:** 2  
**Question ID:** 8.1-80  
**Page:** 221  
**Reference:**  
**Topic:** Individual and Group Differences in Language Development  
**Skill:** Applied  
**Objective:** 8.14

**Answer:** a. front
8.1-81. Cross-cultural research indicates that children the world over do all of the following EXCEPT
a. use one word phrases before two word phrases.
b. add prepositions in the same order.
c. pay more attention to the ends of words than the beginnings.
d. use the same specific word order in early sentences.
e. coo before they babble.

Difficulty: 3
Question ID: 8.1-81
Page: 221
Reference: Individual and Group Differences in Language Development
Skill: Factual
Objective: 8.14

Answer: d. use the same specific word order in early sentences.

8.1-82. Japanese children learn at an early age to use a word at the end of the sentence that tells something about the feeling or context of what is being said. This is called a(n)

a. extension.
b. inflection.
c. constraint.
d. generalization.
e. pragmatic marker.

Difficulty: 2
Question ID: 8.1-82
Page: 221
Reference: Individual and Group Differences in Language Development
Skill: Factual
Objective: 8.14

Answer: e. pragmatic marker.

8.1-83. A child's awareness of the rules governing the sound patterns that are specific to his or her language is called

a. linguistic awareness.
b. phonological awareness.
c. cognitive awareness.
d. constructive awareness.
e. pragmatic awareness.

Difficulty: 2
Question ID: 8.1-83
Page: 222
Reference: Learning to Read and Write
Skill: Factual
Objective: 8.15

Answer: b. phonological awareness.

8.1-84. **All of the following contribute to phonological awareness EXCEPT**

a. learning and reciting nursery rhymes.
b. shiritori.
c. word play.
d. dialogic reading.
e. expressive jargon.

**Difficulty:** 3  
**Question ID:** 8.1-84  
**Page:** 222  
**Reference:** Learning to Read and Write  
**Skill:** Conceptual  
**Objective:** 8.15

**Answer:** e. expressive jargon.

8.1-85. **Which of the following do reading experts suggest is critical to success in reading in the early years?**

a. picture books  
b. silent reading  
c. phonological awareness  
d. workbooks  
e. spelling lessons

**Difficulty:** 1  
**Question ID:** 8.1-85  
**Page:** 222  
**Reference:** Learning to Read and Write  
**Skill:** Factual  
**Objective:** 8.15

**Answer:** c. phonological awareness

8.1-86. **Because poor readers have problems with sound-letter combinations, they benefit from what type of approach?**

a. phonics  
b. rote learning  
c. invented spelling  
d. dialogical reading  
e. shiritori

**Difficulty:** 3  
**Question ID:** 8.1-86  
**Page:** 224  
**Reference:** Learning to Read and Write  
**Skill:** Factual  
**Objective:** 8.15

**Answer:** a. phonics
8.1-87. **Which of the following is true of bilingual children?**

- a. They have difficulty discriminating between the two languages.
- b. They have more difficulty with language tasks in school.
- c. They have an advantage in metalinguistic ability.
- d. They reach all language milestones earlier.
- e. They have difficulty focusing attention.

**Difficulty:** 3  
**Question ID:** 8.1-87  
**Page:** 225  
**Reference:**  
**Topic:** Learning to Read and Write  
**Skill:** Factual  
**Objective:** 8.17

**Answer:** c. They have an advantage in metalinguistic ability.

8.1-88. **Carlos is bilingual and his parents have asked a counselor what to expect when he goes to school. She should tell them that most bilingual children who are equally fluent in both languages**

- a. have learning problems in school.
- b. lose fluency in both languages.
- c. demonstrate few differences in verbal memory efficiency.
- d. have decreased metalinguistic ability.
- e. have difficulty focusing their attention.

**Difficulty:** 3  
**Question ID:** 8.1-88  
**Page:** 225  
**Reference:**  
**Topic:** Learning to Read and Write  
**Skill:** Applied  
**Objective:** 8.17

**Answer:** c. demonstrate few differences in verbal memory efficiency.

8.1-89. **Manuel is in a classroom in which all the children speak Spanish and the teacher speaks both English and Spanish. He is in a(n)**

- a. bilingual education program.
- b. ESL program.
- c. structured immersion program.
- d. submersion program.
- e. remedial program.

**Difficulty:** 2  
**Question ID:** 8.1-89  
**Page:** 225  
**Reference:**  
**Topic:** Learning to Read and Write  
**Skill:** Applied  
**Objective:** 8.17

**Answer:** c. structured immersion program.
8.1-90. **Children who are in a regular English-speaking classroom for most of the day, but spend an hour in a special classroom for children with limited English proficiency are in a(n)**

a. bilingual education program.
b. ESL program.
c. structured immersion program.
d. submersion program.
e. limited language program.

**Difficulty:** 2  
**Question ID:** 8.1-90  
**Page:** 226  
**Reference:**  
**Topic:** Learning to Read and Write  
**Skill:** Applied  
**Objective:** 8.17

**Answer:** b. ESL program.

Fill-in-the-Blank

8.2-1. **The process of learning a language begins with the __________ stage.**

**Difficulty:** 1  
**Question ID:** 8.2-1  
**Page:** 205  
**Reference:**  
**Topic:** Before the First Word: The Prelinguistic Phase  
**Skill:** Factual  
**Objective:** 8.1

**Answer:** prelinguistic

8.2-2. **From about 6 to 12 months of age __________ makes up about half of babies' noncrying sounds.**

**Difficulty:** 2  
**Question ID:** 8.2-2  
**Page:** 205  
**Reference:**  
**Topic:** Before the First Word: The Prelinguistic Phase  
**Skill:** Factual  
**Objective:** 8.1

**Answer:** babbling.
8.2-3. The ability to understand language is referred to as __________ language.

Difficulty: 1
Question ID: 8.2-3
Page-Reference: 206
Topic: Before the First Word: The Prelinguistic Phase
Skill: Factual
Objective: 8.2
Answer: receptive

8.2-4. For the majority of children, a vocabulary spurt begins once the child has acquired about __________ words.

Difficulty: 2
Question ID: 8.2-4
Page-Reference: 207
Topic: Learning Words and Word Meanings
Skill: Factual
Objective: 8.3
Answer: 50

8.2-5. Studies suggest that noun learning may precede verb learning because infants lack the ability to consistently associate words with actions until about __________ months of age.

Difficulty: 3
Question ID: 8.2-5
Page-Reference: 208
Topic: Learning Words and Word Meanings
Skill: Conceptual
Objective: 8.3
Answer: 18

8.2-6. The use of words to apply only to specific objects is called __________.

Difficulty: 2
Question ID: 8.2-6
Page-Reference: 208
Topic: Learning Words and Word Meanings
Skill: Factual
Objective: 8.3
Answer: underextension
8.2-7. **The inappropriate use of a word to designate an entire category of objects is called __________.**

Answer: overextension

8.2-8. **The ability to categorically link new words to real-world referents is called __________.**

Answer: fast-mapping

8.2-9. **Researchers propose that a child may have a built-in assumption that words refer to whole objects and not to their parts or attributes, and this is referred to as __________.**

Answer: whole object constraint
8.2-10. The combination of a gesture and a single word that conveys more meaning than just a word alone is called a __________. This type of communication is common for children between the ages of 12 and 18 months.

Difficulty: 2
Question ID: 8.2-10
Page: 211
Reference: Learning the Rules: The Development of Grammar and Pragmatics
Skill: Factual
Objective: 8.6

Answer: holophrase

8.2-11. __________ is the term researchers use to describe the earliest sentences created by most children because they include key nouns and verbs but generally omit all other words and grammatical inflections.

Difficulty: 2
Question ID: 8.2-11
Page: 212
Reference: Learning the Rules: The Development of Grammar and Pragmatics
Skill: Factual
Objective: 8.6

Answer: Telegraphic speech

8.2-12. The researcher, Roger Brown, found that the earliest inflection used by children learning English is adding __________ added onto a verb.

Difficulty: 2
Question ID: 8.2-12
Page: 213
Reference: Learning the Rules: The Development of Grammar and Pragmatics
Skill: Applied
Objective: 8.7

Answer: -ing
8.2-13. When young children apply basic grammar rules to irregular words during the second phase of sentence construction, this is called __________.

Difficult: 3  
Question ID: 8.2-13  
Page: 213 - 214  
Reference:  
Topic: Learning the Rules: The Development of Grammar and Pragmatics  
Skill: Factual  
Objective: 8.7  

Answer: overregulization

8.2-14. Three-year-old Randy was trying to tell his mother something, and he used the word "sitted" to tell her that he was sitting to watch television. Randy's use of the word "sitted" is an example of what researchers call __________ of speech.

Difficult: 3  
Question ID: 8.2-14  
Page: 214  
Reference:  
Topic: Learning the Rules: The Development of Grammar and Pragmatics  
Skill: Applied  
Objective: 8.7  

Answer: overregularization

8.2-15. The rules for the use of language in communicative interaction, such as the rules for taking turns and the style of speech that is appropriate for different listeners is called __________.

Difficult: 2  
Question ID: 8.2-15  
Page: 214  
Reference:  
Topic: Learning the Rules: The Development of Grammar and Pragmatics  
Skill: Factual  
Objective: 8.8  

Answer: apragmatics
8.2-16. The earliest theories of language were based either on _________ theory or the common sense idea that language is learned by _________.

Answer: learning/imitation

8.2-17. The most commonly used measure of vocabulary is the _________ Picture Vocabulary Test.

Answer: Peabody

8.2-18. Motherese is more scientifically described as _________ speech.

Answer: a.infant-directed


Answer: nativist
8.2-20. Linguists refer to the average sentence length as the ________.

Answer: mean length of utterance

8.2-21. Understanding the rules governing the sounds of a language, as well as, knowledge of the connection between sounds and the way they are represented in written language is called ________.

Answer: phonological awareness

8.2-22. Young children who demonstrate good phonological awareness skills often use ________ when they attempt to write.

Answer: invented spelling

8.2-23. An approach to reading instruction that emphasizes the meaning of written language more than its structure is called ________.

Answer: whole language approach
8.2-24. Bilingual children have a clear advantage in _________ ability, the capacity to think about language.

**Answer:** metalinguistic

8.2-25. The _________ approach to teaching LEP children is also called the "sink or swim" approach.

**Answer:** submersion

**Essay**

8.3-1. A new parent asks you when and how her new baby will begin to speak. What can you tell her about the progression through the prelinguistic phase?

**Answer:** By one or two months babies can tell the difference between many letter sounds. At birth, the baby cries and makes a variety of sounds such as gurgling. This is followed at one or two months by some laughing and cooing (vowel) sounds. From six months, babbling (consonant-vowel) combinations appear. A form of gestural language such as pointing to something also appears. Babbling also includes intonations representative of language.
8.3-2. Define overextension and underextension in language use and explain when and why children use each.

Difficult: 2
Question ID: 8.3-2
Page-Reference: 208-209
Topic: Learning Words and Word Meanings
Skill: Factual
Objective: 8.3

Answer: Underextension is most common at the earliest stages of language use, particularly before the naming explosion, and involves the narrow use of a word. For example, the family dachshund is the only animal called a "dog." Overextension becomes more common once the naming explosion starts and is a broad use of words, for example, all small animals with fur are cats. Overextension may be used as a means of communicating with a limited vocabulary.

8.3-3. Explain how and why private speech is used throughout childhood and contrast the view of Piaget and Vygotsky on this topic. Give specific examples.

Difficult: 3
Question ID: 8.3-3
Page-Reference: 215
Topic: Learning the Rules: Development of Grammar and Pragmatics
Skill: Conceptual
Objective: 8.9

Answer: At a simple level, private speech is talking to oneself. Piaget thought private speech was egocentric speech, but Vygotsky insisted that in using private speech, the child was communicating with himself for the explicit purpose of guiding his own behavior. Much private speech becomes internalized as children get older, but even adults use it at times to guide themselves through something with complicated steps.

8.3-4. What are the advantages and disadvantages of growing up bilingual?

Difficult: 2
Question ID: 8.3-4
Page-Reference: 224 - 226
Topic: Learning to Read and Write
Skill: Conceptual
Objective: 8.17

Answer: It should be pointed out that there is no problem with early language milestones, and that bilingual children readily discriminate between two languages phonologically and grammatically. Advantages: learning in one language facilitates similar learning in second language; clear advantage in metalinguistic ability; greater ability to focus attention on language tasks. Disadvantages: some milestones are reached later; some decreased efficiency in memory tasks involving words.
8.3-5. **Discuss the rationale for using the mean length of utterance (MLU) to identify children who need additional screening to determine a language disability.**

**Difficulty:** 2  
**Question ID:** 8.3-5  
**Page-Reference:** 219 - 220  
**Topic:** Individual and Group Differences in Language Development  
**Skill:** Factual  
**Objective:** 8.19  

**Answer:** The MLU stands for the average number of meaningful units in a sentence that is spoken by a child. Each basic unit word is one meaningful unit, as is each inflection. Therefore, the MLU is frequently used by physicians, teachers, and others to identify children who need additional screening to determine whether they have some kind of language disability.

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8.4-1. **Summarize the value of baby talk.**

**Difficulty:** 2  
**Question ID:** 8.4-1  
**Page-Reference:** MDL  
**Topic:** Watch: Child-Directed Speech  
**Skill:** Factual  
**Objective:** 8.1  

**Answer:** Researchers believe that it helps with brain mapping and simplifies the basics of understanding language. This allows the child to begin to copy sounds by duplicating the parts which are within their abilities.

8.4-2. **Identify the three types of constraints that children use to learn new words. Give an example of each.**

**Difficulty:** 3  
**Question ID:** 8.4-2  
**Page-Reference:** MDL  
**Topic:** Listen: Constraints on Word Learning  
**Skill:** Factual  
**Objective:** 8.8  

**Answer:** Whole object constraint = child is likely to assume that new words apply to whole objects rather than parts of an object; mutual exclusivity constraint = assumption that a new word applies to a new object and not one they already know; taxonomic constraint = associations between objects with similar qualities
8.4-3. At what age will children begin to mimic their first words?

a. 6 months  
b. 12 months  
c. 20 months  
d. 24 months  
Difficulty: 2  
Question ID: 8.4-3  
Page-Reference: MDL  
Topic: Watch: Child-Directed Speech  
Skill: Factual  
Objective: 8.3  
Answer: c. 20 months

8.4-4. When Marta is holding her infant daughter, she speaks to her using a soft sing-song type of speech. This is referred to as __________ by developmentalists.

Difficulty: 2  
Question ID: 8.4-4  
Page-Reference: MDL  
Topic: Watch: Child-Directed Speech  
Skill: Applied  
Objective: 8.1  
Answer: baby talk

8.4-5. Babies try to copy their mother's sing-song type of speech by __________ weeks.

Difficulty: 2  
Question ID: 8.4-5  
Page-Reference: MDL  
Topic: Watch: Child-Directed Speech  
Skill: Applied  
Objective: 8.1  
Answer: 20
8.4-6. The way you can tell that baby talk works is at about __________ months, when the children start to form sentences and mimic you.

Difficulty: 2  
Question ID: 8.4-6  
Page- MDL  
Reference:  
Topic: Watch: Child-Directed Speech  
Skill: Applied  
Objective: 8.1

Answer: 18

8.4-7. __________ is the first step in learning how to talk like a grownup.

Difficulty: 2  
Question ID: 8.4-7  
Page- MDL  
Reference:  
Topic: Watch: Child-Directed Speech  
Skill: Applied  
Objective: 8.1

Answer: Duplication
Chapter 9: Personality Development: Alternative Views

Multiple Choice

9.1-1. Psychologists use the word "personality" to describe

- a. temporary individual differences in behavior.
- b. the common patterns in children's social, physical, and cognitive development.
- c. differences in the ways children and adults relate to people and to the world around them.
- d. how well-liked individuals are by the people in their social network.
- e. the individual's enduring pattern of responses to and interactions with others and the environment.

**Answer:** e. the individual's enduring pattern of responses to and interactions with others and the environment.

9.1-2. Rothbart and Bates define "temperament" as

- a. a measurement of one's level of attachment and familial responsiveness.
- b. a characteristic of individuals which is evident within the first month and lasts through the fifth year.
- c. a dimension of one's personality measuring introversion and extroversion.
- d. the way one interacts with others and relates to the world.
- e. individual differences in emotional, motor, reactivity and self-regulation.

**Answer:** e. individual differences in emotional, motor, reactivity and self-regulation.
According to Thomas and Chess, the concept of "goodness-of-fit" refers to

- childhood friendships in which both personalities "match".
- the foundation upon which adult personality is built.
- the fact that an environment which is appropriate for a child's temperament may be more important than the child's temperament itself.
- when a parent's temperament matches the child's temperament.
- an ideal situation in which a child is placed in the appropriate classroom for his or her learning level.

**Answer:** c. the fact that an environment which is appropriate for a child's temperament may be more important than the child's temperament itself.

Difficult, easy, and slow-to-warm-up temperaments were first described by

- Chess and Thomas.
- Buss and Plomin.
- Kagan.
- Erikson.
- Freud.

**Answer:** a. Chess and Thomas.
9.1-5. Which of the following are the key dimensions of temperament proposed by Buss and Plomin?
   a. activity level, emotionality, neuroticism
   b. sociability, activity level, emotionality
   c. emotionality, agreeableness, neuroticism
   d. sociability, activity level, agreeableness
   e. conscientiousness, emotionality, agreeableness

   Difficulty: 2
   Question ID: 9.1-5
   Page-Reference: 232
   Topic: Defining Personality
   Skill: Factual
   Objective: 9.1

   Answer: b. sociability, activity level, emotionality

9.1-6. Research by Jerome Kagan has focused primarily on which dimension of temperament?
   a. behavioral inhibition
   b. agreeableness
   c. neuroticism
   d. sociability
   e. activity level

   Difficulty: 2
   Question ID: 9.1-6
   Page-Reference: 232
   Topic: Defining Personality
   Skill: Factual
   Objective: 9.1

   Answer: a. behavioral inhibition

9.1-7. The temperament dimension of activity level has been hypothesized as a precursor of which of the Big Five personality traits?
   a. agreeableness
   b. conscientiousness
   c. openness/intellect
   d. extraversion
   e. neuroticism

   Difficulty: 2
   Question ID: 9.1-7
   Page-Reference: 232
   Topic: Defining Personality
   Skill: Factual
   Objective: 9.1

   Answer: d. extraversion

9.1-8. **The temperament dimensions of inhibition and anxiety**

a. are reflected in high scores on extraversion.
b. are reflected in high scores on openness.
c. contribute to low scores on neuroticism at later ages.
d. reflect a tendency to respond with fear or withdraw from new people, situations or objects.
e. are the basis of emotionality.

**Answer:** d. reflect a tendency to respond with fear or withdraw from new people, situations or objects.

9.1-9. **All of the following temperaments/traits belong together EXCEPT**

a. emotionality.
b. anger.
c. difficulty.
d. approach.
e. irritability.

**Answer:** d. approach.

9.1-10. **Research using the Buss and Plomin Temperament categories indicates that the strongest correlation in temperament is found in**

a. female siblings.
b. fraternal twins.
c. identical twins.
d. male siblings.
e. adopted siblings.

**Answer:** c. identical twins.
9.1-11. **Kagan believes that shy children have behavioral inhibitions because**

a. they become overly relaxed and less alert in the presence of uncertainty.
b. their brains respond to uncertainty by decreasing muscle tension and heart rate.
c. they have inherited the recessive genes of shyness from both parents.
d. their amygdala and hypothalamus have a low threshold for responding to uncertainty.
e. they fail to see uncertainty in some situations.

**Difficulty:** 2  
**Question ID:** 9.1-11  
**Page:** 236  
**Reference:**  
**Topic:** Defining Personality  
**Skill:** Factual  
**Objective:** 9.1

**Answer:** d. their amygdala and hypothalamus have a low threshold for responding to uncertainty.

9.1-12. **Research on inhibition such as that of Kagan has shown that**

a. infants with high levels of crying were less likely to be inhibited.
b. uninhibited infants became extremely shy.
c. consistency is stronger among children with extreme initial temperaments.
d. inhibited toddlers become highly aggressive.
e. inhibition cannot be predicted.

**Difficulty:** 3  
**Question ID:** 9.1-12  
**Page:** 232  
**Reference:**  
**Topic:** Defining Personality  
**Skill:** Conceptual  
**Objective:** 9.1

**Answer:** c. consistency is stronger among children with extreme initial temperaments.
9.1-13. All of the following are major dimensions referred to as the Big Five EXCEPT

a. extraversion.
b. agreeableness.
c. conscientiousness.
d. openness/intellect.
e. morality.

**Difficulty:** 2
**Question ID:** 9.1-13
**Page Reference:** 233
**Topic:** Defining Personality
**Skill:** Factual
**Objective:** 9.2

**Answer:** e. morality.

9.1-14. Which of the following is characteristic of someone high in extraversion?

a. affectionate 
b. forgiving 
c. generous 
d. enthusiastic 
e. trusting

**Difficulty:** 3
**Question ID:** 9.1-14
**Page Reference:** 233
**Topic:** Defining Personality
**Skill:** Conceptual
**Objective:** 9.2

**Answer:** d. enthusiastic

9.1-15. Murray is enthusiastic about whatever he does and talks to anyone he meets. He would score high on which dimension of personality?

a. extraversion 
b. neuroticism 
c. openness/intellect 
d. conscientiousness 
e. agreeableness

**Difficulty:** 2
**Question ID:** 9.1-15
**Page Reference:** 233
**Topic:** Defining Personality
**Skill:** Applied
**Objective:** 9.2

**Answer:** a. extraversion
9.1-16. All of the following are characteristic of the Big Five trait of agreeableness EXCEPT
a. affectionate.
b. forgiving.
c. generous.
d. enthusiastic.
e. trusting.
Difficulty: 3
Question ID: 9.1-16
Page-Reference: 233
Topic: Defining Personality
Skill: Conceptual
Objective:

Answer: d. enthusiastic.

9.1-17. Anna trusts almost everyone and is generous and affectionate with her family and friends. Anna would score high in
a. agreeableness.
b. conscientiousness.
c. neuroticism.
d. openness/intellect.
e. extraversion.
Difficulty: 2
Question ID: 9.1-17
Page-Reference: 233
Topic: Defining Personality
Skill: Applied
Objective: 9.2

Answer: a. agreeableness.

9.1-18. The extent and strength of a person's impulse control is the basic feature of the Big Five trait of
a. extraversion.
b. agreeableness.
c. conscientiousness.
d. neuroticism.
e. openness/intellect.
Difficulty: 2
Question ID: 9.1-18
Page-Reference: 233
Topic: Defining Personality
Skill: Factual
Objective: 9.2

Answer: c. conscientiousness.
9.1-19. **Ricardo is an efficient, organized, thorough business executive. He would score high in**
   a. agreeableness.
   b. conscientiousness.
   c. extraversion.
   d. neuroticism.
   e. openness/intellect.

   **Difficulty:** 2
   **Question ID:** 9.1-19
   **Page:** 233
   **Reference:**
   **Topic:** Defining Personality
   **Skill:** Applied
   **Objective:** 9.2

   **Answer:** b. conscientiousness.

9.1-20. **Which Big Five trait includes the qualities of anxious, self-pitying, tense, touchy, unstable, and worrying?**
   a. openness
   b. intellect
   c. extraversion
   d. neuroticism
   e. conscientiousness

   **Difficulty:** 1
   **Question ID:** 9.1-20
   **Page:** 233
   **Reference:**
   **Topic:** Defining Personality
   **Skill:** Factual
   **Objective:** 9.2

   **Answer:** d. neuroticism

9.1-21. **Lillith is usually tense and she worries about every small event in her life. She is high in the Big Five trait of**
   a. agreeableness.
   b. conscientiousness.
   c. openness/intellect.
   d. extraversion.
   e. neuroticism.

   **Difficulty:** 1
   **Question ID:** 9.1-21
   **Page:** 233
   **Reference:**
   **Topic:** Defining Personality
   **Skill:** Applied
   **Objective:** 9.2

   **Answer:** e. neuroticism.
9.1-22. Leroy is full of original ideas and is very imaginative. He is high in which of the Big Five personality traits?
   a. agreeableness
   b. extraversion
   c. openness/intellect
   d. neuroticism
   e. conscientiousness

   Difficulty: 2
   Question ID: 9.1-22
   Page: 233

   Answer: c. openness/intellect

9.1-23. The depth, complexity, and quality of a person's mental and experiential life is the Big Five trait of
   a. agreeableness.
   b. conscientiousness.
   c. extraversion.
   d. openness/intellect.
   e. neuroticism.

   Difficulty: 1
   Question ID: 9.1-23
   Page: 233

   Answer: d. openness/intellect.

9.1-24. Juanita is extremely creative, imaginative, and insightful indicating that when she grows up, she will probably score high on the Big Five Traits of
   a. agreeableness and conscientiousness.
   b. conscientiousness and emotionality.
   c. extraversion and inhibition.
   d. openness and intellect.
   e. agreeableness and openness.

   Difficulty: 3
   Question ID: 9.1-24
   Page: 233

   Answer: d. openness and intellect.
9.1-25. Kelvin is very sociable, enthusiastic, generous, and forgiving. As an adult, he will score high on
a. openness and emotionality.
b. emotionality and extraversion.
c. neuroticism and openness.
d. agreeableness and emotionality.
e. extraversion and agreeableness.

Difficulty: 3
Question ID: 9.1-25
Page-Reference: 233
Topic: Defining Personality
Skill: Applied
Objective: 9.2

Answer: e. extraversion and agreeableness.

9.1-26. A large study of children and adolescents in the Netherlands found that the most evident dimensions characterizing these subjects were
a. conscientiousness and extraversion.
b. extraversion and agreeableness.
c. openness/intellect and conscientiousness.
d. agreeableness and neuroticism.
e. neuroticism and openness/intellect.

Difficulty: 3
Question ID: 9.1-26
Page-Reference: 234
Topic: Defining Personality
Skill: Factual
Objective: 9.2

Answer: d. agreeableness and neuroticism.

9.1-27. Research by Oliver John has shown that delinquent boys were markedly lower than nondelinquent boys in which personality traits?
a. openness/intellect and neuroticism
b. conscientiousness and agreeableness
c. extraversion and agreeableness
d. neuroticism and extraversion
e. openness/intellect and conscientiousness.

Difficulty: 2
Question ID: 9.1-27
Page-Reference: 235
Topic: Defining Personality
Skill: Factual
Objective: 9.2

Answer: b. conscientiousness and agreeableness
9.1-28. In which culture would a four-month-old infant show the strongest reactions to new sights, sounds, or smells?
   a. Chinese
   b. Irish
   c. Native American
   d. Caucasian-American
   e. Polynesian
   Difficulty: 2
   Question ID: 9.1-28
   Page-Reference: 232
   Topic: Defining Personality
   Skill: Factual
   Objective: 9.2

   Answer: d. Caucasian-American

9.1-29. In a cross-cultural study of 4-month old infants, Kagan found that compared to Irish and Caucasian American infants, Chinese infants were
   a. more vocal.
   b. more active.
   c. more vocal but less active.
   d. less active but more irritable.
   e. less irritable and less vocal.
   Difficulty: 3
   Question ID: 9.1-29
   Page-Reference: 232
   Topic: Defining Personality
   Skill: Factual
   Objective:

   Answer: e. less irritable and less vocal.

9.1-30. Correlation between measures of behavioral inhibition in children and physiological measures, such as muscle tension, heart rate, dilation of the pupil of the eye, and the chemical composition of both urine and saliva indicate that
   a. temperament is a set of learned habits.
   b. behavioral inhibition is strongly related to the environment.
   c. parental influences cause behavioral inhibition in children.
   d. behavioral inhibition is predictive of greater adaptability in adulthood.
   e. temperament is based on physiological responses.
   Difficulty: 2
   Question ID: 9.1-30
   Page-Reference: 237
   Topic: Genetic and Biological Explanations of Personality
   Skill: Factual
   Objective: 9.2

   Answer: e. temperament is based on physiological responses.
9.1-31. **Biological theorists believe that**

- behavior reinforced by a partial schedule is more resistant to extinction than behavior reinforced on a continuous basis.
- behavior is governed by the unconscious mind.
- personality development is fundamentally stage-like and focused on particular needs.
- personality develops through some interaction between the child's temperamental tendencies and the child's environment.
- there is clear evidence that genetics is destiny.

**Difficulty:** 1  
**Question ID:** 9.1-31  
**Page:** 236  
**Reference:**  
**Topic:** Genetic and Biological Explanations of Personality  
**Skill:** Conceptual  
**Objective:** 9.3

**Answer:** d. personality develops through some interaction between the child's temperamental tendencies and the child's environment.

9.1-32. **According to Buss and Plomin, which of the following children will typically adapt to his or her environment?**

- Ramon, who is moderate in all temperamental areas  
- Betty, who is a difficult child  
- Kurt, who is extremely energetic and active  
- Leah, who is very shy  
- Enrique, who has highly demanding parents

**Difficulty:** 2  
**Question ID:** 9.1-32  
**Page:** 238  
**Reference:**  
**Topic:** Genetic and Biological Explanations of Personality  
**Skill:** Applied  
**Objective:** 9.3

**Answer:** a. Ramon, who is moderate in all temperamental areas
9.1-33. All of the following can positively modify basic physiological/temperamental responses of inhibited children EXCEPT
   a. secure attachment.
   b. responsive parents.
   c. relaxed mothers.
   d. intrusive mothers.
   e. sensitive parents.

   Difficulty: 3
   Question ID: 9.1-33
   Page-Reference: 238
   Topic: Genetic and Biological Explanations of Personality
   Skill: Conceptual
   Objective: 9.3

   Answer: d. intrusive mothers.

9.1-34. All of the following are propositions on which the biological explanation of personality is based EXCEPT
   a. each individual is born with genetically determined characteristic patterns of responding to the environment and to other people.
   b. children learn not only overt behavior but also ideas, expectations, internal standards, and self-concepts from reinforcement and modeling.
   c. genetic differences operate via variations in fundamental physiological processes.
   d. temperamental dispositions persist through childhood and into adulthood.
   e. temperamental characteristics interact with the child's environment in ways that may strengthen or modify basic temperamental patterns.

   Difficulty: 3
   Question ID: 9.1-34
   Page-Reference: 236 - 237
   Topic: Genetic and Biological Explanations of Personality
   Skill: Conceptual
   Objective: 9.3

   Answer: b. children learn not only overt behavior but also ideas, expectations, internal standards, and self-concepts from reinforcement and modeling.
9.1-35. **Of the following inhibited children, who is least likely to have physical arousal to challenges and persistent inhibition?**

a. Sara, who is securely attached  
b. Tino, who has an extremely solicitous mother  
c. Maggie, who is insecurely attached  
d. Burt, whose mother manages most of his activities  
e. Lori, whose parents give her very little attention  

**Difficulty:** 3  
**Question ID:** 9.1-35  
**Page:** 238  
**Reference:**  
**Topic:** Genetic and Biological Explanations of Personality  
**Skill:** Applied  
**Objective:** 9.3  

**Answer:** a. Sara, who is securely attached

9.1-36. **A strength of biological theories of personality is that they**

a. are purely biological approaches.  
b. are strongly supported by empirical research.  
c. agree with most other theories about temperament.  
d. are fundamentally developmental theories.  
e. rely heavily on learning theory.  

**Difficulty:** 3  
**Question ID:** 9.1-36  
**Page:** 239  
**Reference:**  
**Topic:** Genetic and Biological Explanations of Personality  
**Skill:** Conceptual  
**Objective:** 9.4  

**Answer:** b. are strongly supported by empirical research.

9.1-37. **Who is the most influential theorist in the learning theory tradition?**

a. Piaget  
b. Freud  
c. Buss  
d. Kagan  
e. Bandura  

**Difficulty:** 1  
**Question ID:** 9.1-37  
**Page:** 239  
**Reference:**  
**Topic:** Learning Explanations of Personality  
**Skill:** Factual  
**Objective:** 9.5  

**Answer:** e. Bandura
9.1-38. **Dr. Montana is a radical behaviorist. He is most likely to believe that variations in behavior are caused by**

a. biological/environmental interaction.
b. unconscious processes.
c. observational learning and conditioning.
d. classical and operant conditioning exclusively.
e. a biological form of conditioning.

**Difficulty:** 1  
**Question ID:** 9.1-38  
**Page:** 239  
**Reference:**  
**Topic:** Learning Explanations of Personality  
**Skill:** Conceptual  
**Objective:** 9.5  
**Answer:** d. classical and operant conditioning exclusively.

9.1-39. **Ms. Cowan has a day care center, and this year she has one little girl who is very aggressive. No matter how much Ms. Cowan punishes her, the child continues to misbehave and seems to be increasing her aggressive actions. A behaviorist would say that**

a. the child obviously has some type of brain damage.  
b. the punishment is actually a reinforcing form of attention.  
c. aggression is an inborn trait and is not responsive to punishment.  
d. there are unconscious conflicts that must be resolved.  
e. the punishment is not strong enough.

**Difficulty:** 2  
**Question ID:** 9.1-39  
**Page:** 240  
**Reference:**  
**Topic:** Learning Explanations of Personality  
**Skill:** Applied  
**Objective:** 9.5  
**Answer:** b. the punishment is actually a reinforcing form of attention.

9.1-40. **Behavior that is reinforced on a partial schedule is ________ behavior that is consistently reinforced.**

a. not learned as well as  
b. more easily forgotten than  
c. more resistant to extinction than  
d. punished more than  
e. more random than

**Difficulty:** 2  
**Question ID:** 9.1-40  
**Page:** 240  
**Reference:**  
**Topic:** Learning Explanations of Personality  
**Skill:** Factual  
**Objective:** 9.5  

**Answer:** c. more resistant to extinction than
9.1-41. **Because parents tend to be inconsistent in their rewards to their children**

a. partial reinforcement patterns are a major factor in the establishment of personality.
b. children rarely learn much from their parents.
c. children grow up feeling unloved.
d. the school becomes the most influential factor in the development of personality.
e. no consistent behaviors develop during childhood.

**Difficulty:** 3  
**Question ID:** 9.1-41  
**Page:** 240  
**Reference:**  
**Topic:** Learning Explanations of Personality  
**Skill:** Conceptual  
**Objective:** 9.5

**Answer:** a. partial reinforcement patterns are a major factor in the establishment of personality.

9.1-42. **Roger is working on a project at home. However, his 4-year-old son seems to pester him the most when he is trying to solve a problem. Roger tries to ignore him, but usually gives in and stops what he is doing to pay attention to his son. Roger is actually**

a. punishing his son by making him wait for attention.
b. increasing his son's behavior with partial reinforcement.
c. being a very attentive parent.
d. damaging his son's self-esteem.
e. having very little influence on his son's behavior.

**Difficulty:** 2  
**Question ID:** 9.1-42  
**Page:** 240  
**Reference:**  
**Topic:** Learning Explanations of Personality  
**Skill:** Applied  
**Objective:** 9.5

**Answer:** b. increasing his son's behavior with partial reinforcement.
9.1-43. If you want your dog to continue fetching a stick once he has mastered the trick, you should reinforce him
a. every other time he brings the stick back.
b. on a continuous reinforcement schedule.
c. every fifth time he brings the stick back.
d. on a partial reinforcement schedule.
e. every third time he brings the stick back.

**Answer:** d. on a partial reinforcement schedule.

9.1-44. Observational learning or modeling involves

a. attaching a new response to an old stimulus.
b. learning by watching someone else perform some action.
c. an unconditioned and a conditioned stimulus.
d. attaching an old response to a new stimulus.
e. parents and children exclusively.

**Answer:** b. learning by watching someone else perform some action.

9.1-45. Which theorist is most closely associated with observational learning?

a. Patterson
b. Skinner
c. Freud
d. Plomin
e. Bandura

**Answer:** e. Bandura
9.1-46. **All of the following propositions are part of learning theory EXCEPT**

   a. behavior is strengthened by reinforcement.
   b. genetic differences operate via variations in fundamental physiological processes.
   c. behavior that is reinforced on a partial schedule should be even stronger and more resistant to extinction than behavior that is consistently reinforced.
   d. children learn new behaviors largely through modeling.
   e. from reinforcement and modeling, children learn not only overt behavior but also ideas, expectations, internal standards, and self-concepts.

   **Difficulty:** 3  
   **Question ID:** 9.1-46  
   **Page:** 240-241  
   **Reference:**  
   **Topic:** Learning Explanations of Personality  
   **Skill:** Conceptual  
   **Objective:** 9.5

   **Answer:** b. genetic differences operate via variations in fundamental physiological processes.

9.1-47. **There is an old adage: "Do what I say, not what I do." What do research results tell us about children's responses in a situation in which a parent says one thing but does another?**

   a. Children will imitate what the parent does.
   b. Children will imitate what the parent says.
   c. Children will imitate behavior of the mother but not of the father.
   d. If the words and the behavior are not consistent, the child will not imitate at all.
   e. Learning from modeling is automatic.

   **Difficulty:** 3  
   **Question ID:** 9.1-47  
   **Page:** 241  
   **Reference:**  
   **Topic:** Learning Explanations of Personality  
   **Skill:** Factual  
   **Objective:** 9.5

   **Answer:** a. Children will imitate what the parent does.
9.1-48. According to Bandura, what a child learns from watching someone else depends on
   a. attention, memory, physical ability, and motivation.
   b. memory, social skills, intelligence, and morality
   c. physical ability, intelligence, motivation, and culture.
   d. motivation, development, social skills, and emotions.
   e. social skills, memory, attention, and motivation.

   **Answer:** a. attention, memory, physical ability, and motivation.

9.1-49. "Self-efficacy" refers to a child's belief in
   a. his or her ability to accomplish tasks.
   b. reinforcement contingencies.
   c. the behaviors of others.
   d. his or her parents' disciplinary techniques.
   e. society's moral values.

   **Answer:** a. his or her ability to accomplish tasks.

9.1-50. A strength of the learning theory approach to personality is that it
   a. takes a realistic though pessimistic view of behavior.
   b. can explain either consistency or inconsistency in children's behavior.
   c. eliminates the concepts of consistency and inconsistency.
   d. integrates biological, cognitive, and psychodynamic concepts.
   e. imposes constancy on behavioral outcomes.

   **Answer:** b. can explain either consistency or inconsistency in children's behavior.
9.1-51. **In order to explain inconsistencies in children's behaviors in different situations, learning theorists search for differing ________ in the different settings.**
   a. physiological responses
   b. reinforcement contingencies
   c. unconscious motivations
   d. temperamental dispositions
   e. personality types
   
   **Difficulty:** 2
   **Question ID:** 9.1-51
   **Page:** 241
   **Reference:**
   **Topic:** Learning Explanations of Personality
   **Skill:** Factual
   **Objective:** 9.6
   
   **Answer:** b. reinforcement contingencies

9.1-52. **Whose theory supports an integration of learning models and cognitive-developmental approaches?**
   a. Freud
   b. Erikson
   c. Kagan
   d. Plomin
   e. Bandura
   
   **Difficulty:** 3
   **Question ID:** 9.1-52
   **Page:** 242
   **Reference:**
   **Topic:** Learning Explanations of Personality
   **Skill:** Conceptual
   **Objective:** 9.6
   
   **Answer:** e. Bandura

9.1-53. **If Piaget's language is applied to Bandura's cognitive-developmental theory, the concept of one's own capacities, qualities, standards, and experiences would be called a(n)**
   a. assimilation.
   b. self-concept.
   c. accommodation.
   d. self-knowledge.
   e. self-scheme.
   
   **Difficulty:** 3
   **Question ID:** 9.1-53
   **Page:** 242
   **Reference:**
   **Topic:** Learning Explanations of Personality
   **Skill:** Factual
   **Objective:** 9.6
   
   **Answer:** e. self-scheme.
9.1-54. Both Piaget and Bandura would agree that the child's self-concept

a. can be changed easily by peer interactions.
b. can be modified by the parents but not the peers.
c. affects school work but not peer interactions.
d. affects how the child performs and reacts to others.
e. has little impact on basic attributes.

Difficulty: 3  
Question ID: 9.1-54  
Page: 242  
Reference: Learning Explanations of Personality  
Skill: Conceptual  
Objective: 9.6  
Answer: d. affects how the child performs and reacts to others.

9.1-55. Biological temperament theorists argue that ______ serves as a central mediating process; whereas social learning theorists argue that ______ acts as a central mediator.

a. self scheme; self-concept  
b. inborn temperament; self-concept  
c. ego; inborn temperament  
d. inborn personality; inborn temperament  
e. self scheme; ego

Difficulty: 3  
Question ID: 9.1-55  
Page: 242  
Reference: Learning Explanations of Personality  
Skill: Conceptual  
Objective: 9.6  
Answer: b. inborn temperament; self-concept

9.1-56. Although Piaget and Bandura agree on the impact that self-concept or self-scheme has once it develops, Piaget emphasizes ______ while Bandura emphasizes ______ as a causal factor.

a. internal processes; reinforcement and modeling  
b. modeling; external processes  
c. reinforcement; modeling  
d. defenses; modeling  
e. internal processes; accommodation

Difficulty: 3  
Question ID: 9.1-56  
Page: 242  
Reference: Learning Explanations of Personality  
Skill: Conceptual  
Objective: 9.6  
Answer: a. internal processes; reinforcement and modeling

According to Bandura, a high school student who says that he failed a class because he didn't study enough, rather than claim that the reason he failed was because the class was too difficult, is demonstrating a(n) 

a. example of classical conditioning.  
b. borderline personality.  
c. secure attachment.  
d. internal locus of control.  
e. easy temperament.

Difficulty: 2  
Question ID: 9.1-57  
Page- 243 (Box)  
Reference: 
Topic: Learning Explanations of Personality  
Skill: Conceptual  
Objective: 9.6  
Answer: d. internal locus of control.

A significant weakness of learning theories is that they

a. are overly optimistic about changing behavior in early childhood.  
b. cannot explain how problem behaviors emerge.  
c. are not really developmental and focus too much on external events.  
d. are incompatible with cognitive-developmental theories such as Piaget's.  
e. place too much emphasis on what the child is doing with information.

Difficulty: 3  
Question ID: 9.1-58  
Page- 243  
Reference: 
Topic: Learning Explanations of Personality  
Skill: Conceptual  
Objective: 9.6  
Answer: c. are not really developmental and focus too much on external events.

Of the following theories of personality, which is the most clearly developmental?

a. biological  
b. psychoanalytic  
c. social learning  
d. traditional behaviorism  
e. cognitive-social learning

Difficulty: 1  
Question ID: 9.1-59  
Page- 243  
Reference: 
Topic: Learning Explanations of Personality  
Skill: Conceptual  
Objective: 9.7  
Answer: b. psychoanalytic
9.1-60. **A basic proposition of psychoanalytic approaches to personality is that**

a. each individual is born with characteristic patterns of responding to the environment.
b. behavior is strengthened by reinforcement.
c. development of personality is sequential but not stage-like.
d. behavior is governed by unconscious as well as conscious motives and processes.
e. genetic differences operate via variations in physiological processes.

**Difficulty:** 2  
**Question ID:** 9.1-60  
**Page:** 244  
**Reference:**  
**Topic:** Psychoanalytic Explanations of Personality  
**Skill:** Factual  
**Objective:** 9.7  
**Answer:** d. behavior is governed by unconscious as well as conscious motives and processes.

9.1-61. **Which of the following is an instinctual drive in Freud's theory?**

a. affiliation  
b. ambition  
c. accommodation  
d. aggression  
e. assimilation  

**Difficulty:** 1  
**Question ID:** 9.1-61  
**Page:** 244  
**Reference:**  
**Topic:** Psychoanalytic Explanations of Personality  
**Skill:** Factual  
**Objective:** 9.7  
**Answer:** d. aggression

9.1-62. **According to Freud, the ego is the**

a. center of the libido.  
b. planning and organizing part of the personality.  
c. center of conscience and morality.  
d. only structure of personality present at birth.  
e. source of aggressive drives.  

**Difficulty:** 1  
**Question ID:** 9.1-62  
**Page:** 244  
**Reference:**  
**Topic:** Psychoanalytic Explanations of Personality  
**Skill:** Factual  
**Objective:** 9.7  
**Answer:** b. planning and organizing part of the personality.
9.1-63. **Dr. O'Hara is a psychoanalytic theorist. When treating a client, he will place the most emphasis on the**
   a. equal significance of all stages of development.
   b. genetic programming.
   c. crucial significance of the earliest stages of development.
   d. fallacy of emphasizing stages of development.
   e. social learning skills.

   **Difficulty:** 2  
   **Question ID:** 9.1-63  
   **Page-Reference:** 244  
   **Topic:** Psychoanalytic Explanations of Personality  
   **Skill:** Applied  
   **Objective:** 9.7  

   **Answer:** c. crucial significance of the earliest stages of development.

9.1-64. **All of the following are propositions of the psychoanalytic approach EXCEPT**
   a. behavior is governed by unconscious as well as conscious motives and processes.
   b. personality structure develops over time as a result of interaction between the child's inborn drives and needs and the responses of the key people in the child's world.
   c. development of personality is fundamentally stagelike, with each stage centered on a particular task or a particular basic need.
   d. the specific personality a child develops depends on the degree of success the child has in moving through the stages.
   e. from reinforcement and modeling, children learn not only overt behavior but also ideas, expectations, internal standards, and self-concepts.

   **Difficulty:** 3  
   **Question ID:** 9.1-64  
   **Page-Reference:** 244  
   **Topic:** Psychoanalytic Explanations of Personality  
   **Skill:** Conceptual  
   **Objective:** 9.7  

   **Answer:** e. from reinforcement and modeling, children learn not only overt behavior but also ideas, expectations, internal standards, and self-concepts.
9.1-65. Dr. Bartinelli believes that cognitive skills develop to obtain gratification. Dr. Bartinelli is most in agreement with
a. Bandura.
b. Erikson.
c. Freud.
d. Piaget.
e. Kagan.
Difficulty: 1
Question ID: 9.1-65
Page: 244
Reference: Psychoanalytic Explanations of Personality
Skill: Applied
Objective: 9.7
Answer: c. Freud.

9.1-66. In comparing Erikson and Freud, it would be most accurate to say that
a. Erikson puts more emphasis on cognitive skills for basic gratification.
b. Freud places more emphasis on shifts in the demands of the social environment.
c. Freud pays less attention to physical maturation.
d. Erikson places more emphasis on psychosocial crises.
e. Freud's central concept is the development of an identity.
Difficulty: 1
Question ID: 9.1-66
Page: 244
Reference: Psychoanalytic Explanations of Personality
Skill: Conceptual
Objective: 9.7
Answer: d. Erikson places more emphasis on psychosocial crises.

9.1-67. The correct sequence of Freud's five psychosexual stages is
a. anal, oral, phallic, latency, genital.
b. oral, anal, phallic, latency, genital.
c. latency, anal, oral, genital, phallic.
d. anal, oral, genital, latency, phallic.
e. phallic, anal, oral, latency, genital.
Difficulty: 1
Question ID: 9.1-67
Page: 245
Reference: Psychoanalytic Explanations of Personality
Skill: Factual
Objective: 9.8
Answer: b. oral, anal, phallic, latency, genital.
9.1-68. All of the following traits are characteristic of the oral stage EXCEPT

a. smoking.
b. overeating.
c. passivity.
d. gullibility.
e. vanity.

Difficulty: 2
Question ID: 9.1-68
Page-Reference: 245
Topic: Psychoanalytic Explanations of Personality
Skill: Factual
Objective: 9.8

Answer: e. vanity.

9.1-69. Gene is extremely neat and is constantly cleaning and organizing. Stacy is sloppy and disorganized. Freud would say that both are fixated at what stage?

a. oral
b. anal
c. phallic
d. latency
e. genital

Difficulty: 2
Question ID: 9.1-69
Page-Reference: 245
Topic: Psychoanalytic Explanations of Personality
Skill: Applied
Objective: 9.8

Answer: b. anal

9.1-70. According to Freud, two-year-old Calvin would be in which stage?

a. oral
b. anal
c. phallic
d. latency
e. genital

Difficulty: 2
Question ID: 9.1-70
Page-Reference: 245
Topic: Psychoanalytic Explanations of Personality
Skill: Applied
Objective: 9.8

Answer: b. anal
9.1-71. **Four-year-old Mindy has started to compete with her mother for her father's attention. Which psychosexual stage is Mindy in?**
   a. oral
   b. anal
   c. phallic
   d. latency
   e. genital
   
   **Difficulty:** 2
   **Question ID:** 9.1-71
   **Page Reference:** 245
   **Topic:** Psychoanalytic Explanations of Personality
   **Skill:** Applied
   **Objective:** 9.8
   
   **Answer:** c. phallic

9.1-72. **The Oedipus conflict refers to a boy's**
   a. fear of his mother and antagonism toward his father.
   b. desire for his father.
   c. antagonism toward his mother.
   d. desire for his mother and fear of his father.
   e. failure to form an identity.
   
   **Difficulty:** 2
   **Question ID:** 9.1-72
   **Page Reference:** 245
   **Topic:** Psychoanalytic Explanations of Personality
   **Skill:** Factual
   **Objective:** 9.8
   
   **Answer:** d. desire for his mother and fear of his father.

9.1-73. **During which of Freud's stages does identification with the same-sex parent occur?**
   a. oral
   b. anal
   c. phallic
   d. latency
   e. genital
   
   **Difficulty:** 1
   **Question ID:** 9.1-73
   **Page Reference:** 245
   **Topic:** Psychoanalytic Explanations of Personality
   **Skill:** Factual
   **Objective:** 9.8
   
   **Answer:** c. phallic
9.1-74. Nine-year-old Max has peer interactions almost exclusively with other boys. Max is in which psychoanalytic stage?
   a. oral
   b. anal
   c. phallic
   d. latency
   e. genital
   Difficulty: 1
   Question ID: 9.1-74
   Page: 245
   Reference: Psychoanalytic Explanations of Personality
   Skill: Applied
   Objective: 9.8

   Answer: d. latency

9.1-75. Janice takes her toys apart and gets upset when they can't be fixed. Erikson would place her in the stage of
   a. trust versus mistrust.
   b. initiative versus guilt.
   c. industry versus inferiority.
   d. identity versus role confusion.
   e. autonomy versus shame and doubt.
   Difficulty: 2
   Question ID: 9.1-75
   Page: 248
   Reference: Psychoanalytic Explanations of Personality
   Skill: Applied
   Objective: 9.8

   Answer: b. initiative versus guilt.

9.1-76. Until recently, Oliver's peer interactions were almost exclusively with other boys. Now he is more interested in girls. Oliver is in which stage of psychosexual development?
   a. oral
   b. anal
   c. phallic
   d. latency
   e. genital
   Difficulty: 2
   Question ID: 9.1-76
   Page: 246
   Reference: Psychoanalytic Explanations of Personality
   Skill: Applied
   Objective: 9.8

   Answer: e. genital
9.1-77. According to Erikson, the sequence of stages is most influenced by

a. maturation.
b. common cultural demands.
c. need gratification.
d. sexuality.
e. genetic programming.

Answer: b. common cultural demands.

9.1-78. Which stage in Erikson's theory corresponds to Freud's phallic stage?

a. identity vs. role confusion
b. industry vs. inferiority
c. autonomy vs shame and doubt
d. initiative vs. guilt
e. trust vs. mistrust

Answer: d. initiative vs. guilt

9.1-79. Erikson asserts that a child who has established a sense of basic trust has had

a. a major caregiver who was loving and responded predictably and reliably.
b. caregivers who were erratic or harsh in their care of the child during infancy.
c. two parents as primary caregivers, at least during the early years of development.
d. younger brothers or sisters as primary caregivers.
e. indulgent parents and caretakers.

Answer: a. a major caregiver who was loving and responded predictably and reliably.
9.1-80. **According to Erikson, parents who are consistently loving and who respond predictably and reliably to their infant are helping the infant to develop**

a. an ego ideal.
b. a sense of basic trust.
c. equilibration.
d. a conscience.
e. an identity.

**Difficulty:** 2  
**Question ID:** 9.1-80  
**Page:** 247  
**Reference:**  
**Topic:** Psychoanalytic Explanations of Personality  
**Skill:** Factual  
**Objective:** 9.9

**Answer:** b. a sense of basic trust.

9.1-81. **Marianno has experienced repeated failures and ridicule during the toddler years. He will probably develop a sense of**

a. mistrust.
b. guilt and embarrassment.
c. shame and doubt.
d. inferiority.
e. incompetence.

**Difficulty:** 2  
**Question ID:** 9.1-81  
**Page:** 247  
**Reference:**  
**Topic:** Psychoanalytic Explanations of Personality  
**Skill:** Factual  
**Objective:** 9.9

**Answer:** c. shame and doubt.

9.1-82. **Wanda is beginning school. She is entering Erikson's stage of**

a. identity vs. role confusion.
b. trust vs. mistrust.
c. initiative vs. guilt.
d. industry vs. inferiority.
e. autonomy vs. shame and doubt.

**Difficulty:** 2  
**Question ID:** 9.1-82  
**Page:** 247-248  
**Reference:**  
**Topic:** Psychoanalytic Explanations of Personality  
**Skill:** Factual  
**Objective:** 9.9

**Answer:** d. industry vs. inferiority.
9.1-83. Fred is developing the abilities demanded by the society of which he will be a member. He is in Erikson's stage of
a. industry versus inferiority.
b. initiative versus guilt.
c. autonomy versus shame and doubt.
d. identity versus role confusion.
e. trust versus mistrust.
Difficulty: 2
Question ID: 9.1-83
Page-Reference: 248
Topic: Psychoanalytic Explanations of Personality
Skill: Factual
Objective: 9.9

Answer: a. industry versus inferiority.

9.1-84. Which stage in Erikson's theory occurs at adolescence?

a. autonomy versus shame and doubt
b. initiative versus guilt
c. intimacy versus isolation
d. identity versus role confusion
e. trust versus mistrust
Difficulty: 1
Question ID: 9.1-84
Page-Reference: 248
Topic: Psychoanalytic Explanations of Personality
Skill: Factual
Objective: 9.9

Answer: d. identity versus role confusion

9.1-85. Empirical explorations of Freud's or Erikson's theories are relatively rare, largely because both theories
a. deal with concepts that are extremely complex.
b. are so general that specific tests are very difficult.
c. are developmental in orientation.
d. have overlooked central features of human development.
e. are already thoroughly researched.
Difficulty: 3
Question ID: 9.1-85
Page-Reference: 248
Topic: Psychoanalytic Explanations of Personality
Skill: Conceptual
Objective: 9.10

Answer: b. are so general that specific tests are very difficult.
9.1-86. **All of the following are strengths of the psychoanalytic theories EXCEPT**

a. they account for the complexities of personality development.
b. they look at the child's perception of events.
c. they consider the cultural context.
d. they focus on the emotional quality of caregiver-child relationships.
e. they stress the importance of reinforcement contingencies.

**Difficulty:** 3  
**Question ID:** 9.1-86  
**Page:** 249  
**Reference:**  
**Topic:** Psychoanalytic Explanations of Personality  
**Skill:** Conceptual  
**Objective:** 9.10

**Answer:** e. they stress the importance of reinforcement contingencies.

9.1-87. **Which of the following is considered a weakness of psychoanalytic theories?**

a. They do not provide precise operational definitions of terms.  
b. Attention is focused on the emotional quality of the relationship with caregivers.  
c. They suggest that a child's needs change with age.  
d. They introduced the concepts of defense mechanisms and identification.  
e. They focus on the interaction that occurs within a family.

**Difficulty:** 2  
**Question ID:** 9.1-87  
**Page:** 250  
**Reference:**  
**Topic:** Psychoanalytic Explanations of Personality  
**Skill:** Conceptual  
**Objective:** 9.11

**Answer:** a. They do not provide precise operational definitions of terms.

9.1-88. **Hetherington has found that, after divorce, children with difficult temperaments**

a. always have severe problems.  
b. have problems if the mother is depressed and lacks social support.  
c. suffer from emotional problems only if they are in their teens.  
d. rarely suffer any problems at all.  
e. go into prolonged emotional withdrawal.

**Difficulty:** 2  
**Question ID:** 9.1-88  
**Page:** 251  
**Reference:**  
**Topic:** A Possible Synthesis  
**Skill:** Factual  
**Objective:** 9.12

**Answer:** b. have problems if the mother is depressed and lacks social support.

9.1-89. **Crockenberg found that insecure attachment between a mother and infant is most likely to occur under which of the following conditions?**

   a. an irritable infant and a low level of maternal social support.
   b. an irritable infant and a high level of support for the family
   c. a passive infant and a low level of paternal social support.
   d. a passive infant and a high level of support for the family
   e. a passive infant and an overindulging mother

**Difficulty:** 3  
**Question ID:** 9.1-89  
**Page:** 251  
**Reference:**  
**Topic:** A Possible Synthesis  
**Skill:** Factual  
**Objective:** 9.12

**Answer:** a. an irritable infant and a low level of maternal social support.

**Fill-in-the-Blank**

9.2-1. **The bulk of research on individual differences in children has been couched in terms of __________.**

**Difficulty:** 2  
**Question ID:** 9.2-1  
**Page:** 231 - 232  
**Reference:**  
**Topic:** Defining Personality  
**Skill:** Factual  
**Objective:** 9.1

**Answer:** temperament

9.2-2. **Regarding the Big Five personality traits, a person who scores high on this trait is characterized by assertiveness, energy, enthusiasm, and outgoingness. This trait is called __________.**

**Difficulty:** 1  
**Question ID:** 9.2-2  
**Page:** 232  
**Reference:**  
**Topic:** Defining Personality  
**Skill:** Factual  
**Objective:** 9.1

**Answer:** extraversion
9.2-3. According to researchers, the key dimensions of temperament are activity level, approach/positive emotionality, inhibition and anxiety, negative emotionality/irritability/anger, and _________.

Difficulty: 3  
Question ID: 9.2-4  
Page-Reference: 232  
Topic: Defining Personality  
Skill: Factual  
Objective: 9.2

Answer: effortful control/task persistence

9.2-4. Regarding the Big five personality traits, a person who scores high on this trait is characterized by anxiety, self-pity, tenseness, and emotional instability. This trait is called _________.

Difficulty: 1  
Question ID: 9.2-4  
Page-Reference: 232  
Topic: Defining Personality  
Skill: Factual  
Objective:

Answer: aneuroticism

9.2-5. The distinction between temperament and personality is somewhat like the difference between a _________ and a _________.

Difficulty: 2  
Question ID: 9.2-5  
Page-Reference: 233  
Topic: Defining Personality  
Skill: Conceptual  
Objective: 9.2

Answer: genotype/ phenotype
9.2-6. Most researchers who study temperament assume that temperamental qualities are _________ and carried in the _________.

Difficulty: 2
Question ID: 9.2-6
Page- 236
Reference: Genetic and Biological Explanations of Personality
Skill: Conceptual
Objective: 9.3

Answer: inborn/genes

9.2-7. The researcher Kagan suggests that differences in behavioral inhibition are based on differing thresholds for arousal in parts of the brain, specifically, the _________ and the _________.

Difficulty: 3
Question ID: 9.2-7
Page- 236
Reference: Genetic and Biological Explanations of Personality
Skill: Conceptual
Objective: 9.3

Answer: amygdala/hypothalamus

9.2-8. Researchers who argue that only the basic principles of classical and operant conditioning are needed to account for variations in behavior, including personality, are referred to as _________.

Difficulty: 2
Question ID: 9.2-8
Page- 239
Reference: Learning Explanations of Personality
Skill: Conceptual
Objective: 9.5

Answer: radical behaviorists
9.2-9. An individual's belief in his or her ability to accomplish tasks is ________ .

Answer: self-efficacy

9.2-10. Bandura's concept of _________ attempts to explain how the different sets of factors such as personal, behavioral, and environmental factors interact to influence personality.

Answer: reciprocal determinism

9.2-11. According to psychoanalytic theory, the child requires a _______ environment in order to traverse the stages of development.

Answer: supportive

9.2-12. The stages of personality development suggested by Freud consisting of oral, anal, phallic, latency, and genital stages are known as the ________ .

Answer: psychosexual stages

9.2-13. The pattern of events that Freud believed occur between ages 3 and 5, when a child experiences a sexual desire for the parent of the opposite sex is called ________.

Difficulty: 1
Question ID: 9.2-13
Page: 245
Reference:  
Topic: Psychoanalytical Explanations of Personality
Skill: Factual
Objective: 9.8

Answer: Oedipus conflict

9.2-14. Freud believed that boys handle the anxiety during the phallic stage by a process called ________.

Difficulty: 3
Question ID: 9.2-14
Page: 246
Reference:  
Topic: Psychoanalytic Explanations of Personality
Skill: Factual
Objective: 9.8

Answer: identification

9.2-15. A three-year-old child would be in Erikson's stage of ________.

Difficulty: 2
Question ID: 9.2-15
Page: 247
Reference:  
Topic: Psychoanalytic Explanations of Personality
Skill: Conceptual
Objective: 9.9

Answer: autonomy versus shame and doubt
9.2-16. The stages of personality development suggested by Erikson involving trust, autonomy, initiative, industry, identity, intimacy, generativity, and ego integrity is known as __________.

Answer: psychosocial stages

9.2-17. If 8-year-old Corey has too many failures in school and extracurricular activities, Erikson would predict that he will develop a sense of __________.

Answer: inferiority


Answer: psychosocial

9.2-19. Psychoanalytic theories focus on the child's eventual personality and emotional health depending upon the __________ that develops in a particular family.

Answer: transaction
9.2-20. A model of personality that considers elements of temperament, environment, self-scheme, personality and behavior, and parents and outside experiences is called an __________.

Difficulty: 2
Question ID: 9.2-20
Page: 250
Reference: A Possible Synthesis
Skill: Applied
Objective: 9.12

Answer: interactive model of personality

9.2-21. The researcher, Susan Crockenberg, showed that __________ attachment in a child was most likely when the mother had an irritable infant and __________ of support.

Difficulty: 3
Question ID: 9.2-21
Page: 251
Reference: A Possible Synthesis
Skill: Applied
Objective: 9.12

Answer: insecure/low levels

9.2-22. Susan Crockenberg discovered in her research that if a baby was irritable, but the mother had __________ the child nearly always developed secure attachment.

Difficulty: 2
Question ID: 9.2-22
Page: 251
Reference: A Possible Synthesis
Skill: Conceptual
Objective: 9.12

Answer: good support
9.2-23. Susan Crockenberg found that "neuroticism" was common in toddlers who had been ________ as infants and whose mothers were angry and punitive.

Difficulty: 1
Question ID: 9.2-23
Page-Reference: 251-252
Topic: A Possible Synthesis
Skill: Factual
Objective: 9.12

Answer: irritable

9.2-24. According to research by Susan Crockenberg, the most securely attached children demonstrate ________ , and their mothers have the highest ________.

Difficulty: 2
Question ID: 9.2-24
Page-Reference: 251
Topic: A Possible Synthesis
Skill: Conceptual
Objective: 9.12

Answer: low irritability/social support

9.2-25. According to Susan Crockenberg's research, mothers who exhibit angry or punitive behaviors toward their babies were more likely to have experienced ________ in their own childhood, and to have experienced ________ from their partner.

Difficulty: 3
Question ID: 9.2-25
Page-Reference: 252
Topic: A Possible Synthesis
Skill: Conceptual
Objective: 9.12

Answer: rejection/little support
9.3-1. **Describe the five key dimensions of temperament in children and explain how they relate to the Big Five personality dimensions.**

**Answer:** Activity level is a precursor to extraversion; approach/positive emotionality is a precursor to extraversion and possibly agreeableness; inhibition and anxiety is a precursor to shyness (and possibly neuroticism); negative emotionality/irritability/anger is a precursor to neuroticism; effortful control/task persistence may contribute later to conscientiousness, agreeableness, and openness to experience.

9.3-2. **What are the strengths and weaknesses of biological theories of personality?**

**Answer:**
Strengths: strongly supported by a large body of empirical research; an interactionist approach
Weaknesses: lack of agreement on the basic dimensions of temperament; many are not developmental theories.
9.3-3. What are the strengths and weaknesses of the learning models?

**Answer:**
Strengths: can explain either consistency or inconsistency in behavior; optimistic about the possibility of change; give an accurate picture of the way in which specific behaviors are learned; cognitive elements in Bandura's theory add strength
Weaknesses: place too much emphasis on what happens to the child and not enough on what the child is doing with the information he/she has; not really developmental

9.3-4. Describe the similarities and differences between the psychoanalytic theories of Freud and Erikson.

**Answer:**
Both theories contain all four general propositions of psychoanalytic theory; however, Freud sees cognitive skills developing only to obtain gratification whereas Erikson sees them as part of a set of ego functions that develop independently. Physical maturation is more central to Freud's theory with stages shifting with maturation of the nervous system; whereas Erikson, although acknowledging the physical maturation, puts greater emphasis on shifts in the social environment.

9.3-5. If you had to put together a synthesis of the various personality theories, which basic propositions or other elements of the three major approaches would you include? Explain your choices.

**Answer:**
Specific propositions should be listed with notation of the theory they apply to. The explanation should be realistic.
9.4-1. **What are the five traits of personality discussed in the Five Factor Trait theory audio recording?**

*Difficulty:* 2  
*Question ID:* 9.4-1  
*Page-Reference:* MDL  
*Topic:* Listen: Five-Factor Model of Personality  
*Skill:* Factual  
*Objective:* 9.2

**Answer:** extroversion, emotional stability, openness, agreeableness, conscientiousness

9.4-2. **Describe in detail the psychodynamic, behavioral, trait-and-type, humanistic, and cognitive approaches to personality.**

*Difficulty:* 2  
*Question ID:* 9.4-2  
*Page-Reference:* MDL  
*Topic:* Explore: Psychodynamic, Behavioral, Trait and Type, Humanistic, and Cognitive Approaches to Personality  
*Skill:* Factual  
*Objective:* 9.7

**Answer:** Students should describe each of the following: Psychodynamic, Behavioral, Trait and Type, Humanistic, and Cognitive Approaches to Personality noting the major proponent, core and structure of the personality, and the developmental stages of each.

9.4-3. **Summarize how Erikson's theory is applied in the development of self-concept.**

*Difficulty:* 3  
*Question ID:* 9.4-3  
*Page-Reference:* MDL  
*Topic:* Watch: Self-Concept  
*Skill:* Applied  
*Objective:* 9.9

**Answer:** The film refers to the stage of industry versus inferiority and how children must be allowed to start to do things on their own even though this may create difficulty for the parents. For example, children can start to dress themselves, put their own toothpaste on their toothbrush and pour milk on their cereal. These activities may bring some embarrassment to the parents or create messes but they are very important to the development of autonomy, competence and a positive self concept. It is also important to note that children need to be guided in these attempts, and not scolded when they fail.
9.4-4. **Nero is constantly worrying about his grades, his job, and his girlfriend. He finds it difficult to sleep at night because his mind won't calm down enough for him to fall asleep. According to trait theory, Nero scores high on which of the Big Five?**

a. agreeableness  
b. conscientiousness  
c. antagonism  
d. neuroticism

**Difficulty:** 2  
**Question ID:** 9.4-4  
**Page-Reference:** MDL  
**Topic:** Explore: The Five Factor Model  
**Skill:** Applied  
**Objective:** 9.2

**Answer:** d. neuroticism

9.4-5. **According to trait theory, the extent to which people try to get along with others measures their**

a. agreeableness.  
b. conscientiousness.  
c. antagonism.  
d. neuroticism.

**Difficulty:** 2  
**Question ID:** 9.4-5  
**Page-Reference:** MDL  
**Topic:** Explore: The Five Factor Model  
**Skill:** Conceptual  
**Objective:** 9.2

**Answer:** a. agreeableness.

9.4-6. **Imbalances between the id, ego, and superego result in**

a. intellectualization.  
b. fixations.  
c. gratification.  
d. pleasure.

**Difficulty:** 2  
**Question ID:** 9.4-6  
**Page-Reference:** MDL  
**Topic:** Explore: Psychodynamic, Behavioral, Trait and Type,  
**Skill:** Conceptual  
**Objective:** 9.7

**Answer:** b. fixations.
9.4-7. **Psychoanalytic theory was created by**

a. Freud.
b. Rogers.
c. Piaget.
d. Erikson.

**Difficulty:** 1  
**Question ID:** 9.4-7  
**Page Reference:** MDL  
**Topic:** Explore: Psychodynamic, Behavioral, Trait and Type,  
**Skill:** Factual  
**Objective:** 9.7

**Answer:** a. Freud.
Chapter 10: Concepts of Self, Gender, and Sex Roles

Multiple Choice

10.1-1. **All of the following are related to the term "sex" EXCEPT**

a. the biological aspects of maleness.
b. XX chromosome pattern.
c. the biological aspects of femaleness.
d. sex chromosomes.
e. the psychological aspects of maleness.

**Difficulty:** 1  
**Question ID:** 10.1-1  
**Page Reference:** 255  
**Reference:** Concepts of Self, Gender, and Sex Roles  
**Skill:** Conceptual  
**Objective:** 10.1

**Answer:** e. the psychological aspects of maleness.

10.1-2. **Gender refers to the**

a. biological aspects of maleness and femaleness.
b. physiological make-up of females and males.
c. sex chromosomes.
d. psychological aspects of femaleness and maleness.
e. specific XX and XY chromosome patterns.

**Difficulty:** 2  
**Question ID:** 10.1-2  
**Page Reference:** 255  
**Reference:** Concepts of Self, Gender, and Sex Roles  
**Skill:** Conceptual  
**Objective:** 10.1

**Answer:** d. psychological aspects of femaleness and maleness.
10.1-3. Whose theory has been the basis for explanations of the sense of self that emphasize the child's knowledge of and thinking about himself?
   a. Freud
   b. James
   c. Lewis
   d. Piaget
   e. Money
   Difficulty: 2
   Question ID: 10.1-3
   Page: 256
   Reference: The Concept of Self
   Skill: Conceptual
   Objective: 10.1

   Answer: d. Piaget

10.1-4. When Adrianne talks about her existence as a person separate from others, she is referring to her
   a. persona.
   b. objective self.
   c. subjective self.
   d. ego.
   e. animus.
   Difficulty: 2
   Question ID: 10.1-4
   Page: 256
   Reference: The Concept of Self
   Skill: Applied
   Objective: 10.1

   Answer: c. subjective self.

10.1-5. Alphonso describes himself as easy going and friendly; Maria describes herself as shy. According to James, they are both describing their
   a. emotional self.
   b. identity.
   c. objective self.
   d. subjective self.
   e. ego.
   Difficulty: 2
   Question ID: 10.1-5
   Page: 256
   Reference: The Concept of Self
   Skill: Applied
   Objective: 10.1

   Answer: c. objective self.
10.1-6. **Which theorist emphasized the symbiotic relationship between the mother and the young infant?**
   a. Freud  
   b. Erikson  
   c. Piaget  
   d. James  
   e. Money  

**Difficulty:** 1  
**Question ID:** 10.1-6  
**Page Reference:** 256  
**Topic:** The Concept of Self  
**Skill:** Factual  
**Objective:** 10.1  

**Answer:** a. Freud

10.1-7. **Piaget and Freud both assumed that**
   a. life begins with no sense of separateness.  
   b. there is a symbiotic relationship between mother and infant.  
   c. object permanence determines self-concept.  
   d. everyone has a subjective self.  
   e. a sense of self is present at birth.  

**Difficulty:** 2  
**Question ID:** 10.1-7  
**Page Reference:** 256  
**Topic:** The Concept of Self  
**Skill:** Factual  
**Objective:** 10.1

**Answer:** a. life begins with no sense of separateness.

10.1-8. **During the first year of her life, Lara will develop a sense of herself as a(n)**
   a. object.  
   b. agent.  
   c. infant.  
   d. subject.  
   e. moral being.  

**Difficulty:** 2  
**Question ID:** 10.1-8  
**Page Reference:** 257  
**Topic:** The Concept of Self  
**Skill:** Factual  
**Objective:** 10.1

**Answer:** b. agent.
10.1-9. **Bandura stated that the roots of ________ develop in the first year.**

a. self-image  
b. self-control  
c. self-concept  
d. self-efficacy  
e. self-regulation  

**Difficulty:** 1  
**Question ID:** 10.1-9  
**Page-Reference:** 257  
**Topic:** The Concept of Self  
**Skill:** Factual  
**Objective:** 10.1  

**Answer:** d. self-efficacy

10.1-10. **According to Piaget, the understanding of ________ is a critical element in the development of the subjective self.**

a. self-efficacy  
b. telegraphic speech  
c. the Oedipus conflict  
d. object permanence  
e. assimilation  

**Difficulty:** 2  
**Question ID:** 10.1-10  
**Page-Reference:** 257  
**Topic:** The Concept of Self  
**Skill:** Factual  
**Objective:** 10.1  

**Answer:** d. object permanence

10.1-11. **Gender, size, a name, and qualities such as shyness are all properties of**

a. the me-self.  
b. objectivity.  
c. self-awareness.  
d. subjectivity.  
e. the ego.  

**Difficulty:** 3  
**Question ID:** 10.1-11  
**Page-Reference:** 257  
**Topic:** The Concept of Self  
**Skill:** Conceptual  
**Objective:** 10.2  

**Answer:** a. the me-self.
10.1-12. When Angie describes herself as coordinated but very shy, she is defining her

a. fused self.
b. subjective self.
c. concrete self.
d. objective self.
e. ego self.

**Difficulty:** 2  
**Question ID:** 10.1-12  
**Page:** 257  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Applied  
**Objective:** 10.2

**Answer:** d. objective self.

10.1-13. Dr. McGee is working with infants. She puts a spot of rouge on a baby's nose and records the baby's reaction when she looks in a mirror. Dr. McGee is assessing the infant's

a. self-awareness.
b. artistic ability.
c. visual acuity.
d. motor development.
e. social skills.

**Difficulty:** 1  
**Question ID:** 10.1-13  
**Page:** 257  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Applied  
**Objective:** 10.2

**Answer:** a. self-awareness.


a. 9 to 12  
b. 12 to 14  
c. 16  
d. 21  
e. 24

**Difficulty:** 3  
**Question ID:** 10.1-14  
**Page:** 258  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Factual  
**Objective:** 10.2

**Answer:** d. 21
10.1-15. **Which of the following emotions requires the child to be aware of some standard of conduct?**
   a. love
   b. pride
   c. sorrow
   d. fear
   e. anger

   **Difficulty:** 1  
   **Question ID:** 10.1-15  
   **Page:** 258  
   **Reference:**  
   **Topic:** The Concept of Self  
   **Skill:** Factual  
   **Objective:** 10.2  

   **Answer:** b. pride

10.1-16. **Around age 2, children**
   a. begin to be able to express anger and sadness.
   b. become increasingly eager for adult approval.
   c. have internalized standards and expectations.
   d. become autonomous in their self-judgment.
   e. regress to a more infantile state.

   **Difficulty:** 3  
   **Question ID:** 10.1-16  
   **Page:** 258  
   **Reference:**  
   **Topic:** The Concept of Self  
   **Skill:** Conceptual  
   **Objective:** 10.2  

   **Answer:** b. become increasingly eager for adult approval.

10.1-17. **Eduardo has recently learned a variety of social scripts. He is probably how old?**
   a. six months
   b. one year
   c. 18 months
   d. two years
   e. three years

   **Difficulty:** 2  
   **Question ID:** 10.1-17  
   **Page:** 258  
   **Reference:**  
   **Topic:** The Concept of Self  
   **Skill:** Factual  
   **Objective:** 10.2  

   **Answer:** d. two years
10.1-18. Preschooler Katya and her friends play games in which they each take a particular role. This indicates that the children are learning
   a. social scripts.
   b. self-descriptions.
   c. egocentrism.
   d. inhibitory control.
   e. assimilation.
   Difficulty:  2
   Question ID:  10.1-18
   Page-    258
   Reference:  
   Topic:  The Concept of Self
   Skill:  Applied
   Objective:  10.2

   Answer: a. social scripts.

10.1-19. Four-year-old Hanna is likely to describe herself as all of the following EXCEPT

   a. tall.
   b. a girl.
   c. a resident of her town.
   d. a good runner.
   e. a good person.
   Difficulty:  3
   Question ID:  10.1-19
   Page-    259
   Reference:  
   Topic:  The Concept of Self
   Skill:  Applied
   Objective:  10.2

   Answer: e. a good person.

10.1-20. Donelle has learned to express anger in words rather than physically. She has learned

   a. self schemes.
   b. social scripting.
   c. inhibitory control.
   d. assertiveness.
   e. egocentrism.
   Difficulty:  2
   Question ID:  10.1-20
   Page-    259
   Reference:  
   Topic:  The Concept of Self
   Skill:  Applied
   Objective:  10.3

   Answer: c. inhibitory control.

10.1-21. The growing ability to inhibit a response is the development of inhibitory or
   a. response control.
   b. internal control.
   c. preventative control.
   d. emotion control.
   e. impulse control.
   **Difficulty:** 1
   **Question ID:** 10.1-21
   **Page:** 259
   **Reference:**
   **Topic:** The Concept of Self
   **Skill:** Factual
   **Objective:** 10.3

   **Answer:** e. impulse control.

10.1-22. All of the following are true of the "social smile" EXCEPT
   a. it begins as early as 3 years of age.
   b. it does not necessarily reflect how the child feels.
   c. it is part of emotion regulation.
   d. it is the same as the natural smile.
   e. it is a selfish response.
   **Difficulty:** 1
   **Question ID:** 10.1-22
   **Page:** 259
   **Reference:**
   **Topic:** The Concept of Self
   **Skill:** Conceptual
   **Objective:** 10.3

   **Answer:** d. it is the same as the natural smile.
10.1-23. **All of the following are accurate findings of research on emotion regulation in children EXCEPT**
   a. self-control in early childhood is related to the ability to obey moral rules.
   b. skill in controlling negative emotions decreases behavior problems during the school years.
   c. children with poor control over negative emotions tend to be popular with their peers.
   d. emotional regulation skills are important for children with high levels of anger proneness.
   e. control must shift from parent to child.

   **Difficulty:** 1
   **Question ID:** 10.1-23
   **Page:** 260
   **Reference:**
   **Topic:** The Concept of Self
   **Skill:** Factual
   **Objective:** 10.3

   **Answer:** c. children with poor control over negative emotions tend to be popular with their peers.

10.1-24. **All of the following are related to self-control problems in early childhood EXCEPT**
   a. adoption in infancy.
   b. difficult behavior from infancy on.
   c. premature birth.
   d. delayed language development.
   e. temperament.

   **Difficulty:** 2
   **Question ID:** 10.1-24
   **Page:** 259
   **Reference:**
   **Topic:** The Concept of Self
   **Skill:** Factual
   **Objective:** 10.3

   **Answer:** a. adoption in infancy.
10.1-25. **Ten-year-old Jennie's self-definition is likely to**

a. be in concrete terms.
b. include comparisons with others.
c. be very specific.
d. reflect instability.
e. focus only on physical traits.

**Difficulty:** 2  
**Question ID:** 10.1-25  
**Page Reference:** 259  
**Topic:** The Concept of Self  
**Skill:** Applied  
**Objective:** 10.3

**Answer:** b. include comparisons with others.

10.1-26. **Raoul describes himself as follows: "I have brown eyes. I love sports! I have lots of friends. I play hockey. I'm almost the smartest boy in the class. How old is he?**

a. three years  
b. six years  
c. nine years  
d. twelve years  
e. fifteen years  

**Difficulty:** 3  
**Question ID:** 10.1-26  
**Page Reference:** 260  
**Topic:** The Concept of Self  
**Skill:** Applied  
**Objective:** 10.3

**Answer:** c. nine years

10.1-27. **Maggie describes herself as follows. "I'm a human being, a girl, and a truthful person. I try to be helpful." How old is she likely to be?**

a. three  
b. six  
c. nine  
d. twelve  
e. fifteen  

**Difficulty:** 2  
**Question ID:** 10.1-27  
**Page Reference:** 260  
**Topic:** The Concept of Self  
**Skill:** Applied  
**Objective:** 10.3

**Answer:** d. twelve
10.1-28. Compared to 6-year-olds, the 10-year-old child's self-concept has become

a. less focused on external features.
b. less complex.
c. less comparative.
d. less focused on feelings.
e. less focused on ideas.

Difficulty: 3  
Question ID: 10.1-28  
Page: 261  
Reference:  
Topic: The Concept of Self  
Skill: Conceptual  
Objective: 10.3  

Answer: a. less focused on external features.

10.1-29. Rosenthal's studies show that teachers' beliefs

a. have no effect on a student's ability.
b. are the result of a child's self-definition.
c. have no impact on adolescents.
d. support Piaget's theory.
e. have a small but significant impact.

Difficulty: 3  
Question ID: 10.1-29  
Page: 261  
Reference:  
Topic: The Concept of Self  
Skill: Factual  
Objective: 10.3  

Answer: e. have a small but significant impact.

10.1-30. When six-year-old Walter tells his grandparents that he is the smartest kid in his class, his statement is probably based on

a. what his parents have told him.
b. a careful assessment of the other children.
c. no concrete evidence.
d. what his teacher has told him.
e. his test scores.

Difficulty: 3  
Question ID: 10.1-30  
Page: 260  
Reference:  
Topic: The Concept of Self  
Skill: Applied  
Objective: 10.4  

Answer: c. no concrete evidence.
10.1-31. Because children's self-judgments mature over the years, what are teachers able to do for the first time by junior high school?
   a. emphasize effort and attitude
   b. compare children to fixed standards and national norms
   c. emphasize work habits and organizational skills
   d. compare children to each other
   e. give short answer tests

Difficulty: 3
Question ID: 10.1-31
Page: 260
Reference:
Topic: The Concept of Self
Skill: Factual
Objective: 10.4

Answer: b. compare children to fixed standards and national norms

10.1-32. In high school, Alegra believes she has high academic ability and is in control of her academic performance. Alegra is likely to

a. perform better at an all-girls school.
b. play down this fact when describing herself because of her gender.
c. become bored and get into trouble more often.
d. select courses in which she believes she has the greatest ability.
e. select courses in her perceived areas of weakness to challenge herself.

Difficulty: 2
Question ID: 10.1-32
Page: 261
Reference:
Topic: The Concept of Self
Skill: Applied
Objective: 10.4
Answer: d. select courses in which she believes she has the greatest ability.

10.1-33. Which of the following boys would be most likely to describe himself as curious, liberal, and ambitious?
   a. Andy, who is 17 years old
   b. Cory, who is 12 years old
   c. Lester, who is 9 years old
   d. Enrico, who is 7 years old
   e. Karl, who is 5 years old

Difficulty: 2
Question ID: 10.1-33
Page: 261
Reference:
Topic: The Concept of Self
Skill: Applied
Objective: 10.5

Answer: a. Andy, who is 17 years old
10.1-34. **During adolescence, self-definition becomes more**

a. physical.
b. global.
c. abstract.
d. specific.
e. concrete.

**Difficulty: 2**

**Question ID:** 10.1-34

**Page-Reference:** 262

**Topic:** The Concept of Self

**Skill:** Factual

**Objective:** 10.5

**Answer:** c. abstract.

10.1-35. **As teenagers progress through adolescence, their self-concept becomes more**

a. concrete.
b. tied to their physical characteristics.
c. specific.
d. differentiated.
e. negative.

**Difficulty: 3**

**Question ID:** 10.1-35

**Page-Reference:** 262

**Topic:** The Concept of Self

**Skill:** Factual

**Objective:** 10.5

**Answer:** d. differentiated.

10.1-36. **Erikson refers to adolescence as a period when the mind is**

a. preoccupied with a symbiotic relationship with the mother.
b. in a moratorium between childhood and adulthood.
c. a form of categorical self.
d. in a period of upheaval and distress.
e. in a period of rapid development.

**Difficulty: 1**

**Question ID:** 10.1-36

**Page-Reference:** 263

**Topic:** The Concept of Self

**Skill:** Factual

**Objective:** 10.5

**Answer:** b. in a moratorium between childhood and adulthood.
10.1-37. According to Erikson, the positive outcome of adolescence is

a. trust.
b. autonomy.
c. initiative.
d. industry.
e. identity.

Difficulty: 1
Question ID: 10.1-37
Page-Reference: 263
Topic: The Concept of Self
Skill: Factual
Objective: 10.5

Answer: e. identity.

10.1-38. Nearly all the current work on the formation of adolescent identity has been based on the work of

a. Erikson.
b. Freud.
c. Marcia.
d. Piaget.
e. Bandura.

Difficulty: 2
Question ID: 10.1-38
Page-Reference: 263
Topic: The Concept of Self
Skill: Factual
Objective: 10.5

Answer: c. Marcia.

10.1-39. In the Erikson/Marcia framework, a person who is in the midst of reexamining his or her values and choices, but who has not yet decided on some specific role or some particular ideology, is in the status of

a. achievement.
b. moratorium.
c. foreclosure.
d. diffusion.
e. confusion.

Difficulty: 2
Question ID: 10.1-39
Page-Reference: 263
Topic: The Concept of Self
Skill: Factual
Objective: 10.5

Answer: b. moratorium.
10.1-40. Sarah always thought she wanted to be like her mother and stay home and rear her kids. But when she got to college she was fascinated by her anthropology courses and now thinks she might want to go to graduate school. She has to figure out what she should do next. On the basis of this information, her identity status in Marcia's system would be
a. identity achievement.
b. moratorium.
c. foreclosure.
d. identity diffusion.
e. role confusion.
Difficulty: 3
Question ID: 10.1-40
Page: 263
Reference:
Topic: The Concept of Self
Skill: Applied
Objective: 10.5

Answer: b. moratorium.

10.1-41. Into which status would Marcia place a person who has decided on some specific role or some particular ideology, but not reassessed his/her old positions?
a. identity achievement
b. moratorium
c. foreclosure
d. identity diffusion
e. role confusion
Difficulty: 1
Question ID: 10.1-41
Page: 263
Reference:
Topic: The Concept of Self
Skill: Factual
Objective: 10.5

Answer: c. foreclosure
10.1-42. **Jorge, the son of a physician, is a second-year medical student, a Catholic, and a moderate in politics, just like his father and his grandfather expected him to be.** On the basis of this information, his identity status in Marcia's system would probably be

a. identity achievement.
b. moratorium.
c. foreclosure.
d. identity diffusion.
e. role confusion.

**Difficulty:** 3  
**Question ID:** 10.1-42  
**Page:** 263  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Applied  
**Objective:** 10.5  
**Answer:** c. foreclosure.

10.1-43. **Into which status would Marcia place a person who is not in a crisis, and has not made a commitment?**

a. identity achievement  
b. moratorium  
c. foreclosure  
d. identity diffusion  
e. role confusion  

**Difficulty:** 2  
**Question ID:** 10.1-43  
**Page:** 263  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Factual  
**Objective:** 10.5  
**Answer:** d. identity diffusion

10.1-44. **According to Marcia's conception of identity status, a person with identity achievement**

a. is in a crisis, and has not made a commitment.  
b. has not experienced a crisis but has made a commitment.  
c. has not experienced a crisis and has not made a commitment.  
d. is in a crisis but has made a commitment.  
e. has experienced a crisis and made a commitment.

**Difficulty:** 3  
**Question ID:** 10.1-44  
**Page:** 263  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Conceptual  
**Objective:** 10.5  

**Answer:** e. has experienced a crisis and made a commitment.
10.1-45. Elana has spent several years questioning her original beliefs and goals. Now she has decided what career and lifestyle are right for her. Elana has reached
a. identity diffusion.
b. foreclosure.
c. moratorium.
d. role confusion.
e. identity achievement.
Difficulty: 2
Question ID: 10.1-45
Page- 263
Reference:
Topic: The Concept of Self
Skill: Applied
Objective: 10.5
Answer: e. identity achievement.

10.1-46. According to Waterman's analysis of research on the age at which people might go through an identity crisis, the most common time to attain identity achievement is during the
a. late grade school years.
b. junior high school years.
c. high school years.
d. college years.
e. post-college years.
Difficulty: 1
Question ID: 10.1-46
Page- 263
Reference:
Topic: The Concept of Self
Skill: Factual
Objective: 10.5
Answer: d. college years.

10.1-47. Waterman's analysis of the research on identity formation shows that
a. the moratorium status is common, except in the early years of college.
b. less than ten percent of young people experience the foreclosure status.
c. identity achievement occurs most typically at college age.
d. the identity crisis occurs somewhat earlier than Erikson originally proposed.
e. the identity crisis is a lengthy process.
Difficulty: 2
Question ID: 10.1-47
Page- 263
Reference:
Topic: The Concept of Self
Skill: Factual
Objective: 10.5
Answer: c. identity achievement occurs most typically at college age.
10.1-48. **Research on identity formation indicates all of the following EXCEPT**

a. the process occurs earlier in life than Erikson and Marcia predicted.
b. cognitive development is strongly related to identity formation.
c. teens advanced in logical thinking are most likely to attain identity achievement.
d. the quest for personal identity continues throughout the lifespan.
e. males and females experience the identity crisis differently.

**Difficulty:** 3  
**Question ID:** 10.1-48  
**Page:** 264  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Conceptual  
**Objective:** 10.5  

**Answer:** c. teens advanced in logical thinking are most likely to attain identity achievement.

10.1-49. **According to Marcia, young people with a status of "identity diffusion"**

a. are more goal-directed.
b. have higher self-esteem.
c. have the most difficulties with intimacy.
d. are more stereotyped in their approach to relationships.
e. have lower levels of depression.

**Difficulty:** 2  
**Question ID:** 10.1-49  
**Page:** 264  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Factual  
**Objective:** 10.5  

**Answer:** c. have the most difficulties with intimacy.

10.1-50. **Adelaide and her brother are both in their late teens. Compared to her brother,**

**Adelaide's identity search is more likely to**

a. yield a consolidated identity later.
b. involve only internal beliefs.
c. exclude any social influences.
d. result in a longer moratorium.
e. fit Erikson's and Marcia's theory.

**Difficulty:** 3  
**Question ID:** 10.1-50  
**Page:** 264  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Applied  
**Objective:** 10.5  

**Answer:** e. fit Erikson's and Marcia's theory.
10.1-51. **Adolescents in Western societies may confront an identity crisis because they**

a. are rushed too quickly into adult status.
b. adopt the same roles as their parents.
c. have to go through initiation rites.
d. face a bewildering array of options.
e. are not encouraged to make a decision.

**Difficulty:** 3  
**Question ID:** 10.1-51  
**Page:** 264  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Conceptual  
**Objective:** 10.5

**Answer:** d. face a bewildering array of options.

10.1-52. **Research on identity statuses indicates that adolescents in**

a. identity achievement are less goal-directed.
b. foreclosure are more stereotyped in their approach to relationships.
c. diffusion are more involved in intimate relationships.
d. moratorium have higher self-esteem.
e. foreclosure have higher levels of depression.

**Difficulty:** 3  
**Question ID:** 10.1-52  
**Page:** 264  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Conceptual  
**Objective:** 10.5

**Answer:** b. foreclosure are more stereotyped in their approach to relationships.

10.1-53. **Sean seems to have great difficulties with intimacy and in fact, avoids intimate relationships. Sean is most likely in which of Marcia's identity status?**

a. identity achievement  
b. foreclosure  
c. moratorium  
d. role confusion  
e. identity diffusion

**Difficulty:** 2  
**Question ID:** 10.1-53  
**Page:** 264  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Applied  
**Objective:** 10.5

**Answer:** e. identity diffusion
10.1-54. **DeShawn is African American. As he nears adolescence he is most likely to**

a. prefer his subgroup over the majority culture.
b. reject his own ethnic group.
c. develop an identity very early.
d. commit to the values of the majority culture.
e. develop identity diffusion.

**Difficulty:** 3  
**Question ID:** 10.1-54  
**Page:** 265  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Applied  
**Objective:** 10.6

**Answer:** a. prefer his subgroup over the majority culture.

10.1-55. **Phinney's second stage of ethnic identity search is parallel to Marcia's concept of**

a. foreclosure.  
b. commitment.  
c. moratorium.  
d. crisis.  
e. diffusion.  

**Difficulty:** 3  
**Question ID:** 10.1-55  
**Page:** 265  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Factual  
**Objective:** 10.6

**Answer:** d. crisis.

10.1-56. **Maria's family is from Puerto Rico with a strong Latino heritage. She has adopted aspects of both Latino and White middle class cultures. Maria has a home grown identity that Phinney calls**

a. foreclosure.  
b. blended bicultural.  
c. stereotypical.  
d. diffused.  
e. blended achievement.  

**Difficulty:** 2  
**Question ID:** 10.1-56  
**Page:** 265  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Applied  
**Objective:** 10.6

**Answer:** b. blended bicultural.
10.1-57. Racial identity will be strongly related to higher self-esteem and better psychological adjustment for all of the following adolescents EXCEPT
   a. Louie, who is Caucasian American.
   b. Theresa, who is Mexican American.
   c. Su Lin, who is Asian American.
   d. Carlos, who is Mexican American.
   e. Randell, who is African American.

   Difficulty: 1
   Question ID: 10.1-57
   Page: 266
   Reference:
   Topic: The Concept of Self
   Skill: Applied
   Objective: 10.6

   Answer: a. Louie, who is Caucasian American.

10.1-58. Which of the following teens is most likely to choose friends with the same racial identity status?
   a. Louie, who is Caucasian American
   b. Theresa, who is Mexican American
   c. Su Lin, who is Asian American
   d. Carlos, who is Mexican American
   e. Randell, who is African American

   Difficulty: 2
   Question ID: 10.1-58
   Page: 265
   Reference:
   Topic: The Concept of Self
   Skill: Applied
   Objective: 10.6

   Answer: e. Randell, who is African American.

10.1-59. Mrs. Morganstern's children will have a bar mitzvah and bat mitzvah, which are a form of initiation ritual for adolescents who are
   b. Latino.
   c. Jewish.
   d. Asian.
   e. African American.

   Difficulty: 1
   Question ID: 10.1-59
   Page: 266
   Reference:
   Topic: The Concept of Self
   Skill: Applied
   Objective: 10.6

   Answer: c. Jewish.
10.1-60. **Parents from which country would be least likely to expect to experience conflicts with their adolescent?**
   a. U.S.A.
   b. Germany
   c. England
   d. Japan
   e. France
   **Difficulty:** 3
   **Question ID:** 10.1-60
   **Page-Reference:** 267
   **Topic:** The Concept of Self
   **Skill:** Applied
   **Objective:** 10.6

   **Answer:** d. Japan

10.1-61. **North American and European parents tend to view adolescent conflict as efforts to demonstrate**
   a. aggressiveness.
   b. dominance.
   c. independence.
   d. submissiveness.
   e. obedience.
   **Difficulty:** 2
   **Question ID:** 10.1-61
   **Page-Reference:** 266-267
   **Topic:** The Concept of Self
   **Skill:** Factual
   **Objective:** 10.6

   **Answer:** c. independence.

10.1-62. **Parents from cultures that emphasize community view adolescent conflict as**
   a. independence.
   b. immaturity.
   c. assertiveness.
   d. aggression.
   e. delinquency
   **Difficulty:** 2
   **Question ID:** 10.1-62
   **Page-Reference:** 267
   **Topic:** The Concept of Self
   **Skill:** Factual
   **Objective:** 10.6

   **Answer:** b. immaturity.
10.1-63. **Research on African American rites of passage programs indicates that by the end of a year participants**
   a. showed little improvement in school behavior.
   b. exhibited more antisocial behavior.
   c. had a greater knowledge of mainstream American culture.
   d. rejected African culture.
   e. exhibited higher self esteem.

**Difficulty:** 2  
**Question ID:** 10.1-63  
**Page:** 266  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Factual  
**Objective:** 10.6

**Answer:** e. exhibited higher self esteem.

10.1-64. **As an Asian American teen, Sue Lee will**
   a. have an easy time achieving an independent identity.
   b. be encouraged by her parents to be independent.
   c. assume a foreclosed identity.
   d. experience some familial obligations.
   e. separate from her parents at an early age.

**Difficulty:** 2  
**Question ID:** 10.1-64  
**Page:** 267  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Applied  
**Objective:** 10.6

**Answer:** d. experience some familial obligations.

10.1-65. **What is the term for a global judgment of self worth?**
   a. self-love
   b. social referencing
   c. self-concept
   d. self-esteem
   e. identity achievement

**Difficulty:** 1  
**Question ID:** 10.1-65  
**Page:** 268  
**Reference:**  
**Topic:** Self-Esteem  
**Skill:** Factual  
**Objective:** 10.7

**Answer:** d. self-esteem

10.1-66. **The largest group of teens (about 50 percent) follow which pattern of self-esteem in adolescence?**

- a. consistently high self-esteem throughout adolescence
- b. initially low self-esteem that increases with age
- c. low self-esteem throughout adolescence
- d. initially moderate self-esteem that declines with age
- e. extremely variable self-esteem from year to year

**Difficulty:** 3  
**Question ID:** 10.1-66  
**Page:** 266  
**Reference:**  
**Topic:** Self-Esteem  
**Skill:** Conceptual  
**Objective:** 10.7  
**Answer:** a. consistently high self-esteem throughout adolescence

10.1-67. **Harter argues that each child's level of ______ is a product of two internal assessments or judgments: the degree of discrepancy between what he would like to do and what he is, and the overall sense of support the child feels from the important people around him.**

- a. self-esteem  
- b. homegrown stereotypes  
- c. reciprocal trust  
- d. friendship  
- e. social skills

**Difficulty:** 2  
**Question ID:** 10.1-67  
**Page:** 268  
**Reference:**  
**Topic:** Self-Esteem  
**Skill:** Factual  
**Objective:** 10.7  
**Answer:** a. self-esteem

10.1-68. **Which of the following children would be at the greatest risk for low self-esteem?**

- a. Archie, who is intelligent but weak and uncoordinated, and loves to play chess  
- b. Kelly, who does not do too well in many of the things she tries but has a lot of social support  
- c. Latisha, who is a talented musician and intends to pursue a career in music over her parents' objections  
- d. Willie, who is not athletic and has parents who value sports participation highly  
- e. Aisha, who is pleased with her sports performance

**Difficulty:** 3  
**Question ID:** 10.1-68  
**Page:** 269  
**Reference:**  
**Topic:** Self-Esteem  
**Skill:** Applied  
**Objective:** 10.7  
**Answer:** d. Willie, who is not athletic and has parents who value sports participation highly
10.1-69. **All of the following impact a child's self-esteem EXCEPT**

- a. the child's direct experience with success and failure.
- b. the standards of the peer group.
- c. parents’ attitudes and values.
- d. emphasis placed on performance by parents.
- e. the age of the child.

**Difficulty:** 2  
**Question ID:** 10.1-69  
**Page:** 269  
**Reference:**  
**Topic:** Self-Esteem  
**Skill:** Factual  
**Objective:** 10.7  
**Answer:** e. the age of the child.

10.1-70. **The correlation between self esteem scores obtained a few months apart is about**

- a. .85  
- b. .70  
- c. .60  
- d. .40  
- e. .35

**Difficulty:** 3  
**Question ID:** 10.1-70  
**Page:** 269  
**Reference:**  
**Topic:** Self-Esteem  
**Skill:** Factual  
**Objective:** 10.8  
**Answer:** c. .60

10.1-71. **Seidman's research on self-esteem revealed a significant drop in average self esteem**

- a. in the preschool years.  
- b. in minority group adolescents but not Caucasian adolescents.  
- c. in African-Americans and Hispanic-Americans during childhood.  
- d. between the last year of elementary school and the first year in junior high.  
- e. in eighth grade girls but not boys.

**Difficulty:** 2  
**Question ID:** 10.1-71  
**Page:** 269  
**Reference:**  
**Topic:** Self-Esteem  
**Skill:** Factual  
**Objective:** 10.8  
**Answer:** d. between the last year of elementary school and the first year in junior high.
10.1-72. When a child understands that boyness or girlness is permanent, she has acquired

a. sex-role identity.
b. gender-role identity.
c. sex-typing.
d. the gender concept.
e. the sex concept.

Difficulty: 2
Question ID: 10.1-72
Page- 270
Reference: The Development of the Concepts of Gender and Sex Roles
Skill: Applied
Objective: 10.9

Answer: d. the gender concept.

10.1-73. Sex roles are

a. behaviors appropriate for one's sex.
b. not apparent in children until after puberty.
c. only applicable to adults.
d. strictly physical.
e. the same as gender concepts.

Difficulty: 1
Question ID: 10.1-73
Page- 270
Reference: The Development of the Concepts of Gender and Sex Roles
Skill: Factual
Objective: 10.9

Answer: a. behaviors appropriate for one's sex.

10.1-74. A child's or adult's behavior is said to be ________ when it matches culturally defined gender-role expectations for his or her own gender.

a. sex-role stereotyped
b. gender stereotyped
c. sex-typed
d. gender constant
e. gender stable

Difficulty: 3
Question ID: 10.1-74
Page- 270
Reference: The Development of the Concepts of Gender and Sex Roles
Skill: Factual
Objective: 10.9

Answer: c. sex-typed
10.1-75. **Olga regularly plays with dolls and rarely chooses to play with tools or trucks. She is exhibiting which type of behavior?**

a. sex constant  
b. sex-typed  
c. gender constant  
d. gender secure  
e. role neutral  

**Difficulty:** 2  
**Question ID:** 10.1-75  
**Page:** 270  
**Reference:**  
**Topic:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Factual  
**Objective:** 10.9  

**Answer:** b. sex-typed

10.1-76. **Children begin to show preferences for playmates of the same sex by what age?**

a. 6 months  
b. 12 months  
c. 18 months  
d. 24 months  
e. 30 months  

**Difficulty:** 1  
**Question ID:** 10.1-76  
**Page:** 270  
**Reference:**  
**Topic:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Factual  
**Objective:** 10.9  

**Answer:** c. 18 months

10.1-77. **At what age do babies began to treat male and female faces differently?**

a. 3-6 months  
b. 6-9 months  
c. 9-12 months  
d. 12-15 months  
e. 15-18 months  

**Difficulty:** 3  
**Question ID:** 10.1-77  
**Page:** 270  
**Reference:**  
**Topic:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Factual  
**Objective:** 10.9  

**Answer:** c. 9-12 months
10.1-78. **Gender stability is**

a. the recognition that one stays the same gender even though he may change clothes or hairstyle.
b. a child's ability to label his own sex correctly and to identify other people as men or women, boys or girls.
c. the understanding that people stay the same gender throughout life.
d. the same thing as gender constancy.
e. the knowledge of cultural expectations for males and females.

**Difficulty:** 3  
**Question ID:** 10.1-78  
**Page:** 271  
**Reference:**  
**Topic:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Factual  
**Objective:** 10.9

**Answer:** c. the understanding that people stay the same gender throughout life.

10.1-79. **The order of development of the components of the gender concept is**

a. stability, identity, constancy.
b. stability, constancy, identity.
c. identity, stability, constancy.
d. identity, constancy, stability.
e. constancy, identity, stability.

**Difficulty:** 2  
**Question ID:** 10.1-79  
**Page:** 271  
**Reference:**  
**Topic:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Factual  
**Objective:** 10.9

**Answer:** c. identity, stability, constancy.
10.1-80. **To a series of questions on her gender, your child answers that she is a girl, that wearing a tie would make her a boy, and that she is certainly going to grow up to be a woman. You can conclude that she has achieved**

a. gender stability, but not identity and constancy.
b. gender stability and identity, but not constancy.
c. gender stability, identity, and constancy.
d. gender identity, but not stability and constancy.
e. gender constancy but not identity and stability.

**Difficulty:** 3  
**Question ID:** 10.1-80  
**Page:** 271  
**Reference:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Applied  
**Objective:** 10.9  
**Answer:** b. gender stability and identity, but not constancy.

10.1-81. **Gender constancy is**

a. the understanding that a person stays the same gender throughout life.
b. a child's ability to label his own sex correctly and to identify other people as male or female.
c. the same thing as gender stability.
d. the understanding that gender is not changed by wearing different clothes or changing hair length.
e. knowledge of sex appropriate behaviors.

**Difficulty:** 2  
**Question ID:** 10.1-81  
**Page:** 271  
**Reference:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Factual  
**Objective:** 10.9  
**Answer:** d. the understanding that gender is not changed by wearing different clothes or changing hair length.

10.1-82. **Three-year-old Cory refuses to wear a shirt with pink stripes because he believes it will change him into a girl. Cory lacks gender**

a. identity.
b. stability.
c. role.
d. behavior.
e. constancy.

**Difficulty:** 3  
**Question ID:** 10.1-82  
**Page:** 271  
**Reference:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Applied  
**Objective:** 10.9  
**Answer:** e. constancy.
10.1-83. Children can assign occupations, toys, and activities to the stereotypic gender as early as
a. two years old.
b. three or four years old.
c. five years old.
d. six or seven years old.
e. eight years old.
Difficulty: 2
Question ID: 10.1-83
Page-Reference: 272
Reference: The Development of the Concepts of Gender and Sex Roles
Skill: Factual
Objective: 10.9

Answer: b. three or four years old.

10.1-84. Most 6- and 7-year-old children believe gender role differences are determined by
a. biological gender.
b. training.
c. nurture.
d. experience.
e. random influences.
Difficulty: 2
Question ID: 10.1-84
Page-Reference: 273
Reference: The Development of the Concepts of Gender and Sex Roles
Skill: Factual
Objective: 10.9

Answer: a. biological gender.

10.1-85. According to research by Williams and Best, which of the following is one of the most strongly stereotyped traits for women?
a. aggression
b. appreciativeness
c. coarseness
d. strength
e. cruelty
Difficulty: 1
Question ID: 10.1-85
Page-Reference: 273
Reference: The Development of the Concepts of Gender and Sex Roles
Skill: Factual
Objective: 10.10

Answer: b. appreciativeness
10.1-86. **William believes that women are adventurous, confident, and steady. He is most likely from**
   a. the United States.
   b. Pakistan.
   c. Japan.
   e. Germany.
   **Difficulty:** 3
   **Question ID:** 10.1-86
   **Page-Reference:** 273
   **Topic:** The Development of the Concepts of Gender and Sex Roles
   **Skill:** Applied
   **Objective:** 10.10

   **Answer:** e. Germany.

10.1-87. **Williams and Best conducted a cross-cultural study on sex stereotypes in 24 countries. They found that**
   a. weakness and gentleness were stereotyped female traits.
   b. there was very little consistency among cultures.
   c. Japanese children believed only men were independent.
   d. few cultures have clear sex role stereotypes.
   e. strength was most often associated with women.
   **Difficulty:** 3
   **Question ID:** 10.1-87
   **Page-Reference:** 273
   **Topic:** The Development of the Concepts of Gender and Sex Roles
   **Skill:** Factual
   **Objective:** 10.10

   **Answer:** a. weakness and gentleness were stereotyped female traits.

10.1-88. **Research in sex-role stereotypes has shown that**
   a. more children agree on what men are than on what women are.
   b. male qualities are more highly valued in Western societies.
   c. the female role is more strongly stereotyped.
   d. children stereotype more strongly than do adults.
   e. the female sex-role concept develops earlier.
   **Difficulty:** 3
   **Question ID:** 10.1-88
   **Page-Reference:** 273
   **Topic:** The Development of the Concepts of Gender and Sex Roles
   **Skill:** Factual
   **Objective:** 10.10

   **Answer:** b. male qualities are more highly valued in Western societies.
10.1-89. **At what age do we first see children choosing to play with sex-stereotyped toys?**

a. 2 years old  
b. 3 years old  
c. 4 years old  
d. 5 years old  
e. 6 years old  

**Difficulty:** 2  
**Question ID:** 10.1-89  
**Page-Reference:** 274  
**Topic:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Factual  
**Objective:** 10.10  

**Answer:** a. 2 years old

10.1-90. **By what age do children begin to show a preference for same-sex playmates?**

a. 3  
b. 4  
c. 5  
d. 6  
e. 7  

**Difficulty:** 2  
**Question ID:** 10.1-90  
**Page-Reference:** 274  
**Topic:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Factual  
**Objective:** 10.10  

**Answer:** a. 3

10.1-91. **Compared to six-year-old Laura, 14-year-old Maggie's understanding of sex roles includes**

a. a stronger rejection of parental values.  
b. more flexible attitudes.  
c. greater preference for her female gender role.  
d. a belief that sex roles are not social conventions.  
e. less anxiety about how she should behave.  

**Difficulty:** 3  
**Question ID:** 10.1-91  
**Page-Reference:** 274  
**Topic:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Applied  
**Objective:** 10.10  

**Answer:** b. more flexible attitudes.
10.1-92. **Which of the following research findings support social learning theory explanations?**
   a. Boys identify with their fathers by five years of age.
   b. Gender concept precedes an understanding of gender stability.
   c. Toddlers whose parents are more consistent in rewarding sex-typed behavior learn accurate gender labels earlier.
   d. Children of all cultures apply more positive labels to males than to females and to adults rather than children.
   e. Adolescents have a more flexible approach to sex roles.

**Difficulty:** 2  
**Question ID:** 10.1-92  
**Page:** 275  
**Reference:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Conceptual  
**Objective:** 10.11

**Answer:** c. Toddlers whose parents are more consistent in rewarding sex-typed behavior learn accurate gender labels earlier.

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10.1-93. **Kohlberg's theory of sex-role development**

   a. suggests that the crucial aspect in sex-role development is the child's understanding of the gender concept.
   b. emphasizes the role of parents' differential reinforcement of sex-typed behavior and attitudes.
   c. predicts that we should see systematic same-sex imitation before the child shows full gender constancy.
   d. states that children will show clear sex-role behavior before they understand the gender concept.
   e. substantially supports Freud's concept of the role of identification.

**Difficulty:** 3  
**Question ID:** 10.1-93  
**Page:** 276  
**Reference:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Applied  
**Objective:** 10.11

**Answer:** a. suggests that the crucial aspect in sex-role development is the child's understanding of the gender concept.
10.1-94. **According to gender schema theory, children have a fully-developed gender schema by age**
   a. 2 or 3 months.
   b. 6 or 7 months.
   c. 12 months.
   d. 18 months.
   e. 2 or 3 years.

   **Difficulty:** 3  
   **Question ID:** 10.1-94  
   **Page Reference:** 277  
   **Topic:** The Development of the Concepts of Gender and Sex Roles  
   **Skill:** Factual  
   **Objective:** 10.11  

   **Answer:** e. 2 or 3 years.

10.1-95. **The key difference between gender schema theory and Kohlberg’s theory is that**
   a. Kohlberg's theory is cognitive; gender schema is not.
   b. to form the initial gender schema, a child need not understand that gender is permanent.
   c. gender schema theory only applies to preschoolers; Kohlberg's theory applies to all ages.
   d. Kohlberg's theory is not research-based.
   e. gender schema theory is largely psychoanalytic.

   **Difficulty:** 3  
   **Question ID:** 10.1-95  
   **Page Reference:** 277  
   **Topic:** The Development of the Concepts of Gender and Sex Roles  
   **Skill:** Conceptual  
   **Objective:** 10.11  

   **Answer:** b. to form the initial gender schema, a child need not understand that gender is permanent.
10.1-96. A person who sees himself or herself as having both masculine and feminine traits is
a. undifferentiated.
b. bisexual.
c. gender-confused.
d. androgynous.
e. gender-neutral.
Difficulty: 1
Question ID: 10.1-96
Page: 278
Reference:
Topic: The Development of the Concepts of Gender and Sex Roles
Skill: Factual
Objective: 10.11

Answer: d. androgynous.

10.1-97. Which theory of sex-role development is based strongly on Piagetian theory?

a. psychoanalytic
b. social learning
c. sociological
d. cognitive developmental
e. psychosocial
Difficulty: 1
Question ID: 10.1-97
Page: 276
Reference:
Topic: The Development of the Concepts of Gender and Sex Roles
Skill: Conceptual
Objective: 10.11

Answer: d. cognitive developmental

10.1-98. Which of the following sex-role types is closest to a diffuse identity?

a. masculine
b. feminine
c. androgynous
d. bisexual
e. undifferentiated
Difficulty: 1
Question ID: 10.1-98
Page: 278
Reference:
Topic: The Development of the Concepts of Gender and Sex Roles
Skill: Factual
Objective: 10.11

Answer: e. undifferentiated
10.1-99. *Higher self-esteem is most likely to be found in individuals with either of which two sex-role self-concepts?*
   a. feminine or undifferentiated
   b. undifferentiated or masculine
   c. masculine or feminine
   d. androgynous or undifferentiated
   e. androgynous or masculine

   **Difficulty:** 2  
   **Question ID:** 10.1-99  
   **Page-Reference:** 278  
   **Topic:** The Development of the Concepts of Gender and Sex Roles  
   **Skill:** Factual  
   **Objective:** 10.11

   **Answer:** e. androgynous or masculine

10.1-100. *Which of the following is the hormone most closely linked with sex-role identity?*
   a. estrogen  
   b. progesterone  
   c. thyroxine  
   d. epinephrine  
   e. testosterone

   **Difficulty:** 3  
   **Question ID:** 10.1-100  
   **Page-Reference:** 278  
   **Topic:** The Development of the Concepts of Gender and Sex Roles  
   **Skill:** Factual  
   **Objective:** 10.11

   **Answer:** e. testosterone

Fill-in-the-Blank

10.2-1. *One's knowledge of and thoughts about the set of qualities attributed to one's self is called _______.*

   **Difficulty:** 2  
   **Question ID:** 10.2-1  
   **Page-Reference:** 256  
   **Topic:** The Concept of Self  
   **Skill:** Factual  
   **Objective:** 10.1

   **Answer:** self-concept
10.2-2. The component of the self-concept that involves awareness of the "I" and is separated from others is called _________.

Difficulty: 2  
Question ID: 10.2-2  
Page- 256  
Reference:  
Topic: The Concept of Self  
Skill: Factual  
Objective: 10.1  
Answer: the subjective self

10.2-3. The component of the self-concept that involves awareness of the self as an object with properties is called _________.

Difficulty: 2  
Question ID: 10.2-3  
Page- 256  
Reference:  
Topic: The Concept of Self  
Skill: Factual  
Objective: 10.1  
Answer: objective self

10.2-4. Babies as young as ________ months of age respond differently to live video or still photographs of themselves and others.

Difficulty: 2  
Question ID: 10.2-4  
Page- 257  
Reference:  
Topic: The Concept of Self  
Skill: Conceptual  
Objective: 10.2  
Answer: four

10.2-5. Much of the "terrible twos" can be understood as an outgrowth of _________.

Difficulty: 2  
Question ID: 10.2-5  
Page- 258  
Reference:  
Topic: The Concept of Self  
Skill: Conceptual  
Objective: 10.2  
Answer: self-awareness
10.2-6. Control of emotions rests on the child's grasp of the link between her behavior and other's __________ of that behavior.

Difficulty: 3
Question ID: 10.2-6
Page- Reference: 259
Topic: The Concept of Self
Skill: Conceptual
Objective: 10.3
Answer: perception

10.2-7. During the _________ school years a child's concrete self-concept gradually shifts to a more abstract definition.

Difficulty: 2
Question ID: 10-2-7
Page- Reference: 260
Topic: The Concept of Self
Skill: Applied
Objective: 10.4
Answer: elementary

10.2-8. Parents in the United States are more likely to attribute a daughter's good performance in math to __________ , but a son's good math grades to __________.

Difficulty: 2
Question ID: 10.2-8
Page- Reference: 261
Topic: The Concept of Self
Skill: Factual
Objective: 10.4
Answer: hard work/ ability

10.2-9. Marcia argues that there are two key parts to any adolescent identity formation: crisis and __________.

Difficulty: 2
Question ID: 10.2-9
Page- Reference: 263
Topic: The Concept of Self
Skill: Factual
Objective: 10.5
Answer: commitment
10.2-10. **Teens experiencing life threatening illnesses are better adjusted if they adopt the ________ status.**

**Difficulty:** 2  
**Question ID:** 10.2-10  
**Page:** 263  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Applied  
**Objective:** 10.5

**Answer:** foreclosure

10.2-11. **Research suggests that teens who are most advanced in the development of logical thinking and other information-processing skills are also the most likely to have attained Marcia’s ________ status.**

**Difficulty:** 3  
**Question ID:** 10.2-11  
**Page:** 264  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Conceptual  
**Objective:** 10.5

**Answer:** identity achievement

10.2-12. **Researchers propose that adolescent teens' general ethnic identity grows through a process of ________ stages, including ________, ________, and ________ .**

**Difficulty:** 3  
**Question ID:** 10.2-12  
**Page:** 265  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Factual  
**Objective:** 10.6

**Answer:** three/ unexamined ethnic identity/ ethnic identity search/ resolution of conflicts and contradictions
10.2-13. **Prentice & Miller** refer to instructions for how a group member is supposed to present herself to other members of the group as _________ stereotypes.

**Difficulty:** 3  
**Question ID:** 10.2-13  
**Page:** 265  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Factual  
**Objective:** 10.6  

**Answer:** home grown

10.2-14. **Phinney** calls the adolescent's effort to adopt aspects of both the majority and minority cultures _________.

**Difficulty:** 2  
**Question ID:** 10.2-14  
**Page:** 265  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Factual  
**Objective:** 10.6  

**Answer:** blended bicultural identity

10.2-15. **As an Asian-American adolescent, Mae Li** is likely to have to balance the individualistic demands of North American culture and _________ obligations.

**Difficulty:** 2  
**Question ID:** 10.2-15  
**Page:** 267  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Applied  
**Objective:** 10.6  

**Answer:** familial

10.2-16. **Over the years of elementary school and high school, children's evaluations of their own abilities become increasingly _________ .

**Difficulty:** 2  
**Question ID:** 10.2-16  
**Page:** 267  
**Reference:**  
**Topic:** Self-Esteem  
**Skill:** Factual  
**Objective:** 10.7  

**Answer:** differentiated
10.2-17. A global evaluation of one's own worth, and an aspect of one's self-concept is called __________ .

Answer: self-esteem

10.2-18. Harter believes that a major influence in a child's self-esteem is the support received by __________ .

Answer: parents and peers

10.2-19. Self-esteem is particularly unstable during early __________ .

Answer: adolescence

10.2-20. A child who has low self-esteem is more likely to suffer from __________ in middle childhood and adolescence.

Answer: depression
10.2-21. *The full understanding that gender is constant and permanent and unchanged by appearance is called ________.*

**Difficulty:** 2  
**Question ID:** 10.2-21  
**Page:** 270  
**Reference:**  
**Topic:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Factual  
**Objective:** 10.9

**Answer:** gender concept

10.2-22. *The set of behaviors, attitudes, rights, duties, and obligations that are seen as appropriate for being male or female in any given culture is called ________.*

**Difficulty:** 2  
**Question ID:** 10.2-22  
**Page:** 270  
**Reference:**  
**Topic:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Factual  
**Objective:** 10.9

**Answer:** sex role

10.2-23. *Behavior that matches a culturally defined sex role is called ________.*

**Difficulty:** 2  
**Question ID:** 10.2-23  
**Page:** 270  
**Reference:**  
**Topic:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Factual  
**Objective:** 10.9

**Answer:** sex-typed behavior

10.2-24. *When Jane, who is five years old, understands that she will be a "girl" even when she grows up, she is displaying ________.*

**Difficulty:** 2  
**Question ID:** 10.2-24  
**Page:** 271  
**Reference:**  
**Topic:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Applied  
**Objective:** 10.9

**Answer:** gender stability
10.2-25. **The final stage in development where the child understands that gender doesn't change even though there may be external changes in clothing or hair is called _________ .**

**Difficulty:** 2  
**Question ID:** 10.2-25  
**Page:** 271  
**Reference:**  
**Topic:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Factual  
**Objective:** 10.9  

**Answer:** gender constancy

**Essay**

10.3-1. **Define the concept of self and describe the development of the various types of self.**

**Difficulty:** 3  
**Question ID:** 10.3-1  
**Page:** 257-260  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Conceptual  
**Objective:** 10.2, 10.3  

**Answer:** Self-concept is one's knowledge of and thoughts about the set of qualities attributed to the self. According to James, there is an "I" component or subjective self and an inner sense of "I am" that is the objective self. Piaget relates the self-concept to an understanding of object permanence. Self-recognition tends to appear by 21 months, and self-definitions change over the years becoming more abstract and differentiated.

10.3-2. **Describe the identity process during adolescence and discuss how this process may differ for college and non-college adolescents and minority group adolescents.**

**Difficulty:** 3  
**Question ID:** 10.3-2  
**Page:** 261-267  
**Reference:**  
**Topic:** The Concept of Self  
**Skill:** Conceptual  
**Objective:** 10.5, 10.6  

**Answer:** The answer should include Erikson's stage of identity versus role confusion and Marcia's four identity statuses. Erikson believed the child, on entering adolescence, entered a moratorium or period of searching for an identity. From this, Marcia argued that the formation of an identity had two elements: a crisis and a commitment. Moratorium is more common among college adolescents and minority group adolescents usually develop a racial identity. Foreclosure is more comfortable for seriously ill adolescents.
10.3-3. **Describe Phinney's stages of development of ethnic identity and compare them with Marcia's description.**

**Difficulty:** 3  
**Question ID:** 10.3-3  
**Page-Reference:** 263-267  
**Topic:** The Concept of Self  
**Skill:** Conceptual  
**Objective:** 10.5, 10.6

**Answer:** According to Phinney, the adolescent goes through the stages of "unexamined ethnic identity", "ethnic identity search" (Marcia's crisis), ending with a resolution of conflicts and contradictions to achieve a bicultural identity (Marcia's identity achievement).

10.3-4. **Describe the process or steps in the development of the gender concept.**

**Difficulty:** 3  
**Question ID:** 10.3-4  
**Page-Reference:** 270-271  
**Topic:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Conceptual  
**Objective:** 10.9

**Answer:** The full gender concept is the understanding that gender is constant and permanent. This concept begins with the development of gender identity (appropriate labeling of self and others) achieved by two or three years. The second step is gender stability (gender stays the same for life) acquired by about age four years. The final step is the acquisition of gender constancy (external changes do not change gender) by age five years.

10.3-5. **Describe the portrayal of males and females on TV. What effect does exposure to these models have on children? How would the social learning theory explain these effects?**

**Difficulty:** 3  
**Question ID:** 10.3-5  
**Page-Reference:** 275-276  
**Topic:** The Development of the Concepts of Gender and Sex Roles  
**Skill:** Conceptual  
**Objective:** 10.11

**Answer:** Specific and appropriate current examples of gender portrayals on TV should be cited. The social learning approach would explain the influence of these effects as observational learning.
10.4-1. **Summarize the research findings discussed in this video.**

**Answer:** Girls as young as 1st grade are dressing more like adolescents due to several factors. They are exposed to more media (TV and internet), their are more dual-income households resulting in higher allowances and more choices in clothing. Children's clothing is often fashioned after adolescent or celebrity clothing, especially the clothes for "tweeners"—those children between 6- and 12-years of age. A concept that is easily applied here is that children in this age group imitate the behaviors of adults. Since this is a normal part of development it only makes sense that they are going to imitate clothing styles as well.

10.4-2. **Discuss this girl's current and future self-esteem issues given her circumstances as a teen mom.**

**Answer:** She says she is worried that she may never have a husband and family of her own because already having a son will be a handicap. A lower self-esteem may have played a role in her becoming pregnant at an early age. She expresses a number of regrets as well as worries about the ability to find a partner who will accept her as a single mother.
10.4-3. **How did Emily's friends react when they first saw her kissing her girlfriend?**

a. They reacted positively and asked questions about her relationship.
b. They said nothing about it and then left.
c. They giggled.
d. They were angry at Emily for not having told them that she's lesbian.

**Difficulty:** 1  
**Question ID:** 10.4-3  
**Page-Reference:** MDL  
**Topic:** Watch: Lipstick  
**Skill:** Factual  
**Objective:** 10.10  
**Answer:** b. They said nothing about it and then left.

10.4-4. **In the end, all of Emily's friends __________ that she is gay and seem to be okay with it.**

**Difficulty:** 2  
**Question ID:** 10.4-4  
**Page-Reference:** MDL  
**Topic:** Watch: Lipstick  
**Skill:** Conceptual  
**Objective:** 10.11  
**Answer:** a. accept

10.4-5. **A friend of yours says that she is concerned about a child adopted by two gay men. She says the the child is likely to grow up to be gay or to prefer girls toys over boy toys. What would you say to her?**

a. She should talk to the gay men about the importance of having a female role model living in the house with them.
b. You can explain to her that research shows that children raised by same-sex couples show the same gender role development as children raised by heterosexual couples.
c. Tell her that she should report the men to Child Protective Services because of the risk of mental harm to the child.
d. Agree with her concerns because there is lots of evidence to show that children raised by same-sex couples have difficulty adjusting to their gender roles.

**Difficulty:** 3  
**Question ID:** 10.4-5  
**Page-Reference:** MDL  
**Topic:** Watch: Early Gender Typing  
**Skill:** Factual  
**Objective:** 10.11  
**Answer:** b. You can explain to her that research shows that children raised by same-sex couples show the same gender role development as children raised by heterosexual couples.
10.4-6. **Even if a 2-year-old girl has never seen a doll, when given the choice to play with a doll or a truck, she will most likely _________.**

**Difficulty:** 2  
**Question ID:** 10.4-6  
**Page-Reference:** MDL  
**Topic:** Watch: Early Gender Typing  
**Skill:** Conceptual  
**Objective:** 10.10  

**Answer:** choose the doll

10.4-7. **Which of the following best summarizes the Asian girl's attitude about ethnicity?**

a. She is happy to identify as Asian and prefers to have Asian friends.  

b. She doesn't want her children to be raised in traditional Asian culture, nor to be stereotyped as "Asian."  

c. She would prefer that her parents had raised her in a way which is more stereotypical of Asian ethnicity.  

d. She would like to raise her children in the same way that she's been raised i.e. in the traditional ways of her culture.  

**Difficulty:** 2  
**Question ID:** 10.4-7  
**Page-Reference:** MDL  
**Topic:** Watch: Adolescence: Identity and Role Development and Ethnic  
**Skill:** Factual  
**Objective:** 10.6  

**Answer:** b. She doesn't want her children to be raised in traditional Asian culture, nor to be stereotyped as "Asian."
Chapter 11: The Development of Social Relationships

Multiple Choice

11.1-1. **According to Ainsworth, parents**

a. have no influence over adolescents.
b. are the sole determinant of their children's development.
c. have less influence than peers.
d. shape their children's values.
e. provide a secure base for their children.

**Difficulty:** 3  
**Question ID:** 11.1-1  
**Page:** 284  
**Reference:**  
**Topic:** Relationships with Parents  
**Skill:** Conceptual  
**Objective:** 11.1

**Answer:** e. provide a secure base for their children.

11.1-2. **The strongest theoretical influence in modern-day studies of infant-parent relationships is the work of**

a. Bandura and Watson.  
b. Piaget and Ainsworth.  
c. Erikson and Freud.  
d. Bowlby and Ainsworth.  
e. Freud and Piaget.

**Difficulty:** 2  
**Question ID:** 11.1-2  
**Page:** 283  
**Reference:**  
**Topic:** Relationships with Parents  
**Skill:** Conceptual  
**Objective:** 11.1

**Answer:** d. Bowlby and Ainsworth.
11.1-3. **Bowlby stated that early infant-parent relationships**

a. are mutually and reciprocally shaped by way of an extended series of reinforcements, punishments, and extinctions.

b. have survival value and are built and maintained by an interlocking repertoire of instinctive behaviors that create and sustain proximity between parent and child.

c. are rooted in the infant's id instincts, especially sexual drives, which become associated with various erogenous zones of the body.

d. are reflexive, organized patterns of behavior, which gradually become modified through the process of assimilation/accommodation.

e. are based on affectional bonds that build a permanent secure base for later development.

**Difficulty:** 3  
**Question ID:** 11.1-3  
**Page:** 284  
**Reference:**  
**Topic:** Relationships with Parents  
**Skill:** Conceptual  
**Objective:** 11.1

**Answer:** b. have survival value and are built and maintained by an interlocking repertoire of instinctive behaviors that create and sustain proximity between parent and child.

11.1-4. **According to Ainsworth, an affectional bond is defined as**

a. a relatively long-enduring tie in which the partner is important as a unique individual and not interchangeable with another person.

b. a subvariety of emotional bond in which a person's sense of security is bound up in the relationship.

c. all those behaviors that allow a child or adult to achieve and retain proximity to someone else to whom she is attached.

d. the newborn infant's emotional connection to the mother.

e. a horizontal relationship that provides reciprocity.

**Difficulty:** 2  
**Question ID:** 11.1-4  
**Page:** 284  
**Reference:**  
**Topic:** Relationships with Parents  
**Skill:** Factual  
**Objective:** 11.1

**Answer:** a. a relatively long-enduring tie in which the partner is important as a unique individual and not interchangeable with another person.
11.1-5. A type of affectional bond in which the presence of the partner adds a special sense of security for the individual is
   a. attachment.
   b. a horizontal relationship.
   c. synchrony.
   d. a parental bond.
   e. identity.

   Difficulty: 2
   Question ID: 11.1-5
   Page: 284

   Answer: a. attachment.

11.1-6. As Bowlby and Ainsworth define attachment,
   a. parents and children experience attachment to each other.
   b. parental attachment to the child occurs at least six months before the child becomes attached to the parent.
   c. children's relationship to parents is an attachment, but the parents relationship with the child is not.
   d. only children can experience attachment.
   e. all attachment results in dependency.

   Difficulty: 3
   Question ID: 11.1-6
   Page: 284

   Answer: c. children's relationship to parents is an attachment, but the parents relationship with the child is not.
11.1-7. **The existence of affectional bonds can be measured most accurately by**

   a. attachment behaviors.
   
   b. the age of the child.
   
   c. frequency of interactions.
   
   d. the target of attachment.
   
   e. horizontal relationships.

   **Difficulty:** 3  
   **Question ID:** 11.1-7  
   **Page:** 284  
   **Reference:**  
   **Topic:** Relationships with Parents  
   **Skill:** Conceptual  
   **Objective:** 11.1

   **Answer:** a. attachment behaviors.

11.1-8. **Bonita is about to give birth and she wants to know the best way to achieve bonding with her newborn. You can tell her that**

   a. immediate contact is necessary for the formation of stable, long-term affectional bonding.
   
   b. she should develop a mutual interlocking pattern of attachment behaviors.
   
   c. she should avoid too much contact in the first few weeks so the baby is not overstimulated.
   
   d. she should ignore the baby's signals and develop a strict schedule for feeding and naps.
   
   e. she should provide contact with several adults on an ongoing basis.

   **Difficulty:** 2  
   **Question ID:** 11.1-8  
   **Page:** 284  
   **Reference:**  
   **Topic:** Relationships with Parents  
   **Skill:** Applied  
   **Objective:** 11.1

   **Answer:** b. she should develop a mutual interlocking pattern of attachment behaviors.
11.1-9. The development of a mutual, interlocking pattern of attachment behaviors between parent and child is called
a. attachment.
b. bonding.
c. relating.
d. synchrony.
e. security.
Difficulty: 2
Question ID: 11.1-9
Page-Reference: 285
Topic: Relationships with Parents
Skill: Factual
Objective: 11.1

Answer: d. synchrony.

11.1-10. When Tamara interacts with her baby she is most likely to use all of the following EXCEPT
a. a smile.
b. raised eyebrows.
c. wide-open eyes.
d. motherese.
e. a low-pitched voice.
Difficulty: 2
Question ID: 11.1-10
Page-Reference: 284
Topic: Relationships with Parents
Skill: Applied
Objective: 11.1

Answer: e. a low-pitched voice.

11.1-11. In the presence of a young infant, most adults will automatically display a distinctive pattern of interactive behaviors that includes
a. a smile and a loud voice.
b. squinting eyes and pursed lips.
c. raised eyebrows and very wide-open eyes.
d. a low-pitched voice and squinting eyes.
e. motherese and lowered eyebrows.
Difficulty: 1
Question ID: 11.1-11
Page-Reference: 284
Topic: Relationships with Parents
Skill: Factual
Objective: 11.1

Answer: c. raised eyebrows and very wide-open eyes.
11.1-12. **According to Bowlby, the confidence that a child has that the attachment figure will be available and reliable is part of a(n)**

a. self-system.
b. internal working model.
c. safe base.
d. cognitive self-scheme.
e. identity process.

**Difficulty:** 2  
**Question ID:** 11.1-12  
**Page Reference:** 284  
**Topic:** Relationships with Parents  
**Skill:** Factual  
**Objective:** 11.1

**Answer:** b. internal working model.

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11.1-13. **Which of the following theorists distinguished between secure and insecure attachment?**

a. Freud  
b. Erikson  
c. Sroufe  
d. Ainsworth  
e. Bowlby

**Difficulty:** 1  
**Question ID:** 11.1-13  
**Page Reference:** 291  
**Topic:** Relationships with Parents  
**Skill:** Factual  
**Objective:** 11.1

**Answer:** d. Ainsworth

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11.1-14. **Bowlby argued that by age four or five, the internal working model becomes more**

a. focused.  
b. ambivalent.  
c. general.  
d. likely to change.  
e. inaccurate.

**Difficulty:** 3  
**Question ID:** 11.1-14  
**Page Reference:** 284-285  
**Topic:** Relationships with Parents  
**Skill:** Factual  
**Objective:** 11.1

**Answer:** a. focused.
11.1-15. **The development of synchrony**

- occurs with early contact immediately after birth.
- is innate and appears without practice.
- is not possible before the infant is one year old.
- has no influence on the parent-child relationship.
- takes time and many rehearsals.

**Difficulty:** 2  
**Question ID:** 11.1-15  
**Page:** 285  
**Reference:**  
**Topic:** Relationships with Parents  
**Skill:** Conceptual  
**Objective:** 11.2  

**Answer:** e. takes time and many rehearsals.

11.1-16. **Two-month-old Caitlin responds to the caregiving efforts of her parents by being soothed. This behavior is**

- a sign that Caitlin is building expectancies.
- directed only towards her mother.
- a sign that deep attachments have formed.
- a random behavior.
- an indication of delayed development.

**Difficulty:** 3  
**Question ID:** 11.1-16  
**Page:** 285  
**Reference:**  
**Topic:** Relationships with Parents  
**Skill:** Applied  
**Objective:** 11.2  

**Answer:** a. a sign that Caitlin is building expectancies.

11.1-17. **In Bowlby's terminology, the ________ begins to be formed late in the child's first year of life and continues to become more elaborated and firm through the first four or five years.**

- superego
- internal model
- object concept
- safe base
- maternal relationship

**Difficulty:** 2  
**Question ID:** 11.1-17  
**Page:** 284  
**Reference:**  
**Topic:** Relationships with Parents  
**Skill:** Factual  
**Objective:** 11.2  

**Answer:** b. internal model
11.1-18. **Bruce is a preschooer and his internal models contain all of the following EXCEPT**

a. expectations for sequences of behavior.
b. rules for behavior with various individuals.
c. consequences for violations of social norms.
d. interpretations of others' actions.
e. determination of what to attend to.

Difficulty: 3

**Question ID:** 11.1-18

**Page Reference:** 284-285

**Topic:** Relationships with Parents

**Skill:** Applied

**Objective:** 11.2

**Answer:** c. consequences for violations of social norms.

11.1-19. **After the first weeks of the baby's life, fathers in the United States, compared to mothers, spend**

a. more time in routine caregiving.
b. the same amount of time smiling at the baby.
c. more time playing with the baby.
d. more time talking to the baby.
e. less time roughhousing with the baby.

Difficulty: 2

**Question ID:** 11.1-19

**Page Reference:** 286

**Topic:** Relationships with Parents

**Skill:** Factual

**Objective:** 11.2

**Answer:** c. more time playing with the baby.

11.1-20. **According to Bowlby, the first phase in the development of the infant's attachment is**

a. object permanence.
b. nonfocused orienting and signaling.
c. focus on one or more figures.
d. secure base behavior.
e. separation anxiety.

Difficulty: 1

**Question ID:** 11.1-20

**Page Reference:** 287

**Topic:** Relationships with Parents

**Skill:** Factual

**Objective:** 11.3

**Answer:** b. nonfocused orienting and signaling.
11.1-21. **According to Ainsworth, a newborn's "proximity-promoting" behaviors include all of the following EXCEPT**

- a. eye contact.
- b. clinging.
- c. crying.
- d. cuddling.
- e. babbling.

**Difficulty:** 3  
**Question ID:** 11.1-21  
**Page Reference:** 287  
**Topic:** Relationships with Parents  
**Skill:** Factual  
**Objective:** 11.3  

**Answer:** e. babbling.

11.1-22. **In Bowlby's second phase of attachment,**

- a. the baby does not attach to anyone.
- b. strangers are smiled at more than familiar people.
- c. the baby narrows the targets of his attachment behavior.
- d. strong attachments have been formed.
- e. social referencing is achieved.

**Difficulty:** 2  
**Question ID:** 11.1-22  
**Page Reference:** 287  
**Topic:** Relationships with Parents  
**Skill:** Factual  
**Objective:** 11.3  

**Answer:** c. the baby narrows the targets of his attachment behavior.

11.1-23. **According to Bowlby, the child's genuine attachment to a parent first appears at about ________ month(s) of age.**

- a. 1  
- b. 3  
- c. 6  
- d. 9  
- e. 12

**Difficulty:** 2  
**Question ID:** 11.1-23  
**Page Reference:** 287  
**Topic:** Relationships with Parents  
**Skill:** Factual  
**Objective:** 11.3  

**Answer:** c. 6
11.1-24. **Leanne is six months old and according to Bowlby is in which phase of attachment?**

a. 1  
b. 2  
c. 3  
d. 4  
e. 5  

**Difficulty:** 1  
**Question ID:** 11.1-24  
**Page Reference:** 287  
**Topic:** Relationships with Parents  
**Skill:** Applied  
**Objective:** 11.3  

**Answer:** c. 3

11.1-25. **Fear of strangers and separation anxiety**

a. occur only in Western cultures.  
b. differ in intensity among children.  
c. differ in timing among children.  
d. do not really occur in most children.  
e. first appear at five months of age.  

**Difficulty:** 2  
**Question ID:** 11.1-25  
**Page Reference:** 287  
**Topic:** Relationships with Parents  
**Skill:** Conceptual  
**Objective:** 11.3  

**Answer:** b. differ in intensity among children.

11.1-26. **Research with the Efe culture in which there is communal child rearing has found that children in this culture**

a. use any adult as a safe base until 10 years of age.  
b. show no special preference for their own mother.  
c. have stronger attachment behaviors than normal.  
d. show some signs of central attachment.  
e. prefer to be with their fathers.  

**Difficulty:** 3  
**Question ID:** 11.1-26  
**Page Reference:** 288  
**Topic:** Relationships with Parents  
**Skill:** Factual  
**Objective:**  

**Answer:** d. show some signs of central attachment.
11.1-27. **By age two or three, the child is more cognitively advanced and attachment behaviors**
   a. are less continuously visible.
   b. are much more obvious than they were at 12 to 18 months of age.
   c. have become weaker as the child develops a sense of autonomy.
   d. have disappeared entirely.
   e. reach their strongest level.

   **Difficulty:** 2  
   **Question ID:** 11.1-27  
   **Page:** 288  
   **Reference:**  
   **Topic:** Relationships with Parents  
   **Skill:** Factual  
   **Objective:**  

   **Answer:** a. are less continuously visible.

11.1-28. **When 4-year-old Cindy's mother leaves to go to work, Cindy will probably**
   a. experience extreme separation anxiety.
   b. cling to her mother more than she did earlier.
   c. feel no stress at all.
   d. participate in a shared plan for her mother's return.
   e. experience anger at her mother.

   **Difficulty:** 2  
   **Question ID:** 11.1-28  
   **Page:** 288  
   **Reference:**  
   **Topic:** Relationships with Parents  
   **Skill:** Applied  
   **Objective:**  

   **Answer:** d. participate in a shared plan for her mother's return.

11.1-29. **As a preschooler, Patti's goal-corrected attachment to her parents involves**
   a. having her parents within reach.
   b. having the parent within sight.
   c. collaborative planning for being together.
   d. physical proximity except at nap time.
   e. requiring the parent to be present at all times.

   **Difficulty:** 2  
   **Question ID:** 11.1-29  
   **Page:** 288  
   **Reference:**  
   **Topic:** Relationships with Parents  
   **Skill:** Applied  
   **Objective:**  

   **Answer:** c. collaborative planning for being together.
11.1-30. In comparison to preschoolers, the 7- or 8-year-old will display

a. more safe-base behavior.
b. greater levels of affection.
c. signs of a weakened attachment.
d. more distress at separation.
e. less need to be in physical contact.

Difficulty: 1
Question ID: 11.1-30
Page-Reference: 289
Topic: Relationships with Parents
Skill: Conceptual
Objective: 11.3

Answer: e. less need to be in physical contact.

11.1-31. Relationships with parents in adolescence involve

a. a push for autonomy that decreases conflict between parent and adolescent.
b. the establishment of autonomy while maintaining a sense of relatedness with parents.
c. a push for autonomy leading to severe weakening of the attachment of child to parent.
d. changes in the child's cognitive understanding that leads to less autonomy.
e. an increased need for relationships.

Difficulty: 3
Question ID: 11.1-31
Page-Reference: 289
Topic: Relationships with Parents
Skill: Factual
Objective: 11.4

Answer: b. the establishment of autonomy while maintaining a sense of relatedness with parents.
11.1-32. **Ms. Levanduski is worried about what appears to be an increase in conflict with her 13-year-old teenager. What would you tell her?**

a. A rise in conflict is normal in adolescence.
b. She should be prepared for major arguments over serious issues.
c. Her teenager is probably emotionally disturbed.
d. Such conflict can lead to a substantial deterioration in their relationship.
e. Conflict will only occur over major issues.

**Difficulty:** 1  
**Question ID:** 11.1-32  
**Page-Reference:** 289  
**Topic:** Relationships with Parents  
**Skill:** Applied  
**Objective:** 11.4

**Answer:** a. A rise in conflict is normal in adolescence.

11.1-33. **A teenager's sense of well being or happiness is more strongly correlated with the quality of his attachment to his _________ than the quality of attachment to his _________**.

a. peers; parents.
b. community; peers.
c. parents; peers.
d. self-worth; parents.
e. siblings; peers.

**Difficulty:** 3  
**Question ID:** 11.1-33  
**Page-Reference:** 290  
**Topic:** Relationships with Parents  
**Skill:** Factual  
**Objective:** 11.4

**Answer:** c. parents; peers.
11.1-34. According to Steinberg's research, _______________ U.S. families experience a substantial or pervasive deterioration in the quality of the parent-child relationship in early adolescence.
   a. relatively few
   b. a large percentage of
   c. substantially more than half of
   d. approximately three-quarters of
   e. close to half of

   Difficulty: 2
   Question ID: 11.1-34
   Page: 290
   Reference:
   Topic: Relationships with Parents
   Skill: Factual
   Objective: 11.4

   Answer: a. relatively few

11.1-35. A number of theorists have suggested that the rise in parent-child discord at adolescence
   a. is a sign of psychological difficulties for the adolescent.
   b. is culturally, not biologically, determined.
   c. makes the process of individuation and separation more difficult for the adolescent.
   d. may be developmentally healthy and necessary.
   e. occurs only in dysfunctional families.

   Difficulty: 2
   Question ID: 11.1-35
   Page: 290
   Reference:
   Topic: Relationships with Parents
   Skill: Factual
   Objective: 11.4

   Answer: d. may be developmentally healthy and necessary.

11.1-36. Which of the following is a process that is a normal part of development in both toddlers and adolescents?
   a. identity formation
   b. individuation
   c. intellectualization
   d. introspection
   e. integrity

   Difficulty: 2
   Question ID: 11.1-36
   Page: 290
   Reference:
   Topic: Relationships with Parents
   Skill: Factual
   Objective: 11.4

   Answer: b. individuation
11.1-37. Sixteen-year-old Nora and 2-year-old Paulette will both experience

a. separation anxiety.
b. identity formation.
c. introspection.
d. individuation.
e. emancipation.

**Difficulty:** 3  
**Question ID:** 11.1-37  
**Page:** 290  
**Reference:**  
**Topic:** Relationships with Parents  
**Skill:** Applied  
**Objective:** 11.4

**Answer:** d. individuation.

11.1-38. It has been suggested that hormonal changes in adolescence

a. may be linked to increases in assertiveness.
b. have no affect on family closeness.
c. have no influence after menarche.
d. are not linked to the occurrence of conflict.
e. are solely responsible for adolescent behavior.

**Difficulty:** 3  
**Question ID:** 11.1-38  
**Page:** 290  
**Reference:**  
**Topic:** Relationships with Parents  
**Skill:** Factual  
**Objective:** 11.4

**Answer:** a. may be linked to increases in assertiveness.

11.1-39. When 7-, 10-, and 14-year-olds were asked to name the people who were the closest and most important to them, they most often named

a. friends.
b. coaches.
c. teachers.
d. parents.
e. same sex friends.

**Difficulty:** 1  
**Question ID:** 11.1-39  
**Page:** 290  
**Reference:**  
**Topic:** Relationships with Parents  
**Skill:** Factual  
**Objective:** 11.4

**Answer:** d. parents.
11.1-40. **Ainsworth's Strange Situation consists of**

a. substituting a stranger for either the mother or the father.
b. a gradual introduction into a day care setting through successively longer stays.
c. adults wearing masks with various emotional expressions to assess infants' social referencing abilities.
d. a series of episodes involving various combinations of infant, mother, and a stranger.
e. a contrived situation to test the infant's activity level.

**Difficulty:** 1  
**Question ID:** 11.1-40  
**Page-Reference:** 291  
**Reference:** Variations in the Quality of Attachments  
**Skill:** Factual  
**Objective:** 11.5  

**Answer:** d. a series of episodes involving various combinations of infant, mother, and a stranger.

11.1-41. **In a Strange Situation test, Jeannine does not become upset when her mother leaves the room, and when her mother returns, she runs to her and then quiets and returns to playing with toys. What type of attachment does this indicate?**

a. secure  
b. insecure/avoidant  
c. insecure/ambivalent  
d. insecure/disorganized  
e. secure/disoriented  

**Difficulty:** 2  
**Question ID:** 11.1-41  
**Page-Reference:** 291  
**Reference:** Variations in the Quality of Attachments  
**Skill:** Applied  
**Objective:** 11.5  

**Answer:** a. secure
11.1-42. Whenever Holly's mother returns after leaving her with a sitter for a period of time, Holly makes no effort to make contact with her mother. Ainsworth would say that Holly is exhibiting what type of attachment?

a. insecure/avoidant
b. insecure/ambivalent
c. securely attached
d. insecure/disorganized
e. insecure/disoriented

Difficulty: 2
Question ID: 11.1-42
Page- 291
Reference: Variations in the Quality of Attachments
Skill: Applied
Objective: 11.5
Answer: a. insecure/avoidant

11.1-43. When left with a stranger, Roberto is wary and hesitant to explore his surroundings. When his mother returns, she is unable to comfort him. Roberto would be classified as insecure

a. avoidant.
b. disorganized.
c. ambivalent.
d. frightened.
e. disoriented.

Difficulty: 2
Question ID: 11.1-43
Page- 291
Reference: Variations in the Quality of Attachments
Skill: Applied
Objective: 11.5
Answer: c. ambivalent.

11.1-44. Chris has been labeled as insecure (detached/avoidant). Which of the following would be an accurate description of his behavior?

a. He rarely explores his surroundings.
b. He is extremely wary of strangers.
c. He seeks and avoids contact at the same time.
d. He appears dazed and confused.
e. He will not resist his mother's efforts to make contact.

Difficulty: 3
Question ID: 11.1-44
Page- 291
Reference: Variations in the Quality of Attachments
Skill: Applied
Objective:

Answer: e. He will not resist his mother's efforts to make contact.
11.1-45. **Parents who demonstrate contingent responsiveness**

a. are psychologically unavailable to their infants.
b. show their love only when the child is good.
c. have an infant with insecure attachment.
d. show acceptance of the infant and some sensitivity to the child.
e. respond only when the child behaves in a specific manner.

**Difficulty:** 2  
**Question ID:** 11.1-45  
**Page Reference:** 291  
**Reference:** Variations in the Quality of Attachments  
**Skill:** Factual  
**Objective:** 11.5

**Answer:** d. show acceptance of the infant and some sensitivity to the child.

11.1-46. **Attachment is mostly influenced by**

a. the temperament of the child.
b. the goodness of fit between the infant's temperament and his environment.
c. the goodness of fit between the parent's temperament and her environment.
d. the temperament of the mother.
e. the temperament of either parent.

**Difficulty:** 3  
**Question ID:** 11.1-46  
**Page Reference:** 294  
**Reference:** Variations in the Quality of Attachments  
**Skill:** Conceptual  
**Objective:** 11.5

**Answer:** b. the goodness of fit between the infant's temperament and his environment.

11.1-47. **Theresa sees her childhood experiences as influential but is objective in describing these experiences. Theresa fits Main's internal working model of**

a. secure/autonomous/balanced.
b. insecure/disorganized.
c. dismissing or detached.
d. preoccupied or enmeshed.
e. insecure avoidant.

**Difficulty:** 2  
**Question ID:** 11.1-47  
**Page Reference:** 295  
**Reference:** Variations in the Quality of Attachments  
**Skill:** Applied  
**Objective:** 11.5

**Answer:** a. secure/autonomous/balanced.
11.1-48. **Julie is still trying to please her parents and gets angry when they are not pleased.**

Julie fits the internal working model of

a. secure/autonomous.
b. preoccupied or enmeshed.
c. dismissing or detached.
d. secure/balanced.
e. insecure avoidant.

**Difficulty:** 2

**Question ID:** 11.1-48

**Page-Reference:** 291

**Topic:** Variations in the Quality of Attachments

**Skill:** Applied

**Objective:** 11.5

**Answer:** b. preoccupied or enmeshed.

11.1-49. **Which of the following age and peer behavior combinations is accurate?**

a. 14 to 18 months: play together, usually simply playing side-by-side with different toys
b. 10 months: first indication of positive interest in other infants
c. 6 months: begin to show more coordinated play.
d. 3 or 4 years: still prefer to play with objects, but will play with each other if no toys are available
e. 18 months: prefer to play alone

**Difficulty:** 3

**Question ID:** 11.1-49

**Page-Reference:** 297

**Topic:** Relationships with Peers

**Skill:** Factual

**Objective:** 11.5

**Answer:** a. 14 to 18 months: play together, usually simply playing side-by-side with different toys
11.1-50. **Olivia is depressed and therefore unreliably available to her infant. Her infant is likely to be**
   a. avoidant.
   b. ambivalent.
   c. disorganized/disoriented.
   d. secure.
   e. detached.
   **Difficulty:** 3
   **Question ID:** 11.1-50
   **Page:** 292
   **Reference:** Variations in the Quality of Attachments
   **Skill:** Applied
   **Objective:** 11.5
   **Answer:** a. avoidant.

11.1-51. **Infants rated as ________ are likely to have mothers who are abusive or have had trauma in their own childhoods, such as abuse or the early death of a parent.**
   a. avoidant
   b. ambivalent
   c. disorganized/disoriented
   d. secure
   e. detached
   **Difficulty:** 3
   **Question ID:** 11.1-51
   **Page:** 292
   **Reference:** Variations in the Quality of Attachments
   **Skill:** Factual
   **Objective:** 11.5
   **Answer:** c. disorganized/disoriented

11.1-52. **Studies of infant attachment in eight different countries indicate that**
   a. secure attachment is the most common pattern.
   b. secure attachment is the most common type only in the United States.
   c. ambivalent attachment is the most common type of insecure attachment in all cultures studied.
   d. there was no consistency of attachment styles in the countries studied.
   e. avoidant behaviors are most common in Israel and Japan.
   **Difficulty:** 2
   **Question ID:** 11.1-52
   **Page:** 292
   **Reference:** Variations in the Quality of Attachments
   **Skill:** Factual
   **Objective:** 11.5
   **Answer:** a. secure attachment is the most common pattern.
11.1-53. Roger is very upset when he is separated from his mother, shows little exploration and is wary of strangers. He is not reassured by his mother's return and shows anger at his mother upon their reunion. According to Ainsworth, Roger is most likely

a. detached/avoidant.
b. secure.
c. disoriented.
d. disorganized.
e. resistant/ambivalent.

Difficulty: 3
Question ID: 11.1-53
Page-Reference: 292
Topic: Variations in the Quality of Attachments
Skill: Applied
Objective: 11.5

Answer: e. resistant/ambivalent.

11.1-54. When reunited with her mother in Ainsworth's "Strange Situation," Kazumi moves toward her mother but keeps her gaze averted. This type of behavior may indicate a(n)

a. disorganized/disoriented attachment.
b. secure attachment.
c. resistant attachment.
d. ambivalent attachment.
e. detached/avoidant attachment.

Difficulty: 3
Question ID: 11.1-54
Page-Reference: 292
Topic: Variations in the Quality of Attachments
Skill: Applied
Objective: 11.5

Answer: a. disorganized/disoriented attachment.
11.1-55. **Research has shown that infants were more likely to be securely attached to unresponsive mothers if these mothers were trained to be more**

a. efficient.
b. calm.
c. cheerful.
d. organized.
e. sensitive.

**Answer:** e. sensitive.

11.1-56. **German researchers have suggested that in their culture, an insecure-avoidant classification may reflect**

a. maternal indifference.
b. lack of a father's influence.
c. severe child abuse.
d. delayed infant development.
e. explicit training toward independence.

**Answer:** e. explicit training toward independence.
11.1-57. Cross cultural research using the Strange Situation has indicated that

- a. all cultures define ambivalent behavior in the same way.
- b. child rearing practices and values are similar in most cultures.
- c. the same factors in mother-infant interactions contribute to secure attachment in most cultures.
- d. the Strange Situation is an unreliable measure in Israel but not in Germany or Sweden.
- e. attachment classification cannot predict an infant's later social skills.

**Answer:** c. the same factors in mother-infant interactions contribute to secure attachment in most cultures.

11.1-58. Dozens of studies show that children rated as securely attached to their mothers in infancy are later

- a. more dependent on teachers.
- b. less empathetic.
- c. more disruptive.
- d. less aggressive.
- e. less sociable.

**Answer:** d. less aggressive.
11.1-59. **Compared to those with insecure attachments, adolescents who were rated as securely attached in infancy**
   a. have higher self-esteem.
   b. become sexually active earlier.
   c. have less intimate friendships.
   d. tend to avoid leadership.
   e. take more risks.

**Difficulty:** 1  
**Question ID:** 11.1-59  
**Page:** 295  
**Reference:** Variations in the Quality of Attachments  
**Skill:** Conceptual  
**Objective:** 11.6

**Answer:** a. have higher self-esteem.

11.1-60. **Fifteen-month-old Billy and Bettina are playing together with toys. Sometimes they cooperate, but mostly they play side-by-side with different toys. This is a pattern that Parten described as**
   a. parallel play.
   b. peer play.
   c. playmateship.
   d. friendship.
   e. coordinated play.

**Difficulty:** 1  
**Question ID:** 11.1-60  
**Page:** 297  
**Reference:** Relationships with Peers  
**Skill:** Applied  
**Objective:** 11.8

**Answer:** a. parallel play.

11.1-61. **More than half of all children have at least one mutual friendship by what age?**
   a. 18 months
   b. 2 years
   c. 3 or 4 years
   d. 5 or 6 years
   e. 7 or 8 years

**Difficulty:** 2  
**Question ID:** 11.1-61  
**Page:** 297  
**Reference:** Relationships with Peers  
**Skill:** Factual  
**Objective:** 11.8

**Answer:** c. 3 or 4 years
11.1-62. Which of the following is true of preschooler's friendships?

a. They are consistently aware of each other's needs.
b. They end with their first quarrel.
c. There is no benefit to these friendships.
d. By age 4, most have developed a "best friend" relationship.
e. They are deep and longlasting.

**Difficulty:** 2  
**Question ID:** 11.1-62  
**Page:** 297  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Conceptual  
**Objective:** 11.8

**Answer:** d. By age 4, most have developed a "best friend" relationship.

11.1-63. Latisha is in first grade. How many reciprocal friendships is she most likely to have?

a. 5  
b. 4  
c. 3  
d. 2  
e. 1  

**Difficulty:** 2  
**Question ID:** 11.1-63  
**Page:** 297-298  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Applied  
**Objective:** 11.9

**Answer:** e. 1

11.1-64. Compared to interactions with strangers, grade school children's interactions with friends involve all of the following EXCEPT

a. greater support.  
b. more physical contact.  
c. more cooperation.  
d. more conflict.  
e. less criticism.

**Difficulty:** 1  
**Question ID:** 11.1-64  
**Page:** 298  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Conceptual  
**Objective:** 11.9

**Answer:** e. less criticism.

11.1-65. Compared to her brother, Greg, and his friends, when Samantha plays with her friends they are
   a. more likely to be in smaller groups.
   b. more accepting of newcomers.
   c. more likely to play outdoors.
   d. more likely to spend less time near home.
   e. more likely to roam over a larger area.

**Difficulty:** 2
**Question ID:** 11.1-65
**Page:** 298
**Reference:**
**Topic:** Relationships with Peers
**Skill:** Applied
**Objective:** 11.9

**Answer:** a. more likely to be in smaller groups.

   a. Boys' friendship groups are smaller than those of girls.
   b. Boys spend more play time indoors or near home or school.
   c. Girls' friendship groups are more accepting of newcomers than are boys'.
   d. Girlfriends are more likely to play in pairs or in small, more exclusive groups.
   e. Girls' friendships are more extensive.

**Difficulty:** 3
**Question ID:** 11.1-66
**Page:** 298
**Reference:**
**Topic:** Relationships with Peers
**Skill:** Factual
**Objective:** 11.9

**Answer:** d. Girlfriends are more likely to play in pairs or in small, more exclusive groups.

11.1-67. Which of the following is a correct description of differences in middle childhood friendship interactions between male pairs and female pairs?
   a. Boys' friendship groups are larger and more accepting of newcomers.
   b. School-age girls have higher levels of competition between pairs of friends.
   c. Friendships between boys include more agreement and compliance.
   d. Girls' friendships are focused more on competition and dominance than are boys'.
   e. Girls' friendships include less self-disclosure.

**Difficulty:** 3
**Question ID:** 11.1-67
**Page:** 298
**Reference:**
**Topic:** Relationships with Peers
**Skill:** Conceptual
**Objective:** 11.9

**Answer:** a. Boys' friendship groups are larger and more accepting of newcomers.
11.1-68. **Popular children tend to be**

a. aggressive.
b. attractive.
c. very smart.
d. uncooperative.
e. physically small.

**Difficulty:** 1  
**Question ID:** 11.1-68  
**Page:** 299  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Factual  
**Objective:** 11.10

**Answer:** b. attractive.

11.1-69. **Researchers have found that neglected children**

a. do poorly in school.
b. are more prone to aggression.
c. may be shy and prefer solitary activities.
d. are deeply troubled by their lack of popularity.
e. cannot change their status.

**Difficulty:** 2  
**Question ID:** 11.1-69  
**Page:** 299  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Conceptual  
**Objective:** 11.10

**Answer:** c. may be shy and prefer solitary activities.

11.1-70. **Aggressive rejected children are all of the following EXCEPT**

a. socially withdrawn.
b. disruptive.
c. uncooperative.
d. unable to control strong feelings.
e. unable to take turns.

**Difficulty:** 2  
**Question ID:** 11.1-70  
**Page:** 299  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Factual  
**Objective:** 11.10

**Answer:** a. socially withdrawn.
11.1-71. **Barbie is in eleventh grade. She will most likely define peer groups in terms of shared**
   a. activities.
   b. attitudes and appearance.
   c. appearance and activities.
   d. activities and values.
   e. attitudes.
   **Difficulty:** 2
   **Question ID:** 11.1-71
   **Page:** 300
   **Reference:**
   **Topic:** Relationships with Peers
   **Skill:** Applied
   **Objective:** 11.11
   
   **Answer:** e. attitudes.

11.1-72. **Adolescent friendships are characterized by**
   a. stronger sex segregation than in elementary school.
   b. less conformity to peer group values.
   c. stronger parental influence.
   d. increased sharing of feelings and secrets.
   e. lack of involvement.
   **Difficulty:** 2
   **Question ID:** 11.1-72
   **Page:** 300
   **Reference:**
   **Topic:** Relationships with Peers
   **Skill:** Conceptual
   **Objective:** 11.11
   **Answer:** d. increased sharing of feelings and secrets.

11.1-73. **In adolescence, the peer group**
   a. becomes the vehicle for the transition from protected family life to independence.
   b. provides the setting for mutual activities.
   c. teaches about relationships and the natural world.
   d. occupies less than 50 percent of the adolescent's time.
   e. declines in importance as school demands increase.
   **Difficulty:** 1
   **Question ID:** 11.1-73
   **Page:** 300
   **Reference:**
   **Topic:** Relationships with Peers
   **Skill:** Factual
   **Objective:** 11.11
   
   **Answer:** a. becomes the vehicle for the transition from protected family life to independence.
11.1-74. **Sixteen-year-old Lucinda is most likely to have the highest levels of self-disclosure with her**

a. parents.
b. best friend.
c. romantic partner.
d. older sister.
e. older brother

**Difficulty:** 3  
**Question ID:** 11.1-74  
**Page:** 300  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Applied  
**Objective:** 11.11

**Answer:** b. best friend.

11.1-75. **As Miranda moves from childhood to adolescence, her self disclosure will change from**

a. parents to romantic partner.
b. friends to parents.
c. romantic partner to friends.
d. friends to romantic partner.
e. parents to friends.

**Difficulty:** 3  
**Question ID:** 11.1-75  
**Page:** 301  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Applied  
**Objective:** 11.11

**Answer:** e. parents to friends.

11.1-76. **As Craig becomes an adult, his self-disclosures will shift from**

a. parents to romantic partner.
b. friends to parents.
c. romantic partner to friends.
d. friends to romantic partner.
e. parents to friends.

**Difficulty:** 3  
**Question ID:** 11.1-76  
**Page:** 301  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Applied  
**Objective:** 11.11

**Answer:** d. friends to romantic partner.
11.1-77. **Georgette has been a member of a group of adolescent girls for several months. Recently, they have decided to cut classes to go to the beach. Georgette does not want to do this. She is most likely to**

a. go along with the group anyway.
b. move to a more compatible group.
c. change her value system.
d. pretend to go along with the group.
e. give up belonging to any group.

**Difficulty:** 2  
**Question ID:** 11.1-77  
**Page:** 301  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Applied  
**Objective:** 11.11

**Answer:** b. move to a more compatible group.

11.1-78. **In a study of Australian high school teenage groups, Dunphy identified two teenage subgroups, which he called**

a. cliques and crowds.
b. nerds and punks.
c. brains and jocks.
d. preppies and druggies.
e. conventionals and nonconventionals.

**Difficulty:** 1  
**Question ID:** 11.1-78  
**Page:** 301  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Factual  
**Objective:**  
**Answer:** a. cliques and crowds.

11.1-79. **According to Dunphy, a crowd is**

a. smaller than a clique.
b. made up of four to six people.
c. made up of several cliques.
d. exclusively male or female.
e. highly cohesive.

**Difficulty:** 1  
**Question ID:** 11.1-79  
**Page:** 301  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Factual  
**Objective:** 11.11

**Answer:** c. made up of several cliques.
11.1-80. **Dunphy's research indicated that associating with peers in crowds was most common at what age?**

- a. 9 to 10 years
- b. 11 to 12 years
- c. 13 to 15 years
- d. 16 to 18 years
- e. 19 years

**Difficulty:** 3  
**Question ID:** 11.1-80  
**Page:** 301  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Factual  
**Objective:** 11.11

**Answer:** c. 13 to 15 years

11.1-81. **In a typical United States school, which of the following groups would be at the top of the "pecking order"?**

- a. brains, loners, nerds
- b. druggies, nerds, populars
- c. jocks, populars, normals
- d. loners, nerds, dweebs
- e. punks, toughs, preppies

**Difficulty:** 1  
**Question ID:** 11.1-81  
**Page:** 302  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Factual  
**Objective:** 11.11

**Answer:** c. jocks, populars, normals

11.1-82. **By what age have most teens in the United States begun dating?**

- a. 11 to 12 years
- b. 13 years
- c. 14 years
- d. 15 to 16 years
- e. 17 years

**Difficulty:** 2  
**Question ID:** 11.1-82  
**Page:** 302  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Factual  
**Objective:** 11.11

**Answer:** d. 15 to 16 years
11.1-83. **Which of the following is an accurate statement about adolescent romantic relationships?**

a. The progression toward romantic relationships occurs earlier for boys.
b. Girls report falling in love for the first time earlier than boys.
c. Teenagers prefer to date those with whom they believe they are in love.
d. Boys want more psychological intimacy than do girls.
e. Self disclosure occurs at the same rate for both sexes.

**Difficulty:** 3

**Question ID:** 11.1-83

**Page:** 303

**Reference:**

**Topic:** Relationships with Peers

**Skill:** Conceptual

**Objective:** 11.11

**Answer:** c. Teenagers prefer to date those with whom they believe they are in love.

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11.1-84. **The most profound change in peer relationships in adolescence is the shift from**

a. several close friends to one best friend.
b. proximity based friendships to interest based friendships.
c. same-sex friendships to heterosexual relationships.
d. one best friend to several close friends.
e. cliques to authentic friendships.

**Difficulty:** 1

**Question ID:** 11.1-84

**Page:** 302

**Reference:**

**Topic:** Relationships with Peers

**Skill:** Conceptual

**Objective:** 11.11

**Answer:** c. same-sex friendships to heterosexual relationships.

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11.1-85. **According to research by Abramovitch, the dominant feature of most sibling relationships is**

a. aggression.
b. helpfulness.
c. antagonism.
d. rivalry.
e. ambivalence.

**Difficulty:** 3

**Question ID:** 11.1-85

**Page:** 304

**Reference:**

**Topic:** Relationships with Peers

**Skill:** Factual

**Objective:** 11.12

**Answer:** e. ambivalence.
11.1-86. **Which of the following is the most common pattern in a sibling caregiver relationship?**

a. older and younger sisters  
b. older and younger brothers  
c. older brother and younger sister  
d. older sister and younger brother  
e. identical twin sisters

**Difficulty:** 2  
**Question ID:** 11.1-86  
**Page:** 304  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Factual  
**Objective:** 11.12

**Answer:** d. older sister and younger brother

11.1-87. **Dan and Mike are siblings, but they have relatively little to do with one another. Their relationship is**

a. critical.  
b. conflictual.  
c. casual.  
d. rival.  
e. caregiver.

**Difficulty:** 1  
**Question ID:** 11.1-87  
**Page:** 304  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Applied  
**Objective:** 11.12

**Answer:** c. casual.

11.1-88. **Rivalrous or critical relationships seem to be more common when**

a. siblings are widely separated in age.  
b. parents are less satisfied with their marriage.  
c. the siblings are sisters.  
d. the siblings go to the same school.  
e. there is a single parent home.

**Difficulty:** 2  
**Question ID:** 11.1-88  
**Page:** 304  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Factual  
**Objective:** 11.12

**Answer:** b. parents are less satisfied with their marriage.
11.1-89. **Pedro and Ricardo are brothers, and Pedro attempts to dominate Ricardo by teasing him and quarreling with him. There relationship is**
   a. caregiver.
   b. buddy.
   c. critical or conflicting.
   d. rival.
   e. casual or uninvolved.

**Difficulty:** 1  
**Question ID:** 11.1-89  
**Page:** 304  
**Reference:**  
**Topic:** Relationships with Peers  
**Skill:** Applied  
**Objective:** 11.12

**Answer:** c. critical or conflicting.

11.1-90. **Prosocial behavior**
   a. is also called altruism.
   b. is a milder form of nonphysical aggression.
   c. first develops between six and seven years of age.
   d. is unintentional behavior that does harm to another.
   e. remains consistent throughout development.

**Difficulty:** 1  
**Question ID:** 11.1-90  
**Page:** 305  
**Reference:**  
**Topic:** Behavior with Peers  
**Skill:** Factual  
**Objective:** 11.13

**Answer:** a. is also called altruism.

11.1-91. **Compared to older children, younger children are more likely to**
   a. share objects.
   b. provide physical assistance.
   c. share money.
   d. provide verbal assistance.
   e. comfort one another.

**Difficulty:** 3  
**Question ID:** 11.1-91  
**Page:** 305  
**Reference:**  
**Topic:** Behavior with Peers  
**Skill:** Conceptual  
**Objective:** 11.13

**Answer:** e. comfort one another.
11.1-92. **All of the following are recommendations for parents who want to rear altruistic children EXCEPT**

a. attribute child's helpful behavior to his or her internal character.
b. capitalize on the child's capacity for empathy.
c. create a loving and warm family climate.
d. model thoughtful and generous behavior.
e. allow children to develop their own guidelines for helpful behavior.

**Difficulty:** 1  
**Question ID:** 11.1-92  
**Page:** 305  
**Reference:**  
**Topic:** Behavior with Peers  
**Skill:** Conceptual  
**Objective:** 11.13

**Answer:** e. allow children to develop their own guidelines for helpful behavior.

11.1-93. **Which of the following children is MOST likely to engage in instrumental aggression?**

a. 10 year old Marco  
b. 8 year old Gail  
c. 7 year old Will  
d. 5 year old Rosita  
e. 3 year old Kelvin

**Difficulty:** 1  
**Question ID:** 11.1-93  
**Page:** 305-306  
**Reference:**  
**Topic:** Behavior with Peers  
**Skill:** Applied  
**Objective:** 11.14

**Answer:** e. 3 year old Kelvin

11.1-94. **Research on aggression among elementary school children indicates that**

a. aggression in girls leads to popularity.  
b. aggressiveness is a frequent characteristic of popular Asian boys.  
c. social approval does not influence boys' aggressiveness.  
d. it is linked to the availability of socially weak and passive peers.  
e. aggressive children tend to associate with non-aggressive peers.

**Difficulty:** 3  
**Question ID:** 11.1-94  
**Page:** 307  
**Reference:**  
**Topic:** Behavior with Peers  
**Skill:** Conceptual  
**Objective:** 11.14

**Answer:** d. it is linked to the availability of socially weak and passive peers.
11.1-95. All of the following are examples of relational aggression EXCEPT

a. facial expressions of disdain.
b. ostracism.
c. cruel gossiping.
d. physical harm.
e. passing derogatory notes.

Difficulty: 2
Question ID: 11.1-95
Page: 307
Reference: Topic: Behavior with Peers
Skill: Conceptual
Objective: 11.14

Answer: d. physical harm.

11.1-96. Which of the following is an accurate finding of research on bullies and their victims?

a. Victims vary greatly in characteristics.
b. Bullies have high levels of anxiety.
c. Bullies tend to be more aggressive to adults that do nonbullies.
d. Parents of bullies tend to set excessive limits.
e. Nine percent of elementary school children have been victims.

Difficulty: 3
Question ID: 11.1-96
Page: 308
Reference: Topic: Behavior with Peers
Skill: Factual
Objective: 11.14

Answer: c. Bullies tend to be more aggressive to adults that do nonbullies.

11.1-97. Which is an accurate statement about aggression?

a. Both boys and girls use primarily physical aggression.
b. Boys display more relational aggression.
c. Girls avoid aggression if at all possible.
d. There is no biological basis for aggression.
e. Peers provide rewards for gender-appropriate aggression.

Difficulty: 3
Question ID: 11.1-97
Page: 308
Reference: Topic: Behavior with Peers
Skill: Factual
Objective: 11.15

Answer: e. Peers provide rewards for gender-appropriate aggression.
11.1-98. **Which type of aggression in early childhood is predictive of a lifelong pattern of antisocial behavior?**
   a. hostile
   b. physical
   c. trait
   d. instrumental
   e. relational

   **Answer:** c. trait

**Fill-in-the-Blank**

11.2-1. **Ainsworth calls a "relatively long-enduring tie in which the partner is important as a unique individual and is interchangeable with none other" a(n) __________.**

   **Answer:** affectional bond

11.2-2. __________ is a subvariety of affectional bonds in which a person's sense of security is bound up in the relationship.

   **Answer:** Attachment
11.2-3. For an adult, the essential ingredient for the formation of a bond with an infant seems to be the opportunity to develop real __________.

Difficulty: 2  
Question ID: 11.2-3  
Page: 285  
Reference:  
Topic: Relationships with Parents  
Skill: Factual  
Objective: 11.2

Answer: synchrony

11.2-4. A study of mother-infant interactions revealed that mothers of various cultural backgrounds all tended to use a __________ when they wanted the baby to contribute to the interaction, and a __________ when they wanted to soothe the baby.

Difficulty: 2  
Question ID: 11.2-4  
Page: 285  
Reference:  
Topic: Relationships with Parents  
Skill: Conceptual  
Objective: 11.2

Answer: rising voice inflection/ falling intonation

11.2-5. The six-month-old baby will shift from proximity __________ to proximity __________ behaviors.

Difficulty: 3  
Question ID: 11.2-5  
Page: 287  
Reference:  
Topic: Relationships with Parents  
Skill: Factual  
Objective: 11.3

Answer: a promoting/ seeking
11.2-6. Between 8 and 24 months, the child typically turns to the ________ when frightened or under stress.

Difficulty: 2
Question ID: 11.2-6
Page-Reference: 288
Topic: Relationships with Parents
Skill: Factual
Objective: 11.3

Answer: mother

11.2-7. Research with the pygmy group called the Efe and their infants indicated that they have ________ because they are cared for ________ in the early years of life.

Difficulty: 3
Question ID: 11.2-7
Page-Reference: 288
Topic: Relationships with Parents
Skill: Applied
Objective: 11.3

Answer: no single central attachment/ communally

11.2-8. Despite their communal upbringing, 6-month-old Efe children prefer their ________ .

Difficulty: 2
Question ID: 11.2-8
Page-Reference: 288
Topic: Relationships with Parents
Skill: Applied
Objective: 11.3
Answer: own mothers

11.2-9. Bowlby suggests that the preschooler and the parents experience a new form of attachment called a ________ partnership.

Difficulty: 2
Question ID: 11.2-9
Page-Reference: 289
Topic: Relationships with Parents
Skill: Factual
Objective: 11.3

Answer: goal-corrected
11.2-10. In elementary school, overt attachment behaviors such as clinging and crying are ________ visible than in younger children.

Difficulty: 1
Question ID: 11.2-10
Page: 289
Reference: 
Topic: Relationships with Parents
Skill: Applied
Objective: 11.3

Answer: less

11.2-11. The process of psychological, social, and physical separation from parents that begins in adolescence is called ________.

Difficulty: 2
Question ID: 11.2-11
Page: 290
Reference: 
Topic: Relationships with Parents
Skill: Factual
Objective: 11.4
Answer: individuation

11.2-12. A child who uses the parent as a safe base demonstrates ________ attachment.

Difficulty: 1
Question ID: 11.2-12
Page: 291
Reference: 
Topic: Variations in the Quality of Attachments
Skill: Applied
Objective: 11.5
Answer: secure

11.2-13. It is the ________ of the particular relationship that determines the child's security with that specific adult.

Difficulty: 2
Question ID: 11.2-13
Page: 291 - 292
Reference: 
Topic: Variations in the Quality of Attachments
Skill: Factual
Objective: 11.5
Answer: quality
11.2-14. Studies in a variety of countries suggest that secure attachments may be influenced by both __________ and __________.

Difficulty: 1
Question ID: 11.2-14
Page-Reference: 292
Topic: Relationships with Parents
Skill: Applied
Objective: 11.5

Answer: quality/culture

11.2-15. Research with children in Israel shows that the attachment classification derived from the Strange Situation predicts the baby’s later social skills in a similar way to children living in __________.

Difficulty: 2
Question ID: 11.2-15
Page-Reference: 293
Topic: Relationships with Parents
Skill: Applied
Objective: 11.5
Answer: the United States

11.2-16. Research shows that the general timing of the development of attachment behaviors is __________ in virtually all children.

Difficulty: 2
Question ID: 11.2-16
Page-Reference: 293
Topic: Relationships with Parents
Skill: Factual
Objective: 11.5
Answer: the same

11.2-17. The degree to which an infant’s environment and his/her temperament work together is called __________.

Difficulty: 2
Question ID: 11.2-17
Page-Reference: 294
Topic: Relationships with Parents
Skill: Factual
Objective: 11.6

Answer: goodness-of-fit
11.2-18. Longitudinal studies show that the effects of attachment status __________.

Answer: persist into adulthood

11.2-19. Until recently, most psychologists thought of __________ as less important than __________. However, now researchers recognize that a child's relationships are __________.

Answer: relationships with peers/ relationships with parents/ interactive

11.2-20. Pairs in which each child names the other as a friend are called __________ friendships.

Answer: reciprocal

11.2-21. A form of play seen in toddlers, in which children play next to, but not with, one another is called __________.

Answer: parallel play
11.2-22. According to Waldrop and Halverson, boys' relationships are _________; whereas girls' relationships are _________.

Difficulty: 3  
Question ID: 11.2-22  
Page: 298  
Reference:  
Topic: Relationships with Peers  
Skill: Conceptual  
Objective: 11.9

Answer: extensive/ intensive

11.2-23. A term used by psychologists to refer to how well-liked an individual child is by his/her peers is _________.

Difficulty: 2  
Question ID: 11.2-23  
Page: 299  
Reference:  
Topic: Relationships with Peers  
Skill: Factual  
Objective: 11.10

Answer: social status

11.2-24. ________ children are often disruptive and uncooperative but believe that they are liked by their peers.

Difficulty: 2  
Question ID: 11.2-24  
Page: 299  
Reference:  
Topic: Relationships with Peers  
Skill: Applied  
Objective: 11.10

Answer: Aggressive/rejected

11.2-25. Of all the changes in social relationships in adolescence, perhaps the most profound is the shift from the total dominance of ________ friendships to _________ relationships.

Difficulty: 2  
Question ID: 11.2-25  
Page: 302  
Reference:  
Topic: Relationships with Peers  
Skill: Conceptual  
Objective: 11.11

Answer: same-sex/heterosexual
Essay

11.3-1. **Describe the apparently universal behaviors of adults with young infants which lead to the development of synchrony.**

**Answer:** Adults talk to the infant in a higher and lilting voice (motherese), pick up the infant when he or she cries, smile at the infant, and look at the infant with wide open eyes and raised brows. A "dance" of interaction involving attention and response to the infant's signals over a period of time is important.

11.3-2. **Describe a child with each of the three types of attachment proposed by Ainsworth and the additional type proposed by Main.**

**Answer:**
Ainsworth proposed: Secure - child uses parent as a safe base, readily separates from the parent and greets the parent on return, is easily soothed by the parent.
Insecure (detached/avoidant) - child avoids contact with mother at reunion after an absence, but does not resist mother's contact efforts.
Insecure (resistant/ambivalent) - child does not explore, is wary of strangers, greatly upset when separated from mother but not comforted by her return.

Main proposed: Insecure (disorganized/disoriented) - child exhibits dazed behavior, confusion, apprehension, shows contradictory behaviors such as moving toward parent with gaze averted.
11.3-3. Describe the sex differences and similarities you would expect to find in seven and eight year old same-sex friendship pairs.

Answer:
Boys are more focused on competition and dominance, and use more controlling speech including rejecting comments, ordering, manipulating, challenging, defying, refuting, and resisting others' attempts at control. Girls friendships include more agreement, compliance, and self-disclosure. They both use a collaborative and cooperative exchange as their most common form of communication.

11.3-4. What purpose is served by cliques and crowds in adolescence? Cite the research of Dunphy and Brown.

Answer: Cliques (groups of two to ten individuals) and crowds (larger groups) provide an opportunity to practice social skills, serve to raise the self-esteem of the members, and foster the formation of identity. In addition, they prepare the adolescent for later romantic relationships.
11.3-5. **Discuss the relationship of sex/gender differences in aggression.**

**Difficulty:** 3  
**Question ID:** 11.3-5  
**Page-Reference:** 307  
**Topic:** Behavior with Peers  
**Skill:** Conceptual  
**Objective:** 11.14

**Answer:** One exception to the general pattern of declining physical aggression with age is with all-boy pairs or groups living in the U.S., where physical aggression remains relatively high and constant through childhood. At every age, boys show more physical and assertiveness than girls within friendship pairs and in general. Aggression in girls leads to peer rejection, while with boys aggression may result in either popularity or rejection. Aggressiveness is a fairly common characteristic of African-American boys. Friends of aggressive boys tend to be aggressive as well; however, this friendship does not make the pair of friends more aggressive. Social approval does not increase boys' aggression, but it does help to maintain it.

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MyDevelopmentLab

11.4-1. **Summarize the research data from the Harlow monkey studies.**

**Difficulty:** 2  
**Question ID:** 11.4-1  
**Page-Reference:** MDL  
**Topic:** Watch: Contact Comfort  
**Skill:** Factual  
**Objective:** 11.1

**Answer:** All of the monkeys had access to both the cloth and wire monkeys all of the time. Half of the infant monkeys were fed from the cloth mother, the other half from the wire mother. ALL of the infants spent an average of 15 hours per day with the cloth mother and less than 1 hour/day with the wire mothers. This demonstrates that a primary contributor to attachment is comfort and NOT the source of feeding.
11.4-2. Which part of the separation/reunion process gives the most information about the
type of attachment? What is the common behavior underlying insecure
attachment?

**Difficulty:** 2  
**Question ID:** 11.4-2  
**Page-Reference:** MDL  
**Topic:** Simulate: Attachment Classifications in Strange Situation  
**Skill:** Factual  
**Objective:** 11.1

**Answer:** The reunion aspect gives the most information as the underlying behavioral
commonality is that children who are insecurely attached will relate negatively to their
mother upon her return.

11.4-3. An insecure attachment in infancy is likely to lead to _________ attachment later
in life.

**Difficulty:** 2  
**Question ID:** 11.4-3  
**Page-Reference:** MDL  
**Topic:** Watch: Attachment in Infants  
**Skill:** Conceptual  
**Objective:** 11.7

**Answer:** insecure

11.4-4. Which of the following is NOT one of Parten's play categories?

a. onlooker  
   b. parallel  
   c. associative  
   d. non-cooperative

**Difficulty:** 1  
**Question ID:** 11.4-4  
**Page-Reference:** MDL  
**Topic:** Watch: Parten's Play Categories  
**Skill:** Factual  
**Objective:** 11.8

**Answer:** d. non-cooperative
11.4-5. Describe the development of the two types of play identified in the recording.

**Difficulty:** 2  
**Question ID:** 11.4-5  
**Page-Reference:** MDL  
**Topic:** Listen: Levels of Play  
**Skill:** Factual  
**Objective:** 11.8

**Answer:** Parallel play is the first to emerge in childhood. This is where children will play next to each other, possibly doing similar activities but not actively engaging each other. As they grow, children will engage in cooperative play where they actively engage each other in role-playing activities.

11.4-6. Your friendships growing up provided tremendous _________ to your sense of self.

**Difficulty:** 3  
**Question ID:** 11.4-6  
**Page-Reference:** MDL  
**Topic:** Watch: Friends  
**Skill:** Conceptual  
**Objective:** 11.11

**Answer:** ego support

11.4-7. The emotional tie to one's parent or caregiver is so crucial to budding psychosocial development that its presence or absence literally provides a forecast to one’s relational and social skills in the future. Ultimately, secure attachment is essential for knowing that the world is a place he or she can _________.

**Difficulty:** 2  
**Question ID:** 11.4-7  
**Page-Reference:** MDL  
**Topic:** Watch: Attachment in Infants  
**Skill:** Conceptual  
**Objective:** 11.5

**Answer:** trust
Chapter 12: Thinking about Relationships: Social-Cognitive and Moral Development

Multiple Choice

12.1-1. Thinking about and understanding the emotions of and interactions among people is called
   a. emotional cognition.
   b. moral development.
   c. social cognition.
   d. social referencing.
   e. social learning.
   Difficulty: 1
   Question ID: 12.1-1
   Page-Reference: 313
   Topic: The Development of Social Cognition
   Skill: Factual
   Objective: 12.1

   Answer: c. social cognition.

12.1-2. Children's social cognition develops from

   a. inner to outer characteristics.
   b. qualified to definite rules.
   c. a general view to an observer's view.
   d. definite to fixed rules.
   e. observation to inference.
   Difficulty: 3
   Question ID: 12.1-2
   Page-Reference: 314
   Topic: The Development of Social Cognition
   Skill: Conceptual
   Objective: 12.1

   Answer: e. observation to inference.
12.1-3. **As Brandy approaches adolescence, her descriptions of other people will**

   a. include a description of an internal personality construct.
   b. be based more on what she sees and feels.
   c. be based more on definite, fixed rules.
   d. be tied to her own experience and views.
   e. be more egocentric.

**Difficulty:** 3
**Question ID:** 12.1-3
**Page:** 316
**Reference:**
**Topic:** The Development of Social Cognition
**Skill:** Applied
**Objective:** 12.2

**Answer:** a. include a description of an internal personality construct.

12.1-4. **Clarence has learned to be polite to adults and not to talk out in class.**

**Clarence has acquired**

   a. moral values.
   b. egocentrism.
   c. social scripts.
   d. idealism.
   e. social referencing.

**Difficulty:** 1
**Question ID:** 12.1-4
**Page:** 314
**Reference:**
**Topic:** The Development of Social Cognition
**Skill:** Applied
**Objective:** 12.2

**Answer:** c. social scripts.

12.1-5. **If a 6-year-old were asked to describe a peer with one word, which one would he be MOST likely to use?**

   a. "tall"
   b. "kind"
   c. "sulky"
   d. "talkative"
   e. "friendly"

**Difficulty:** 1
**Question ID:** 12.1-5
**Page:** 314
**Reference:**
**Topic:** The Development of Social Cognition
**Skill:** Applied
**Objective:** 12.2

**Answer:** a. "tall"
12.1-6. Teachers of young children can help to prevent racial awareness from developing into racial prejudice by all of the following EXCEPT
a. discussing race openly.
b. helping children acquire non-prejudiced attitudes.
c. making young children aware of historical realities.
d. assigning children of different races to a project.
e. avoiding discussion of sensitive topics such as slavery.

**Difficulty:** 2  
**Question ID:** 12.1-6  
**Page Reference:** 315  
**Topic:** The Development of Social Cognition  
**Skill:** Applied  
**Objective:** 12.2

**Answer:** e. avoiding discussion of sensitive topics such as slavery.

12.1-7. When young children do use internal or evaluative terms to describe people, they are likely to use a term such as
a. moody.
b. dull.
c. modest.
d. shy.
e. nice.

**Difficulty:** 1  
**Question ID:** 12.1-7  
**Page Reference:** 315  
**Topic:** The Development of Social Cognition  
**Skill:** Applied  
**Objective:** 12.2

**Answer:** e. nice.
12.1-8. **Stephanie is describing her friend Eleanor:** "She's really quite moody, but I've learned to tell when she'll be shy and when she'll be outgoing. She's better at settling arguments than nearly anyone else I know, and she always tries very hard to be nice to people." On the basis of this description, how old would you guess that Stephanie is?

a. 5 years old  
b. 8 years old  
c. 10 years old  
d. 12 years old  
e. 16 years old  

**Answer:** e. 16 years old

12.1-9. **When Freddie describes his friend Roger as being better at arithmetic than he is,** Freddie is expressing what Barenboim calls

a. a behavioral comparison.  
b. an organizing relationship.  
c. egocentric empathy.  
d. a psychological construct.  
e. a concrete operation.  

**Answer:** a. a behavioral comparison.
12.1-10. According to Barenboim, when Candice reaches age 8 or 9, she will peak in her use of
   a. behavioral comparisons.
   b. egocentric empathy.
   c. organizing relationships.
   d. psychological constructs.
   e. social concepts.
   **Difficulty:** 2
   **Question ID:** 12.1-10
   **Page:** 316
   **Reference:**
   **Topic:** The Development of Social Cognition
   **Skill:** Factual
   **Objective:** 12.2

   **Answer:** a. behavioral comparisons.

12.1-11. There is a strong resemblance between the series of changes that take place in children's descriptions of others and the development of children's
   a. grammar.
   b. self-efficacy.
   c. IQ.
   d. self-descriptions.
   e. self-concept.
   **Difficulty:** 1
   **Question ID:** 12.1-11
   **Page:** 316
   **Reference:**
   **Topic:** The Development of Social Cognition
   **Skill:** Factual
   **Objective:** 12.2

   **Answer:** d. self-descriptions.

12.1-12. By about what age can children tell the difference between the positive and negative facial expressions of others?
   a. six to eight months
   b. ten to twelve months
   c. eighteen months
   d. two years
   e. three years
   **Difficulty:** 2
   **Question ID:** 12.1-12
   **Page:** 317
   **Reference:**
   **Topic:** The Development of Social Cognition
   **Skill:** Factual
   **Objective:** 12.3

   **Answer:** b. ten to twelve months
12.1-13. By about _______ years of age, the child begins to develop a theory of mind that includes the understanding that another person will feel sad if she fails or happy if she succeeds.
   a. 5 or 6  
   b. 4 or 5  
   c. 3 or 4  
   d. 2 or 3  
   e. 1 or 2  
   Difficulty: 2  
   Question ID: 12.1-13  
   Page- 317  
   Reference:  
   Topic: The Development of Social Cognition  
   Skill: Factual  
   Objective: 12.3  
   Answer: c. 3 or 4  

12.1-14. Which of the following children will understand that her sister is happy about graduating from high school but sad to be leaving her friends behind?
   a. 11-year-old Jill  
   b. 9-year-old Karen  
   c. 7-year-old Beth  
   d. 5-year-old Liz  
   e. 3-year-old Maria  
   Difficulty: 2  
   Question ID: 12.1-14  
   Page- 317  
   Reference:  
   Topic: The Development of Social Cognition  
   Skill: Applied  
   Objective: 12.3  
   Answer: a. 11-year-old Jill  

12.1-15. A child who sees someone who is sad or hurt, and feels sad herself is experiencing
   a. egocentrism.  
   b. a social script.  
   c. moral judgment.  
   d. empathy.  
   e. social referencing.  
   Difficulty: 1  
   Question ID: 12.1-15  
   Page- 317  
   Reference:  
   Topic: The Development of Social Cognition  
   Skill: Applied  
   Objective: 12.3  
   Answer: d. empathy.
12.1-16. **In contrast to empathy, sympathy**

a. involves matching the other person's emotional state.
b. is feeling the same feeling as the other person.
c. involves feelings of sorrow or concern for the other.
d. develops several years earlier.
e. is always global in nature.

**Difficulty:** 3  
**Question ID:** 12.1-16  
**Page Reference:** 317  
**Topic:** The Development of Social Cognition  
**Skill:** Conceptual  
**Objective:** 12.3

**Answer:** c. involves feelings of sorrow or concern for the other.

12.1-17. **According to Hoffman, which of the following stages of empathy is visible in infants?**

a. egocentric empathy  
b. empathy for another's feelings  
c. empathy for another's life condition  
d. global empathy  
e. sympathetic empathy

**Difficulty:** 1  
**Question ID:** 12.1-17  
**Page Reference:** 317  
**Topic:** The Development of Social Cognition  
**Skill:** Factual  
**Objective:** 12.3

**Answer:** d. global empathy

12.1-18. **Empathy is fostered by all of the following EXCEPT**

a. greater maternal warmth.  
b. parental explanations of consequences for actions.  
c. parental discussion of emotions.  
d. paternal discipline.  
e. capacity to regulate emotion.

**Difficulty:** 3  
**Question ID:** 12.1-18  
**Page Reference:** 317  
**Topic:** The Development of Social Cognition  
**Skill:** Conceptual  
**Objective:** 12.3

**Answer:** d. paternal discipline.
12.1-19. When a child responds to another's distress with some distress of his own, but also attempts to cure the other person's distress with something comforting to him, he is engaging in
a. egocentric empathy.
b. empathy for another's feelings.
c. empathy for another's life condition.
d. global empathy.
e. global sympathy.
Difficulty: 2
Question ID: 12.1-19
Page- 318
Reference: The Development of Social Cognition
Skill: Factual
Objective: 12.3
Answer: a. egocentric empathy.

12.1-20. Two-year-old Tony sees his mother cut herself while fixing dinner and brings his mother his own favorite teddy bear to comfort her. This is an example of what kind of empathy?
   a. global empathy
   b. empathy for another's feelings
   c. egocentric empathy
   d. empathy for another's general plight
   e. global sympathy
Difficulty: 2
Question ID: 12.1-20
Page- 318
Reference: The Development of Social Cognition
Skill: Applied
Objective: 12.3
Answer: c. egocentric empathy

12.1-21. Responding to another person's general situation or plight is characteristic of
a. egocentric empathy.
b. empathy for another's feelings.
c. empathy for another's life condition.
d. global empathy.
e. sympathetic empathy.
Difficulty: 2
Question ID: 12.1-21
Page- 318
Reference: The Development of Social Cognition
Skill: Factual
Objective: 12.3
Answer: c. empathy for another's life condition.
12.1-22. **Children can first empathize with several different emotions at once by**

a. five years of age.
b. middle childhood.
c. early adolescence.
d. middle adolescence.
e. late adolescence.

**Difficulty:** 2  
**Question ID:** 12.1-22  
**Page:** 318  
**Reference:**  
**Topic:** The Development of Social Cognition  
**Skill:** Factual  
**Objective:** 12.3

**Answer:** b. middle childhood.

12.1-23. **With increasing age, the child's empathetic response is guided more by**

a. immediate observed emotions of others.
b. facial expressions.
c. body language.
d. egocentric feelings.
e. inferences about others' feelings.

**Difficulty:** 2  
**Question ID:** 12.1-23  
**Page:** 318  
**Reference:**  
**Topic:** The Development of Social Cognition  
**Skill:** Factual  
**Objective:** 12.3

**Answer:** e. inferences about others' feelings.

12.1-24. **Research by Harris and Associates found that young people do not become fully aware that other people may hide their emotions until**

a. early childhood.
b. middle childhood.
c. 7 or 8 years of age.
d. 10 or 11 years of age.
e. adolescence.

**Difficulty:** 2  
**Question ID:** 12.1-24  
**Page:** 318  
**Reference:**  
**Topic:** The Development of Social Cognition  
**Skill:** Factual  
**Objective:** 12.3

**Answer:** e. adolescence.
12.1-25. The PATHS (Promoting Alternative Thinking Strategies) curriculum was developed to
a. increase children's emotional competence.
b. teach map reading.
c. improve skills in cognition.
d. teach geography.
e. improve formal operational thinking.

Difficulty: 2
Question ID: 12.1-25
Page- Reference: 319
Topic: The Development of Social Cognition
Skill: Factual
Objective: 12.3

Answer: a. increase children's emotional competence.

12.1-26. Results of the PATHS curriculum on 900 excessively aggressive early elementary school children indicated that the children became all of the following EXCEPT
a. better at recognizing emotions.
b. more likely to be placed in special education programs.
c. more competent in social relationships.
d. less aggressive.
e. less likely to be physically punished.

Difficulty: 2
Question ID: 12.1-26
Page- Reference: 319
Topic: The Development of Social Cognition
Skill: Factual
Objective: 12.3

Answer: b. more likely to be placed in special education programs.

12.1-27. Sam is 4 years old. He is most likely to say that Louis is his best friend because Louis
a. is a generous person.
b. is very smart.
c. shares his toys.
d. plays with lots of children.
e. has a good personality.

Difficulty: 2
Question ID: 12.1-27
Page- Reference: 319
Topic: The Development of Social Cognition
Skill: Applied
Objective: 12.4

Answer: c. shares his toys.
12.1-28. An adolescent is asked to explain what a friend is. Which of the following statements is he or she MOST likely to make?
   a. "someone you can play games with"
   b. "someone you can trust"
   c. "someone who is a confidant"
   d. "someone who does nice things for you"
   e. "someone who lives nearby"

   **Difficulty:** 2
   **Question ID:** 12.1-28
   **Page:** 320
   **Reference:**
   **Topic:** The Development of Social Cognition
   **Skill:** Applied
   **Objective:** 12.4

   **Answer:** c. "someone who is a confidant"

12.1-29. Research suggests that in late adolescence, young people understand that

   a. close friendships can fill all a person's needs.
   b. friendships are static.
   c. friendships involve doing everything together.
   d. friendships can dissolve as members change.
   e. a good friendship will last for life.

   **Difficulty:** 3
   **Question ID:** 12.1-29
   **Page:** 320
   **Reference:**
   **Topic:** The Development of Social Cognition
   **Skill:** Factual
   **Objective:** 12.4

   **Answer:** d. friendships can dissolve as members change.

12.1-30. A child says that he expects a friend to be loyal. The child is most likely in which grade in school?
   a. first
   b. third
   c. fifth
   d. sixth
   e. seventh

   **Difficulty:** 3
   **Question ID:** 12.1-30
   **Page:** 320
   **Reference:**
   **Topic:** The Development of Social Cognition
   **Skill:** Conceptual
   **Objective:** 12.4

   **Answer:** e. seventh
12.1-31. **All of the following are patterns of developmental change in children's understanding of themselves and others EXCEPT**

- a. from observation to inference.
- b. from outer to inner characteristics.
- c. from definite to qualified.
- d. from egocentric to a general view.
- e. from active to static.

**Difficulty:** 3

**Question ID:** 12.1-31

**Page:** 321

**Reference:**

**Topic:** The Development of Social Cognition

**Skill:** Conceptual

**Objective:** 12.5

**Answer:** e. from active to static.

12.1-32. **Turiel describes conventional rules as**

- a. universal.
- b. arbitrary.
- c. obligatory.
- d. moral.
- e. permanent.

**Difficulty:** 2

**Question ID:** 12.1-32

**Page:** 321

**Reference:**

**Topic:** The Development of Social Cognition

**Skill:** Conceptual

**Objective:** 12.5

**Answer:** b. arbitrary.

12.1-33. **In high school, students are not allowed to leave the premises for lunch. This is a(n)**

- a. moral rule.
- b. universal rule.
- c. conventional rule.
- d. amoral rule.
- e. permanent rule.

**Difficulty:** 2

**Question ID:** 12.1-33

**Page:** 321

**Reference:**

**Topic:** The Development of Social Cognition

**Skill:** Applied

**Objective:** 12.5

**Answer:** c. conventional rule.
12.1-34. **Which of the following is a moral rule?**

   a. Ask permission before leaving class.
   b. Do not run in the halls.
   c. Wait quietly in line at the cafeteria.
   d. Don't talk in class.
   e. Do not take what is not yours.

**Difficulty:** 1  
**Question ID:** 12.1-34  
**Page:** 321  
**Reference:**  
**Topic:** The Development of Social Cognition  
**Skill:** Conceptual  
**Objective:** 12.6  

**Answer:** e. Do not take what is not yours.

12.1-35. **Who stated that the child learns moral rules by identifying with the same-sex parent?**

   a. Freud  
   b. Kohlberg  
   c. Piaget  
   d. Selman  
   e. Erikson

**Difficulty:** 1  
**Question ID:** 12.1-35  
**Page:** 323  
**Reference:**  
**Topic:** Moral Development  
**Skill:** Factual  
**Objective:** 12.6

**Answer:** a. Freud

12.1-36. **According to Freud, a person's internal moral judge is the**

   a. ego.  
   b. superego.  
   c. id.  
   d. conscious.  
   e. unconscious.

**Difficulty:** 2  
**Question ID:** 12.1-36  
**Page:** 323  
**Reference:**  
**Topic:** Moral Development  
**Skill:** Factual  
**Objective:** 12.6

**Answer:** b. superego.  

12.1-37. **Which of the following is an accurate statement concerning Freud's view of moral development?**
   a. The conscience is a list of things that good people do.
   b. The ego ideal contains the superego and conscience.
   c. The ego ideal is a list of things that good people don't do.
   d. Guilt occurs when the conscience is disobeyed.
   e. Shame occurs when rules are violated.
   **Difficulty:** 3
   **Question ID:** 12.1-37
   **Page:** 323
   **Reference:**
   **Topic:** Moral Development
   **Skill:** Conceptual
   **Objective:** 12.6

   **Answer:** d. Guilt occurs when the conscience is disobeyed.

12.1-38. **What emotion is 8-year-old Henri most likely to feel when his parents find out that he has done something wrong?**
   a. guilt
   b. anger
   c. shame
   d. sorrow
   e. embarrassment
   **Difficulty:** 3
   **Question ID:** 12.1-38
   **Page:** 323
   **Reference:**
   **Topic:** Moral Development
   **Skill:** Applied
   **Objective:** 12.6

   **Answer:** c. shame

12.1-39. **Erikson believed that children learn moral rules from**
   a. the same sex parent.
   b. teachers.
   c. the opposite sex parent.
   d. the community in which they live.
   e. both parents.
   **Difficulty:** 2
   **Question ID:** 12.1-39
   **Page:** 323
   **Reference:**
   **Topic:** Moral Development
   **Skill:** Factual
   **Objective:** 12.6

   **Answer:** e. both parents.
12.1-40. What three emotions did Erikson believe were equally important in moral development?
   a. shame, guilt, embarrassment  
   b. guilt, shame, pride  
   c. guilt, humility, love  
   d. shame, love, embarrassment  
   e. anger, guilt, shame  

   Difficulty: 3  
   Question ID: 12.1-40  
   Page-Reference: 323  
   Topic: Moral Development  
   Skill: Factual  
   Objective: 12.6  

   Answer: b. guilt, shame, pride

12.1-41. The feelings of guilt, shame, and pride develop by what age?
   a. 6 months  
   b. 1 year  
   c. 2 years  
   d. 6 years  
   e. 8 years  

   Difficulty: 1  
   Question ID: 12.1-41  
   Page-Reference: 323  
   Topic: Moral Development  
   Skill: Factual  
   Objective: 12.6  

   Answer: d. 6 years

12.1-42. Michael says that people experience shame when they fail to live up to their own standards of behavior. Michael is at least how old?
   a. 4 years  
   b. 5 years  
   c. 8 years  
   d. 10 years  
   e. 13 years  

   Difficulty: 3  
   Question ID: 12.1-42  
   Page-Reference: 323  
   Topic: Moral Development  
   Skill: Applied  
   Objective: 12.6  

   Answer: e. 13 years
12.1-43. **According to Kochanska's research, we would expect a child to demonstrate more signs of guilt if he is**
   a. assertive.
   b. fearful.
   c. aggressive.
   d. calm.
   e. confident.

**Difficulty:** 2  
**Question ID:** 12.1-43  
**Page:** 323  
**Reference:**  
**Topic:** Moral Development  
**Skill:** Conceptual  
**Objective:** 12.6  

**Answer:** b. fearful.

12.1-44. **Kochanska's research indicates that children display less guilt if their parents use**
   a. reasoning rather than punishment.
   b. time-out techniques.
   c. examples to teach moral behavior.
   d. rewards for good behavior.
   e. power-assertive discipline techniques.

**Difficulty:** 3  
**Question ID:** 12.1-44  
**Page:** 323  
**Reference:**  
**Topic:** Moral Development  
**Skill:** Factual  
**Objective:** 12.6  

**Answer:** e. power-assertive discipline techniques.

12.1-45. **Who proposed that consequences teach children to obey moral rules?**
   a. Freud  
   b. Erikson  
   c. Piaget  
   d. Skinner  
   e. Kohlberg

**Difficulty:** 1  
**Question ID:** 12.1-45  
**Page:** 324  
**Reference:**  
**Topic:** Moral Development  
**Skill:** Factual  
**Objective:** 12.6  

**Answer:** d. Skinner
12.1-46. All of the following are effective punishments for wrong doing EXCEPT

a. administering public physical punishment.
b. telling the child he has done wrong.
c. requiring the child to correct the action.
d. requiring the child to atone in some way for the wrong doing.
e. requiring the child to admit the wrongdoing.

Difficulty: 2
Question ID: 12.1-46
Page-Reference: 324
Topic: Moral Development
Skill: Conceptual
Objective: 12.6

Answer: a. administering public physical punishment.

12.1-47. Which of the following theorists believed that children learn more from observing others than from rewards or punishments?

a. Skinner
b. Freud
c. Erikson
d. Bandura
e. Piaget

Difficulty: 2
Question ID: 12.1-47
Page-Reference: 324
Topic: Moral Development
Skill: Factual
Objective: 12.6

Answer: d. Bandura

12.1-48. According to Piaget, moral reasoning that discriminates between intentional and unintentional actions emerges along with

a. sensorimotor thinking.
b. preoperational thinking.
c. concrete operational thinking.
d. formal operational thinking.
e. postformal thinking.

Difficulty: 2
Question ID: 12.1-48
Page-Reference: 324
Topic: Moral Development
Skill: Factual
Objective: 12.6

Answer: c. concrete operational thinking.
12.1-49. Who proposed a two-stage theory of moral development containing the stages of moral realism and moral relativism?
   a. Freud
   b. Piaget
   c. Skinner
   d. Bandura
   e. Erikson
   Difficulty: 1
   Question ID: 12.1-49
   Page-Reference: 324
   Topic: Moral Development
   Skill: Factual
   Objective: 12.6
   Answer: b. Piaget

12.1-50. The moral realism stage of moral development
   a. is typical of adolescents.
   b. includes the understanding that rules change.
   c. is the belief that rules come from authorities.
   d. includes agreements concerning rules.
   e. includes the understanding that not all rule violations are punished.
   Difficulty: 3
   Question ID: 12.1-50
   Page-Reference: 324
   Topic: Moral Development
   Skill: Conceptual
   Objective: 12.6
   Answer: c. is the belief that rules come from authorities.

12.1-51. Anita's six-year-old sister asks if she can join in a board game that Anita is playing with three other girls. Anita tells her that the game box states that it is for children between 7 and 11 years of age so she cannot join them. What stage of moral reasoning is Anita using?
   a. moral relativism
   b. conventional
   c. postconventional
   d. formal operational
   e. moral realism
   Difficulty: 3
   Question ID: 12.1-51
   Page-Reference: 324
   Topic: Moral Development
   Skill: Applied
   Objective: 12.6
   Answer: e. moral realism
12.1-52. **Derek is in the stage of moral relativism, and therefore, he**

   a. is under 8 years of age.
   b. believes that all rule violations result in punishment.
   c. believes that rules cannot be changed.
   d. knows that people must agree to follow rules.
   e. believes that all rules come from authorities.

   **Difficulty:** 3  
   **Question ID:** 12.1-52  
   **Page:** 325  
   **Reference:**  
   **Topic:** Moral Development  
   **Skill:** Applied  
   **Objective:** 12.6

   **Answer:** d. knows that people must agree to follow rules.

12.1-53. **Piaget believed that children move to moral relativism after what age?**

   a. 2 years  
   b. 3 years  
   c. 5 years  
   d. 7 years  
   e. 8 years

   **Difficulty:** 1  
   **Question ID:** 12.1-53  
   **Page:** 325  
   **Reference:**  
   **Topic:** Moral Development  
   **Skill:** Factual  
   **Objective:** 12.6

   **Answer:** e. 8 years

12.1-54. **All of the following are accurate descriptions of children between 8 and 12 years of age EXCEPT**

   a. they know that rules can be changed.  
   b. they are better at following the rules.  
   c. they know that punishment only occurs if you are caught.  
   d. they can distinguish between intentional and unintentional acts.  
   e. they are no longer egocentric.

   **Difficulty:** 3  
   **Question ID:** 12.1-54  
   **Page:** 325  
   **Reference:**  
   **Topic:** Moral Development  
   **Skill:** Conceptual  
   **Objective:** 12.6

   **Answer:** e. they are no longer egocentric.
12.1-55. **Kohlberg pioneered the method of assessing moral reasoning by**

a. testing subjects' honesty in tempting situations.
b. correlating consequences with guilt.
c. using classic formal operations tasks, such as the pendulum.
d. presenting subjects with a series of moral dilemmas in story form.
e. naturalistic observation.

**Answer:** d. presenting subjects with a series of moral dilemmas in story form.

12.1-56. **In stage ________ of Kohlberg's theory of moral development, the individual relies on the physical consequences of some action to decide if it is right or wrong.**

a. one  
b. two  
c. three  
d. four  
e. five

**Answer:** a. one

12.1-57. **Charissa picked up a ceramic bowl she had been told not to touch. When her mother told her that she would be punished, Charissa said "but I did not break it." What stage of moral development is Charissa in?**

a. one  
b. two  
c. three  
d. four  
e. five

**Answer:** a. one
12.1-58. When Sally asks her mother to help her with her homework, she also tells her mother she will help dust the house in return. Sally is in which stage of moral development?

a. one  
b. two  
c. three  
d. four  
e. five  

Difficulty: 2  
Question ID: 12.1-58  
Page- 326  
Reference:  
Topic: Moral Development  
Skill: Applied  
Objective: 12.7  
Answer: b. two  

12.1-59. In which of Kohlberg's stages is there an emphasis on instrumental purpose and exchange?

a. one  
b. two  
c. three  
d. four  
e. five  

Difficulty: 1  
Question ID: 12.1-59  
Page- 326  
Reference:  
Topic: Moral Development  
Skill: Factual  
Objective: 12.7  
Answer: b. two  

12.1-60. Max drives the speed limit to avoid getting a ticket. Tim helps his father wash the car because he wants his father to teach him how to drive. Both Max and Tim are at which level of moral development?

a. conventional  
b. unconventional  
c. preconventional  
d. postconventional  
e. subconventional  

Difficulty: 2  
Question ID: 12.1-60  
Page- 326  
Reference:  
Topic: Moral Development  
Skill: Applied  
Objective: 12.7  
Answer: c. preconventional
12.1-61. Which of Kohlberg's stages of moral development includes a "good boy/nice girl" orientation?
   a. two  
   b. three  
   c. four  
   d. five  
   e. six  
   Difficulty: 1  
   Question ID: 12.1-61  
   Page: 326  
   Reference:  
   Topic: Moral Development  
   Skill: Factual  
   Objective: 12.7  
   Answer: b. three

12.1-62. Mickey tries to do things that please his parents and teacher and he has begun to make judgments based on intentions. He is in which of Kohlberg's stages?
   a. one  
   b. two  
   c. three  
   d. four  
   e. five  
   Difficulty: 3  
   Question ID: 12.1-62  
   Page: 326  
   Reference:  
   Topic: Moral Development  
   Skill: Applied  
   Objective: 12.7  
   Answer: c. three

12.1-63. Judgments of right and wrong based on sources of authority who are close by and physically superior is characteristic of which level of moral development?
   a. conventional  
   b. unconventional  
   c. postconventional  
   d. preconventional  
   e. concrete operational  
   Difficulty: 2  
   Question ID: 12.1-63  
   Page: 327  
   Reference:  
   Topic: Moral Development  
   Skill: Conceptual  
   Objective: 12.7  
   Answer: d. preconventional
12.1-64. A shift to judgments based on rules or norms of a group to which the individual belongs is characteristic of which level of moral development?
   a. preconventional
   b. conventional
   c. postconventional
   d. postformal
   e. postoperational

   Difficulty: 2
   Question ID: 12.1-64
   Page- 327
   Reference:
   Topic: Moral Development
   Skill: Conceptual
   Objective: 12.7

   Answer: b. conventional

12.1-65. In stage ________ of Kohlberg's theory of moral development, individuals focus less on what is pleasing to particular people and more on adhering to a complex set of regulations which are not questioned.
   a. two
   b. three
   c. four
   d. five
   e. six

   Difficulty: 2
   Question ID: 12.1-65
   Page- 327
   Reference:
   Topic: Moral Development
   Skill: Factual
   Objective: 12.7
   Answer: c. four

12.1-66. Mel's decisions always seem to be based on rules and laws. Mel is in which of Kohlberg's stages of moral development?
   a. two
   b. three
   c. four
   d. five
   e. six

   Difficulty: 1
   Question ID: 12.1-66
   Page- 327
   Reference:
   Topic: Moral Development
   Skill: Applied
   Objective: 12.7

   Answer: c. four
12.1-67. **A concern for how others will judge one's actions is typical of which level of moral development?**
   a. universal ethical principles
   b. conventional
   c. preconventional
   d. postconventional
   e. postoperational
   **Difficulty:** 3
   **Question ID:** 12.1-67
   **Page:** 327
   **Reference:**
   **Topic:** Moral Development
   **Skill:** Conceptual
   **Objective:** 12.7
   **Answer:** b. conventional

12.1-68. **Which of the following is characteristic of principled morality?**
   a. external authority
   b. unquestioned internalized authority
   c. self-chosen principles
   d. guilt and shame
   e. reward and punishment
   **Difficulty:** 3
   **Question ID:** 12.1-68
   **Page:** 327
   **Reference:**
   **Topic:** Moral Development
   **Skill:** Conceptual
   **Objective:** 12.7
   **Answer:** c. self-chosen principles

12.1-69. **Elaine works for a social service agency that usually requires a lot of paperwork from clients before they can get help. However, in certain severe cases, Elaine ignores the rules and eliminates some of the paperwork. Kohlberg would place Elaine in which stage of moral development?**
   a. three
   b. four
   c. five
   d. six
   e. seven
   **Difficulty:** 2
   **Question ID:** 12.1-69
   **Page:** 327
   **Reference:**
   **Topic:** Moral Development
   **Skill:** Applied
   **Objective:** 12.7
   **Answer:** c. five

12.1-70. **People show evidence of the beginning of self-chosen principles in which of Kohlberg's stages?**

a. one  
b. two  
c. three  
d. four  
e. five  

**Difficulty:** 1  
**Question ID:** 12.1-70  
**Page-Reference:** 327  
**Topic:** Moral Development  
**Skill:** Factual  
**Objective:** 12.7  

**Answer:** e. five

12.1-71. **Universal ethical principles orientation occurs in which of Kohlberg's stages?**

a. two  
b. three  
c. four  
d. five  
e. six  

**Difficulty:** 1  
**Question ID:** 12.1-71  
**Page-Reference:** 327  
**Topic:** Moral Development  
**Skill:** Factual  
**Objective:** 12.7  

**Answer:** e. six

12.1-72. **According to Kohlberg, the most important cognitive-developmental variable for postconventional reasoning is**

a. sensorimotor thinking.  
b. stage three thinking  
c. hedonistic thinking.  
d. knowledge of intentions.  
e. decline of egocentrism.  

**Difficulty:** 1  
**Question ID:** 12.1-72  
**Page-Reference:** 327  
**Topic:** Moral Development  
**Skill:** Factual  
**Objective:** 12.7  

**Answer:** e. decline of egocentrism.
12.1-73. Kohlberg's sixth stage of universal ethical principles orientation

a. involves following specific religious doctrines.
b. was his most important stage.
c. involves the assumption of personal responsibility.
d. remains the foundation for his entire theory.
e. involves judicious application of rewards.

Difficulty: 2
Question ID: 12.1-73
Page: 328
Reference:
Topic: Moral Development
Skill: Conceptual
Objective: 12.7

Answer: c. involves the assumption of personal responsibility.

12.1-74. In his theory of moral development, Kohlberg claimed that

a. the sequence of moral reasoning is universal.
b. most individuals reach the highest stages of moral development.
c. each stage is achieved within a particular age range.
d. individuals should move up or down along the sequence.
e. moral development is genetically programmed.

Difficulty: 2
Question ID: 12.1-74
Page: 328
Reference:
Topic: Moral Development
Skill: Factual
Objective: 12.7

Answer: a. the sequence of moral reasoning is universal.

12.1-75. Kohlberg's research, confirmed by others, indicates that preconventional reasoning is dominant in

a. infancy.
b. elementary school.
c. adolescence.
d. early adulthood.
e. late adulthood.

Difficulty: 2
Question ID: 12.1-75
Page: 328
Reference:
Topic: Moral Development
Skill: Factual
Objective: 12.7

Answer: b. elementary school.
12.1-76. **Conventional moral reasoning emerges during**

a. infancy.
b. the preschool years.
c. early childhood.
d. late childhood.
e. middle adolescence.

**Difficulty:** 2  
**Question ID:** 12.1-76  
**Page:** 328  
**Reference:**  
**Topic:** Moral Development  
**Skill:** Factual  
**Objective:** 12.7  

**Answer:** e. middle adolescence.

12.1-77. **Cross-cultural research on the moral development of children, adolescents, and adults indicates that**

a. people frequently skip stages.
b. changes in reasoning occur as Kohlberg hypothesized.
c. 25 to 30 percent have periods of regression.
d. most people reach the postconventional level.
e. stage 3 reasoning is common in childhood.

**Difficulty:** 3  
**Question ID:** 12.1-77  
**Page:** 328  
**Reference:**  
**Topic:** Moral Development  
**Skill:** Factual  
**Objective:** 12.7  

**Answer:** b. changes in reasoning occur as Kohlberg hypothesized.

12.1-78. **Cross-cultural research has shown that approximately what percent of people regress through Kohlberg's stages?**

a. 3 to 4  
b. 5 to 7  
c. 10 to 12  
d. 15 to 17  
e. 20 to 22  

**Difficulty:** 2  
**Question ID:** 12.1-78  
**Page:** 329  
**Reference:**  
**Topic:** Moral Development  
**Skill:** Factual  
**Objective:** 12.7  

**Answer:** b. 5 to 7
12.1-79. **A review of research in moral development by Snarey has indicated that**

a. stage five is the highest reached in most urban societies.
b. many people reverse their progression through the stages.
c. all cultures reach stage six reasoning.
d. folk societies have higher levels of moral reasoning.
e. there is no effect of type of culture on moral development.

**Difficulty:** 2  
**Question ID:** 12.1-79  
**Page-Reference:** 329  
**Topic:** Moral Development  
**Skill:** Factual  
**Objective:** 12.7

**Answer:** a. stage five is the highest reached in most urban societies.

12.1-80. **Which of Piaget's stages of cognitive development is the most important variable for postconventional moral reasoning?**

a. sensorimotor  
b. preoperational  
c. concrete operational  
d. formal operational  
e. postconventional

**Difficulty:** 2  
**Question ID:** 12.1-80  
**Page-Reference:** 329-330  
**Topic:** Moral Development  
**Skill:** Factual  
**Objective:** 12.8

**Answer:** d. formal operational

12.1-81. **According to Kohlberg, moral development**

a. is genetically programmed.  
b. is based solely on formal operational thinking.  
c. requires support from the social environment.  
d. depends on cognitive development alone.  
e. occurs in spite of environmental input.

**Difficulty:** 2  
**Question ID:** 12.1-81  
**Page-Reference:** 330  
**Topic:** Moral Development  
**Skill:** Conceptual  
**Objective:** 12.8

**Answer:** c. requires support from the social environment.
12.1-82. **The most effective parents for teaching moral reasoning are those who**

a. are exemplary models of moral philosophy.
b. use strict and immediate discipline.
c. present moral arguments beyond the child's level.
d. can respond to the child's less mature reasoning.
e. use a social-cognitive approach.

**Answer:** d. can respond to the child's less mature reasoning.

12.1-83. **Studies of the relationship between level of moral reasoning and moral behavior**

a. failed to support Kohlberg's prediction that reasoning and behavior should be positively correlated.
b. shown that people at the principled level disobey more societal rules than people at the conventional level.
c. shown positive correlations between reasoning and behavior in children but not in adults.
d. supported Kohlberg's prediction that reasoning and behavior should be positively correlated.
e. shown a positive correlation between moral reasoning and antisocial behavior.

**Answer:** d. supported Kohlberg's prediction that reasoning and behavior should be positively correlated.
12.1-84. Kohlberg found that ________ percent of students reasoning at the conventional level cheated when given the opportunity.
   a. 15  
   b. 55  
   c. 70  
   d. 80  
   e. 95  
   Difficulty: 3
   Question ID: 12.1-84
   Page-Reference: 330
   Topic: Moral Development
   Skill: Factual
   Objective: 12.8

   Answer: b. 55

12.1-85. Delinquents and young children who act out in school are most likely to be in which of Kohlberg's stages of moral development?
   a. one  
   b. two  
   c. three 
   d. four  
   e. five  
   Difficulty: 2
   Question ID: 12.1-85
   Page-Reference: 330
   Topic: Moral Development
   Skill: Factual
   Objective: 12.8

   Answer: b. two

12.1-86. Who proposed a model of prosocial reasoning?
   a. Kohlberg  
   b. Eisenberg  
   c. Piaget  
   d. Freud  
   e. Skinner  
   Difficulty: 1
   Question ID: 12.1-86
   Page-Reference: 331
   Topic: Moral Development
   Skill: Factual
   Objective: 12.8

   Answer: b. Eisenberg
12.1-87. Faced with a choice of helping her sister finish a project or playing outside with her own friends, a child says, "I will help, but only if she promises to help me the next time." This child is reasoning at what level in Eisenberg's levels of prosocial reasoning?
   a. hedonistic orientation
   b. needs-oriented orientation
   c. approval-by-others orientation
   d. internalized orientation
   e. mutual interpersonal orientation

   **Difficulty:** 3  
   **Question ID:** 12.1-87  
   **Page Reference:** 331  
   **Topic:** Moral Development  
   **Skill:** Applied  
   **Objective:** 12.8

   **Answer:** a. hedonistic orientation

12.1-88. According to Eisenberg, a child concerned with self-oriented consequences is using

   a. needs-oriented reasoning.
   b. egocentric reasoning.
   c. hedonistic reasoning.
   d. conventional reasoning.
   e. mutual interpersonal orientation.

   **Difficulty:** 2  
   **Question ID:** 12.1-88  
   **Page Reference:** 331  
   **Topic:** Moral Development  
   **Skill:** Factual  
   **Objective:** 12.8

   **Answer:** c. hedonistic reasoning.
12.1-89. When a child expresses concern for another person's needs, even if such a response conflicts with the child's own wishes or desires, the child is using what Eisenberg called
a. needs-oriented reasoning.
b. egocentric reasoning.
c. hedonistic reasoning.
d. conventional reasoning.
e. postconventional reasoning.
Difficulty: 2
Question ID: 12.1-89
Page-Reference: 331
Topic: Moral Development
Skill: Factual
Objective: 12.9

Answer: a. needs-oriented reasoning.

12.1-90. Maria has been carefully saving her allowance so that she can buy a car when she gets her license. But recently, her father has been out of work and has some bills he is not able to pay, so Maria gives him her savings. Eisenberg would say that Maria is using which type of reasoning?
 a. hedonistic
 b. needs-oriented
 c. egocentric
 d. postconventional
 e. conventional
Difficulty: 3
Question ID: 12.1-90
Page-Reference: 331
Topic: Moral Development
Skill: Applied
Objective: 12.9

Answer: b. needs-oriented
12.1-91. Eisenberg's data indicates that there is a shift from hedonistic to needs-oriented reasoning by
a. the preschool years.
b. the elementary school years.
c. early adolescence.
d. late adolescence.
e. early adulthood.
Difficulty: 1
Question ID: 12.1-91
Page- Reference:
Topic: Moral Development
Skill: Factual
Objective: 12.9

Answer: c. early adolescence.

12.1-92. The research on Israeli kibbutz-reared children points to a larger role of _______ in children's prosocial reasoning.
a. intelligence
b. culture
c. heredity
d. age
e. gender
Difficulty: 2
Question ID: 12.1-92
Page- Reference:
Topic: Moral Development
Skill: Factual
Objective: 12.9

Answer: b. culture

12.1-93. Eisenberg's research on kibbutz-reared Israeli elementary school children found all of the following EXCEPT
a. reasoning based on internalized values.
b. reasoning based on humanness of recipients.
c. strong emphasis on egalitarianism.
d. strong emphasis on communal values.
e. early shift to a strong needs-oriented reasoning.
Difficulty: 3
Question ID: 12.1-93
Page- Reference:
Topic: Moral Development
Skill: Factual
Objective: 12.9

Answer: e. early shift to a strong needs-oriented reasoning.
12.1-94. **Although Eisenberg’s theory of moral development examines prosocial reasoning, there are similarities between that theory and Kohlberg’s theory. For example, both theories**

a. emphasize the importance of progressing through the stages at specific ages.
b. emphasize that progression through the stages is correlated with emotional maturity.
c. have found support from studies on boys only.
d. state that reasoning progresses from self-centered to social approval to internal norms.
e. rely heavily on the pioneering work of Freud and Erikson.

**Difficulty:** 3  
**Question ID:** 12.1-94  
**Page:** 332  
**Reference:**  
**Topic:** Moral Development  
**Skill:** Conceptual  
**Objective:** 12.9  

**Answer:** d. state that reasoning progresses from self-centered to social approval to internal norms.

12.1-95. **Gilligan describes two distinct moral orientations that she called**

a. obedience and reward.
b. hedonistic and needs-oriented.
c. personal and universal.
d. justice and care.
e. concrete and formal.

**Difficulty:** 1  
**Question ID:** 12.1-95  
**Page:** 332  
**Reference:**  
**Topic:** Moral Development  
**Skill:** Factual  
**Objective:** 12.9  

**Answer:** d. justice and care.
12.1-96. Gilligan hypothesized that boys are more likely to operate from an orientation of _______; while girls operate from an orientation of _______.

a. care; connection
b. justice; fairness
c. justice; care
d. fairness; care
e. morality; values

**Difficulty:** 1  
**Question ID:** 12.1-96  
**Page Reference:** 333  
**Topic:** Moral Development  
**Skill:** Factual  
**Objective:** 12.9  

**Answer:** c. justice; care

12.1-97. Research aimed at testing Gilligan's versus Kohlberg's ideas about moral development has found that

a. boys are more likely to use "justice" reasoning, and girls are more likely to use "care" reasoning.
b. there are no differences between boys and girls in Gilligan's types of moral reasoning.
c. the sex differences Gilligan hypothesized only occur among children.
d. Kohlberg's research seriously distorted the differences between boys and girls in moral reasoning.
e. Gilligan had reversed the reasoning of males and females.

**Difficulty:** 3  
**Question ID:** 12.1-97  
**Page Reference:** 333  
**Topic:** Moral Development  
**Skill:** Factual  
**Objective:** 12.9  

**Answer:** b. there are no differences between boys and girls in Gilligan's types of moral reasoning.
12.1-98. **Research on Gilligan's theory indicates that what matters more than gender in determining whether a person will use a caring or justice orientation in addressing a moral dilemma is**

a. the person's intelligence level.

b. level of education.

c. ethnicity or race.

d. previous training.

e. the nature of the dilemma itself.

**Difficulty:** 3  
**Question ID:** 12.1-98  
**Page:** 333  
**Reference:**  
**Topic:** Moral Development  
**Skill:** Conceptual  
**Objective:** 12.9  

**Answer:** e. the nature of the dilemma itself.

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**Fill-in-the-Blank**

12.2-1. **Thinking about and understanding the emotions of and interactions and relationships among people is called _________.**

**Difficulty:** 2  
**Question ID:** 12.2-1  
**Page:** 313  
**Reference:**  
**Topic:** The Development of Social Cognition  
**Skill:** Conceptual  
**Objective:** 12.1  

**Answer:** social cognition

12.2-2. **Research indicates that up to ages 6 to 8 children's description of others are focused almost entirely on ________ features.**

**Difficulty:** 2  
**Question ID:** 12.2-2  
**Page:** 314  
**Reference:**  
**Topic:** The Development of Social Cognition  
**Skill:** Applied  
**Objective:** 12.2  

**Answer:** external
12.2-3. Research suggests that ethnic group schemas are well established by age ________.

Difficulty: 2  
Question ID: 12.2-3  
Page-Reference: 315  
Topic: The Development of Social Cognition  
Skill: Conceptual  
Objective: 12.2  

Answer: five

12.2-4. According to Gnepp & Chilamkurthi, at around 7 or 8 children develop a global sense of self-esteem, as well as, exhibit a dramatic shift in their descriptions of others that includes a focus on others' ________.

Difficulty: 2  
Question ID: 12.2-4  
Page-Reference: 315  
Topic: The Development of Social Cognition  
Skill: Conceptual  
Objective: 12.2  

Answer: inner traits or qualities

12.2-5. According to researcher Carl Barenboim, any descriptions that involve comparing a child's behaviors of physical features with another child, or with the norm, is called ________.

Difficulty: 2  
Question ID: 12.2-5  
Page-Reference: 316  
Topic: The Development of Social Cognition  
Skill: Factual  
Objective: 12.2  

Answer: behavioral comparisons
12.2-6. According to the researcher Carl Barnboim, any statement that a child makes that involves some internal personality construct is called a __________.

Answer: psychological construct

12.2-7. According to the researcher, Carl Barenboim, any statement that a child makes that includes qualifiers, explanations, exceptions, or mentions changes in character is called a(n) __________.

Answer: organizing relationship

12.2-8. While both involve the apprehension of another person's emotional state or condition, __________ involves matching of that emotional state oneself and __________ involves a general feeling of sorrow or concern for the other.

Answer: empathy/sympathy
12.2-9. According to the developmental stages proposed by Hoffman, _________ begins around ages 12 to 18 months.

Difficulty: 2
Question ID: 12.2-9
Page: 318
Reference: The Development of Social Cognition
Skill: Factual
Objective: 12.3

Answer: ecocentric empathy

12.2-10. According to the stages of development proposed by Hoffman, children as young as 2 or 3 and continuing through the elementary school years have the ability to demonstrate ________.

Difficulty: 2
Question ID: 12.2-10
Page: 318
Reference: The Development of Social Cognition
Skill: Factual
Objective: 12.3
Answer: empathy for another's feelings

12.2-11. According to the developmental stages proposed by Hoffman, not until late childhood or adolescence is a child able to demonstrate ________.

Difficulty: 2
Question ID: 12.2-11
Page: 318
Reference: The Development of Social Cognition
Skill: Factual
Objective: 12.3
Answer: empathy for another's life condition

12.2-12. Not until ________ is a child able to empathize with another person's plight.

Difficulty: 2
Question ID: 12.2-12
Page: 319
Reference: The Development of Social Cognition
Skill: Conceptual
Objective: 12.3

Answer: adolescence

12.2-13. In a study of Canadian children's descriptions of friends, mention of loyalty and commitment were highest among ________.

Difficulty: 3
Question ID: 12.2-13
Page: 320 - 321
Reference: Topic: The Development of Social Cognition
Skill: Factual
Objective: 12.4

Answer: seventh-graders

12.2-14. Children begin to talk about intimacy as an important ingredient in friendship by ages ________.

Difficulty: 2
Question ID: 12.1-14
Page: 320
Reference: Topic: The Development of Social Cognition
Skill: Applied
Objective: 12.4

Answer: 11 or 12

12.2-15. ________ rules are arbitrary.

Difficulty: 2
Question ID: 12.2-15
Page: 321
Reference: Topic: The Development of Social Cognition
Skill: Conceptual
Objective: 12.6

Answer: Conventional

12.2-16. Turiel devined universal and obligatory rules reflecting basic principles that guarantee the rights of others as ________.

Difficulty: 2
Question ID: 12.1-16
Page: 321
Reference: Topic: The Development of Social Cognition
Skill: Factual
Objective: 12.6

Answer: moral rules

12.2-17. **The process of learning to distinguish between right and wrong in accordance with cultural values is called __________.**

- **Difficulty:** 2
- **Question ID:** 12.2-17
- **Page-Reference:** 322
- **Topic:** Moral Development
- **Skill:** Factual
- **Objective:** 12.7

**Answer:** moral development

12.2-18. **The __________ is a list of things that good people do.**

- **Difficulty:** 2
- **Question ID:** 12.2-18
- **Page-Reference:** 323
- **Topic:** Moral Development
- **Skill:** Factual
- **Objective:** 12.7

**Answer:** ego ideal

12.2-19. **The __________ is a list of things that "good boys/girls" don't do, and the __________ is a list of things that "good boys/girls" do.**

- **Difficulty:** 3
- **Question ID:** 12.2-19
- **Page-Reference:** 323
- **Topic:** Moral Development
- **Skill:** Applied
- **Objective:** 12.7

**Answer:** conscience/ego ideal

12.2-20. **The researcher, B. F. Skinner, proposed that consequences teach children to obey moral rules, and this falls under the __________.**

- **Difficulty:** 3
- **Question ID:** 12.2-20
- **Page-Reference:** 323
- **Topic:** Moral Development
- **Skill:** Factual
- **Objective:** 12.7

**Answer:** operant conditioning model
12.2-21. The first of Piaget's stages of moral development in which a child believes that rules are inflexible is called __________.

Difficulty: 3  
Question ID: 12.2-21  
Page: 324  
Reference:  
Topic: Moral Development  
Skill: Factual  
Objective: 12.7  

Answer: moral realism stage

12.2-22. Piaget proposed that after age 8 children move on to the __________ stage where they learn that people can agree to change rules if they want.

Difficulty: 3  
Question ID: 12.2-22  
Page: 325  
Reference:  
Topic: Moral Development  
Skill: Factual  
Objective: 12.7  

Answer: moral relativism

12.2-23. At Kohlberg's __________ level of moral reasoning, the outcome or consequence of a person's actions determines the rightness or wrongness of those actions.

Difficulty: 2  
Question ID: 12.2-23  
Page: 326  
Reference:  
Topic: Moral Development  
Skill: Factual  
Objective: 12.8  

Answer: preconventional

12.2-24. Kohlberg argues that the sequence of moral reasoning is both ________ and ________ organized.

Difficulty: 3  
Question ID: 12.2-24  
Page: 328  
Reference:  
Topic: Moral Development  
Skill: Conceptual  
Objective: 12.8  

Answer: universal/hierarchically
12.2-25. Delinquents appear to be behind their peers in moral reasoning because of ________ reasoning.

Difficulty: 2
Question ID: 12.2-25
Page: 330
Reference: Moral Development
Skill: Factual
Objective: 12.10

Answer: self-oriented

12.2-26. Eisenberg proposed a model of ________ reasoning.

Difficulty: 2
Question ID: 12.2-26
Page: 331
Reference: Moral Development
Skill: Factual
Objective: 12.11

Answer: prosocial

12.2-27. Gilligan argues that there are two distinct moral orientations: ________ and ________.

Difficulty: 3
Question ID: 12.2-27
Page: 332
Reference: Moral Development
Skill: Factual
Objective: 12.11

Answer: justice/caring
Essay

12.3-1. **Describe Lickona's work and the information gathered from the Kew primary School project. Outline a program for schools to use to teach "character education" based on the factors you think are most important.**

**Difficulty:** 2  
**Question ID:** 12.3-1  
**Page Reference:** 312-313  
**Topic:** Thinking about Relationships: Social-Cognitive and Moral Development  
**Skill:** Applied  
**Objective:** 12.1  
**Answer:** The answer should include a listing of the key finding that truthfulness, honesty, and willingness to accept responsibility were universal values and Lickona's ten virtues of wisdom, justice, fortitude, self-control, a positive attitude, hard work, integrity, gratitude, and humility. The student should choose the values that are most important and defend the choice.

12.3-2. **Describe Hoffman's steps in the development of empathy and give an example of each.**

**Difficulty:** 3  
**Question ID:** 12.3-2  
**Page Reference:** 317-319  
**Topic:** The Development of Social Cognition  
**Skill:** Applied  
**Objective:** 12.3  
**Answer:** The steps are global empathy, egocentric empathy, empathy for another's feelings, and empathy for another's life condition. A realistic example should be given for each step.

12.3-3. **Compare the levels and describe the stages of Kohlberg's theory of moral development. Give examples of each.**

**Difficulty:** 3  
**Question ID:** 12.3-3  
**Page Reference:** 325-328  
**Topic:** Moral Development  
**Skill:** Factual  
**Objective:** 12.7  
**Answer:** Kohlberg's theory sets up a three level process with two stages per level. The preconventional level is immature moral reasoning based on punishment and obedience (stage 1) and instrumental purpose and exchange (stage 2). The conventional level is found in most adults and is based on mutual expectations (stage 3) and the social system (stage 4). The postconventional level is more sophisticated reasoning basically tied to formal operational thinking and based on social contract orientation (stage 5) and universal ethical principles (stage 6).
12.3-4. **Evaluate the moral developmental theories of Freud, Piaget, Kohlberg, Eisenberg, and Gilligan and propose an approach to moral development that seems most useful.**

**Difficulty:** 3  
**Question ID:** 12.3-4  
**Page-Reference:** 322-333  
**Topic:** Moral Development  
**Skill:** Conceptual  
**Objective:** 12.6, 12.7, 12.8, 12.9  

**Answer:** The answer should discuss positive and negative aspects of Freud's concept of superego, Piaget's moral realism and relativism, Kohlberg's three levels and six stages, Eisenberg's model of prosocial reasoning, and Gilligan's idea of justice and care. The proposed approach should be justified.

12.3-5. **Explain Gilligan's dissatisfaction with Kohlberg's theory of moral development. What is the current status of her position?**

**Difficulty:** 3  
**Question ID:** 12.3-5  
**Page-Reference:** 332-333  
**Topic:** Moral Development  
**Skill:** Conceptual  
**Objective:** 12.6, 12.7, 12.8, 12.9  

**Answer:** Essentially Gilligan was not satisfied with Kohlberg's stages of development that placed women at a lower level of reasoning than men. Kohlberg's theory was based on research on men only. Gilligan believed that the difference in the moral reasoning of men and women was not due to moral development but to a different orientation toward decisions with women basing their decisions more on a concern for the individual's involved and men basing their decisions on a more impersonal concept of justice.

MyDevelopmentLab  
12.4-1. **In your opinion, what has influenced/what is behind these children's moral reasoning?**

**Difficulty:** 2  
**Question ID:** 12.4-1  
**Page-Reference:** MDL  
**Topic:** Watch: Kohlberg and the Heinz Dilemma  
**Skill:** Applied  
**Objective:** 12.7  

**Answer:** This is an open-ended question however students may discuss that there has been parental influence, peer influence, and teacher influence. In addition, the moral reasoning is dependent on the child's age.
12.4-2. Based on your own experience, how is virginity viewed among adolescents now?

**Answer:** This question can be used to explore a broad variety of cultural and individual beliefs about virginity. Frequently, young college-aged students won't discuss virginity or abstinence openly in a classroom because they're afraid that they'll be viewed negatively. There does seem to be a trend among some high schools and colleges to encourage talking about virginity as an alternative to the usual peer pressure making some teens feel as if they have to have sex.

12.4-3. Summarize the techniques used by the high school teacher in the video to increase students' awareness of social responsibility and also retention of academic material.

**Answer:** He believes that it's important to know enough about individual students to be able to talk to them about their lives. This gives them a sense of importance and may encourage them, as it did him, to have a sense of social responsibility. As for retention of material he encourages daily conversations with parents about the school day and what they learned. This is clearly a type of rehearsal and will increase retention of material. One-on-one conversations are important with both parents and teachers.

12.4-4. This girl appears to be reasoning at the __________ stage.

**Answer:** Conventional Moral Reasoning

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12.4-5. This boy appears to be reasoning at the __________ stage.

**Difficulty:** 2  
**Question ID:** 12.4-5  
**Page-Reference:** MDL  
**Topic:** Watch: Moral Development: Preconventional  
**Skill:** Factual  
**Objective:** 12.7  

**Answer:** Preconventional Moral Reasoning

12.4-6. This young man appears to be reasoning at the __________ stage.

**Difficulty:** 2  
**Question ID:** 12.4-6  
**Page-Reference:** MDL  
**Topic:** Watch: Moral Development: Postconventional  
**Skill:** Factual  
**Objective:** 12.7  

**Answer:** postconventional moral reasoning
Chapter 13: The Ecology of Development: The Child within the Family System

Multiple Choice

13.1-1. **Systems theorists emphasize that, in any system,**

   a. accommodation predominates over assimilation.
   b. the whole is greater than the sum of its parts.
   c. psychological components are more complicated than biological or economic components.
   d. full functioning prevents changes in one part from affecting other parts of the system.
   e. change is the normal reaction to the need to adapt.

   **Difficulty:** 2  
   **Question ID:** 13.1-1  
   **Page Reference:** 337  
   **Topic:** Understanding the Family System  
   **Skill:** Factual  
   **Objective:** 13.1  

   **Answer:** b. the whole is greater than the sum of its parts.

13.1-2. **According to systems theory, when any part of the system changes or a new element is added, the system**

   a. rapidly changes and evolves.
   b. will assimilate if it can, but will accommodate if it must.
   c. accommodates rapidly while children are young.
   d. is extremely unstable and volatile.
   e. responds randomly and chaotically.

   **Difficulty:** 2  
   **Question ID:** 13.1-2  
   **Page Reference:** 337  
   **Topic:** Understanding the Family System  
   **Skill:** Conceptual  
   **Objective:** 13.1  

   **Answer:** b. will assimilate if it can, but will accommodate if it must.
13.1-3. **Who developed the bioecological approach to development?**

a. Bandura  
b. Bowlby  
c. Bronfenbrenner  
d. Piaget  
e. Freud  

**Difficulty:** 1  
**Question ID:** 13.1-3  
**Page:** 338  

**Reference:**  
**Topic:** Understanding the Family System  
**Skill:** Factual  
**Objective:** 13.2  

**Answer:** c. Bronfenbrenner

13.1-4. **Which of the following would be a part of Nathanial's microsystem?**

a. the company that employs his father  
b. his family's ethnic group  
c. the school he attends  
d. his family's socioeconomic level  
e. his parents' friends  

**Difficulty:** 2  
**Question ID:** 13.1-4  
**Page:** 338  

**Reference:**  
**Topic:** Understanding the Family System  
**Skill:** Applied  
**Objective:** 13.2  

**Answer:** c. the school he attends

13.1-5. **In Bronfenbrenner's system, the microsystem refers to**

a. the socioeconomic level of the family.  
b. all those system elements that influence the child because they affect the family.  
c. elements such as the neighborhood in which the family lives.  
d. all those settings in which the child has direct personal experience.  
e. the physiological and genetic make-up of the child.  

**Difficulty:** 1  
**Question ID:** 13.1-5  
**Page:** 338  

**Reference:**  
**Topic:** Understanding the Family System  
**Skill:** Factual  
**Objective:** 13.2  

**Answer:** d. all those settings in which the child has direct personal experience.
13.1-6. **In Bronfenbrenner's system, the exosystem refers to**

   a. the person's family and school.
   b. elements such as the neighborhood in which the family lives and the ethnic identity of the family.
   c. all the settings in which the child has direct personal experience.
   d. all system elements indirectly influencing the child through their affect on the microsystems.
   e. the larger culture in which the family lives.

**Difficulty:** 1  
**Question ID:** 13.1-6  
**Page:** 338  
**Reference:**  
**Topic:** Understanding the Family system  
**Skill:** Factual  
**Objective:** 13.2  

**Answer:** d. all system elements indirectly influencing the child through their affect on the microsystems.

13.1-7. **Which of the following would be part of Angelica's exosystem?**

   a. her part-time job  
   b. her after school clubs  
   c. her music lessons  
   d. her school  
   e. her mother's workplace  

**Difficulty:** 2  
**Question ID:** 13.1-7  
**Page:** 338  
**Reference:**  
**Topic:** Understanding the Family System  
**Skill:** Applied  
**Objective:** 13.2  

**Answer:** e. her mother's workplace
13.1-8. **According to Bronfenbrenner, the ________ includes the larger cultural or subcultural setting in which all the other systems are embedded.**

- a. exosystem
- b. macrosystem
- c. mesosystem
- d. microsystem
- e. endosystem

**Difficulty:** 1  
**Question ID:** 13.1-8  
**Page:** 338  
**Reference:** Understanding the Family System  
**Skill:** Factual  
**Objective:** 13.2

**Answer:** b. macrosystem

13.1-9. **Which of the following would be part of Marcus's macrosystem?**

- a. his African American heritage
- b. the high school he attends
- c. his job at the local YMCA
- d. his parent's profession
- e. his parents' friends

**Difficulty:** 2  
**Question ID:** 13.1-9  
**Page:** 338  
**Reference:** Understanding the Family System  
**Skill:** Applied  
**Objective:** 13.2

**Answer:** a. his African American heritage

13.1-10. **All of the following are dimensions on which families differ that seem to be significant for the child EXCEPT**

- a. emotional tone.
- b. responsiveness of parents.
- c. quality of communication.
- d. socioeconomic level.
- e. how control is exercised.

**Difficulty:** 3  
**Question ID:** 13.1-10  
**Page:** 340  
**Reference:** Dimensions of Family Interaction  
**Skill:** Conceptual  
**Objective:** 13.2

**Answer:** d. socioeconomic level.
13.1-11. **Compared to later born children, first born children are generally**

a. expected to grow up more slowly.
b. punished more.
c. less likely to go to college.
d. more likely to rebel.
e. less likely to achieve emminence.

**Difficulty:** 2  
**Question ID:** 13.1-11  
**Page:** 340  
**Reference:**  
**Topic:** Dimensions of Family Interaction  
**Skill:** Factual  
**Objective:** 13.3

**Answer:** b. punished more.

13.1-12. **Sulloway's research on birth order showed that later-borns**

a. more likely to be rebels.
b. more willing to support the status quo.
c. more likely to support new political movements.
d. less likely to identify with authority.
e. more achievement oriented.

**Difficulty:** 3  
**Question ID:** 13.1-12  
**Page:** 340  
**Reference:**  
**Topic:** Dimensions of Family Interaction  
**Skill:** Factual  
**Objective:** 13.3

**Answer:** a. more likely to be rebels.

13.1-13. **Susette is a later born child. Sulloway would predict that as an adult, she will**

a. support the status quo.
b. be self-confident.
c. identify with authority and power.
d. achieve within the social system.
e. become an explorer or a rebel.

**Difficulty:** 3  
**Question ID:** 13.1-13  
**Page:** 340  
**Reference:**  
**Topic:** Dimensions of Family Interaction  
**Skill:** Applied  
**Objective:** 13.3

**Answer:** e. become an explorer or a rebel.
13.1-14. **Research has indicated all of the following parenting variables contribute to teaching self-regulation EXCEPT**

a. the parents' own ability to self-regulate.
b. the degree of self-regulation the parents expects from the child.
c. the parents' level of education.
d. the level of parental monitoring.
e. providing the child with positive models of self-regulation.

**Difficulty:** 3  
**Question ID:** 13.1-14  
**Page:** 340-341  
**Reference:**  
**Topic:** Dimensions of Family Interaction  
**Skill:** Conceptual  
**Objective:** 13.3  

**Answer:** c. the parents' level of education.

13.1-15. **Dunn's research on siblings in England and the United States has shown that**

a. parental style is the same for all children in a family.
b. children do not notice differential parental treatment based on age.
c. the more differently parents treat siblings, the more rivalry and hostility between siblings.
d. sibling rivalry and hostility occur in all families where there are same-sex siblings.
e. the child's temperament has no influence on parenting style.

**Difficulty:** 3  
**Question ID:** 13.1-15  
**Page:** 340  
**Reference:**  
**Topic:** Dimensions of Family Interaction  
**Skill:** Factual  
**Objective:** 13.3  

**Answer:** c. the more differently parents treat siblings, the more rivalry and hostility between siblings.
13.1-16. According to research studies, which of the following children, all of whom are growing up in poor, tough neighborhoods, has the best chance of growing up without any problems with delinquency?
   a. Juan, who plays sports after school
   b. Gregor, who has supportive parenting
   c. Patrick, who lives with his grandparents
   d. Saul, who lives with his father
   e. Mike, who attends private school

   Difficulty: 2
   Question ID: 13.1-16
   Page: 342
   Reference: Dimensions of Family Interaction
   Skill: Applied
   Objective: 13.3
   Answer: b. Gregor, who has supportive parenting

13.1-17. Parental emotional warmth does all of the following EXCEPT
   a. foster dependence and timidity.
   b. increase the potency of things the parents tell their children.
   c. increase the efficiency of the parent's discipline.
   d. create children who are more skillful with peers.
   e. foster a secure attachment to parents.

   Difficulty: 2
   Question ID: 13.1-17
   Page: 342
   Reference: Dimensions of Family Interaction
   Skill: Conceptual
   Objective: 13.3
   Answer: a. foster dependence and timidity.

13.1-18. Researchers have found that all of the following parenting variables contribute to the development of a child's self-regulation EXCEPT
   a. the parents' own ability to self-regulate.
   b. the type of models the parents are.
   c. the age and social class of the parents.
   d. the degree of self-regulation a parents expects.
   e. parental monitoring.

   Difficulty: 3
   Question ID: 13.1-18
   Page: 341
   Reference: Dimensions of Family Interaction
   Skill: Conceptual
   Objective: 13.3
   Answer: c. the age and social class of the parents.
13.1-19. **Research on the impact of gender on parenting has found that**

a. parents treat all infants alike.
b. fathers sing more expressively to daughters.
c. mothers maintain less physical contact with daughters.
d. differences in treatment depend on parents' and baby's sex.
e. mothers maintain more visual contact with sons.

**Difficulty:** 3  
**Question ID:** 13.1-19  
**Page-Reference:** 341  
**Topic:** Dimensions of Family Interaction  
**Skill:** Conceptual  
**Objective:** 13.3  

**Answer:** d. differences in treatment depend on parents' and baby's sex.

13.1-20. **Mr. and Mrs. Miller tend to temperamentally stereotype their infants. This is likely to result in**

a. an expectation that their daughter will be more active.
b. pushing their quiet son to be more active.
c. a perception of their son as more emotionally sensitive.
d. tolerating a higher activity level in their daughter.
e. labeling their son as fearful more often than angry.

**Difficulty:** 2  
**Question ID:** 13.1-20  
**Page-Reference:** 342  
**Topic:** Dimensions of Family Interaction  
**Skill:** Applied  
**Objective:** 13.3  

**Answer:** b. pushing their quiet son to be more active.

13.1-21. **Research on parental responsiveness indicates that**

a. mothers tend to make the same demands on both sons and daughters.
b. parents give girls more autonomy than boys.
c. parents hold boys to a higher standard for accountability for failure.
d. mothers of infants maintain more physical and visual contact with daughters.
e. parents sing more expressively to opposite-sex than same-sex infants.

**Difficulty:** 2  
**Question ID:** 13.1-21  
**Page-Reference:** 341  
**Topic:** Dimensions of Family Interaction  
**Skill:** Factual  
**Objective:**

**Answer:** d. mothers of infants maintain more physical and visual contact with daughters.
13.1-22. All of the following are sex differences in mothers' expectations with respect to school-aged children's self-regulatory behavior EXCEPT
a. they hold boys to a higher standard of accountability.
b. they make different demands on boys and girls.
c. they give more autonomy to boys.
d. they provide boys and girls with the same guidance.
e. they expect boys to fail more often.

Difficulty: 3
Question ID: 13.1-22
Page: 341
Reference: Dimensions of Family Interaction
Skill: Conceptual
Objective: 13.3

Answer: a. they hold boys to a higher standard of accountability.

13.1-23. Parents of children with ADHD

a. make the same attributions for boys and girls.
b. attribute boys' behavioral difficulties to external factors.
c. view girls' behavioral difficulties as intentional.
d. use harsher discipline for girls.
e. are stricter with boys.

Difficulty: 3
Question ID: 13.1-23
Page: 341
Reference: Dimensions of Family Interaction
Skill: Conceptual
Objective: 13.3

Answer: e. are stricter with boys.

13.1-24. Depressed parents are more likely to perceive their children as more

a. dependent and helpless.
b. mature and capable.
c. immature and passive.
d. difficult and problematic.
e. immature and difficult.

Difficulty: 2
Question ID: 13.1-24
Page: 341
Reference: Dimensions of Family Interaction
Skill: Factual
Objective: 13.3

Answer: d. difficult and problematic.
13.1-25. **Depressed parents perceive their children as more difficult and problematic and are more critical of them,**

   a. but their parenting styles remain consistent with what they were before the depression began.
   b. even when objective observers cannot identify any difference in the behavior of such children and the children of nondepressed mothers.
   c. but it is difficult to determine if the children have contributed to their parents' depression or if the parents' depression has led to the behavior problems.
   d. although neither their depression nor their perception of their children has an effect on the family system as a whole.
   e. and their perceptions remain even after treatment has eliminated the depression.

**Answer:** b. even when objective observers cannot identify any difference in the behavior of such children and the children of nondepressed mothers.

13.1-26. **Research has shown that parental warmth**

   a. is not as important as once believed.
   b. does not impact children under three years of age.
   c. leads to higher self-esteem in children.
   d. creates children who are less responsive to another's distress.
   e. can create children who are very egocentric.

**Answer:** c. leads to higher self-esteem in children.
13.1-27. **Parents high in warmth do all of the following EXCEPT**

a. express affection.
b. put the child's needs first.
c. respond sensitively to the child's activities.
d. show enthusiasm for the child's activities.
e. give the child everything he or she wants.

**Answer:** e. give the child everything he or she wants.

13.1-28. **Mark and Jane have a six-month-old son. Most of the time they pick him up right away when he cries, and if you watched them with the baby you'd see that, if he smiles, they immediately smile back. Now that he's babbling a bit, they also "talk back" to him when he makes noises. Psychologists who study family interactions would describe Mark and Jane's behavior as ________.**

a. anxious.
b. sympathetic.
c. responsive.
d. thoughtful.
e. overstimulating.

**Answer:** c. responsive.
13.1-29. The consistency of rules and the level of parental expectations are part of parental

a. responsiveness.
b. methods of control.
c. communication patterns.
d. emotional tone.
e. warmth.

**Answer:** b. methods of control.

13.1-30. Mark and Carlotta make sure their children understand the rules of behavior and rarely make any exceptions for the rules. We would expect that their children will be

a. defiant.
b. noncompliant.
c. self-confident.
d. delinquent.
e. "little robots."

**Answer:** c. self-confident.

13.1-31. Kurdek and Fine found that greater parental control of junior high school students led to

a. higher levels of rebellion.
b. greater psychological competence.
c. excessively timid children.
d. resentment and anger.
e. lower grades in school.

**Answer:** b. greater psychological competence.
13.1-32. Which of the following sets of characteristics is typical of children reared in families in which parents consistently make realistically high demands on them?
   a. high self-esteem, more altruism, and low levels of aggression
   b. high self-esteem, less altruism, and a high level of anxiety
   c. high self-esteem, strong leadership qualities, and a high level of aggression
   d. high self-esteem, strong leadership qualities, and academic problems
   e. high self-esteem, high conformity, and high anxiety
   Difficulty: 1
   Question ID: 13.1-32
   Page: 344
   Reference: Dimensions of Family Interaction
   Skill: Factual
   Objective: 13.5
   
   Answer: a. high self-esteem, more altruism, and low levels of aggression

13.1-33. Research on children in the United States indicates that the effects of spanking include all the following EXCEPT
   a. The child may model the parent's behavior by using physical force to get what he or she wants.
   b. Children who are spanked show higher academic achievement in high school.
   c. The parent is undermining his or her own positive value for the child.
   d. Spanking carries a strong underlying negative emotional message.
   e. Children who are spanked are more emotionally unstable.
   Difficulty: 3
   Question ID: 13.1-33
   Page: 345 (Box)
   Reference: Dimensions of Family Interaction
   Skill: Conceptual
   Objective: 13.5
   
   Answer: b. Children who are spanked show higher academic achievement in high school.
13.1-34. Because spanking usually temporarily stops the child's bad behavior

a. the child does not read any anger, rejection or irritation from the parent administering the spanking.
b. the parent is negatively reinforced for spanking.
c. the child will not engage in the bad behavior again.
d. it is most effective when paired with high, intense, negative emotions.
e. the child will not attempt to model the parent's behavior.

Difficulty: 3
Question ID: 13.1-34
Page: 345 (Box)
Reference: Dimensions of Family Interaction
Skill: Conceptual
Objective: 13.5

Answer: b. the parent is negatively reinforced for spanking.

13.1-35. Research on effective punishment has shown which combination of factors to be most effective in changing a child's behavior over the long-term with the least negative side effects?

a. early intervention, low emotional level, mild punishment
b. early intervention, high emotional level, mild punishment
c. late intervention, high emotional level, strong punishment
d. late intervention, low emotional level, mild punishment
e. early intervention, high emotional level, strong punishment

Difficulty: 3
Question ID: 13.1-35
Page: 344
Reference: Dimensions of Family Interaction
Skill: Conceptual
Objective: 13.5

Answer: a. early intervention, low emotional level, mild punishment
13.1-36. **Children who grow up in a family that employs open communication display all of the following EXCEPT**

a. more satisfaction with their families.
b. higher levels of academic achievement.
c. resentment towards children with families who employ lenient parenting styles.
d. emotional maturity.
e. the ability to adapt in the face of stress or change.

**Difficulty:** 3  
**Question ID:** 13.1-36  
**Page:** 344-345  
**Reference:**  
**Topic:** Dimensions of Family Interaction  
**Skill:** Conceptual  
**Objective:** 13.5

**Answer:** c. resentment towards children with families who employ lenient parenting styles.

13.1-37. **Mrs. Yang's children are emotionally and socially mature for their age. Her communication pattern with her children probably includes**

a. clearly telling them what they should do.
b. nodding her head when they say something.
c. saying things in very simplistic terms.
d. allowing them to listen to but not participate in discussions.
e. encouraging their suggestions for decisions.

**Difficulty:** 3  
**Question ID:** 13.1-37  
**Page:** 344  
**Reference:**  
**Topic:** Dimensions of Family Interaction  
**Skill:** Applied  
**Objective:** 13.5

**Answer:** e. encouraging their suggestions for decisions.
13.1-38. **According to Bronfenbrenner's Model, parents' beliefs regarding the best way to discipline children are influenced by**

a. the expectations of their immediate family  
b. the larger culture.  
c. their religious affiliation.  
d. their pediatrician's recommendation.  
e. how they were disciplined as a child.

**Difficulty:** 2  
**Question ID:** 13.1-38  
**Page:** 345  
**Reference:** Dimensions of Family Interaction  
**Skill:** Factual  
**Objective:** 13.6

**Answer:** b. the larger culture.

13.1-39. **Baumrind proposed the following three styles of child rearing**

a. secure, insecure, neglectful  
b. praising, punishing, diplomatic.  
c. conventional, pre-conventional, post-conventional.  
d. permissive, authoritarian, authoritative  
e. disorganized, permissive, authoritative

**Difficulty:** 1  
**Question ID:** 13.1-39  
**Page:** 346  
**Reference:** Dimensions of Family Interaction  
**Skill:** Factual  
**Objective:** 13.6

**Answer:** d. permissive, authoritarian, authoritative

13.1-40. **One of the long term effects of spanking is that children who are spanked may**

a. learn to be less aggressive.  
b. value their parents' approval more than most children.  
c. interpret the spanking as rejection.  
d. become very timid and passive.  
e. realize that physical force is counterproductive.

**Difficulty:** 2  
**Question ID:** 13.1-40  
**Page:** 345  
**Reference:** Dimensions of Family Interaction  
**Skill:** Factual  
**Objective:** 13.6

**Answer:** c. interpret the spanking as rejection.
13.1-41. Research by Barnes and Olson indicates that people are most satisfied with families when the families had high levels of
   a. communication.
   b. stress.
   c. socialization.
   d. intelligence.
   e. recreation.
Difficulty: 1
Question ID: 13.1-41
Page- 345
Reference:
Topic: Dimensions of Family Interaction
Skill: Factual
Objective: 13.6

Answer: a. communication.

13.1-42. A child is far more likely to become aggressive or delinquent later in childhood, to be a substance abuser in adolescence and adulthood, to attempt suicide, to have emotional problems, and to have a lower IQ if he or she is
   a. harshly and regularly spanked.
   b. permissively reared.
   c. authoritatively controlled.
   d. negatively reinforced.
   e. rarely spanked.
Difficulty: 1
Question ID: 13.1-42
Page- 345
Reference:
Topic: Parenting Styles
Skill: Factual
Objective: 13.6
Answer: a. harshly and regularly spanked.

13.1-43. Whose proposal of styles of child rearing has been most influential?

   a. Freud
   b. Erikson
   c. Skinner
   d. Bandura
   e. Baumrind
Difficulty: 1
Question ID: 13.1-43
Page- 346
Reference:
Topic: Parenting Styles
Skill: Factual
Objective: 13.6

Answer: e. Baumrind
13.1-44. **Which dimension of parenting did Baumrind describe in terms of maturity demands?**

a. warmth  
b. level of expectations  
c. clarity and consistency of rules  
d. communication  
e. nurturance  

**Difficulty:** 2  
**Question ID:** 13.1-44  
**Page:** 346  
**Reference:**  
**Topic:** Parenting Styles  
**Skill:** Factual  
**Objective:** 13.6  

**Answer:** b. level of expectations

13.1-45. **All of the following are dimensions of parenting proposed by Baumrind EXCEPT**

a. warmth or nurturance.  
b. level of expectations.  
c. clarity and consistency of rules.  
d. communication between parent and child.  
e. type and level of punishment.  

**Difficulty:** 2  
**Question ID:** 13.1-45  
**Page:** 346  
**Reference:**  
**Topic:** Parenting Styles  
**Skill:** Factual  
**Objective:** 13.6  

**Answer:** e. type and level of punishment.

13.1-46. **Which dimension of parenting did Baumrind refer to as control?**

a. warmth and nurturance  
b. punishment level  
c. level of expectations  
d. communication  
e. clarity and consistency of rules  

**Difficulty:** 3  
**Question ID:** 13.1-46  
**Page:** 346  
**Reference:**  
**Topic:** Parenting Styles  
**Skill:** Conceptual  
**Objective:** 13.6  

**Answer:** e. clarity and consistency of rules

13.1-47. **High nurturance with low maturity demands, control, and communication are characteristic of the parenting style which Baumrind labeled**
   a. authoritarian.  
   b. authoritative.  
   c. neglecting.  
   d. permissive.  
   e. submissive.  
   **Difficulty:** 1  
   **Question ID:** 13.1-47  
   **Page:** 346  
   **Reference:**  
   **Topic:** Parenting Styles  
   **Skill:** Factual  
   **Objective:** 13.6  
   **Answer:** d. permissive.

13.1-48. **Mr. Chagall demands obedience and maturity from his children. He feels little need to communicate with them beyond telling them what to do and does not feel very close to them. Baumrind would label Mr. Chagall as**
   a. authoritarian.  
   b. authoritative.  
   c. neglecting.  
   d. permissive.  
   e. punishing.  
   **Difficulty:** 2  
   **Question ID:** 13.1-48  
   **Page:** 346  
   **Reference:**  
   **Topic:** Parenting Styles  
   **Skill:** Applied  
   **Objective:** 13.6  
   **Answer:** a. authoritarian.

13.1-49. **Parents who are high in control, maturity demands, communication, and nurturance fit Baumrind's classification of**
   a. authoritarian.  
   b. authoritative.  
   c. neglecting.  
   d. permissive.  
   e. indulgent.  
   **Difficulty:** 1  
   **Question ID:** 13.1-49  
   **Page:** 346  
   **Reference:**  
   **Topic:** Parenting Styles  
   **Skill:** Factual  
   **Objective:** 13.6  
   **Answer:** b. authoritative.

13.1-50. Mrs. Mastrovianni is a very nurturant mother and communicates well with her children. They know that she expects them to behave in a mature manner and obey her rules. Mrs. Mastrovianni would fit Baumrind's classification of
a. authoritarian.
b. authoritative.
c. neglecting.
d. permissive.
e. social cognitive.

Answer: b. authoritative.

13.1-51. Maccoby and Martin added which parenting type to Baumrind's three types?

a. authoritarian
b. authoritative
c. neglecting
d. permissive
e. rejecting

Answer: c. neglecting

13.1-52. According to Glasgow, parents who are highly demanding while being quite unresponsive are
a. authoritarian.
b. authoritative.
c. neglecting.
d. permissive.
e. rejecting.

Answer: a. authoritarian.
13.1-53. **Glasgow described authoritarian parents as all of the following EXCEPT**

- a. encouraging verbal-give-and-take.
- b. emphasizing obedience.
- c. expecting rules to be followed without explanation.
- d. emphasizing respect for authority.
- e. highly demanding.

**Answer:** a. encouraging verbal-give-and-take.

13.1-54. **Isaac's parents are authoritarian by inclination but unable to enforce the limits or rules they set. Isaac will**

- a. be less skilled with peers.
- b. have higher self-esteem.
- c. do very well in school.
- d. have good interpersonal skills.
- e. be timid and shy.

**Answer:** a. be less skilled with peers.

13.1-55. **Kim is still very dependent on her parents and refuses to take responsibility for her actions or her below-average grades in school. Kim's parents are most likely**

- a. authoritarian.
- b. authoritative.
- c. neglecting.
- d. permissive.
- e. rejecting.

**Answer:** d. permissive.
13.1-56. Children who do less well in school, are aggressive and immature, and less independent have parents who are
a. authoritarian.
b. authoritative.
c. neglecting.
d. rejecting.
e. permissive.

Difficulty: 2
Question ID: 13.1-56
Page: 346
Reference: Parenting Styles
Skill: Factual
Objective: 13.6

Answer: e. permissive.

13.1-57. Authoritative parents' approach to discipline is to
a. use no punishment, only reinforcement.
b. use more physical punishment with older children.
c. use milder punishments such as time out.
d. be inconsistent and severe.
e. be unresponsive to communication.

Difficulty: 2
Question ID: 13.1-57
Page: 346
Reference: Parenting Styles
Skill: Conceptual
Objective: 13.6

Answer: c. use milder punishments such as time out.

13.1-58. Which parenting type produces the most consistently positive outcomes?

a. authoritarian
b. permissive
c. rejecting
d. neglecting
e. authoritative

Difficulty: 1
Question ID: 13.1-58
Page: 346
Reference: Parenting Styles
Skill: Factual
Objective: 13.6

Answer: e. authoritative

13.1-59. Jillian has high self-esteem, is altruistic, and achievement oriented, and complies with most parental requests. Her parents are
   a. authoritarian.
   b. neglecting.
   c. permissive.
   d. rejecting.
   e. authoritative.

**Answer:** e. authoritative.

13.1-60. Bret has poor grades and frequent problems in school and after school. His parents are most likely
   a. authoritative.
   b. authoritarian.
   c. consistent.
   d. permissive.
   e. neglecting.

**Answer:** e. neglecting.

13.1-61. Mr. and Mrs. Laughern are very nurturing parents, but they make few maturity demands on their children, exercise a low level of control and do not communicate very much with them. Baumrind would label the Laugherns as
   a. authoritarian.
   b. authoritative.
   c. neglecting.
   d. permissive.
   e. rejecting.

**Answer:** d. permissive.
13.1-62. Parents who are high in control and maturity demands but low in nurturance and communication are
   a. authoritarian.
   b. authoritative.
   c. permissive.
   d. neglecting.
   e. rejecting.

   Difficulty: 1

   Question ID: 13.1-62

   Answer: a. authoritarian.

13.1-63. Which of the following child-rearing patterns has been associated with the most consistently negative outcomes for children?
   a. permissive
   b. neglecting
   c. authoritative
   d. authoritarian
   e. persuasive

   Difficulty: 1

   Question ID: 13.1-63

   Answer: b. neglecting

13.1-64. A "psychologically unavailable" mother is often found when children are rated
   a. mentally retarded.
   b. insecurely attached.
   c. learning disabled.
   d. overindulged.
   e. independent.

   Difficulty: 1

   Question ID: 13.1-64

   Answer: b. insecurely attached.
13.1-65. **At adolescence, youngsters from neglecting families are**

a. more achievement oriented.
b. less impulsive.
c. more antisocial.
d. less likely to become delinquent.
e. less sexually active.

**Difficulty:** 1  
**Question ID:** 13.1-65  
**Page:** 347  
**Reference:**  
**Topic:** Parenting Styles  
**Skill:** Factual  
**Objective:** 13.7

**Answer:** c. more antisocial.

13.1-66. **Research by Steinberg and Dornbusch indicated that the lowest score on measures of social competence and self-reliance were made by teenagers whose parents were**

a. authoritarian.
b. authoritative.
c. neglecting.
d. permissive.
e. inconsistent.

**Difficulty:** 2  
**Question ID:** 13.1-66  
**Page:** 347  
**Reference:**  
**Topic:** Parenting Styles  
**Skill:** Factual  
**Objective:** 13.7

**Answer:** a. authoritarian.

13.1-67. **Oscar scored low on measures of social competence and self-reliance. His parents were most likely**

a. authoritarian.
b. authoritative.
c. permissive.
d. neglecting.
e. inconsistent.

**Difficulty:** 2  
**Question ID:** 13.1-67  
**Page:** 347  
**Reference:**  
**Topic:** Parenting Styles  
**Skill:** Applied  
**Objective:** 13.7

**Answer:** a. authoritarian.
13.1-68. **Darling and Steinberg proposed that**

- parenting behavior and parenting style are identical.
- parenting style cannot be accurately measured.
- parenting style changes the effectiveness of parenting practices.
- parenting practices affect the child indirectly.
- parenting behavior has a low influence on the child.

**Difficulty:** 3  
**Question ID:** 13.1-68  
**Page:** 347  
**Reference:**  
**Topic:** Parenting Styles  
**Skill:** Conceptual  
**Objective:** 13.7

**Answer:** c. parenting style changes the effectiveness of parenting practices.

13.1-69. **Steinberg & Dornbusch found that students who described their parents as most authoritative at the beginning of the study had all of the following EXCEPT**

- better grades.
- higher self-reliance.
- fewer indications of psychological distress.
- higher levels of school misconduct.
- higher social competence.

**Difficulty:** 3  
**Question ID:** 13.1-69  
**Page:** 348  
**Reference:**  
**Topic:** Parenting Styles  
**Skill:** Factual  
**Objective:** 13.7

**Answer:** d. higher levels of school misconduct.

13.1-70. **According to Steinberg and Dornbusch's research, teenagers who had the least optimal scores on measures of problem behavior and school achievement had parents who were**

- authoritative.
- authoritarian.
- inconsistent.
- permissive.
- neglecting.

**Difficulty:** 1  
**Question ID:** 13.1-70  
**Page:** 347  
**Reference:**  
**Topic:** Parenting Styles  
**Skill:** Factual  
**Objective:** 13.7

**Answer:** e. neglecting.
13.1-71. Based on Steinberg and Dornbusch's research on high school students, what parental factors are most closely associated with the best grades in their children?
   a. working-class status and white ethnic identity
   b. involvement with the school and permissive
   c. permissive style and middle-class status
   d. authoritative style and involvement with the school
   e. authoritative but with little time to attend school functions.

   Difficulty: 2
   Question ID: 13.1-71
   Page: 347
   Reference: Parenting Styles
   Topic: Factual
   Skill: Objective: 13.7

   Answer: d. authoritative style and involvement with the school

13.1-72. Steinberg and Dornbusch's research found that the authoritative parenting style was most common in parents who were
   a. Asian American.
   b. African American.
   c. Hispanic American.
   d. Native American.
   e. Caucasian American.

   Difficulty: 2
   Question ID: 13.1-72
   Page: 348
   Reference: Parenting Styles
   Topic: Factual
   Skill: Objective: 13.8

   Answer: e. Caucasian American.

13.1-73. Cross-ethnic group research has shown that the relationship between authoritative parenting and self-reliance and less delinquency occurs in
   a. White families only.
   b. Hispanic American, Asian American, and White families only.
   c. all ethnic groups studied in the research.
   d. Asian American and White families only.
   e. African American families only.

   Difficulty: 2
   Question ID: 13.1-73
   Page: 349
   Reference: Parenting Styles
   Topic: Factual
   Skill: Objective: 13.8

   Answer: c. all ethnic groups studied in the research.
13.1-74. Because parenting style and good grades are not linked in the same way in all ethnic groups, Steinberg and Dornbusch looked at other aspects of the family. What key element did they suggest to explain these group differences?

a. beliefs about the importance of education for later success
b. intelligence and age of parents
c. size of family
d. religious affiliation of family
e. political values of parents

Difficulty: 2
Question ID: 13.1-74
Page: 349
Reference: Parenting Styles
Skill: Factual
Objective: 13.8

Answer: a. beliefs about the importance of education for later success

13.1-75. People from which ethnic groups believe most strongly that a good job is unlikely to follow a bad education?

a. African Americans
b. Asian Americans
c. Hispanic Americans
d. Caucasian Americans
e. Native Americans

Difficulty: 2
Question ID: 13.1-75
Page: 349
Reference: Parenting Styles
Skill: Factual
Objective: 13.8

Answer: b. Asian Americans

13.1-76. Chao's research on Chinese-American parents found that the key concept in parenting for Asian-American parents is

a. training.
b. harmonious relations.
c. concern and caring.
d. need to dominate.
e. obedience.

Difficulty: 2
Question ID: 13.1-76
Page: 350
Reference: Parenting Styles
Skill: Factual
Objective: 13.8

Answer: a. training.
   a. 4 
   b. 15 
   c. 52 
   d. 76 
   e. 95 
   Difficulty: 1 
   Question ID: 13.1-77 
   Page-Reference: 350 
   Topic: Family Structure, Divorce, and Parental Employment 
   Skill: Factual 
   Objective: 13.9 
   Answer: e. 95 

13.1-78. By the end of the 20th century, what percent of children in the United States lived in two parent homes?
   a. 4 
   b. 15 
   c. 70 
   d. 80 
   e. 95 
   Difficulty: 2 
   Question ID: 13.1-78 
   Page-Reference: 350 
   Topic: Family Structure, Divorce, and Parental Employment 
   Skill: Factual 
   Objective: 13.9 
   Answer: c. 70 

   a. 95% 
   b. 50% 
   c. 74% 
   d. 26% 
   e. 63% 
   Difficulty: 2 
   Question ID: 13.1-79 
   Page-Reference: 350 
   Topic: Family Structure, Divorce, and Parental Employment 
   Skill: Factual 
   Objective: 13.9 
   Answer: c. 74% 

13.1-80. **Approximately what percentage of Asian American families are headed by a single mother?**

a. 85  
b. 60-66  
c. 50  
d. 30-33  
e. 10  

**Difficulty:** 3  
**Question ID:** 13.1-80  
**Page:** 352 (Chart)  
**Reference:**  
**Topic:** Family Structure, Divorce, and Parental Employment  
**Skill:** Factual  
**Objective:** 13.9  
**Answer:** e. 10

13.1-81. **Among 45-49 year olds in the United States, what percentage of White American women have never married?**

a. 9%  
b. 2%  
c. 14%  
d. 20%  
e. 31%  

**Difficulty:** 2  
**Question ID:** 13.1-81  
**Page:** 353  
**Reference:**  
**Topic:** Family Structure, Divorce, and Parental Employment  
**Skill:** Factual  
**Objective:** 13.9  
**Answer:** a. 9%

13.1-82. **Single-parent families are far more common among**

b. African Americans and Native Americans.  
c. Hispanic Americans and Asian Americans.  
d. Caucasian-Americans and Hispanic Americans.  
e. Native-Americans and Caucasian Americans.  

**Difficulty:** 2  
**Question ID:** 13.1-82  
**Page:** 353  
**Reference:**  
**Topic:** Family Structure, Divorce, and Parental Employment  
**Skill:** Factual  
**Objective:** 13.9  

**Answer:** b. African Americans and Native Americans.
13.1-83. **Children of single mothers are __________ as likely as other children to drop out of high school.**

a. four times  
b. six times  
c. not  
d. five times  
e. two times  

**Difficulty:** 2  
**Question ID:** 13.1-83  
**Page:** 352  
**Reference:**  
**Topic:** Family Structure, Divorce, and Parental Employment  
**Skill:** Factual  
**Objective:**  

**Answer:** e. two times  

13.1-84. **Approximately ________ percent of African American women never marry.**

a. 7  
b. 16  
c. 30  
d. 28  
e. 22  

**Difficulty:** 3  
**Question ID:** 13.1-84  
**Page:** 353  
**Reference:**  
**Topic:** Family Structure, Divorce, and Parental Employment  
**Skill:** Factual  
**Objective:** 13.9  

**Answer:** d. 28  

13.1-85. **Research on children in single-parent families indicates all of the following EXCEPT**  
a. they are twice as likely to drop out of high school.  
b. children of adolescent mothers are particularly at risk.  
c. they are more likely to have a steady job while in school.  
d. they are twice as likely to have a child before age 20.  
e. they are less likely to have a steady job in their twenties.  

**Difficulty:** 3  
**Question ID:** 13.1-85  
**Page:** 352  
**Reference:**  
**Topic:** Family Structure, Divorce, and Parental Employment  
**Skill:** Factual  
**Objective:** 13.9  

**Answer:** c. they are more likely to have a steady job while in school.
13.1-86. Among Native Americans, there is a traditional cultural value viewing parenting as the responsibility of the entire family that is called
a. familial parenting.
b. extended family.
c. group parenting.
d. communal parenting.
e. kin orientation.
Difficulty: 3
Question ID: 13.1-86
Page: 354
Reference: Family Structure, Divorce, and Parental Employment
Skill: Factual
Objective: 13.9

Answer: e. kin orientation.

13.1-87. Compared to children of older single mothers, children of single adolescent mothers are
a. less at risk.
b. more advanced cognitively in preschool.
c. more advanced socially in preschool.
d. more likely to be timid and shy.
e. more likely to be truant as adolescents.
Difficulty: 2
Question ID: 13.1-87
Page: 352
Reference: Family Structure, Divorce, and Parental Employment
Skill: Conceptual
Objective: 13.9

Answer: e. more likely to be truant as adolescents.

13.1-88. Children raised by gay and lesbian parents
a. follow a different pattern of sex role identity development.
b. are just as likely to be heterosexual.
c. tend to become either gay or lesbian.
d. never develop a solid sex-role identity.
e. tend to have behavior problems.
Difficulty: 2
Question ID: 13.1-88
Page: 353
Reference: Family Structure, Divorce, and Parental Employment
Skill: Factual
Objective: 13.9

Answer: b. are just as likely to be heterosexual.
13.1-89. A study of children conceived by artificial insemination and raised by lesbian parents and heterosexual parents has shown
a. dramatically lower cognitive development in children raised by lesbian mothers.
b. poorer social development in children raised by lesbian couples.
c. no differences in cognitive or social development.
d. the same variables predicted outcomes in all groups.
e. that family configuration is extremely influential on development.

Difficulty: 3
Question ID: 13.1-89
Page: 353
Reference: Family Structure, Divorce, and Parental Employment
Skill: Factual
Objective: 13.9

Answer: c. no differences in cognitive or social development.

13.1-90. Katie's parents have just divorced. She is most likely to do all of the following EXCEPT
a. become more timid and shy.
b. perform less well in school.
c. become more defiant.
d. become more depressed.
e. tend to be aggressive.

Difficulty: 2
Question ID: 13.1-90
Page: 354
Reference: Family Structure, Divorce, and Parental Employment
Skill: Applied
Objective: 13.10

Answer: a. become more timid and shy.

13.1-91. By adolescence, children of divorce are more likely than peers to
a. get a job.
b. be sexually active earlier.
c. avoid dating.
d. become involved with sports.
e. become more involved in school.

Difficulty: 2
Question ID: 13.1-91
Page: 354
Reference: Family Structure, Divorce, and Parental Employment
Skill: Factual
Objective: 13.10

Answer: b. be sexually active earlier.
13.1-92. Research on families in the United States indicates that a woman's income drops an average of __________ after a divorce.

a. 10-15%
b. 55%
c. 40-50%
d. 8%
e. 25%

Difficulty: 2
Question ID: 13.1-92
Page: 355
Reference: 
Topic: Family Structure, Divorce, and Parental Employment
Skill: Factual
Objective: 13.10

Answer: c. 40-50%

13.1-93. Tom is 23 years old. His parents divorced when he was young. He is likely to

a. marry early and stay married.
b. go on to college and succeed.
c. be well adjusted as an adult.
d. struggle with fears of intimacy.
e. stay married for life.

Difficulty: 2
Question ID: 13.1-93
Page: 355
Reference: 
Topic: Family Structure, Divorce, and Parental Employment
Skill: Applied
Objective: 13.10
Answer: d. struggle with fears of intimacy.

13.1-94. Data from the United States indicates that a woman's income after divorce drops an average of

a. 10 to 20 percent.
b. 25 to 35 percent.
c. 40 to 50 percent.
d. 60 to 70 percent.
e. 70 to 75 percent

Difficulty: 2
Question ID: 13.1-94
Page: 355
Reference: 
Topic: Family Structure, Divorce, and Parental Employment
Skill: Factual
Objective: 13.10

Answer: c. 40 to 50 percent.
13.1-95. Carlotta has just been divorced. Her income will probably drop by how much?

a. 10 percent  
b. 30 percent  
c. 45 percent  
d. 55 percent  
e. 60 percent  

Difficulty: 2  
Question ID: 13.1-95  
Page-Reference: 355  
Topic: Family Structure, Divorce, and Parental Employment  
Skill: Applied  
Objective: 13.10  

Answer: c. 45 percent

13.1-96. Single parenthood, divorce, and stepparenthood all increase the likelihood that there will be a shift away from which type of parenting?

a. permissive  
b. neglecting  
c. rejecting  
d. authoritarian  
e. authoritative  

Difficulty: 3  
Question ID: 13.1-96  
Page-Reference: 355  
Topic: Family Structure, Divorce, and Parental Employment  
Skill: Factual  
Objective: 13.10  

Answer: e. authoritative

13.1-97. Which of the following recommendations will help soften the effects of divorce on children?

a. Avoid contact with the noncustodial parent.  
b. Use the child to send messages from parent to parent.  
c. Keep the number of changes the child has to cope with at a minimum.  
d. Be sure that all teenagers live with the mother.  
e. Be open about the conflict that occurs.  

Difficulty: 2  
Question ID: 13.1-97  
Page-Reference: 356  
Topic: Family Structure, Divorce, and Parental Employment  
Skill: Conceptual  
Objective: 13.10  

Answer: c. Keep the number of changes the child has to cope with at a minimum.
13.1-98. **Research on the effects of mothers' employment shows that both boys and girls whose mothers work**
   a. are more prone to depression.
   b. are less independent.
   c. admire their mothers less.
   d. have more egalitarian sex-role concepts.
   e. have more problems in school.

**Difficulty:** 2  
**Question ID:** 13.1-98  
**Page:** 357  
**Reference:** Family Structure, Divorce, and Parental Employment  
**Skill:** Factual  
**Objective:** 13.11

**Answer:** d. have more egalitarian sex-role concepts.

13.1-99. **Research indicates that women who work full-time jobs**
   a. do twice as much housework as their husbands.
   b. do very little housework.
   c. spend more one-on-one time with their children.
   d. have lower self-esteem.
   e. remain involved with their children's school.

**Difficulty:** 3  
**Question ID:** 13.1-99  
**Page:** 357  
**Reference:** Family Structure, Divorce, and Parental Employment  
**Skill:** Factual  
**Objective:** 13.11

**Answer:** a. do twice as much housework as their husbands.

13.1-100. **All of the following occur when the father loses his job EXCEPT**
   a. marital conflict rises.
   b. both parents show symptoms of depression.
   c. parental behavior becomes less consistent.
   d. children exhibit depression and aggression.
   e. the family becomes more cohesive.

**Difficulty:** 3  
**Question ID:** 13.1-100  
**Page:** 358  
**Reference:** Family Structure, Divorce, and Parental Employment  
**Skill:** Conceptual  
**Objective:** 13.11

**Answer:** e. the family becomes more cohesive.
13.1-101. Researchers have found that temperamentally irritable infants are more likely to have an insecure attachment to their mothers when the mother
a. lacks adequate social support.
b. lives in a poverty situation.
c. is an unmarried teenager.
d. is strongly permissive.
e. is authoritarian.

Difficulty: 2
Question ID: 13.1-101
Page-Reference: 358

Topic: Family Structure, Divorce, and Parental Employment
Skill: Factual
Objective: 13.12

Answer: a. lacks adequate social support.

13.1-102. Research on the effect of parents' social support on the child's development shows that the most critical quality of that support for positive outcomes is the
a. total number of persons from whom support is received.
b. amount of good information received.
c. financial assistance available from others.
d. parents' satisfaction with the support.
e. amount of time people give to help.

Difficulty: 3
Question ID: 13.1-102
Page-Reference: 358

Topic: Family Structure, Divorce, and Parental Employment
Skill: Factual
Objective: 13.12

Answer: d. parents' satisfaction with the support.

Fill-in-the-Blank

13.2-1. The theoretical view that the family is an integrated network of factors that work together to influence a child's development is called __________.

Difficulty: 1
Question ID: 13.2-1
Page-Reference: 337

Topic: Understanding the Family System
Skill: Factual
Objective: 13.1

Answer: family systems theory
13.2-2. ________ proposes that we think of the ecological system in which the child develops as having a series of layers or concentric circles.

- Difficulty: 1
- Question ID: 13.2-2
- Page: 338
- Reference: Understanding the Family System
- Skill: Factual
- Objective: 13.2

Answer: Bronfenbrenner

13.2-3. According to Bronfenbrenner, the family is the ________ through which the larger society influences child development.

- Difficulty: 2
- Question ID: 13.2-3
- Page: 338
- Reference: Understanding the Family System
- Skill: Factual
- Objective: 13.2

Answer: filter

13.2-4. In Bronfenbrenner's system, the ________ refers to system elements that the child does not experience directly, but which influence the child because they affect one of the microsystems.

- Difficulty: 2
- Question ID: 13.2-4
- Page: 337
- Reference: Understanding the Family System
- Skill: Factual
- Objective: 13.2

Answer: exosystem

13.2-5. A child's position in the sequence of children within a family, such as first-born, later-born, or only child is called ________ .

- Difficulty: 1
- Question ID: 13.2-5
- Page: 340
- Reference: Dimensions of Family Interaction
- Skill: Factual
- Objective: 13.3

Answer: birth order
13.2-6. The key dimension of emotional tone used to describe family interactions is ________.

Difficulty: 2
Question ID: 13.2-6
Page: 342
Reference: Dimensions of Family Interactions
Skill: Factual
Objective: 13.4

Answer: warmth versus hostility

13.2-7. Specialized cells in the cerebral cortex that simulate the behavior and emotions of others are called ________.

Difficulty: 2
Question ID: 13.2-7
Page: 343
Reference: Dimensions of Family Interaction
Skill: Factual
Objective: 13.4

Answer: mirror neurons

13.2-8. Kurdek and Fine found that greater parental control was clearly linked with greater psychological ________.

Difficulty: 2
Question ID: 13.2-8
Page: 343
Reference: Dimensions of Family Interaction
Skill: Factual
Objective: 13.5

Answer: competence

13.2-9. Maccoby and Martin added the ________ parenting style to Baumrind's work.

Difficulty: 2
Question ID: 13.2-9
Page: 346
Reference: Parenting Styles
Skill: Factual
Objective: 13.6

Answer: neglecting
13.2-10. One of Baumrind's three parenting styles that is characterized by high levels of control and maturity demands and low levels of nurturance and communication is called __________ style.

**Answer:** authoritarian

13.2-11. __________ is one of the three styles of parenting proposed by Baumrind that is characterized by high levels of control, nurturance, maturity demands, and communication.

**Answer:** Authoritative style

13.2-12. When comparing good grades and parenting styles, __________ do extremely well in school even though their parents are among the least authoritative.

**Answer:** Asian American students
13.2-13. The configuration of individuals in a child's household is called __________.

Difficulty: 1
Question ID: 13.2-13
Page-Reference: 350
Topic: Family Structure, Divorce, and Parental Employment
Skill: Objective: 13.9
Answer: family structure

13.2-14. A family that is established when a single parent marries a nonparent or parent is called a __________.

Difficulty: 1
Question ID: 13.2-14
Page-Reference: 351
Topic: Family Structure, Divorce, and Parental Employment
Skill: Factual
Objective: 13.9
Answer: blended family

13.2-15. Research has found that the majority of children raised by gay and lesbian parents are __________ from children raised by heterosexual parents.

Difficulty: 1
Question ID: 13.2-15
Page-Reference: 353
Topic: Family Structure, Divorce, and Parental Employment
Skill: Applied
Objective: 13.9
Answer: no different

13.2-16. Single-parent families are more common among ________ and ________.

Difficulty: 2
Question ID: 13.2-16
Page-Reference: 353
Topic: Family Structure, Divorce, and Parental Employment
Skill: Factual
Objective: 13.9
Answer: African-Americans/Native Americans

13.2-17. In the first few years after a __________, children typically show declines in school performance, more aggression, defiance, and negative or depressed behavior.

Answer: divorce

13.2-18. Generally speaking, the effects of divorce are more pronounced for ________ than for ________.

Answer: boys/girls

13.2-19. Most research in the impact of mothers' employment points to a ________ effect for most children.

Answer: neutral or slightly positive
13.2-20. Studies show that it is not the mother's employment per se that affects children but rather it is the _________ because the mother is not home for as many hours per day.

Difficulty: 2
Question ID: 13.2-20
Page: 357
Reference: Topic: Family Structure, Divorce, and Parental Employment
Skill: Factual
Objective: 13.11

Answer: changes in daily routines

13.2-21. Studies show that maternal employment in the first year of life has negative effects on Caucasian children, but positive effects for _________ children.

Difficulty: 2
Question ID: 13.2-21
Page: 357
Reference: Topic: Family Structure, Divorce, and Parental Employment
Skill: Factual
Objective: 13.11

Answer: African-American

13.2-22. The _________ between working husbands and wives affects the quality of the _________ interactions with the children.

Difficulty: 2
Question ID: 13.2-22
Page: 357
Reference: Topic: Family Structure, Divorce, and Parental Employment
Skill: Conceptual
Objective: 13.11

Answer: change in the division of labor/father's

13.2-23. Research confirms that when a man _________ this puts strain on the marriage and both parents show more symptoms of _________.

Difficulty: 1
Question ID: 13.2-23
Page: 358
Reference: Topic: Family Structure, Divorce, and Parental Employment
Skill: Factual
Objective: 13.11

Answer: loses his job/depression
13.2-24. **Parents who have access to adequate _________ from each other, friends, and family are better able to respond to their children's needs.**

- **Difficulty:** 1
- **Question ID:** 13.2-24
- **Page:** 358
- **Reference:**
- **Topic:** Family Structure, Divorce, and Parental Employment
- **Skill:** Conceptual
- **Objective:** 13.12

**Answer:** emotional and physical support

13.2-25. **The key to the effectiveness of social supports is the parents _________ with that support.**

- **Difficulty:** 2
- **Question ID:** 13.2-25
- **Page:** 359
- **Reference:**
- **Topic:** Family Structure, Divorce, and Parental Employment
- **Skill:** Factual
- **Objective:** 13.12

**Answer:** satisfaction

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**Essay**

13.3-1. **Describe the layers of Bronfenbrenner's bioecological system and give personal examples of each.**

- **Difficulty:** 3
- **Question ID:** 13.3-1
- **Page:** 338-339
- **Reference:**
- **Topic:** Understanding the Family System
- **Skill:** Applied
- **Objective:** 13.2

**Answer:** The layer that the child experiences directly is the microsystem and moving out from there are the exosystem that influences the various microsystems, and finally the macrosystem which is the influence of the larger culture in which the child lives. Examples should be related to each student.
13.3-2. **Why do psychologists place such importance on parental warmth?**

**Difficulty:** 3  
**Question ID:** 13.3-2  
**Page-Reference:** 342-343  
**Topic:** Dimensions of Family Interaction  
**Skill:** Conceptual  
**Objective:** 13.4

**Answer:** It creates children who are more securely attached; have higher self-esteem, are more empathetic, altruistic, and responsive to the needs of others; have higher IQs and do better in school. It decreases the chance of aggression, delinquency, emotional problems, and suicidal thoughts.

13.3-3. **Compare Baumrind's model of parenting styles with that of Maccoby and Martin. Explain the impact of each style on children, basing your answer on examples of research on parenting styles.**

**Difficulty:** 3  
**Question ID:** 13.3-3  
**Page-Reference:** 346-350  
**Topic:** Parenting Styles  
**Skill:** Conceptual  
**Objective:** 13.6, 13.7

**Answer:** Baumrind suggested authoritarian, authoritative, and permissive styles of parenting and Maccoby and Martin added neglecting. Examples from research such as that of Steinberg and Dornbusch should be given as examples of the affect of these styles on children.

13.3-4. **What are the things that divorced parents can do to soften the effects of the divorce on their children?**

**Difficulty:** 3  
**Question ID:** 13.3-4  
**Page-Reference:** 354-356  
**Topic:** Family Structure, Divorce, and Parental Employment  
**Skill:** Applied  
**Objective:** 13.10

**Answer:** The noncustodial parent should remain involved, the child should not be used to carry messages between parents, the child's life should be kept as stable as possible.
13.3-5. **Discuss the impact on children of the mother's employment.**

**Difficulty:** 3  
**Question ID:** 13.3-5  
**Page-Reference:** 356-358  
**Topic:** Other Aspects of Family Dynamics  
**Skill:** Applied  
**Objective:** 13.11  
**Answer:** Both boys and girls have more egalitarian sex-role concepts and girls are also more independent and admire their mothers more. Some studies show negative impact on white children in the first year of life, but not in African-American children. This effect may be due to the decreased involvement with their children's school of white mothers. The key factor seems to be the mother's ability to compensate for time at work by reducing amount of time spent on activities that do not involve their children.

**MyDevelopmentLab**  
13.4-1. **A parent who is very loving and warm toward their child, but takes very little control over their behavior would be classified by Baumrind as a __________ parent.**

**Difficulty:** 2  
**Question ID:** 13.4-1  
**Page-Reference:** MDL  
**Topic:** Topic: Baumrind's Parenting Styles  
**Skill:** Factual  
**Objective:** 13.6  
**Answer:** permissive
13.4-2. **How did the divorce of his parents affect the young man in the video? Do you think that his experience is typical? Do you think that there are specific factors in this example that contribute to the negative effects of divorce?**

**Difficulty:** 3  
**Question ID:** 13.4-2  
**Page-Reference:** MDL  
**Topic:** Watch: Divorce and Adolescence  
**Skill:** Conceptual  
**Objective:** 13.10

**Answer:** This question may require some active discussion in class about how best to help children through divorce so that the example in the video doesn't become a "reason" why parents should never get divorced or stay together "for the sake of the children." This young man blamed himself for the divorce. This is typical of young children. It adversely affected his self-esteem to the point of him "hitting bottom." With the support of friends, he was able to work through it. Of importance here is the fact that he perceived his parents as hating each other. It is important that adults maintain a cordial, mature relationship with each other, at least when talking around or with the children, when going through a divorce.

13.4-3. **David Elkins states that the family has shifted away from the __________ as the major value to one of autonomy.**

**Difficulty:** 2  
**Question ID:** 13.4-3  
**Page-Reference:** MDL  
**Topic:** Watch: Death of the Family Dinner  
**Skill:** Factual  
**Objective:** 13.11

**Answer:** togetherness

13.4-4. **Elkins says the emphasis on providing activities for children takes away from a vital need for __________ of family life.**

**Difficulty:** 2  
**Question ID:** 13.4-4  
**Page-Reference:** MDL  
**Topic:** Watch: Death of the Family Dinner  
**Skill:** Factual  
**Objective:** 13.11

**Answer:** quiet refuge
13.4-5. How is the loss of the family dinner affecting children?

**Answer:** Children love regularity, and they love something that they can count on. Unfortunately, everyone is too involved in numerous activities, and the balance between parents and children is strained.

13.4-6. Dinnertime doesn’t just offer emotional benefits. It also offers __________ benefits.

**Answer:** intellectual
Chapter 14: Beyond the Family: The Impact of the Broader Culture

Multiple Choice

14.1-1. **What percent of married women with children under age 6 were in the labor force in 1970?**
   a. 18
   b. 40
   c. 62
   d. 73
   e. 80
   **Difficulty:** 2
   **Question ID:** 14.1-1
   **Page-Reference:** 362
   **Topic:** Nonparental Care
   **Skill:** Factual
   **Objective:** 14.1
   **Answer:** a. 18

14.1-2. **Which of the following children in child care will have the highest cognitive development?**
   a. Marcus, who is middle class and is cared for by a neighbor two afternoons a week.
   b. Julius, whose family is poor and is cared for at home by his aunt.
   d. Joachim, whose family is wealthy and attends a family daycare.
   e. Maria, whose family is poor and attends a cognitively enriched program.
   **Difficulty:** 3
   **Question ID:** 14.1-2
   **Page-Reference:** 364-365
   **Topic:** Nonparental Care
   **Skill:** Applied
   **Objective:** 14.1
   **Answer:** e. Maria, whose family is poor and attends a cognitively enriched program.

14.1-3. **What percent of mothers in the U.S. with children under age 6 are employed?**
   a. 20
   b. 35
   c. 50
   d. 75
   e. 60
   **Difficulty:** 2
   **Question ID:** 14.1-3
   **Page-Reference:** 362
   **Topic:** Nonparental Care
   **Skill:** Factual
   **Objective:** 14.1
   **Answer:** e. 60
14.1-4. The interpretation of research on nonparental care must take into account all of the following EXCEPT
a. the enormous variety of different care environments.
b. the variety of different ages at which care begins.
c. the large differences in family structures.
d. the different attitudes of mothers to nonparental care.
e. the geographical area in which the care takes place.

Difficulty: 2
Question ID: 14.1-4
Page- 363
Reference:
Topic: Nonparental Care
Skill: Conceptual
Objective: 14.1

Answer: e. the geographical area in which the care takes place.

14.1-5. In the United States, what proportion of children under 4 years of age in nonparental care are enrolled in center-based care?

a. three-quarters
b. two-thirds
c. one-half
d. one-third
e. one-quarter

Difficulty: 2
Question ID: 14.1-5
Page- 363 (Chart)
Reference:
Topic: Nonparental Care
Skill: Factual
Objective: 14.1

Answer: e. one-quarter
14.1-6. **Michael is African American and both his parents work. Michael is most likely to have which type of nonparental care arrangement?**

a. He is enrolled in a daycare center.
b. He is taken care of by a neighbor.
c. He is cared for by a family friend.
d. He is taken care of by his grandmother.
e. He is cared for by his nanny.

**Difficulty:** 3  
**Question ID:** 14.1-6  
**Page:** 363  
**Reference:** Nonparental Care  
**Skill:** Factual  
**Objective:** 14.1  
**Answer:** d. He is taken care of by his grandmother.

14.1-7. **Tim's parents both work but he is not enrolled in a child day care center. Who is most likely his caretaker?**

a. an older sibling  
b. someone hired from a child care service  
c. an adult in his neighborhood  
d. a family friend  
e. a grandparent

**Difficulty:** 3  
**Question ID:** 14.1-7  
**Page:** 362  
**Reference:** Nonparental Care  
**Skill:** Applied  
**Objective:** 14.1  
**Answer:** e. a grandparent

14.1-8. **A large national sample studied by the National Institute of Child Health and Development Early Child Care Research Network found that one-third of one-year olds had experienced**

a. several hours a day at a childcare center.  
b. no nonparental care.  
c. at least two different care situations.  
d. care by an older sibling.  
e. at least three different nonparental care arrangements.

**Difficulty:** 3  
**Question ID:** 14.1-8  
**Page:** 363  
**Reference:** Nonparental Care  
**Skill:** Factual  
**Objective:** 14.1  
**Answer:** e. at least three different nonparental care arrangements.
14.1-9. Clarke-Stewart's research on cognitive enrichment in children's daytime experience indicates that it
a. has little effect on middle class children.
b. only works when offered in a center.
c. increases later cognitive performance.
d. has no effect on home care children.
e. produces short-term improvement.

Difficulty: 2
Question ID: 14.1-9
Page-Reference: 365

Topic: Nonparental Care
Skill: Factual
Objective: 14.1

Answer: c. increases later cognitive performance.

14.1-10. Research on 3- and 4-year-olds in the United States, who had been in day care in the first year of life, found the lowest vocabulary scores among
a. poor children of all races.
c. caucasian American children.
d. Asian American children.
e. Hispanic American children.

Difficulty: 2
Question ID: 14.1-10
Page-Reference: 364

Topic: Nonparental Care
Skill: Factual
Objective: 14.2

Answer: c. caucasian American children.

14.1-11. Belsky found that infants who enter day care before their first birthday are at a slightly heightened risk for
a. mental retardation.
b. poor motor skills.
c. inadequate social skills.
d. insecure attachment.
e. lower cognitive skills.

Difficulty: 2
Question ID: 14.1-11
Page-Reference: 364

Topic: Nonparental Care
Skill: Factual
Objective: 14.2

Answer: d. insecure attachment.
14.1-12. **Five-year-old Willie is in day care for about nine hours a day so his mother can work to support the family. When his mother picks him up, she is exhausted.**

According to Belsky, Willie is most at risk for
a. early aggressive behavior.
b. insecure attachment.
c. poor cognitive development.
d. more childhood illnesses.
e. poor social skills.

**Difficulty:** 2  
**Question ID:** 14.1-12  
**Page:** 364  
**Reference:**  
**Topic:** Nonparental Care  
**Skill:** Application  
**Objective:** 14.2  
**Answer:** b. insecure attachment.

14.1-13. **The NICHD Early Child Care Research Network conducted a study of day care using 1300 infants and their families. The research included**

a. families with single mothers only.
b. two-parent families only.
c. two-parent families living with extended family members.
d. only families with two or more children.
e. mothers with all educational levels.

**Difficulty:** 2  
**Question ID:** 14.1-13  
**Page:** 364  
**Reference:**  
**Topic:** Nonparental Care  
**Skill:** Factual  
**Objective:** 14.2  
**Answer:** e. mothers with all educational levels.

14.1-14. **Which two conditions were precursors for an insecure attachment found by the NICHD team?**

a. single parent families and low-quality child care.
b. mother's level of education and the child's temperament.
c. the number of hours spent in child care per week and the income of the parents.
d. the age of the child when he or she first entered child care and the number of children in the family.
e. an insensitive mother and low-quality child care.

**Difficulty:** 3  
**Question ID:** 14.1-14  
**Page:** 364  
**Reference:**  
**Topic:** Nonparental Care  
**Skill:** Factual  
**Objective:** 14.2  

**Answer:** e. an insensitive mother and low-quality child care.
14.1-15. The results of the NICHD study led to which conclusion about the impact of day care on attachment?
   a. An insensitive mother is the only cause of an insecure attachment.
   b. No matter how sensitive the mother, day care is harmful.
   c. All mothers of day care children are depressed.
   d. The child's personality is the only factor.
   e. Day care itself was unrelated to the security of the child's attachment.

   Difficulty: 3
   Question ID: 14.1-15
   Page: 364
   Reference: Nonparental Care
   Skill: Conceptual
   Objective: 14.2

   Answer: e. Day care itself was unrelated to the security of the child's attachment.

14.1-16. Research on the impact of nonparental care on children's personality has found that children in nonparental care are all of the following EXCEPT
   a. more sociable and popular.
   b. higher in moral judgment.
   c. more aggressive with peers.
   d. better at peer play skills.
   e. less compliant with parents and teachers.

   Difficulty: 3
   Question ID: 14.1-16
   Page: 365
   Reference: Nonparental Care
   Skill: Factual
   Objective: 14.2

   Answer: b. higher in moral judgment.

14.1-17. Bates' research on the affects of day care showed that the critical variable was
   a. total length of time in nonparental care.
   b. the timing of the nonparental care.
   c. the age of the child when first in nonparental care.
   d. the economic level of the family.
   e. the educational level of the parents.

   Difficulty: 2
   Question ID: 14.1-17
   Page: 365
   Reference: Nonparental Care
   Skill: Factual
   Objective: 14.2

   Answer: a. total length of time in nonparental care.
14.1-18. Several researchers have found that the most likely cause of the negative effects of nonparental care on a child's social competence is
a. the length of time spent in childcare.
b. the age at which the child first enters childcare.
c. the socioeconomic level of the family.
d. the ethnicity of the family.
e. the relative quality of the care.

Difficulty: 3
Question ID: 14.1-18
Page-Reference: 365
Topic: Nonparental Care
Skill: Conceptual
Objective: 14.2

Answer: e. the relative quality of the care.

14.1-19. Psychologists who have researched day care's impact on personality and cognitive development
a. all agree that day care should start before age one year.
b. all agree that there are consistent cognitive advantages.
c. agree that there are no confounding variables of concern.
d. believe that the mother's attitude is the sole determinant.
e. disagree strongly and vocally about the findings.

Difficulty: 3
Question ID: 14.1-19
Page-Reference: 365
Topic: Nonparental Care
Skill: Conceptual
Objective: 14.2

Answer: e. disagree strongly and vocally about the findings.

14.1-20. Compared to home-reared infants, cortisol levels for those in day care are
a. dramatically lower.
b. lower only during weekends and holidays.
c. higher both at home and at the center.
d. about the same both at home and at the center.
e. higher only when attending the center.

Difficulty: 2
Question ID: 14.1-20
Page-Reference: 365
Topic: Nonparental Care
Skill: Factual
Objective: 14.2

Answer: e. higher only when attending the center.
14.1-21. **The NCIHD Early Child Care Research Network Study of the effects of day care found that**
   a. day care always has a negative impact.
   b. day care improves cognitive but harms social functioning.
   c. girls are more likely to have attachment problems.
   d. day care choice is unrelated to parenting style.
   e. family variables are more important than type of day care.

   **Difficulty:** 3  
   **Question ID:** 14.1-21  
   **Page:** 365  
   **Reference:**  
   **Topic:** Nonparental Care  
   **Skill:** Conceptual  
   **Objective:** 14.2  

   **Answer:** e. family variables are more important than type of day care.

14.1-22. **Happy Child Day Care has just opened an infant (under one year) care section. They can only afford to hire two people for infant care at this time and, therefore, they should accept no more than ________ infants.**
   a. four  
   b. six  
   c. eight  
   d. ten  
   e. twelve

   **Difficulty:** 1  
   **Question ID:** 14.1-22  
   **Page:** 366  
   **Reference:**  
   **Topic:** Nonparental Care  
   **Skill:** Applied  
   **Objective:** 14.2  

   **Answer:** c. eight

14.1-23. **Day care centers should keep children of 4 to 5 years of age in groups no larger than**
   a. 6 to 8 children.  
   b. 6 to 12 children.  
   c. 15 to 20 children.  
   d. 20 to 30 children.  
   e. 25 to 35 children.

   **Difficulty:** 2  
   **Question ID:** 14.1-23  
   **Page:** 366  
   **Reference:**  
   **Topic:** Nonparental Care  
   **Skill:** Factual  
   **Objective:** 14.2  

   **Answer:** c. 15 to 20 children.
14.1-24. **Suppose that you are a parent with a one-year-old infant. You are looking for a good day care setting for your child, and you visit a series of day care centers in your town. Which of the following questions should you be sure to ask about the caregivers at each center?**
   a. "What is the average age of your caregivers?"
   b. "Do your caregivers have Ph.D.'s?"
   c. "How much training have your caregivers had in child development?"
   d. "Did your caregivers experience day care themselves as children?"
   e. "Do your caregivers have children of their own?"

**Difficulty:** 3  
**Question ID:** 14.1-24  
**Page:** 366  
**Reference:**  
**Topic:** Nonparental Care  
**Skill:** Applied  
**Objective:** 14.2  
**Answer:** c. "How much training have your caregivers had in child development?"

14.1-25. **A day-care center should have all of the following EXCEPT**
   a. a variety of activities that encourage play.  
   b. small group size.  
   c. a teacher-child ratio of 1:4 for infants.  
   d. caregivers who are positive and responsive,  
   e. caregivers with graduate degrees in child care.  

**Difficulty:** 2  
**Question ID:** 14.1-25  
**Page:** 366  
**Reference:**  
**Topic:** Nonparental Care  
**Skill:** Conceptual  
**Objective:** 14.2  
**Answer:** e. caregivers with graduate degrees in child care.

14.1-26. **Research consistently demonstrates all of the following about self-care children EXCEPT**
   a. they are less socially skilled.  
   b. they have a greater number of behavioral problems.  
   c. they are poorly adjusted in terms of peer relationships.  
   d. they have poorer school performance.  
   e. they are better able to control impulses.  

**Difficulty:** 1  
**Question ID:** 14.1-26  
**Page:** 367  
**Reference:**  
**Topic:** Nonparental Care  
**Skill:** Factual  
**Objective:** 14.3  
**Answer:** e. they are better able to control impulses.
14.1-27. From a developmental perspective, children should not be in a self-care situation before what age?
   a. 8 years
   b. 9 years
   c. 10 years
   d. 11 years
   e. 12 years
   Difficulty: 1
   Question ID: 14.1-27
   Page: 367
   Reference: Nonparental Care
   Skill: Factual
   Objective: 14.3
   Answer: b. 9 years

14.1-28. The most important factor in self care seems to be
   a. the child's age.
   b. the child's gender.
   c. the mother's temperament.
   d. the family's neighborhood.
   e. parental monitoring.
   Difficulty: 1
   Question ID: 14.1-28
   Page: 367
   Reference: Nonparental Care
   Skill: Conceptual
   Objective: 14.3
   Answer: e. parental monitoring.
In order to choose a preschool for her son, Lisa decided to visit the preschools in her area. When Lisa visits a preschool with an academic approach, she would expect to find all of the following except:

a. Teachers working with children in groups with flashcards.
b. Students sitting at desks listening to the teacher lecture.
c. Students working on learning to print letters and numbers.
d. Teachers using a phonics program to facilitate early reading.
e. School attendance is more important for social development than for cognitive development.

Difficulty: 3
Question ID: 14.1-29
Page Reference: 369
Topic: The Impact of Schools
Skill: Factual
Objective: 14.4

Answer: e. School attendance is more important for social development than for cognitive development.

Why should the NAEYC take into consideration the maturation of the reticular formation when evaluating childhood programs?

a. The reticular formation helps the child learn to control his or her emotions.
b. The reticular formation is responsible for language development in early childhood.
c. The complete maturation of the reticular formation is necessary in children who want to succeed in preschool.
d. The reticular formation matures faster in boys than in girls.
e. The reticular formation controls attention and is far from mature in a preschooler.

Difficulty: 3
Question ID: 14.1-30
Page Reference: 369
Topic: The Impact of Schools
Skill: Conceptual
Objective: 14.4

Answer: e. The reticular formation controls attention and is far from mature in a preschooler.
14.1-31. According to Fuller, what is the optimal amount of time for preschool attendance for 2 to 4 year olds?

a. 15 hours per week  
b. 6 hours per week  
c. 25 hours per week  
d. 30 hours per week  
e. 35+ hours per week  

**Difficulty:** 2  
**Question ID:** 14.1-31  
**Page Reference:** 370-371  
**Topic:** The Impact of Schools  
**Skill:** Factual  
**Objective:** 14.4  
**Answer:** a. 15 hours per week

14.1-32. Franco's parents attend parent teacher conferences, attend most school events, and get involved supervising homework. Compared to his friend Miquel, whose parents don't attend these events, Franco will be all of the following EXCEPT

a. more strongly motivated.  
b. more competent.  
c. better adapted to school.  
d. a better reader.  
e. more dependent.  

**Difficulty:** 2  
**Question ID:** 14.1-32  
**Page Reference:** 371  
**Topic:** The Impact of Schools  
**Skill:** Applied  
**Objective:** 14.4  
**Answer:** e. more dependent.

14.1-33. A goal that is based on personal standards and a desire to become more competent at something is a

a. competence goal.  
b. task goal.  
c. ability goal.  
d. cognitive goal.  
e. positive goal.  

**Difficulty:** 1  
**Question ID:** 14.1-33  
**Page Reference:** 374  
**Topic:** The Impact of Schools  
**Skill:** Factual  
**Objective:** 14.4  
**Answer:** b. task goal.
14.1-34. **Children show the least losses during the transition to high school in which system?**
   a. 6-3-3
   b. 5-3-4
   c. 8-4
   d. 4-2-2-4
   e. 9-3

   **Difficulty:** 2
   **Question ID:** 14.1-34
   **Page:** 373
   **Reference:**
   **Topic:** The Impact of Schools
   **Skill:** Factual
   **Objective:** 14.6

   **Answer:** c. 8-4

14.1-35. **Middle schools tend to emphasize**
   a. ability grouping.
   b. internal control.
   c. cooperation over competition.
   d. mixed grouping.
   e. task grouping.

   **Difficulty:** 2
   **Question ID:** 14.1-35
   **Page:** 374
   **Reference:**
   **Topic:** The Impact of Schools
   **Skill:** Factual
   **Objective:** 14.6

   **Answer:** a. ability grouping.

14.1-36. **Mikhail wants to become a better runner. What type of goal is this?**
   a. competence
   b. ability
   c. athletic
   d. physical
   e. task

   **Difficulty:** 2
   **Question ID:** 14.1-36
   **Page:** 374
   **Reference:**
   **Topic:** The Impact of Schools
   **Skill:** Applied
   **Objective:** 14.6

   **Answer:** e. task
14.1-37. Cheryl wants to win the school spelling bee. This is a(n)

a. task goal.
b. competence goal.
c. ability goal.
d. learning goal.
e. cognitive goal.

**Answer:** c. ability goal.

14.1-38. What type of goal is defined in competitive terms?

a. task
b. competence
c. athletic
d. cognitive
e. ability

**Answer:** e. ability

14.1-39. Longitudinal studies show that most fifth graders have ________ goals and sixth graders have ________ goals.

a. task; athletic
b. competence; social
c. athletic; task
d. task; ability
e. ability; task

**Answer:** d. task; ability
14.1-40. **Task goals are associated with**

   a. group influences.
   b. a greater sense of personal control.
   c. more negative attitudes toward school.
   d. external standards of good and bad performance.
   e. relative standards.

**Difficulty:** 2  
**Question ID:** 14.1-40  
**Page:** 374  
**Reference:**  
**Topic:** The Impact of Schools  
**Skill:** Conceptual  
**Objective:** 14.6

**Answer:** b. a greater sense of personal control.

14.1-41. **Sam is ability goal oriented. He is more likely to**

   a. attribute success and failure to external forces.
   b. feel positive about school.
   c. have a strong sense of personal control.
   d. have internal standards of performance.
   e. be able to resist group influences.

**Difficulty:** 3  
**Question ID:** 14.1-41  
**Page:** 374  
**Reference:**  
**Topic:** The Impact of Schools  
**Skill:** Applied  
**Objective:** 14.6

**Answer:** a. attribute success and failure to external forces.

14.1-42. **In a middle school, homeroom teachers monitor homework completion and grades. These teachers are performing the role of**

   a. principals.
   b. counselors.
   c. coaches.
   d. mentors.
   e. advisors.

**Difficulty:** 1  
**Question ID:** 14.1-42  
**Page:** 374  
**Reference:**  
**Topic:** The Impact of Schools  
**Skill:** Factual  
**Objective:** 14.6

**Answer:** d. mentors.
14.1-43. The National Middle School Association in the U.S. recommends that middle schools
a. be organized more like high schools.
b. organize students and teachers into teams.
c. should start with grade four.
d. should not be coeducational.
e. should be eliminated.
Difficulty: 3
Question ID: 14.1-43
Page-Reference: 375
Topic: The Impact of Schools
Skill: Factual
Objective: 14.6

Answer: b. organize students and teachers into teams.

14.1-44. Research has shown that high school students are least likely to experience high levels of intrinsic motivation along with intense mental effort when
a. attending an elective class.
b. participating in extracurricular activities.
c. attending academic classes.
d. practicing a sport.
e. working on an art project.
Difficulty: 2
Question ID: 14.1-44
Page-Reference: 375
Topic: The Impact of Schools
Skill: Factual
Objective: 14.7

Answer: c. attending academic classes.

14.1-45. Which of the following high school students is most likely to experience a high level of intrinsic motivation?
a. Maria, who is studying math
b. Arnold, who is attending an elective class
c. Sarina, who is studying biology
d. Oliver, who is attending a required physical education class
e. Michelle who is studying history
Difficulty: 2
Question ID: 14.1-45
Page-Reference: 375
Topic: The Impact of Schools
Skill: Applied
Objective: 14.7

Answer: b. Arnold, who is attending an elective class
14.1-46. Steinberg's research on over 20,000 teenagers in high school and their families found that
a. a high proportion don't take school seriously.
b. the majority of students study every night.
c. the peer culture encourages academic success.
d. most after school activities reinforce school work.
e. most parents are engaged in their children's schooling.

Difficulty: 3
Question ID: 14.1-46
Page: 375
Reference:  
Topic: The Impact of Schools
Skill: Factual
Objective: 14.7

Answer: a. a high proportion don't take school seriously.

14.1-47. Steinberg found that over ________ of high school students said they could bring home grades of "C" or worse without their parents getting upset.
 a. one-half
 b. two-thirds
 c. three-quarters
 d. four-fifths
 e. seven-eighths

Difficulty: 2
Question ID: 14.1-47
Page: 375
Reference:  
Topic: The Impact of Schools
Skill: Factual
Objective: 14.7

Answer: a. one-half

14.1-48. Which ethnic groups are most likely to devalue academic effort or achievement?

a. Asian American and Caucasian American
b. Asian American and Native American
c. Caucasian American and African American
d. Hispanic American and Asian American
e. African American and Hispanic American

Difficulty: 1
Question ID: 14.1-48
Page: 376
Reference:  
Topic: The Impact of Schools
Skill: Factual
Objective: 14.7

Answer: e. African American and Hispanic American
14.1-49. **Which group of students has the highest dropout rate?**

a. Caucasian Americans  
b. African Americans  
c. Asian Americans  
d. Hispanic Americans  
e. Native Americans

**Difficulty:** 2  
**Question ID:** 14.1-49  
**Page:** 376  
**Reference:**  
**Topic:** The Impact of Schools  
**Skill:** Factual  
**Objective:** 14.7

**Answer:** d. Hispanic Americans

14.1-50. **Longitudinal research involving teenagers who were in high school in the late 1980's revealed that the more hours participants worked during high school, the more likely they were to**

a. avoid drug and alcohol use.  
b. get along with peers.  
c. get along with parents.  
d. be well rested.  
e. be dissatisfied with life.

**Difficulty:** 2  
**Question ID:** 14.1-50  
**Page:** 376 (Box)  
**Reference:**  
**Topic:** The Impact of Schools  
**Skill:** Conceptual  
**Objective:** 14.7

**Answer:** e. be dissatisfied with life.

14.1-51. **Mitch is in his junior year of high school and works long hours. Mitch is likely to do all of the following EXCEPT**

a. use alcohol or drugs.  
b. display aggression toward peers.  
c. argue with his parents.  
d. get inadequate sleep.  
e. be satisfied with life.

**Difficulty:** 3  
**Question ID:** 14.1-51  
**Page:** 376 (Box)  
**Reference:**  
**Topic:** The Impact of Schools  
**Skill:** Applied  
**Objective:** 14.7

**Answer:** e. be satisfied with life.
14.1-52. **Research by Bachman & Schulenberg indicates that the more hours per week a teenager works at a paying job, the**
   a. less engaged in school she will be.
   b. less drug usage and delinquent behavior he reports.
   c. less aggression she shows toward peers.
   d. fewer arguments he has with parents.
   e. more satisfied he is with his life.

   **Difficulty:** 1  
   **Question ID:** 14.1-52  
   **Page:** 376 (Box)  
   **Reference:**  
   **Topic:** The Impact of Schools  
   **Skill:** Factual  
   **Objective:** 14.7  

   **Answer:** a. less engaged in school she will be.

14.1-53. **Research on teen employment by Mortimer and colleagues has shown that**
   a. unskilled work has no impact on school engagement.
   b. there is no difference in the effects of part-time or full-time work.
   c. school performance declines dramatically for all types of work.
   d. full-time work is better than part-time work.
   e. jobs that teach useful skills increase teen confidence in his ability.

   **Difficulty:** 1  
   **Question ID:** 14.1-53  
   **Page:** 376  
   **Reference:**  
   **Topic:** The Impact of Schools  
   **Skill:** Conceptual  
   **Objective:** 14.7  

   **Answer:** e. jobs that teach useful skills increase teen confidence in his ability.

14.1-54. **Longitudinal studies have found all of the following to be strong predictors of subsequent dropout EXCEPT**
   a. history of academic failure.
   b. the need to earn money.
   c. pattern of aggressive behavior.
   d. decisions about sexual intercourse.
   e. engaging in risky behavior.

   **Difficulty:** 3  
   **Question ID:** 14.1-54  
   **Page:** 377  
   **Reference:**  
   **Topic:** The Impact of Schools  
   **Skill:** Factual  
   **Objective:** 14.7  

   **Answer:** b. the need to earn money.
14.1-55. **Rick has a 30-hours-per-week job after school. Which of the following is most likely to be the effect of his job?**
   a. He will begin to use alcohol more heavily.
   b. His grades will improve.
   c. He will decide that he needs a college education.
   d. He will help his parents more.
   e. He will get along better with his friends.

   **Difficulty:** 2  
   **Question ID:** 14.1-55  
   **Page-Reference:** 377  
   **Topic:** The Impact of Schools  
   **Skill:** Applied  
   **Objective:** 14.7

   **Answer:** a. He will begin to use alcohol more heavily.

14.1-56. **Parents of engaged students are most likely to be**
   a. authoritarian.
   b. permissive.
   c. authoritative.
   d. neglecting.
   e. rejecting.

   **Difficulty:** 1  
   **Question ID:** 14.1-56  
   **Page-Reference:** 378  
   **Topic:** The Impact of Schools  
   **Skill:** Applied  
   **Objective:** 14.7

   **Answer:** c. authoritative.

14.1-57. **The average United States high school student spends how much time on homework?**
   a. 4 hours a day
   b. 2 hours a day
   c. 1 hour a day
   d. 6 hours a week
   e. 4 hours a week

   **Difficulty:** 1  
   **Question ID:** 14.1-57  
   **Page-Reference:** 377 (Box)  
   **Topic:** The Impact of Schools  
   **Skill:** Factual  
   **Objective:** 14.7

   **Answer:** e. 4 hours a week
14.1-58. **Most parents who home school do so because**

a. their children are disabled.
b. they believe they can do a better job.
c. of religious beliefs.
d. their children are gifted.
e. they are concerned with crime in the schools.

**Difficulty:** 2  
**Question ID:** 14.1-58  
**Page:** 378  
**Reference:**  
**Topic:** The Impact of Schools  
**Skill:** Factual  
**Objective:** 14.8  

**Answer:** b. they believe they can do a better job.

14.1-59. **What percent of home school families are two parent homes?**

a. 25  
b. 38  
c. 42  
d. 66  
e. 80  

**Difficulty:** 1  
**Question ID:** 14.1-59  
**Page:** 379  
**Reference:**  
**Topic:** The Impact of Schools  
**Skill:** Factual  
**Objective:** 14.8  

**Answer:** e. 80

14.1-60. **TV programs specifically designed to be educational or to teach positive values have**

a. demonstrable positive effects.
b. no effect, positive or negative.
c. positive effects on vocabulary development, but no effect on prosocial behaviors.
d. negative effects on children's vocabulary development, but no effect on prosocial behaviors.
e. random impact on cognitive development of children of all ages.

**Difficulty:** 3  
**Question ID:** 14.1-60  
**Page:** 380  
**Reference:**  
**Topic:** The Impact of Entertainment Media  
**Skill:** Factual  
**Objective:** 14.9  

**Answer:** a. demonstrable positive effects.
14.1-61. The largest body of research into the impact of television has focused on the potential impact of television on children's
a. aggressiveness.
b. school performance.
c. physical development.
d. assertiveness.
e. social skills.
Difficulty: 2
Question ID: 14.1-61
Page: 380
Reference: The Impact of Entertainment Media
Skill: Factual
Objective:

Answer: a. aggressiveness.

14.1-62. How many times per hour are sexual incidents shown during prime time television?
a. 12
b. 1
c. 9
d. 5
e. 2
Difficulty: 2
Question ID: 14.1-62
Page: 380
Reference: The Impact of Entertainment Media
Skill: Factual
Objective: 14.9

Answer: d. 5

14.1-63. Huesmann's research on the level of aggression and television viewing indicated that
a. there is no effect of TV viewing on aggression.
b. there is a direct cause and effect.
c. aggressive behavior is not linked to television viewing.
d. the effect is only found in young boys,
e. those who watch more television are more aggressive.
Difficulty: 3
Question ID: 14.1-63
Page: 380
Reference: The Impact of Entertainment Media
Skill: Factual
Objective: 14.9

Answer: e. those who watch more television are more aggressive.
14.1-64. What was the response of the children after viewing adults acting violently towards a blow up clown in Bandura's "Bobo doll" experiment?

a. They showed no signs of increased aggression.
b. Boys acted more aggressively but girls showed no increase in aggression.
c. The children were found to imitate the aggressive acts of the adults.
d. They showed complete disinterest in the bobo doll in the room.
e. They engaged in more sociodramatic play.

**Answer:** c. The children were found to imitate the aggressive acts of the adults.

14.1-65. Which of the following describes how parents control their teenager's TV viewing?

a. Media can be viewed only after homework is completed.
b. Media viewing correlates with performance in school (low performance constitutes a restriction in media viewing).
c. Restrictions on what the teenager is viewing (e.g. "R" rated movies), but not on the quantity of viewing.
d. Very few, if any, rules regarding media use.
e. Sporadic enforcement of media restrictions.

**Answer:** d. Very few, if any, rules regarding media use.
14.1-66. **Longitudinal studies of the effect of violent television programs on aggressiveness indicate that**
   a. all types of programming lead to aggressiveness.
   b. the effect only occurs in teenage boys.
   c. TV violence leads to timid behavior.
   d. TV violence leads to the belief that aggression is a good way to solve problems.
   e. there is no consistent effect of television violence on aggression.

**Difficulty:** 3  
**Question ID:** 14.1-66  
**Page:** 380  
**Reference:**  
**Topic:** The Impact of Entertainment Media  
**Skill:** Factual  
**Objective:** 14.9

**Answer:** d. TV violence leads to the belief that aggression is a good way to solve problems.

14.1-67. **The repeated viewing of television violence leads to**
   a. emotional desensitization toward violence.
   b. an avoidance of all aggression.
   c. increased timidity and dependence.
   d. a reduction in prosocial behavior.
   e. more popularity among peers.

**Difficulty:** 2  
**Question ID:** 14.1-67  
**Page:** 380  
**Reference:**  
**Topic:** The Impact of Entertainment Media  
**Skill:** Conceptual  
**Objective:** 14.9

**Answer:** a. emotional desensitization toward violence.

14.1-68. **Several studies suggest that playing video games fosters**
   a. improved social skills.
   b. positive emotions.
   c. improved reading skills.
   d. excessive dependency.
   e. good spatial perception skills.

**Difficulty:** 2  
**Question ID:** 14.1-68  
**Page:** 381  
**Reference:**  
**Topic:** The Impact of Entertainment Media  
**Skill:** Factual  
**Objective:** 14.10

**Answer:** e. good spatial perception skills.
14.1-69. Researchers have found that playing violent video games leads to all of the following EXCEPT
   a. immediate increases in aggressive behavior.
   b. higher levels of anxiety.
   c. less toleration of frustration.
   d. increased emotional hostility.
   e. increased empathy with others.

   **Difficulty:** 3  
   **Question ID:** 14.1-69  
   **Page:** 381  
   **Reference:**  
   **Topic:** The Impact of Entertainment Media  
   **Skill:** Conceptual  
   **Objective:** 14.10

   **Answer:** e. increased empathy with others.

14.1-70. The favorite forms of electronic entertainment among children and teenagers is most likely to be
   a. video games and dvds.
   b. internet and video games.
   c. music cds and texting.
   d. computer games and television
   e. television and video games.

   **Difficulty:** 2  
   **Question ID:** 14.1-70  
   **Page:** 379  
   **Reference:**  
   **Topic:** The Impact of Entertainment Media  
   **Skill:** Applied  
   **Objective:** 14.10

   **Answer:** e. television and video games.

   a. 15
   b. 30
   c. 50
   d. 60
   e. 75

   **Difficulty:** 2  
   **Question ID:** 14.1-71  
   **Page:** 383  
   **Reference:**  
   **Topic:** Macrosystem effects: The Impact of the Larger Culture  
   **Skill:** Factual  
   **Objective:** 14.11

   **Answer:** d. 60

14.1-72.  **Compared to other children, children raised in poverty**

a. have higher rates of illness and disabilities.  
b. have the same distribution of IQ scores.  
c. develop cognitively at the same rate.  
d. are less likely to repeat a grade.  
e. are less likely to be poor as adults.  

**Difficulty:** 1  
**Question ID:**  14.1-72  
**Page:** 383  
**Reference:**  
**Topic:** Macrosystem effects: The Impact of the Larger Culture  
**Skill:** Factual  
**Objective:** 14.11  

**Answer:** a. have higher rates of illness and disabilities.

14.1-73.  **The McDougalls’ income is so low that they are considered below the poverty line. Researchers would predict that, compared to working class or middle class parents, the McDougalls would**

a. be more warm and nurturing.  
b. be less likely to discipline their children.  
c. talk more to their children.  
d. explain things less often.  
e. provide more age-appropriate toys.  

**Difficulty:** 2  
**Question ID:**  14.1-73  
**Page:** 384  
**Reference:**  
**Topic:** Macrosystem effects: The Impact of the Larger Culture  
**Skill:** Applied  
**Objective:** 14.11  

**Answer:** d. explain things less often.

14.1-74.  **Compared to poor parents with less education, poor parents with relatively more education typically**

a. provide about the same level of intellectual stimulation.  
b. are just about as responsive.  
c. are more authoritarian.  
d. talk more to their children.  
e. are less involved with their children.  

**Difficulty:** 2  
**Question ID:**  14.1-74  
**Page:** 385  
**Reference:**  
**Topic:** Macrosystem effects: The Impact of the Larger Culture  
**Skill:** Factual  
**Objective:** 14.11  

**Answer:** d. talk more to their children.
14.1-75. **Surveys in a number of large cities indicate that nearly ________ of inner-city elementary and high school students have witnessed at least one violent crime in the past year.**

a. a quarter  
b. a third  
c. half  
d. three fourths  
e. six-eighths  

**Difficulty:** 2  
**Question ID:** 14.1-75  
**Page:** 385  
**Reference:**  
**Topic:** Macrosystem effects: The Impact of the Larger Culture  
**Skill:** Factual  
**Objective:** 14.11  

**Answer:** c. half

14.1-76. **Roger lives in an inner city area and has been suffering sleep disturbances, irritability, angry outbursts, and hypervigilance. Roger is suffering from**

a. schizophrenia.  
b. psychosomatic disorder.  
c. depression.  
d. posttraumatic stress disorder.  
e. bipolar disorder.  

**Difficulty:** 2  
**Question ID:** 14.1-76  
**Page:** 386  
**Reference:**  
**Topic:** Macrosystem effects: The Impact of the Larger Culture  
**Skill:** Applied  
**Objective:** 14.11  

**Answer:** d. posttraumatic stress disorder.

14.1-77. **Sameroff argues that the effects of various kinds of stresses**

a. wear off quickly.  
b. lessen as children become "immune" to stress through repeated exposure.  
c. lessen with age and exposure.  
d. accumulate.  
e. are usually unrelated and short-lived.  

**Difficulty:** 1  
**Question ID:** 14.1-77  
**Page:** 387  
**Reference:**  
**Topic:** Macrosystem effects: The Impact of the Larger Culture  
**Skill:** Factual  
**Objective:** 14.11  

**Answer:** d. accumulate.
14.1-78. A characteristic of resilient children and adolescents is

a. concrete operational thought.
b. high self-esteem.
c. gang membership.
d. scepticism.
e. dependence.

**Difficulty:** 1
**Question ID:** 14.1-78
**Page Reference:** 387
**Topic:** Macrosystem effects: The Impact of the Larger Culture
**Skill:** Conceptual
**Objective:** 14.11

**Answer:** b. high self-esteem.

14.1-79. Werner found that families of resilient children were all of the following EXCEPT

a. more authoritative.
b. more cohesive.
c. more protective.
d. more loving.
e. more intelligent.

**Difficulty:** 2
**Question ID:** 14.1-79
**Page Reference:** 387
**Topic:** Macrosystem effects: The Impact of the Larger Culture
**Skill:** Conceptual
**Objective:** 14.11

**Answer:** c. more protective.

14.1-80. Which of the following statements about race and ethnicity is accurate?

a. Ethnicity may include a racial component.
b. Race and ethnicity are the same.
c. Ethnicity refers to physical characteristics.
d. Race refers to social and cultural characteristics.
e. Ethnicity only applies to European ancestry.

**Difficulty:** 3
**Question ID:** 14.1-80
**Page Reference:** 388
**Topic:** Macrosystem effects: The Impact of the Larger Culture
**Skill:** Conceptual
**Objective:** 14.12

**Answer:** a. Ethnicity may include a racial component.
Which of the following groups can be regarded as both an ethnic and a racial group?

a. Polish Americans
b. Hispanic Americans
c. African Americans
d. Italian Americans
e. German Americans

Answer: c. African Americans

About what percent of the total U.S. population is made up of African Americans?

a. 5
b. 13
c. 25
d. 30
e. 36

Answer: b. 13

The Williams family is African American. They are most likely to

a. emphasize individualism.
b. have a strong spiritual orientation.
c. place importance on material possessions.
d. have fixed rigid roles.
e. be object-centered.

Answer: b. have a strong spiritual orientation.
14.1-84. According to Martin and Martin, the African American family is all of the following EXCEPT
   a. limited to parents and children.
   b. an interdependent kinship system.
   c. organized around a dominant figure.
   d. extended across geographic boundaries.
   e. have a mutual aid system.

   Difficulty: 2
   Question ID: 14.1-84
   Page: 389
   Reference: Macrosystem effects: The Impact of the Larger Culture
   Topic: Conceptual
   Skill: Objective: 14.12
   
   **Answer:** a. limited to parents and children.

14.1-85. The ________ family structure plays an especially important positive role in the development of children in African American culture.
   a. single-parent
   b. nuclear
   c. permissive
   d. extended
   e. blended

   Difficulty: 2
   Question ID: 14.1-85
   Page: 389
   Reference: Macrosystem effects: The Impact of the Larger Culture
   Topic: Conceptual
   Skill: Objective: 14.12
   
   **Answer:** d. extended

14.1-86. Enrique belongs to the fastest growing minority group in the United States. He is
   a. African American.
   b. Asian American.
   c. Hispanic American.
   d. Native American.
   e. Caucasian American.

   Difficulty: 1
   Question ID: 14.1-86
   Page: 390
   Reference: Macrosystem effects: The Impact of the Larger Culture
   Topic: Applied
   Skill: Objective: 14.12
   
   **Answer:** c. Hispanic American.
14.1-87. **Among Hispanic American groups in the United States**

a. Mexicans have the highest poverty rate.
b. Cubans have divorce rates comparable to African Americans.
c. the majority are Puerto Rican.
d. Mexicans and Cubans have similar divorce rates.
e. Puerto Ricans are most financially well off.

**Difficulty:** 3  
**Question ID:** 14.1-87  
**Page-Reference:** 390  
**Reference:**  
**Topic:** Macrosystem effects: The Impact of the Larger Culture  
**Skill:** Factual  
**Objective:** 14.12

**Answer:** d. Mexicans and Cubans have similar divorce rates.

14.1-88. **What percent of the Hispanic American population are Cuban in origin?**

a. 4  
b. 12  
c. 40  
d. 60  
e. 72

**Difficulty:** 2  
**Question ID:** 14.1-88  
**Page-Reference:** 390  
**Reference:**  
**Topic:** Macrosystem effects: The Impact of the Larger Culture  
**Skill:** Factual  
**Objective:** 14.12

**Answer:** a. 4

14.1-89. **Maria is Hispanic American. We would expect that she will**

a. place great emphasis on individual effort.  
b. be committed to her family.  
c. be quick to argue with people.  
d. value highly reputation and material gain.  
e. challenge authority.

**Difficulty:** 2  
**Question ID:** 14.1-89  
**Page-Reference:** 391  
**Reference:**  
**Topic:** Macrosystem effects: The Impact of the Larger Culture  
**Skill:** Applied  
**Objective:**

**Answer:** b. be committed to her family.
14.1-90. The core of family life in Hispanic American culture is the ________ family.

a. communal  
b. extended  
c. fictive  
d. nuclear  
e. blended  

**Difficulty:** 1  
**Question ID:** 14.1-90  
**Page Reference:** 391  
**Topic:** Macrosystem effects: The Impact of the Larger Culture  
**Skill:** Factual  
**Objective:** 14.12  

**Answer:** d. nuclear

14.1-91. Mariano believes in "bien educado." The definition of this term includes all of the following EXCEPT

a. politeness and respect.  
b. well educated.  
c. at least a college education.  
d. cooperation with others.  
e. loyalty.  

**Difficulty:** 2  
**Question ID:** 14.1-92  
**Page Reference:** 391  
**Topic:** Macrosystem effects: The Impact of the Larger Culture  
**Skill:** Applied  
**Objective:** 14.12  

**Answer:** c. at least a college education.

14.1-92. All of the following are values held by Asian American families EXCEPT

a. pacifism and self-control.  
b. strong family links.  
c. a powerful work ethic.  
d. a strong belief that destiny is controlled by fate.  
e. emphasis on respect in social systems.  

**Difficulty:** 2  
**Question ID:** 14.1-93  
**Page Reference:** 391  
**Topic:** Macrosystem effects: The Impact of the Larger Culture  
**Skill:** Conceptual  
**Objective:** 14.12  

**Answer:** d. a strong belief that destiny is controlled by fate.
14.1-93. Mae Lin is Asian American. She probably has been taught to

a. believe that achievement is important.
b. be assertive.
c. stress individual needs.
d. believe in fate.
e. value children over adults.

Difficulty: 2
Question ID: 14.1-94
Page-Reference: 392
Topic: Macrosystem effects: The Impact of the Larger Culture
Skill: Applied
Objective: 14.12

Answer: a. believe that achievement is important.

14.1-94. ________ have the highest rate of college completion of any group in the United States.

a. Asian Americans
b. European Americans
c. African Americans
da. Hispanic Americans
e. Native Americans

Difficulty: 2
Question ID: 14.1-95
Page-Reference: 392
Topic: Macrosystem effects: The Impact of the Larger Culture
Skill: Factual
Objective: 14.12

Answer: a. Asian Americans

Fill-in-the-Blank

14.2-1. An enormous variety of different child care arrangements are all lumped together in the general category called ________.

Difficulty: 1
Question ID: 14.2-1
Page-Reference: 362
Topic: Nonparental Care
Skill: Factual
Objective: 14.1

Answer: nonparental care
14.2-2. Belsky concluded that children who entered day care before their first birthday were more at risk for insecure _________.

**Answer:** attachment

14.2-3. According to Scarr, day care effects are likely to be _________ effects in disguise.

**Answer:** parenting

14.2-4. Research studies have established that _________ itself is unrelated to the security of the child's attachment.

**Answer:** day care
14.2-5. A large NICHD Early Child Care Research Network study found a small but significant positive effect of high-quality care on children's _________ and _________ skills.

Difficulty: 2  
Question ID: 14.2-5  
Page-Reference: 364  
Topic: Nonparental Care  
Skill: Factual  
Objective: 14.2

Answer: cognitive/language

14.2-6. The researcher, John Bates, found that kindergarten who spent most of their time in child care from infancy through the preschool years were more _________ and less _________ than their peers.

Difficulty: 3  
Question ID: 14.2-6  
Page-Reference: 365  
Topic: Nonparental Care  
Skill: Factual  
Objective: 14.2

Answer: aggressive/popular

14.2-7. In the United States, more than _________ children are at home by themselves after school for an hour or more each week day.

Difficulty: 1  
Question ID: 14.2-7  
Page-Reference: 366  
Topic: Nonparental Care  
Skill: Factual  
Objective: 14.3

Answer: seven million
14.2-8. **Children who are left home alone after school for an hour or more each weekday are referred to as _________ children.**

**Difficulty:** 1  
**Question ID:** 14.2-8  
**Page-Reference:** 366 - 367  
**Reference:**  
**Topic:** Nonparental Care  
**Skill:** Factual  
**Objective:** 14.4

**Answer:** self-care

14.2-9. **Self-care has the most negative effects for children in _________ with _________ .**

**Difficulty:** 2  
**Question ID:** 14.2-9  
**Page-Reference:** 367  
**Reference:**  
**Topic:** Nonparental Care  
**Skill:** Factual  
**Objective:** 14.4

**Answer:** low-income neighborhoods/high crime rates

14.2-10. **The term "Early Childhood Education" applies to programs that provide instruction to children between the ages of _________ .**

**Difficulty:** 2  
**Question ID:** 14.2-10  
**Page-Reference:** 368  
**Reference:**  
**Topic:** The Impact of Schools  
**Skill:** Factual  
**Objective:** 14.4

**Answer:** birth through age 8

14.2-11. **The Montessori method, Waldorf approach, and Reggio Emilia model are examples of education that follow the _________ in educating children.**

**Difficulty:** 3  
**Question ID:** 14.2-11  
**Page-Reference:** 368  
**Reference:**  
**Topic:** The Impact of Schools  
**Skill:** Factual  
**Objective:** 14.4

**Answer:** developmental approach
14.2-12. **Kagan and his colleagues found that** __________ **is strongly correlated with memory performance.**

**Difficulty:** 3  
**Question ID:** 14.2-12  
**Page:** 372  
**Reference:**  
**Topic:** The Impact of Schools  
**Skill:** Factual  
**Objective:** 14.5  

**Answer:** regular school attendance

14.2-13. **Cross-cultural studies in Hong Kong, Mexico, Peru, Columbia, Liberia, Nigeria, and Uganda support the conclusion that** __________ **is causally linked to the emergence of some advanced __________ skills.**

**Difficulty:** 3  
**Question ID:** 14.2-13  
**Page:** 373  
**Reference:**  
**Topic:** The Impact of Schools  
**Skill:** Factual  
**Objective:** 14.5  

**Answer:** school experience/cognitive

14.2-14. **Schooling is related to Piaget's operational stages because longitudinal studies show that the rate of progression through __________ predicts how well a child will reason in adolescence and adulthood.**

**Difficulty:** 3  
**Question ID:** 14.2-14  
**Page:** 373  
**Reference:**  
**Topic:** The Impact of Schools  
**Skill:** Factual  
**Objective:** 14.6  

**Answer:** concrete operations
A goal orientation associated with a desire for self-improvement is called a ________ goal.

Answer: task

A goal orientation associated with a desire to be superior to others is called a(n) ________ goal.

Answer: ability

Teenage employment may cause development of an identity that includes ________ from education.

Answer: disengagement

According to Steinberg, many United States ________ are as disengaged from their child's schooling as their ________ are.

Answer: parents/teenagers
14.2-19. The widespread peer norm among U.S. students is the appearance of __________.

Difficulty: 2
Question ID: 14.2-19
Page: 376
Reference: The Impact of Schools
Skill: Factual
Objective: 14.7

Answer: uninvolvement

14.2-20. The best single predictor of a student's academic performance in high school is his/her __________.

Difficulty: 2
Question ID: 14.2-20
Page: 378
Reference: The Impact of Schools
Skill: Factual
Objective: 14.7

Answer: IQ score

14.2-21. Researchers have located a network of neurons in the __________ of the adult brain that allows humans to rapidly shift focus from task to task while keeping in mind multiple goals. This is called __________.

Difficulty: 3
Question ID: 14.2-21
Page: 382
Reference: The Impact of Entertainment Media
Skill: Factual
Objective: 14.10

Answer: prefrontal cortex/multitasking
14.2-22. ________ refers primarily to social and cultural characteristics, whereas ________ normally designates a group with specific physical characteristics.

**Difficulty:** 2  
**Question ID:** 14.2-22  
**Page:** 388  
**Reference:**  
**Topic:** Macrosystem effects: The Impact of the Larger Culture  
**Skill:** Factual  
**Objective:** 14.12  
**Answer:** Ethnicity/race

14.2-23. The belief that plants are much like humans is found in ________ culture.

**Difficulty:** 3  
**Question ID:** 14.2-23  
**Page:** 393  
**Reference:**  
**Topic:** Macrosystem effects: The Impact of the Larger Culture  
**Skill:** Factual  
**Objective:** 14.13  
**Answer:** Japanese

14.2-24. Cultures that provide ________ at puberty make the identity process simpler and less confusing.

**Difficulty:** 3  
**Question ID:** 14.2-24  
**Page:** 393  
**Reference:**  
**Topic:** Macrosystem effects: The Impact of the Larger Culture  
**Skill:** Factual  
**Objective:** 14.13  
**Answer:** initiation rituals

14.2-25. ________ is a system made up of values, assumptions and beliefs, political and economic systems, and patterns of personal relationships.

**Difficulty:** 14.2-25  
**Question ID:** 2  
**Page:** 393  
**Reference:**  
**Topic:** Macrosystem Effects: The Impact of the Larger Culture  
**Skill:** Conceptual  
**Objective:** 14.13  
**Answer:** Culture
Essay

14.3-1. Explain why it is difficult to research the effects of nonparental care in children's development.

**Difficulty:** 3  
**Question ID:** 14.3-1  
**Page-Reference:** 362 - 364  
**Topic:** Nonparental Care  
**Skill:** Conceptual  
**Objective:** 14.1  
**Answer:** The main reason is the interference of other factors such as family make-up, the large variety of nonparental care situations, the variations in age of first care situation, duration of the care, and maternal attitude towards care.

14.3-2. Discuss the controversy over the impact of day care.

**Difficulty:** 3  
**Question ID:** 14.3-2  
**Page-Reference:** 364-366  
**Topic:** Nonparental Care  
**Skill:** Conceptual  
**Objective:** 14.2  
**Answer:** Studies have yielded mixed results. There is a difference of impact based on the age of the child at entrance (less than one year is usually a problem), length of time spent in day care, attitude of the mother toward the day care, family situation (single mother, etc.) attitude of the mother towards her job and towards the need for day care, the provider of the care (grandparents, other relatives, strangers, etc.), and location of the care (at home, in a day care facility, etc.)

14.3-3. Summarize research on adolescents working while in high school. Evaluate each.

**Difficulty:** 3  
**Question ID:** 14.3-3  
**Page-Reference:** 375 - 377  
**Topic:** The Impact of Schools  
**Skill:** Conceptual  
**Objective:** 14.7  
**Answer:** The answer should include the idea that working in a cognitively stimulating environment, and working less than 20 hours a week may be OK for most adolescents, whereas long hours in unstimulating jobs can cause problems such as aggression towards peers, arguing with parents, alcohol or drug use, lack of sleep, and dissatisfaction with life in general.
14.3-4. **Write a description of a child who would be resilient when faced with poverty.**

**Answer:** The child has at least one loving parent or relative or a cohesive family, is intelligent, has high self-esteem, some talent, and faith.

14.3-5. **Compare the characteristics of African American families and Asian American families.**

**Answer:** African American families practice collectivism: they are person-centered, value relationships with people, practice mutuality and reciprocity, have strong religious or spiritual orientation, emphasize the importance of children, harmony, and a sense of connection with nature, and role flexibility.

Asian American families value pacifism, self-discipline, self-control, place an emphasis on hierarchy and respect in social systems, strong family links, obedience and solidarity, strong belief that each person controls his or her own destiny and powerful work ethic.

14.4-1. **According to Douglas Gentile, a key element in defining violence is the _________ to cause harm to another.**

**Answer:** intention (or intent)
14.4-2. Louis likes to play violent video games. Lately he has become concerned that other students at school might attack him so he has started carrying a knife. According to Douglas Gentile, which of the following best describes Louis's response to playing violent video games?

a. Victim effect  
b. Aggressor effect  
c. Bystander effect  
d. Appetite Effect

Answer: Victim effect

14.4-3. What are some reasons that students might prefer cyber-learning?

Answer: Freedom to be outside of the classroom, ability to chat with other students outside of their community, increase their network, and the ability to complete assignments on their own pace.
Chapter 15: Atypical Development

Multiple Choice

15.1-1. **Enduring patterns of behavior that are both unusual compared to others of a child's age and interfere with a child's development in some significant way are part of development that is**
   a. unusual.
   b. mental.
   c. physical.
   d. slow.
   e. atypical.

**Difficulty:** 1
**Question ID:** 15.1-1
**Page:** 397
**Reference:** Understanding Atypical Development
**Skill:** Factual
**Objective:** 15.1

**Answer:** e. atypical.

15.1-2. **Usually we label a child's development atypical or deviant only if a problem is at the extreme end of the continuum for that behavior, or if it persists for ________ or longer.**
   a. two weeks
   b. one month
   c. three months
   d. six months
   e. one year

**Difficulty:** 1
**Question ID:** 15.1-2
**Page:** 397
**Reference:** Understanding Atypical Development
**Skill:** Factual
**Objective:** 15.1

**Answer:** d. six months
15.1-3. **Kate has an eating disorder and Jimmy suffers from anxiety. Both have**

a. externalizing problems.
b. disturbances of conduct.
c. internalizing problems.
d. genetic disorders.
e. attention problems.

**Difficulty:** 2  
**Question ID:** 15.1-3  
**Page:** 398  
**Reference:** Understanding Atypical Development  
**Skill:** Applied  
**Objective:** 15.1

**Answer:** c. internalizing problems.

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15.1-4. **Which of the following psychopathologies is an internalizing problem?**

a. ADHD  
b. delinquency  
c. defiance  
d. excessive aggressiveness  
e. eating disorders

**Difficulty:** 2  
**Question ID:** 15.1-4  
**Page:** 398  
**Reference:** Understanding Atypical Development  
**Skill:** Conceptual  
**Objective:** 15.1

**Answer:** e. eating disorders

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15.1-5. **Connie defies her parents and her teachers; Zeke has been labeled a delinquent. They both have which type of problem?**

a. attention  
b. externalizing  
c. internalizing  
d. psychosomatic  
e. neurotic

**Difficulty:** 3  
**Question ID:** 15.1-5  
**Page:** 398  
**Reference:** Understanding Atypical Development  
**Skill:** Applied  
**Objective:** 15.1

**Answer:** b. externalizing

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15.1-6. Wallie's ADHD would be categorized as which type of problem?

a. internalizing  
b. mood  
c. externalizing  
d. anxiety based  
e. attention

**Difficulty:** 1  
**Question ID:** 15.1-6  
**Page:** 398  
**Reference:** Understanding Atypical Development  
**Skill:** Applied  
**Objective:** 15.1

**Answer:** e. attention

15.1-7. All of the following are warning signs for psychopathology in children and teenagers EXCEPT

a. changes in grades.  
b. changes in sleeping or eating patterns.  
c. obsessive concern with weight loss.  
d. depression that lasts six weeks.  
e. outbursts of rage.

**Difficulty:** 3  
**Question ID:** 15.1-7  
**Page:** 398  
**Reference:** Understanding Atypical Development  
**Skill:** Conceptual  
**Objective:** 15.1

**Answer:** d. depression that lasts six weeks.

15.1-8. A focus on the environment as a cause of atypical development is characteristic of which theory?

a. psychoanalytic  
b. cognitive  
c. social cognition  
d. ecological  
e. learning

**Difficulty:** 1  
**Question ID:** 15.1-8  
**Page:** 399  
**Reference:** Understanding Atypical Development  
**Skill:** Factual  
**Objective:** 15.2

**Answer:** e. learning
15.1-9. Developmental psychopathology integrates perspectives from all of the following disciplines EXCEPT

a. anthropology.
b. immunology.
c. geneology.
d. neurology.
e. sociology.

**Difficulty:** 1  
**Question ID:** 15.1-9  
**Page:** 400  
**Reference:** Understanding Atypical Development  
**Skill:** Factual  
**Objective:** 15.3

**Answer:** b. immunology.

15.1-10. According to developmental psychopathologists, abnormal and normal development

a. are governed by distinctly different basic processes.
b. are unlikely to occur within the same family.
c. are determined solely by the quality of the child's first attachment.
d. emerge from the same basic processes.
e. are not related to each other.

**Difficulty:** 1  
**Question ID:** 15.1-10  
**Page:** 400  
**Reference:** Understanding Atypical Development  
**Skill:** Factual  
**Objective:** 15.3

**Answer:** d. emerge from the same basic processes.

15.1-11. The developmental psychopathological approach emphasizes all of the following EXCEPT

a. normal and abnormal development emerging from the same processes.
b. normal and abnormal development being interrelated.
c. the pathways to deviant and normal behavior.
d. the same maladaptive behavior being reached by different pathways.
e. maladaptive behavior is rarely being long-term.

**Difficulty:** 3  
**Question ID:** 15.1-11  
**Page:** 400  
**Reference:** Understanding Atypical Development  
**Skill:** Conceptual  
**Objective:** 15.3

**Answer:** e. maladaptive behavior is rarely being long-term.
15.1-12. **All of the following are implications of the developmental psychopathological approach EXCEPT**

a. change is possible at any point.
b. later change is constrained by earlier adaptations.
c. maladaptive behavior may be reached by different pathways.
d. all behavioral change is genetically programmed.
e. history and roots of behavior vary.

**Difficulty:** 3  
**Question ID:** 15.1-12  
**Page-Reference:** 400  
**Topic:** Understanding Atypical Development  
**Skill:** Conceptual  
**Objective:** 15.3

**Answer:** d. all behavioral change is genetically programmed.

15.1-13. **Research supports the hypothesis that psychopathology arises mostly as a result of**

a. severe parental discipline.
b. accidental injury to the brain.
c. inborn vulnerabilities.
d. high stress environments.
e. parental neglect.

**Difficulty:** 2  
**Question ID:** 15.1-13  
**Page-Reference:** 400  
**Topic:** Understanding Atypical Development  
**Skill:** Factual  
**Objective:** 15.3

**Answer:** c. inborn vulnerabilities.

15.1-14. **When assessing atypical development, developmental psychologists refer to**

a. average growth charts.
b. IQ scores.
c. normative age-graded changes that all children experience.
d. overprotective parenting patterns.
e. nutritional deficiency assessments.

**Difficulty:** 2  
**Question ID:** 15.1-14  
**Page-Reference:** 400  
**Topic:** Understanding Atypical Development  
**Skill:** Factual  
**Objective:** 15.3

**Answer:** c. normative age-graded changes that all children experience.
15.1-15. **According to Russell Barkley, the underlying problem in ADHD is a deficit in the child's ability to**

a. understand language.
b. read facial expressions.
c. understand social cues.
d. inhibit behavior.
e. moderate his or her mood.

**Difficulty:** 2  
**Question ID:** 15.1-15  
**Page:** 401  
**Reference:** Attention Problems and Externalizing Problems  
**Skill:** Factual  
**Objective:** 15.4

**Answer:** d. inhibit behavior.

15.1-16. **Which of the following psychopathologies is categorized as an attention span problem?**

a. ADHD  
b. delinquency  
c. defiance  
d. depression  
e. anxiety

**Difficulty:** 1  
**Question ID:** 15.1-16  
**Page:** 401  
**Reference:** Attention Problems and Externalizing Problems  
**Skill:** Conceptual  
**Objective:** 15.4

**Answer:** a. ADHD

15.1-17. **According to the Diagnostic and Statistical Manual of Mental Disorders, in order for a child to be diagnosed with ADHD, onset must be before what age?**

a. 3 months  
b. 6 months  
c. 1 year  
d. 4 years  
e. 7 years

**Difficulty:** 1  
**Question ID:** 15.1-17  
**Page:** 402  
**Reference:** Attention Problems and Externalizing Problems  
**Skill:** Factual  
**Objective:** 15.4

**Answer:** e. 7 years
15.1-18. All of the following indicate inattention in a child EXCEPT

a. unable to complete a task.
b. consistent difficulty socializing with peers.
c. demonstrates difficulty following directions.
d. unable to sit still for periods of time.
e. consistent difficulty transitioning from one activity to another.

Difficulty: 2
Question ID: 15.1-18
Page: 402
Reference: Attention Problems and Externalizing Problems
Skill: Factual
Objective: 15.4

Answer: b. consistent difficulty socializing with peers.

15.1-19. With respect to attention disorders, girls are more likely to exhibit symptoms of the ___________ type of ADHD.

a. disruptive.
b. aggressive.
c. inattentive.
d. passive.
e. hyperactive.

Difficulty: 2
Question ID: 15.1-19
Page: 403
Reference: Attention Problems and Externalizing Problems
Skill: Factual
Objective: 15.4

Answer: c. inattentive.

15.1-20. Diagnosing ADHD is difficult because

a. many children are inattentive or overactive at least some of the time.
b. parents refuse to believe the teacher's observations.
c. There is no definitive diagnostic criteria for ADHD.
d. Symptoms often lay dormant for months at a time.
e. Children can control their hyperactive and inattentive behavior when necessary.

Difficulty: 1
Question ID: 15.1-20
Page: 401
Reference: Attention Problems and Externalizing Problems
Skill: Factual
Objective: 15.4

Answer: a. many children are inattentive or overactive at least some of the time.
15.1-21. **All of the following present evidence that ADHD has a biological component EXCEPT**

a. The behavioral pattern begins very early and has a very strong physical component.
b. Biological treatment, i.e. stimulant medication, is very often effective.
c. If one identical twin is diagnosed as hyperactive, the other is likely to have the same diagnosis.
d. Teachers often report that children first model ADHD behaviors they witness in other children prior to diagnosis.
e. Brain imaging scans show subtle differences in brain structure and function between individuals with ADHD and those without.

**Difficulty:** 3  
**Question ID:** 15.1-21  
**Page:** 404  
**Reference:**  
**Topic:** Attention Problems and Externalizing Problems  
**Skill:** Factual  
**Objective:** 15.4

**Answer:** d. Teachers often report that children first model ADHD behaviors they witness in other children prior to diagnosis.

15.1-22. **Approximately _____ percent of children with ADHD respond to treatment with stimulant drugs.**

a. 10 to 20  
b. 33 to 50  
c. 50 to 75  
d. 70 to 90  
e. 80 to 95  

**Difficulty:** 2  
**Question ID:** 15.1-22  
**Page:** 404  
**Reference:**  
**Topic:** Attention Problems and Externalizing Problems  
**Skill:** Factual  
**Objective:** 15.4

**Answer:** d. 70 to 90
15.1-23. **Recent evidence indicates that ADHD is**

a. learned by age 3.
b. the result of a maladaptive environment.
c. neuropsychiatric disorders.
d. psychological disorders.
e. genetically determined.

**Difficulty:** 1  
**Question ID:** 15.1-23  
**Page:** 404  
**Reference:**  
**Topic:** Attention Problems and Externalizing Problems  
**Skill:** Factual  
**Objective:** 15.4

**Answer:** c. neuropsychiatric disorders.

15.1-24. **Hyperactive children who have been treated with drugs such as Ritalin most often show increased**

a. attentiveness in the classroom.
b. demanding, disruptive, and noncompliant behaviors.
c. distracted and irritable behavior.
d. drowsiness.
e. noncompliant behaviors.

**Difficulty:** 1  
**Question ID:** 15.1-24  
**Page:** 404  
**Reference:**  
**Topic:** Attention Problems and Externalizing Problems  
**Skill:** Factual  
**Objective:** 15.4

**Answer:** a. attentiveness in the classroom.

15.1-25. **What percent of parents of hyperactive children themselves have a history of hyperactivity?**

a. 15  
b. 25  
c. 35  
d. 50  
e. 60

**Difficulty:** 2  
**Question ID:** 15.1-25  
**Page:** 404  
**Reference:**  
**Topic:** Attention Problems and Externalizing Problems  
**Skill:** Factual  
**Objective:** 15.4

**Answer:** b. 25
15.1-26. Terrell has ADHD. He is most likely to be given which type of medication?

a. stimulant  
b. depressant  
c. sedative  
d. antipsychotic  
e. antianxiety  

**Difficulty:** 2  
**Question ID:** 15.1-26  
**Page:** 404  
**Reference:**  
**Topic:** Attention Problems and Externalizing Problems  
**Skill:** Applied  
**Objective:** 15.4  

**Answer:** a. stimulant

15.1-27. MRI comparisons of ADHD and non-ADHD children suggest that the majority of ADHD children have

a. the same brain structure as non-ADHD children.  
b. a lower level of neurotransmitters.  
c. a larger visual cortex than non-ADHD children.  
d. larger right than left brain hemispheres.  
e. smaller frontal lobes.  

**Difficulty:** 3  
**Question ID:** 15.1-27  
**Page:** 404  
**Reference:**  
**Topic:** Attention Problems and Externalizing Problems  
**Skill:** Factual  
**Objective:** 15.4  

**Answer:** d. larger right than left brain hemispheres.

15.1-28. What percent of children diagnosed with ADHD in the U.S. are treated with methylphenidate?

a. 20  
b. 30  
c. 40  
d. 60  
e. 80  

**Difficulty:** 1  
**Question ID:** 15.1-28  
**Page:** 405  
**Reference:**  
**Topic:** Attention Problems and Externalizing Problems  
**Skill:** Factual  
**Objective:** 15.4  

**Answer:** e. 80
15.1-29. Freddy, who is three years old, defies his parents and steals from his parents. He probably has
a. an emotional disorder.
b. childhood onset conduct disorder.
c. an attention deficit disorder.
d. childhood schizophrenia.
e. passive-aggressive disorder.
Difficulty: 2
Question ID: 15.1-429
Page-Reference: 405
Topic: Attention Problems and Externalizing Problems
Skill: Applied
Objective: 15.5
Answer: b. childhood onset conduct disorder.

15.1-30. ADHD and conduct disorder are often both diagnosed in the same child. The prevalence of ODD among children with ADHD ranges from
a. over 65 percent.
b. 4 to 10 percent.
c. 45 to 70 percent.
d. 9 to 12 percent.
e. 21 to 60 percent.
Difficulty: 2
Question ID: 15.1-30
Page-Reference: 405
Topic: Attention Problems and Externalizing Problems
Skill: Factual
Objective: 15.6
Answer: e. 21 to 60 percent.

15.1-31. All of the following disorders are related EXCEPT
a. excessive aggressiveness.
b. delinquency.
c. externalizing problems.
d. disturbances of conduct.
e. depression.
Difficulty: 2
Question ID: 15.1-31
Page-Reference: 406
Topic: Attention Problems and Externalizing Problems
Skill: Conceptual
Objective: 15.6
Answer: e. depression.
15.1-32. A pattern of behavior that includes high levels of aggression, argumentativeness, bullying, disobedience, irritability, and threatening behavior is a(n)
   a. conduct disorder.
   b. ADHD.
   c. attention disorder.
   d. personality disorder.
   e. psychosomatic disorder.

   **Answer:** a. conduct disorder.

15.1-33. Keith has been diagnosed as having a conduct disorder. This diagnosis was based on Keith's display of all of the following EXCEPT
   a. extreme withdrawal.
   b. high levels of aggression.
   c. bullying.
   d. disobedience.
   e. argumentativeness.

   **Answer:** a. extreme withdrawal.

15.1-34. Will has developed a conduct disorder. It is most likely that his parents were
   a. authoritarian.
   b. authoritative.
   c. permissive.
   d. neglecting.
   e. rejecting.

   **Answer:** c. permissive.
15.1-35. **Kris has adolescent-onset conduct disorder. Which of the following is most likely to have caused this disorder?**

a. genetic programing  
b. hanging out with bad companions  
c. ADHD  
d. brain damage  
e. authoritarian parents  

**Difficulty:** 1  
**Question ID:** 15.1-35  
**Page:** 407  
**Reference:**  
**Topic:** Attention Problems and Externalizing Problems  
**Skill:** Applied  
**Objective:** 15.6  

**Answer:** b. hanging out with bad companions

15.1-36. **Delinquency is a term used to refer to**

a. all forms of externalizing disorders.  
b. all forms of internalizing disorders.  
c. teenagers with conduct disorders.  
d. intentional lawbreaking.  
e. all forms of childhood-onset conduct disorders.  

**Difficulty:** 3  
**Question ID:** 15.1-36  
**Page:** 407  
**Reference:**  
**Topic:** Attention Problems and Externalizing Problems  
**Skill:** Factual  
**Objective:** 15.6  

**Answer:** d. intentional lawbreaking.

15.1-37. **Lower IQ scores are associated with all of the following EXCEPT**

a. persistent delinquency.  
b. early-onset conduct disorder.  
c. violent forms of offenses.  
d. anorexia and bulimia.  
e. school failure.  

**Difficulty:** 1  
**Question ID:** 15.1-37  
**Page:** 407  
**Reference:**  
**Topic:** Attention Problems and Externalizing Problems  
**Skill:** Conceptual  
**Objective:** 15.7  

**Answer:** d. anorexia and bulimia.
15.1-38. **Eating disorders are classified as**

a. internalizing problems.  
b. conduct problems.  
c. externalizing disorders.  
d. antisocial disorders.  
e. attention problems.  

**Difficulty:** 1  
**Question ID:** 15.1-38  
**Page:** 408  
**Reference:**  
**Topic:** Internalizing Problems  
**Skill:** Conceptual  
**Objective:** 15.7  

**Answer:** a. internalizing problems.

15.1-39. **Bulimia involves all of the following elements EXCEPT**

a. preoccupation with eating.  
b. irresistible craving for food.  
c. an intense fear of fatness.  
d. extreme weight loss.  
e. methods of purging.  

**Difficulty:** 2  
**Question ID:** 15.1-39  
**Page:** 408  
**Reference:**  
**Topic:** Internalizing Problems  
**Skill:** Conceptual  
**Objective:** 15.7  

**Answer:** d. extreme weight loss.

15.1-40. **Monica is preoccupied with eating. She eats huge amounts of food, then purges by using laxatives. Monica suffers from**

a. anorexia.  
b. depression.  
c. bulimia.  
d. anxiety.  
e. stress.  

**Difficulty:** 2  
**Question ID:** 15.1-40  
**Page:** 408  
**Reference:**  
**Topic:** Internalizing Problems  
**Skill:** Applied  
**Objective:** 15.7  

**Answer:** c. bulimia.
15.1-41. **In order to be diagnosed as bulimic, a person has to indulge in binging and purging at least**
   a. every day.
   b. once a week.
   c. twice a week.
   d. once a month.
   e. twice a month.

   **Difficulty:** 2
   **Question ID:** 15.1-41
   **Page:** 408
   **Reference:**
   **Topic:** Internalizing Problems
   **Skill:** Factual
   **Objective:** 15.7

   **Answer:** c. twice a week.

15.1-42. **Which of the following is true of bulimics?**
   a. They feel that they are too thin.
   b. They are afraid their food is poisoned.
   c. They believe their behavior is normal.
   d. They experience significant depression.
   e. They use extreme dieting.

   **Difficulty:** 3
   **Question ID:** 15.1-42
   **Page:** 408
   **Reference:**
   **Topic:** Internalizing Problems
   **Skill:** Conceptual
   **Objective:** 15.7

   **Answer:** d. They experience significant depression.

15.1-43. **What percent of adolescent girls and young adult women show the full symptoms of bulimia?**
   a. 40 to 50
   b. 28 to 35
   c. 10 to 18
   d. 5 to 10
   e. 1 to 3

   **Difficulty:** 2
   **Question ID:** 15.1-43
   **Page:** 408
   **Reference:**
   **Topic:** Internalizing Problems
   **Skill:** Factual
   **Objective:** 15.7

   **Answer:** d. 5 to 10
15.1-44. Which of the following girls is MOST likely to become bulimic?

- Maria, who wants to be a teacher
- Misty, who is training to be a gymnast
- Sally, who is in medical school
- Tara, who wants to be a veterinarian
- Jenny, who is a champion bowler

**Answer:** b. Misty, who is training to be a gymnast

15.1-45. Dorothea went to her doctor complaining of stomach irritation and hair loss. Her doctor also noted that she is dehydrated and has tooth decay and lowered body temperature. What is the most likely diagnosis?

- bulimia
- anorexia
- cancer
- severe infection
- conduct disorder

**Answer:** a. bulimia

15.1-46. Which of the following is a symptom of anorexia nervosa?

- binge eating
- intense pride
- purging with laxatives
- obsessive exercise
- irresistible craving for food

**Answer:** d. obsessive exercise
15.1-47. **What percent of anorexics starve themselves to death?**

a. 10  
b. 25  
c. 30  
d. 45  
e. 50  

**Difficulty:** 1  
**Question ID:** 15.1-47  
**Page Reference:** 409  
**Topic:** Internalizing Problems  
**Skill:** Factual  
**Objective:** 15.7 

**Answer:** a. 10

15.1-48. **Doctors treating eating disorders have found that treatment**

a. is more difficult for anorexia.  
b. leads to relapse more often in bulimia.  
c. should involve sedation and behavior therapy.  
d. should involve antidepressant medication.  
e. relies heavily on tranquilizers.  

**Difficulty:** 3  
**Question ID:** 15.1-48  
**Page Reference:** 409  
**Topic:** Internalizing Problems  
**Skill:** Conceptual  
**Objective:** 15.7 

**Answer:** a. is more difficult for anorexia.

15.1-49. **What percent of adolescent girls are actually overweight?**

a. 5  
b. 14  
c. 18  
d. 36  
e. 49  

**Difficulty:** 2  
**Question ID:** 15.1-49  
**Page Reference:** 409  
**Topic:** Internalizing Problems  
**Skill:** Factual  
**Objective:** 15.7 

**Answer:** b. 14
15.1-50. **Of the following, which is the most promising explanation for eating disorders?**

   a. brain dysfunction
   b. negative body images
   c. fear of growing up
   d. childhood sexual abuse
   e. parents' relationship

   **Difficulty:** 2  
   **Question ID:** 15.1-50  
   **Page:** 409  
   **Reference:** Internalizing Problems  
   **Skill:** Conceptual  
   **Objective:** 15.7  

   **Answer:** b. negative body images

15.1-51. **A longitudinal study of young women who had been anorexic in adolescence but had recovered from their eating disorders found that these women were more likely to suffer from**

   a. depression.  
   b. schizophrenia.  
   c. obsessive-compulsive disorder.  
   d. posttraumatic stress disorder.  
   e. attention problems.

   **Difficulty:** 2  
   **Question ID:** 15.1-51  
   **Page:** 409  
   **Reference:** Internalizing Problems  
   **Skill:** Factual  
   **Objective:** 15.7  

   **Answer:** c. obsessive-compulsive disorder.

15.1-52. **Patrice had been anorexic as a teen but is now recovered. She is most likely to have**

   a. obsessive-compulsive disorder.  
   b. antisocial personality disorder.  
   c. schizophrenia.  
   d. depression.  
   e. a conduct disorder.

   **Difficulty:** 2  
   **Question ID:** 15.1-52  
   **Page:** 410  
   **Reference:** Internalizing Problems  
   **Skill:** Applied  
   **Objective:** 15.7  

   **Answer:** a. obsessive-compulsive disorder.
15.1-53. **Depression** is a(n) ____________________ disorder, whereas ADHD is a(n) ____________________ disorder.

a. behavior; mood.
b. diagnostic; physical.
c. emotional; behavior.
d. subjective; pathological.
e. behavior; emotional.

**Difficulty:** 2  
**Question ID:** 15.1-53  
**Page Reference:** 410  
**Topic:** Internalizing Problems  
**Skill:** Factual  
**Objective:** 15.8  

**Answer:** c. emotional; behavior.

15.1-54. **To be labeled as clinical depression,** a depressed mood must last for how long?

a. six weeks  
b. two months  
c. three months  
d. four months  
e. six months  

**Difficulty:** 2  
**Question ID:** 15.1-54  
**Page Reference:** 410  
**Topic:** Internalizing Problems  
**Skill:** Factual  
**Objective:** 15.8  

**Answer:** e. six months.

15.1-55. **Mildred has been feeling depressed for the last eight months and has difficulty sleeping and concentrating. Her problem is**

a. insomnia.  
b. clinical depression.  
c. conduct disorder.  
d. attention deficit disorder.  
e. anorexia.  

**Difficulty:** 2  
**Question ID:** 15.1-55  
**Page Reference:** 411  
**Topic:** Internalizing Problems  
**Skill:** Applied  
**Objective:** 15.8  

**Answer:** b. clinical depression.
15.1-56. **Beginning at 13 to 15 years, girls are ________ as likely to report high or chronic levels of depression as boys.**
   a. half  
   b. equally  
   c. twice  
   d. three times  
   e. four times  
**Difficulty:** 2  
**Question ID:** 15.1-56  
**Page:** 411  
**Reference:**  
**Topic:** Internalizing Problems  
**Skill:** Factual  
**Objective:** 15.8  

**Answer:** c. twice

15.1-57. **Of the following children, which child is most likely to become depressed?**
   a. Adeline, whose father is receiving medical treatment for his depression  
   b. Matt, whose family's only problem is his mother's depression  
   c. Lily, whose family is receiving counseling to cope with her mother's depression  
   d. Charlie, whose father has been depressed for two years and has lost his job  
   e. Rose, whose parents are divorced  
**Difficulty:** 2  
**Question ID:** 15.1-57  
**Page:** 411  
**Reference:**  
**Topic:** Internalizing Problems  
**Skill:** Applied  
**Objective:** 15.8  
**Answer:** d. Charlie, whose father has been depressed for two years and has lost his job

15.1-58. **During the pre-adolescent years, prior to age 13, girls are ________ as likely as boys to report high or chronic levels of depression.**  
   a. five times  
   b. not as  
   c. just as  
   d. three times  
   e. twice  
**Difficulty:** 2  
**Question ID:** 15.1-58  
**Page:** 411  
**Reference:**  
**Topic:** Internalizing Problems  
**Skill:** Factual  
**Objective:** 15.8  
**Answer:** e. twice
15.1-59. A longitudinal study of youth growing up in a working-class neighborhood in the United States indicates that _______ of those who had had a serious depression by age 18 had also attempted suicide.
   a. one-half
   b. one-quarter
   c. one-third
   d. one-fifth
   e. two-thirds

   Difficulty: 2
   Question ID: 15.1-59
   Page- 411
   Reference:
   Topic: Internalizing Problems
   Skill: Factual
   Objective: 15.9

   Answer: d. one-fifth

15.1-60. The likelihood of completed suicide among adolescent boys is _______ as high as among adolescent girls.
   a. twice
   b. one-third
   c. five times
   d. half
   e. three times

   Difficulty: 3
   Question ID: 15.1-60
   Page- 412
   Reference:
   Topic: Internalizing Problems
   Skill: Factual
   Objective: 15.9
   Answer: c. five times

15.1-61. Suicide attempts among adolescent girls are estimated to be about _______ among adolescent boys.
   a. as common as
   b. half as common as
   c. three times more common than
   d. as much as twenty times more common than
   e. one third less common

   Difficulty: 2
   Question ID: 15.1-61
   Page- 412
   Reference:
   Topic: Internalizing Problems
   Skill: Factual
   Objective: 15.9

   Answer: c. three times more common than
15.1-62. Which group of youth has the highest suicide rate?

a. African Americans  
b. Caucasian Americans  
c. Hispanic Americans  
d. Native Americans  
e. Asian Americans  

**Difficult:** 2  
**Question ID:** 15.1-62  
**Page:** 412  
**Reference:**  
**Topic:** Internalizing Problems  
**Skill:** Factual  
**Objective:** 15.9  

**Answer:** d. Native Americans

15.1-63. Two criteria are usually used in deciding whether a given child is functioning at a mentally retarded level. The first is IQ and the second is

a. level of adaptive behavior.  
b. achievement test scores.  
c. expressive language ability.  
d. socioeconomic status.  
e. perceptual skills.  

**Difficult:** 2  
**Question ID:** 15.1-63  
**Page:** 413  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Factual  
**Objective:** 15.10  

**Answer:** a. level of adaptive behavior.

15.1-64. Robbie has an IQ of 65. He would be classified as

a. acutely retarded.  
b. mildly retarded.  
c. moderately retarded.  
d. severely retarded.  
e. profoundly retarded.  

**Difficult:** 2  
**Question ID:** 15.1-64  
**Page:** 414  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Applied  
**Objective:** 15.10  

**Answer:** b. mildly retarded.
15.1-65. Ricardo is considered to be severely retarded. Therefore, he has an IQ in the range of
a. 68-83.
b. 52-67.
c. 36-51.
d. 19-35.
e. below 19.

**Difficulty:** 2  
**Question ID:** 15.1-65  
**Page:** 414  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Applied  
**Objective:** 15.10

**Answer:** d. 19-35.

15.1-66. More than 80 percent of children with IQs below 70 are in which range of mental retardation?
a. borderline
b. mild
c. moderate
d. severe
e. profound

**Difficulty:** 1  
**Question ID:** 15.1-66  
**Page:** 414  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Factual  
**Objective:** 15.10

**Answer:** b. mild

15.1-67. Retarded children are characterized by all of the following EXCEPT

a. slower thinking and reactions.
b. a need for repeated instruction.
c. a tendency to generalize from one task to another.
d. a lack of executive functions.
e. difficulty with abstract reasoning.

**Difficulty:** 3  
**Question ID:** 15.1-67  
**Page:** 414  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Conceptual  
**Objective:** 15.10

**Answer:** c. a tendency to generalize from one task to another.
15.1-68. Wesley is mentally retarded. His parents can expect that he will be

a. able to think abstractly.
b. in need of repeated instruction.
c. able to generalize what he has learned.
d. likely to react the same as normal children.
e. physically smaller than the norm.

**Difficulty:** 2  
**Question ID:** 15.1-68  
**Page:** 414  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Applied  
**Objective:** 15.10

**Answer:** b. in need of repeated instruction.

15.1-69. Which of the following causes of mental retardation is a genetic anomaly?

a. syphilis  
b. rubella  
c. cytomegalovirus  
d. Down syndrome  
e. teratogens

**Difficulty:** 2  
**Question ID:** 15.1-69  
**Page:** 414  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Factual  
**Objective:** 15.10

**Answer:** d. Down syndrome

15.1-70. Which child would most likely be labeled "learning disabled"?

a. Bob cannot seem to read or write, but his IQ is average.  
b. Wendy cannot seem to read or write, and her IQ is well below average.  
c. Brandon does relatively well in school, but he has some serious emotional problems.  
d. Justin does well in math and other subjects, but his IQ is low average.  
e. Lucille has poor social skills and a low average IQ.

**Difficulty:** 3  
**Question ID:** 15.1-70  
**Page:** 415  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Applied  
**Objective:** 15.11

**Answer:** a. Bob cannot seem to read or write, but his IQ is average.
15.1-71. *fMRI diagnosis has indicated that the cause of learning disabilities may be*

a. brain malfunction.
b. Down syndrome.
c. familial-cultural.
d. PKU.
e. deprived environments.

**Difficulty:** 1  
**Question ID:** 15.1-71  
**Page-Reference:** 416  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Conceptual  
**Objective:** 15.11  

**Answer:** a. brain malfunction.

15.1-72. *Which of the following is the most accurate statement about our current knowledge of the causes of learning disabilities?*

a. Minimal brain damage can be established with standard neurological tests in virtually all cases.
b. The learning disabled child fails to utilize the left hemisphere of the brain in a normal way.
c. The primary cause lies in inadequate intellectual stimulation in the homes of learning disabled children.
d. Learning disability is caused by emotional problems.
e. We have not yet established the cause of all forms of learning disability.

**Difficulty:** 2  
**Question ID:** 15.1-72  
**Page-Reference:** 416  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Conceptual  
**Objective:** 15.11  

**Answer:** e. We have not yet established the cause of all forms of learning disability.
15.1-73. **Robinson suggests labeling children with high IQs (130 to 150), but without extraordinary ability in any one area as**
   a. intelligent.
   b. gifted.
   c. garden variety gifted.
   d. bright.
   e. superior.

**Difficulty:** 2  
**Question ID:** 15.1-73  
**Page:** 417  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Factual  
**Objective:** 15.12

**Answer:** c. garden variety gifted.

15.1-74. **Lark has an IQ of 145 with no extraordinary ability in any one area. Robinson would label him as**
   a. highly gifted.
   b. average.
   c. extremely bright.
   d. garden variety gifted.
   e. superior.

**Difficulty:** 2  
**Question ID:** 15.1-74  
**Page:** 448  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Applied  
**Objective:** 15.12

**Answer:** d. garden variety gifted.

15.1-75. **Who conducted a longitudinal study of 1,500 gifted children and found them to be successful in later life?**
   a. Heber  
   b. Goodenough  
   c. Terman  
   d. Rutter  
   e. Robinson

**Difficulty:** 1  
**Question ID:** 15.1-75  
**Page:** 418  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Factual  
**Objective:** 15.12

**Answer:** c. Terman
15.1-76. **Besides high IQs, the gifted in Terman's study were**

- a. healthier.
- b. taller.
- c. not interested in sports.
- d. not successful in later life.
- e. emotionally disabled.

**Difficulty:** 2  
**Question ID:** 15.1-76  
**Page:** 418  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Factual  
**Objective:** 15.12  

**Answer:** a. healthier.

15.1-77. **The profoundly gifted tend to**

- a. be extroverted.
- b. be popular with classmates.
- c. have emotional problems.
- d. be viewed as normal by their peers.
- e. be overconforming.

**Difficulty:** 3  
**Question ID:** 15.1-77  
**Page:** 418  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Conceptual  
**Objective:** 15.12  

**Answer:** c. have emotional problems.

15.1-78. **The child at highest risk for emotional problems is**

- a. Barbara, who has an IQ of 80.
- b. Jonathan, who has an IQ of 100.
- c. Robert, who has an IQ of 130.
- d. Jill, who has an IQ of 150.
- e. Terrell, who has an IQ of 190.

**Difficulty:** 2  
**Question ID:** 15.1-78  
**Page:** 418  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Applied  
**Objective:** 15.12  

**Answer:** e. Terrell, who has an IQ of 190.
15.1-79. **What percent of children in the United States has some type of pervasive developmental disorder?**

a. 1  
b. 4  
c. 10  
d. 25  
e. 50  

**Difficulty:** 3  
**Question ID:** 15.1-79  
**Page Reference:** 418  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Factual  
**Objective:** 15.13  

**Answer:** a. 1

15.1-80. **Autistic disorder and Asperger's disorder are the two most frequently diagnosed**

a. forms of mental retardation.  
b. attention problems.  
c. forms of depression.  
d. learning disabilities.  
e. pervasive developmental disorders.  

**Difficulty:** 3  
**Question ID:** 15.1-80  
**Page Reference:** 418  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Factual  
**Objective:** 15.13  

**Answer:** e. pervasive developmental disorders.

15.1-81. **Lionel has been diagnosed as autistic. He will display all the following EXCEPT**

a. limited or non-existent language skills.  
b. inability to engage in reciprocal social relationships.  
c. a severely limited range of interests.  
d. easy distractibility.  
e. high intellectual functioning.  

**Difficulty:** 3  
**Question ID:** 15.1-81  
**Page Reference:** 418  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Applied  
**Objective:** 15.13  

**Answer:** e. high intellectual functioning.
15.1-82. Children with Asperger's differ from autistic children in that they

a. have excellent social skills.
b. good social relationships.
c. age appropriate language skills.
d. lower IQs.
e. solid theories of mind.

**Answer:** c. age appropriate language skills.

15.1-83. Research on PDDs has shown that the cause is

a. neurological.
b. psychological.
c. environmental.
d. familial.
e. cultural.

**Answer:** a. neurological.

15.1-84. Which statement about PL 94-142 is TRUE?

a. It specified that all children must be taught in a regular classroom.
b. It requires separation of disabled children in all cases.
c. It is the Education for all Handicapped Children Act.
d. It requires inclusive education for all disabled children.
e. It covers only mental retardation.

**Answer:** c. It is the Education for all Handicapped Children Act.
15.1-85. **Most educators and psychologists agree with all of the following statements about inclusion EXCEPT**
   a. children with physical disabilities but no learning problem make better academic gains in full inclusion.
   b. pull out programs and resource rooms are better for children with learning disabilities.
   c. there are social risks involved with inclusion.
   d. inclusion sets the stage for rejection of the disabled.
   e. teachers need no special instruction to deal with inclusion.

**Difficulty:** 3  
**Question ID:** 15.1-85  
**Page:** 420  
**Reference:**  
**Topic:** Schooling for Atypical Children  
**Skill:** Conceptual  
**Objective:** 15.14

**Answer:** e. teachers need no special instruction to deal with inclusion.

15.1-86. **Which child would benefit LEAST from a full inclusion program?**

   a. a blind boy  
   b. a girl with spina bifida  
   c. a deaf boy  
   d. a learning disabled girl  
   e. a profoundly retarded boy

**Difficulty:** 1  
**Question ID:** 15.1-86  
**Page:** 422  
**Reference:**  
**Topic:** Schooling for Atypical Children  
**Skill:** Applied  
**Objective:** 15.14

**Answer:** e. a profoundly retarded boy
Fill-in-the-Blank

15.2-1. __________ is defined as an enduring pattern of behavior that is unusual, compared to the behavior of other children of the same age, and interferes with the child's development in a significant way.

Difficulty: 1
Question ID: 15.1-1
Page: 397
Reference:
Topic: Understanding Atypical Development
Skill: Factual
Objective: 15.1

Answer: Atypical development

15.2-2. __________ is defined as a pattern of behavior that is unusual in a person's culture and interferes with his or her psychological, social, and/or educational functioning.

Difficulty: 1
Question ID: 15.2-2
Page: 397
Reference:
Topic: Understanding Atypical Development
Skill: Factual
Objective: 15.1

Answer: Psychological disorder

15.2-3. A category of psychopathologies that includes any deviant behavior primarily directed toward others, such as conduct disorders is called __________.

Difficulty: 2
Question ID: 15.2-3
Page: 398
Reference:
Topic: Understanding Atypical Development
Skill: Factual
Objective: 15.1

Answer: externalizing problems
15.2-4. Psychoanalysts explain atypical development by ________ emotions and ________ experiences.

Difficulty: 3  
Question ID: 15.2-4  
Page-Reference: 399  
Topic: Understanding Atypical Development  
Skill: Conceptual  
Objective: 15.2  

Answer: repressed/traumatic

15.2-5. ________ suggests that atypical behaviors do not result from any underlying cause. Rather, the behaviors themselves are the problem and are thought to be learned and sustained in the same way as any other behavior.

Difficulty: 2  
Question ID: 15.2-5  
Page-Reference: 399  
Topic: Understanding Atypical Development  
Skill: Factual  
Objective: 15.2  

Answer: Learning perspective

15.2-6. ________ suggests that faulty thinking or distorted perceptions can contribute to some types of atypical development.

Difficulty: 2  
Question ID: 15.2-6  
Page-Reference: 399  
Topic: Understanding Atypical Development  
Skill: Factual  
Objective: 15.2  

Answer: Cognitive perspective
15.2-7. Theorists who follow the developmental ________ approach to atypical
development argue that one of their tasks is to uncover how the basic processes
work in normal development.

Difficulty: 1
Question ID: 15.2-7
Page-  400
Reference:
Topic: Understanding Atypical Development
Skill: Factual
Objective: 15.3

Answer: psychopathology

15.2-8. ________ is the view that change occurs throughout life, and is fundamental to
developmental psychopathology.

Difficulty: 2
Question ID: 15.2-8
Page-  401
Reference:
Topic: Understanding Atypical Development
Skill: Factual
Objective: 15.3
Answer: Lifespan perspective

15.2-9. ADHD and hyperactivity alone are all ________ times more common in boys
than in girls.

Difficulty: 2
Question ID: 15.2-9
Page-  403
Reference:
Topic: Attention Problems and Externalizing Problems
Skill: Factual
Objective: 15.4
Answer: three to five

15.2-10. The most common brand name for methylphenidate, used to treat ADHD,
is ________.

Difficulty: 1
Question ID: 15.2-10
Page-  404
Reference:
Topic: Attention Problems and Externalizing Problems
Skill: Factual
Objective: 15.4

Answer: Ritalin

15.2-11. A pattern of negative, defiant, disobedient, and hostile behavior toward parent(s) and other authority figures, established prior to age 8, is called _________.

- **Difficulty:** 1
- **Question ID:** 15.2-11
- **Page:** 405
- **Reference:**
- **Topic:** Attention Problems and Externalizing Problems
- **Skill:** Factual
- **Objective:** 15.5

**Answer:** Oppositional Defiant Disorder (ODD)

15.2-12. ________ is a diagnostic term for a pattern of deviant behavior including high levels of aggression, antisocial, or delinquent acts.

- **Difficulty:** 1
- **Question ID:** 15.2-12
- **Page:** 406
- **Reference:**
- **Topic:** Attention Problems and Externalizing Problems
- **Skill:** Factual
- **Objective:** 15.6

**Answer:** Conduct Disorder

15.2-13. ________ is a subcategory of conduct disorder involving explicit lawbreaking.

- **Difficulty:** 1
- **Question ID:** 15.2-13
- **Page:** 407
- **Reference:**
- **Topic:** Attention Problems and Externalizing Problems
- **Skill:** Factual
- **Objective:** 15.6
- **Answer:** Deliquency

15.2-14. ________ is an eating disorder characterized by alternating periods of binging and purging.

- **Difficulty:** 1
- **Question ID:** 15.2-14
- **Page:** 408
- **Reference:**
- **Topic:** Internalizing Problems
- **Skill:** Factual
- **Objective:** 15.7

**Answer:** Bulimia
15.2-15. __________ is defined as an eating disorder characterized by self-starvation.

Difficulty: 1  
Question ID: 15.2-15  
Page-Reference: 408  
Topic: Internalizing Problems  
Skill: Factual  
Objective: 15.7

Answer: Anorexia nervosa

15.2-16. Many young women who suffer from bulimia have also been diagnosed with __________, which is a psychiatric disorder in which individuals have irrational, unfounded fears that those they love will abandon them.

Difficulty: 3  
Question ID: 15.2-16  
Page-Reference: 409  
Topic: Internalizing Problems  
Skill: Conceptual  
Objective: 15.7

Answer: borderline personality disorder

15.2-17. When a depressed mood lasts six months or longer and is accompanied by other symptoms such as disturbance in sleep, eating, or difficulty concentrating, this is usually referred to as __________ or __________.

Difficulty: 2  
Question ID: 15.2-17  
Page-Reference: 410  
Topic: Internatilizing Problems  
Skill: Factual  
Objective: 15.8

Answer: clinical depression/major depressive disorder
15.2-18. **Public health experts point out that many teen deaths may be counted as ________ when they are actually suicides.**

**Difficulty:** 2  
**Question ID:** 15.2-18  
**Page:** 412  
**Reference:**  
**Topic:** Internalizing Problems  
**Skill:** Factual  
**Objective:** 15.9

**Answer:** accidental

15.2-19. **Only about ________ percent of low-IQ youngsters are profoundly retarded.**

**Difficulty:** 1  
**Question ID:** 15.2-19  
**Page:** 414  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Factual  
**Objective:** 15.10  
**Answer:** one

15.2-20. **The lower the IQ, the more likely it is that the cause is ________ .**

**Difficulty:** 2  
**Question ID:** 15.2-20  
**Page:** 414 - 415  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Factual  
**Objective:** 15.10  
**Answer:** physical

15.2-21. **A broad term used to describe an unexpected or unexplained learning problems in reading, math, or written language that more precisely refers to a suspected neurological dysfunction is known as a ________ .**

**Difficulty:** 2  
**Question ID:** 15.2-21  
**Page:** 415  
**Reference:**  
**Topic:** Atypical Intellectual and Social Development  
**Skill:** Factual  
**Objective:** 15.11

**Answer:** learning disability
15.2-22. The inability to form social relationships is characteristic of ________ disorders.

Difficulty: 2
Question ID: 15.2-22
Page: 418
Reference: 418
Topic: Atypical Intellectual and Social Development
Skill: Factual
Objective: 15.13

Answer: pervasive developmental

15.2-23. A disorder in which children have limited language skills, an inability to engage in reciprocal social relationships, and severely limited range of interests is known as ________.

Difficulty: 1
Question ID: 15.2-23
Page: 418
Reference: 418
Topic: Atypical Intellectual and Social Development
Skill: Factual
Objective: 15.13
Answer: autistic disorder

15.2-24. A disorder in which children possess the other characteristics of autistic disorder but have intact language and cognitive skills is called ________.

Difficulty: 2
Question ID: 15.2-24
Page: 419
Reference: 419
Topic: Atypical Intellectual and Social Development
Skill: Factual
Objective: 15.13
Answer: Asperger's disorder

15.2-25. The idea that children with disabilities have the right to participate in normal school environments is the philosophical position of PL ________.

Difficulty: 1
Question ID: 15.2-25
Page: 420
Reference: 420
Topic: Atypical Intellectual and Social Development
Skill: Factual
Objective: 15.14
Answer: 94-142
Essay

15.3-1. Describe and evaluate the key points taken by researchers in developmental psychopathology.

**Difficultly:** 3  
**Question ID:** 15.3-1  
**Page-** 400-401  
**Reference:**  
**Topic:** Understanding Atypical Development  
**Skill:** Conceptual  
**Objective:** 15.3  
**Answer:** Normal and abnormal behaviors arise from the same processes. Their approach is that in development, various pathways can lead to each type of behavior. The task of the developmental psychopathologist is to learn how basic processes work correctly and to identify developmental deviations.

15.3-2. Explain how developmental psychopathology has impacted current thinking regarding children's psychological problems.

**Difficultly:** 3  
**Question ID:** 15.3-2  
**Page-** 400 - 401  
**Reference:**  
**Topic:** Understanding Atypical Development  
**Skill:** Conceptual  
**Objective:** 15.4  
**Answer:** Psychologists have changed their thinking about atypical development in recent years, and in doing so, have deemphasized searching for one grand theory and embraced developmental psychology, which integrates perspectives from a variety of disciplines including biology, genetics, neuroscience, protective factors such as a family relationships, normative age-graded changes and developmental milestones that all children experience, and the lifespan perspective, which emphasizes the view that change occurs throughout life and is fundamental to developmental psychology.

15.3-3. Define what is meant by the two general categories of psychopathologies: externalizing problems and internalizing problems. Include several examples of the developmental problems included in each category.

**Difficultly:** 3  
**Question ID:** 15.3-3  
**Page-** 405-411  
**Reference:**  
**Topic:** Understanding Atypical Development  
**Skill:** Conceptual  
**Objective:** 15.5, 15.6, 15.7  
**Answer:** Externalizing problems involve behaviors directed outward such as the conduct disorders of delinquency or excessive aggression. Internalizing behaviors are turned in toward the self such as eating disorders, anxiety and depression.
15.3-4. **Compare anorexia and bulimia including symptoms and treatment.**

**Difficulty:** 3  
**Question ID:** 15.3-4  
**Page-Reference:** 408-410  
**Topic:** Internalizing Problems  
**Skill:** Conceptual  
**Objective:** 15.7

**Answer:** Both include an obsession with food and being thin. Anorexia includes self-starvation and extreme weight loss and may result in death. Bulimia includes binging and purging and is easier to treat, but can cause tooth decay etc.

15.3-5. **Discuss the contributing factors in completed suicides and what suicide prevention should focus on.**

**Difficulty:** 3  
**Question ID:** 15.3-5  
**Page-Reference:** 412-413  
**Topic:** Internalizing Problems  
**Skill:** Conceptual  
**Objective:** 15.9

**Answer:** A significant psychopathology is a universal ingredient including but not restricted to depression. Behavior problems are common as is a family history of psychiatric disorder, suicide, or drug or alcohol abuse. In addition, there is some triggering stressful event, an altered mental state, and an opportunity. Suicide prevention focuses on education on how to identify students at risk for suicide and coping skills for those students. Antidepressants are often prescribed but none have been approved by the FDA for adolescents.
15.4-1. Approximately __________ percent of children in the U.S. have dyslexia.

Difficulty: 2
Question ID: 15.4-1
Page-Reference: MDL
Topic: Watch: Dyslexia Detector
Skill: Factual
Objective: 15.11

Answer: 10

15.4-2. The MRI scans in the video are able to detect both brain __________ and __________.

Difficulty: 2
Question ID: 15.4-2
Page-Reference: MDL
Topic: Watch: Dyslexia Detector
Skill: Factual
Objective: 15.11

Answer: structure/function

15.4-3. What are the various types of ADHD?

a. hypoactivity and a mixed type.
b. without hyperactivity and a mixed type.
c. with hyperactivity, without hyperactivity, and a mixed type.
d. with hyperactivity, rapid type, and a mixed type.

Difficulty: 2
Question ID: 15.4-3
Page-Reference: MDL
Topic: Watch: ADHD Dr. Raun Melmed
Skill: Factual
Objective: 15.4

Answer: c. with hyperactivity, without hyperactivity, and a mixed type.
15.4-4. Describe how Jimmy presents with ADHD?

Difficulty: 2
Question ID: 15.4-4
Page-Reference: MDL
Topic: Watch: Attention-Deficit/Hyperactivity Disorder (ADHD): Jimmy
Skill: Applied
Objective: 15.4
Answer: In this interview, Jimmy and his mother discuss his ADHD and the effect it has had on him and the family. Note that although Jimmy seems to have average verbal abilities for his age, his speech is incomprehensible at times due to its rapidity. Also, notice that he has physical agitation at some points, moving his hands or body. Jimmy has problems concentrating in school and tends to drift off but medication helps him greatly. People with ADHD show one of two main clusters of symptoms: inattention or hyperactivity-impulsivity. Inattention includes not being able to pay attention to details, task or play activities, when spoken to directly, etc. Hyperactivity-impulsivity includes fidgeting, squirming, leaving one's seat during class, running, climbing, blurting out answers, interrupting others, etc.

15.4-5. As a child psychologist you are reading the latest numbers on the number of children given Ritalin over the last six years and find that the rates have
a. decreased.
b. stayed the same.
c. doubled.
d. tripled.
Difficulty: 2
Question ID: 15.4-5
Page-Reference: MDL
Topic: Watch: Medicating Kids
Skill: Factual
Objective: 15.4
Answer: c. doubled.

15.4-6. What does Kathy Pratt, an educator in the field of childhood disorders, say about autism?

Difficulty: 2
Question ID: 15.4-6
Page-Reference: MDL
Topic: Watch: Autism: Dr. Kathy Pratt
Skill: Applied
Objective: 15.13
Answer: She emphasizes the fact that autism is not an emotional disorder or a behavioral problem but a biological disorder of unknown etiology. Autism is a pervasive developmental disorder that features disturbances in social interaction, impairments in communication and stereotyped patterns of behavior. It begins early in life and profoundly impacts the person and family.
Autism is this type of disorder, and features disturbances in social interaction, impairments in communication and stereotyped patterns of behavior, beginning early in life and profoundly impacting the person and family.

a. invasive developmental disorder
b. permanent developmental disorder
c. pervasive developmental disorder
d. depressive developmental disorder

Answer: c. pervasive developmental disorder
Epilogue: Putting It All Together: The Developing Child

Multiple Choice

16.1-1. **Which of the following BEST describes an example of child development as a system?**
   a. Juan's rate of learning new words accelerated tremendously between 18 months and two years of age.
   b. Robyn has been crawling for several months, and soon she will be able to pull herself up to a standing position.
   c. Sharyl understands conservation of quantity, but one year ago she thought that a tall, thin cup held more orange juice than a short, wide cup.
   d. Naren has begun to talk, and his social interactions with his day care provider have changed.
   e. Lilith is 36 inches tall and she is adding about four inches a year.

**Difficulty:** 3  
**Question ID:** 16.1-1  
**Page-Reference:** 426  
**Topic:** Transitions, Consolidations, and Systems  
**Skill:** Applied

**Answer:** d. Naren has begun to talk, and his social interactions with his day care provider have changed.

16.1-2. **Who used the term "dilemma" to refer to a period of semiupheaval that occurs when a system changes?**
   a. Erikson  
   b. Piaget  
   c. Freud  
   d. Riegel  
   e. Bee

**Difficulty:** 2  
**Question ID:** 16.1-2  
**Page-Reference:** 426  
**Topic:** Transitions, Consolidations, and Systems  
**Skill:** Conceptual

**Answer:** a. Erikson
16.1-3. **Who suggested the term "developmental leaps" to describe a period of system change?**
   a. Erikson  
   b. Freud  
   c. Piaget  
   d. Riegel  
   e. Bee  
   Difficulty: 1  
   Question ID: 16.1-3  
   Page: 426  
   Topic: Transitions, Consolidations, and Systems  
   Skill: Factual  
   Answer: d. Riegel

16.1-4. **What term did Erikson use to describe the semiupheaval that occurs as systems change?**
   a. trauma  
   b. transition  
   c. developmental leap  
   d. upheaval  
   e. dilemma  
   Difficulty: 2  
   Question ID: 16.1-4  
   Page: 426  
   Topic: Transitions, Consolidations, and Systems  
   Skill: Factual  
   Answer: e. dilemma

16.1-5. **What term did Riegel use to describe the semiupheaval that occurs as systems change?**
   a. trauma  
   b. transition  
   c. developmental leap  
   d. upheaval  
   e. dilemma  
   Difficulty: 2  
   Question ID: 16.1-5  
   Page: 426  
   Topic: Transitions, Consolidations, and Systems  
   Skill: Factual  
   Answer: c. developmental leap
16.1-6. When Bee states that the newborn infant is "very much on automatic pilot," she means that
   a. the newborn sleeps most of the time.
   b. there are built-in rules or schemas that govern the way the infant looks, listens, explores the world, and relates to others.
   c. the parents are instinctively capable of guiding the newborn's development, even though they may need help and advice when the infant is older.
   d. the newborn has cyclical states of arousal.
   e. the system of transition and consolidation is very strong at this time.

Difficulty: 2
Question ID: 16.1-6
Page-Reference: 427
Topic: From Birth to 24 Months
Skill: Conceptual

Answer: b. there are built-in rules or schemas that govern the way the infant looks, listens, explores the world, and relates to others.

16.1-7. Eight-month-old Tony would be in which of Erikson's stages?
   a. identity vs. role confusion
   b. integrity vs. despair
   c. autonomy vs. shame and doubt
   d. initiative vs. guilt
   e. trust vs. mistrust

Difficulty: 2
Question ID: 16.1-7
Page-Reference: 427
Topic: From Birth to 24 Months
Skill: Applied

Answer: e. trust vs. mistrust

16.1-8. Debbie is a new mother and she will be more alert to her baby's signals during breast-feeding because of the release of what hormone?
   a. cortisol
   b. estrogen
   c. testosterone
   d. estradiol
   e. androgen

Difficulty: 2
Question ID: 16.1-8
Page-Reference: 428
Topic: From Birth to 24 Months
Skill: Applied

Answer: a. cortisol
16.1-9. **By 4 months of age, Brianne should achieve all of the following EXCEPT**

a. the ability to discriminate her mother from others.
b. depth perception.
c. cooing.
d. spontaneous social smiling.
e. anticipatory fear.

**Difficulty:** 3  
**Question ID:** 16.1-9  
**Page:** 428  
**Reference:**  
**Topic:** From Birth to 24 Months  
**Skill:** Applied

**Answer:** e. anticipatory fear.

16.1-10. **Between 6 and 12 months of age, Keshawn should acquire the ability to**

a. discriminate facial expressions.
b. walk alone.
c. use deferred imitation.
d. play with peers.
e. experience pride and shame.

**Difficulty:** 3  
**Question ID:** 16.1-10  
**Page:** 428  
**Reference:**  
**Topic:** From Birth to 24 Months  
**Skill:** Applied

**Answer:** a. discriminate facial expressions.

16.1-11. **Cross-modal transfer, depth perception, and the identification of patterns of sounds and sights all emerge**

a. before 4 months of age.
b. before 8 months of age.
c. after 16 months of age.
d. after 24 months of age.
e. during the preschool years.

**Difficulty:** 3  
**Question ID:** 16.1-11  
**Page:** 428  
**Reference:**  
**Topic:** From Birth to 24 Months  
**Skill:** Conceptual

**Answer:** b. before 8 months of age.
16.1-12. **Michelle has just grasped the idea that objects and people continue to exist even when she can't see them. She is probably how old?**

a. 2 months  
b. 4 to 5 months  
c. 7 to 9 months  
d. 12 months  
e. 16 months  

**Difficulty:** 2  
**Question ID:** 16.1-12  
**Page:** 428  
**Reference:**  
**Topic:** From Birth to 24 Months  
**Skill:** Applied  

**Answer:** c. 7 to 9 months

16.1-13. **Automatic, reflexive responses give way to behavior that appears to be more volitional at approximately what age?**

a. 6 to 8 weeks  
b. 10 to 12 weeks  
c. 3 to 4 months  
d. 6 to 8 months  
e. 10 to 12 months  

**Difficulty:** 1  
**Question ID:** 16.1-13  
**Page:** 428  
**Reference:**  
**Topic:** From Birth to 24 Months  
**Skill:** Factual  

**Answer:** a. 6 to 8 weeks

16.1-14. **All of the following occur between about seven and nine months EXCEPT**

a. strong central attachment with separation anxiety and fear of strangers.  
b. ability to move around independently.  
c. ability to use meaningful gestures and to comprehend individual words.  
d. understanding of object permanence.  
e. ability to participate in pretend play.  

**Difficulty:** 3  
**Question ID:** 16.1-14  
**Page:** 428  
**Reference:**  
**Topic:** From Birth to 24 Months  
**Skill:** Conceptual  

**Answer:** e. ability to participate in pretend play.
16.1-15. **The maturational changes that take place in infancy are equivalent in impact to those that take place during**
   a. toddlerhood and the preschool years.
   b. middle childhood and adolescence.
   c. adolescence and old age.
   d. toddlerhood and middle age.
   e. toddlerhood and old age.

   **Difficulty:** 3  
   **Question ID:** 16.1-15  
   **Page:** 428  
   **Reference:**  
   **Topic:** From Birth to 24 Months  
   **Skill:** Conceptual  

   **Answer:** c. adolescence and old age.

16.1-16. **Babies shift from locating objects in relation to their own body to locating objects with reference to fixed landmarks when they acquire the ability to**
   a. discriminate facial expressions.
   b. comprehend words.
   c. understand object permanence.
   d. talk.
   e. crawl.

   **Difficulty:** 3  
   **Question ID:** 16.1-16  
   **Page:** 429  
   **Reference:**  
   **Topic:** From Birth to 24 Months  
   **Skill:** Factual  

   **Answer:** e. crawl.

16.1-17. **According to Bowlby, attachment occurs**
   a. through a series of reinforcements.
   b. through a built-in readiness to create it.
   c. through classical conditioning.
   d. only after the sensorimotor stage of cognitive development.
   e. through the acquisition of autonomy.

   **Difficulty:** 2  
   **Question ID:** 16.1-17  
   **Page:** 429  
   **Reference:**  
   **Topic:** From Birth to 24 Months  
   **Skill:** Factual  

   **Answer:** b. through a built-in readiness to create it.
16.1-18. **The acceptable range of experience is narrowest for the development of**

a. physical features.
b. perceptual skills.
c. a secure central attachment.
d. cognitive growth.
e. social skills.

**Difficulty:** 2  
**Question ID:** 16.1-18  
**Page:** 429  
**Reference:**  
**Topic:** From Birth to 24 Months  
**Skill:** Factual  

**Answer:** c. a secure central attachment.

16.1-19. **According to Flavell, the development of a basic attachment requires an understanding of**

a. depth perception.
b. formal operations.
c. concrete operations.
d. object permanence.
e. conservation.

**Difficulty:** 1  
**Question ID:** 16.1-19  
**Page:** 429  
**Reference:**  
**Topic:** From Birth to 24 Months  
**Skill:** Factual  

**Answer:** d. object permanence.

16.1-20. **According to Epstein, babies develop a theory of**

a. attachment.
b. family.
c. reality.
d. systems.
e. self.

**Difficulty:** 1  
**Question ID:** 16.1-20  
**Page:** 429  
**Reference:**  
**Topic:** From Birth to 24 Months  
**Skill:** Factual  

**Answer:** c. reality.
16.1-21. In Epstein's theory, the baby's theory of reality includes all of the following EXCEPT
a. a belief about the degree to which the world is a place of pleasure or pain.
b. a belief about the extent to which the world is predictable.
c. a belief about the stability of the world.
d. a belief about the worthiness or unworthiness of the self.
e. a belief about whether people are desirable to relate to.

Difficulty: 3
Question ID: 16.1-21
Page-Reference: 429
Topic: From Birth to 24 Months
Skill: Conceptual

Answer: c. a belief about the stability of the world.

16.1-22. Most psychologists agree that babies begin to create two significant internal models. Which of the following are they?
a. heredity and environment
b. self and relationships with others
c. internality and externality
d. active participation and passive observance
e. stability of objects and permanence of relationships

Difficulty: 2
Question ID: 16.1-22
Page-Reference: 430
Topic: From Birth to 24 Months
Skill: Conceptual

Answer: b. self and relationships with others

16.1-23. Which of the following is the internal model that is the most fully developed by 18 or 24 months of age?
a. self
b. attachment
c. global worth
d. self-esteem
e. identity

Difficulty: 2
Question ID: 16.1-23
Page-Reference: 430
Topic: From Birth to 24 Months
Skill: Factual

Answer: b. attachment
16.1-24. Bernie is 20 months old. Which of his internal models is most fully developed?

a. self
b. global worth
c. attachment
d. morality
e. identity

Difficulty: 2
Question ID: 16.1-24
Page: 430
Reference: From Birth to 24 Months
Skill: Applied

Answer: c. attachment

16.1-25. Research on the influences on the basic processes developed in infancy indicate that

a. physical damage always has a severe impact.
b. there is a "good enough" range of environment.
c. without an optimal environment, the processes will not occur.
d. the effects of the environment are obvious early in infancy.
e. there is only one acceptable environment for infants.

Difficulty: 3
Question ID: 16.1-25
Page: 430
Reference: From Birth to 24 Months
Skill: Conceptual

Answer: b. there is a "good enough" range of environment.

16.1-26. When the preschool child shifts from using herself as the only frame of reference, she is

a. using abstractions.
b. using reversibility.
c. decentering.
d. no longer egocentric.
e. conserving.

Difficulty: 1
Question ID: 16.1-26
Page: 431
Reference: The Preschool Years
Skill: Factual

Answer: c. decentering.
16.1-27. **Two-year-old Jeremy is in which of Erikson's stages.**

   a. integrity vs. despair  
   b. generativity vs. stagnation  
   c. initiative vs. guilt  
   d. autonomy vs. shame and doubt  
   e. trust vs. mistrust  

**Difficulty:** 1  
**Question ID:** 16.1-27  
**Page:** 431  
**Reference:**  
**Topic:** The Preschool Years  
**Skill:** Applied  

**Answer:** d. autonomy vs. shame and doubt

16.1-28. **Four-year-old Latisha should be able to do all of the following EXCEPT**

   a. climb stairs one foot per step.  
   b. understand false beliefs.  
   c. begin to have individual friendships.  
   d. understand gender stability.  
   e. understand gender constancy.  

**Difficulty:** 3  
**Question ID:** 16.1-28  
**Page:** 431  
**Reference:**  
**Topic:** The Preschool Years  
**Skill:** Applied  

**Answer:** e. understand gender constancy.

16.1-29. **Sociodramatic play first appears at what age?**

   a. one year  
   b. two years  
   c. three years  
   d. four years  
   e. five years  

**Difficulty:** 2  
**Question ID:** 16.1-29  
**Page:** 431  
**Reference:**  
**Topic:** The Preschool Years  
**Skill:** Factual  

**Answer:** e. five years
16.1-30. **One immense cognitive advance in the transition that occurs on entrance to the preschool years is the**
   a. ability to use symbols.
   b. presence of three-word sentences.
   c. emergence of multiple attachments.
   d. beginning of play with peers.
   e. emergence of conservation.

**Difficulty:** 2  
**Question ID:** 16.1-30  
**Page:** 432  
**Reference:**  
**Topic:** The Preschool Years  
**Skill:** Factual

**Answer:** a. ability to use symbols.

16.1-31. **Now that 2-year-old Emeril has learned to use symbols,**
   a. he will use more physical aggression.
   b. there will be an increase in temper tantrums.
   c. he is able to pretend.
   d. he will be somewhat more defiant.
   e. he will become more self-centered.

**Difficulty:** 2  
**Question ID:** 16.1-31  
**Page:** 431-432  
**Reference:**  
**Topic:** The Preschool Years  
**Skill:** Applied

**Answer:** c. he is able to pretend.

16.1-32. **The 2 or 3-year-old child develops an increasingly generalized**
   a. sense of global self worth.
   b. conservation concept.
   c. sense of ethnicity.
   d. internal model of attachment.
   e. sense of initiative.

**Difficulty:** 3  
**Question ID:** 16.1-32  
**Page:** 432  
**Reference:**  
**Topic:** The Preschool Years  
**Skill:** Conceptual

**Answer:** d. internal model of attachment.
16.1-33. **Susan and James are both 3 years old. They are playing together and a conflict has just erupted regarding who will drive the car and who will drive the truck. What effect will this conflict have?**

- a. It will teach Susan and James to fight over things instead of sharing.
- b. It will develop their aggressive social skills and hinder the development of more positive social skills.
- c. It will help develop their cognitive skills by creating opportunities to learn about the mental processes of others.
- d. It will help develop their cognitive skills but will probably hinder the development of their positive social skills.
- e. It will teach them to seek out same-sex playmates in the future.

**Difficulty:** 3  
**Question ID:** 16.1-33  
**Page:** 433  
**Reference:**  
**Topic:** The Preschool Years  
**Skill:** Applied  
**Answer:** c. It will help develop their cognitive skills by creating opportunities to learn about the mental processes of others.

16.1-34. **Research by Lewis indicates that children from large families**

- a. have less developed social skills.
- b. show more rapid understanding of other's thinking.
- c. take longer to develop an understanding of social skills.
- d. have a poor representational theory of mind.
- e. rarely acquire close friendships outside the family.

**Difficulty:** 2  
**Question ID:** 16.1-34  
**Page:** 433  
**Reference:**  
**Topic:** The Preschool Years  
**Skill:** Factual  
**Answer:** b. show more rapid understanding of other's thinking.

16.1-35. **Campbell's research of noncompliant 3-year-old children indicated that those who had improved by age 6 had mothers who had been**

- a. more authoritarian.
- b. less positive.
- c. more permissive.
- d. more attentive.
- e. less negative.

**Difficulty:** 2  
**Question ID:** 16.1-35  
**Page:** 433  
**Reference:**  
**Topic:** The Preschool Years  
**Skill:** Factual  
**Answer:** e. less negative.
16.1-36. **The transition to the elementary school years includes a(n)**

- shift to preoperational thinking.
- tendency to focus on surface properties.
- focus on appearance.
- emergence of a global sense of self-worth.
- an end to gender segregation.

**Difficulty:** 2  
**Question ID:** 16.1-36  
**Page:** 434-435  
**Reference:**  
**Topic:** The Elementary School Years  
**Skill:** Conceptual

**Answer:** d. emergence of a global sense of self-worth.

16.1-37. **In recent years, research focused on elementary school age children has indicated that**

- all aspects of development are determined by earlier cognitive development.
- the cognitive bias that has dominated theories of child development is accurate.
- the peer group and the child's social experience are of central importance.
- all development is determined by physical changes.
- perceptual development lags behind cognitive development.

**Difficulty:** 3  
**Question ID:** 16.1-37  
**Page:** 435-436  
**Reference:**  
**Topic:** The Elementary School Years  
**Skill:** Conceptual

**Answer:** c. the peer group and the child's social experience are of central importance.

16.1-38. **There are many gradual changes in middle childhood including**

- greater physical skill.
- more reliance on appearance.
- less attention to underlying qualities.
- less of a role of peers.
- less attention to attributes.

**Difficulty:** 3  
**Question ID:** 16.1-38  
**Page:** 436  
**Reference:**  
**Topic:** The Elementary School Years  
**Skill:** Conceptual

**Answer:** a. greater physical skill.
16.1-39. **Keith is 7 years old and Lawanda is 10 years old. They are both in which of Erikson's stages?**
   a. trust vs. mistrust
   b. autonomy vs. shame and doubt
   c. integrity vs. despair
   d. initiative vs. guilt
   e. industry vs. inferiority
   
   **Difficulty:** 2  
   **Question ID:** 16.1-39  
   **Page:** 434  
   **Reference:**  
   **Topic:** The Elementary School Years  
   **Skill:** Applied

   **Answer:** e. industry vs. inferiority

16.1-40. **Children should be in Kohlberg's good boy/nice girl stage by what age?**
   a. 2 years
   b. 4 years
   c. 6 years
   d. 8 years
   e. 10 years
   
   **Difficulty:** 1  
   **Question ID:** 16.1-40  
   **Page:** 434  
   **Reference:**  
   **Topic:** The Elementary School Years  
   **Skill:** Factual

   **Answer:** e. 10 years

16.1-41. **Piaget puts the elementary school child in the stage of**
   a. sensorimotor development.
   b. preoperational thought.
   c. concrete operations.
   d. formal operations.
   e. post formal operations.
   
   **Difficulty:** 2  
   **Question ID:** 16.1-41  
   **Page:** 434  
   **Reference:**  
   **Topic:** The Elementary School Years  
   **Skill:** Factual

   **Answer:** c. concrete operations.
16.1-42. **Anita has just begun to grasp conservation, seriation, and class inclusion. She is probably ________ years old.**
   a. 6
   b. 8
   c. 10
   d. 12
   e. 15

   **Difficulty:** 2
   **Question ID:** 16.1-42
   **Page-Reference:** 434
   **Topic:** The Elementary School Years
   **Skill:** Applied

   **Answer:** a. 6

16.1-43. **In peer relationships, gender segregation**
   a. rarely occurs.
   b. is complete by age 6 or 7 years.
   c. does not begin until adolescence.
   d. is over by age 6 or 7.
   e. is the exception, not the rule.

   **Difficulty:** 3
   **Question ID:** 16.1-43
   **Page-Reference:** 435
   **Topic:** The Elementary School Years
   **Skill:** Factual

   **Answer:** b. is complete by age 6 or 7 years.

16.1-44. **Which of the following is involved in the emergence of a global sense of self-worth?**
   a. inductive logic
   b. egocentrism
   c. understanding of reciprocity
   d. deductive processes
   e. irreversibility

   **Difficulty:** 3
   **Question ID:** 16.1-44
   **Page-Reference:** 434
   **Topic:** The Elementary School Years
   **Skill:** Conceptual

   **Answer:** a. inductive logic
16.1-45. Tyrone is 8 years old and the quality of his peer relationships is improving because he is now able to understand
   a. inductive processes.
   b. conservation.
   c. reciprocity.
   d. deductive logic.
   e. object permanence.

**Difficulty:** 3
**Question ID:** 16.1-34
**Page:** 435

**Reference:**
**Topic:** The Elementary School Years
**Skill:** Applied

**Answer:** c. reciprocity.

16.1-46. Now that Joshua has reached middle childhood, he will
   a. rely more on appearance.
   b. become more indifferent towards peers.
   c. have decreased physical skills.
   d. pay more attention to underlying qualities.
   e. ignore specific attributes.

**Difficulty:** 2
**Question ID:** 16.1-46
**Page:** 435

**Reference:**
**Topic:** The Elementary School Years
**Skill:** Applied

**Answer:** d. pay more attention to underlying qualities.

16.1-47. Between 5 and 7 years, children begin to understand all of the following EXCEPT
   a. seriation.
   b. class inclusion.
   c. abstract concepts.
   d. conservation.
   e. concrete operations.

**Difficulty:** 2
**Question ID:** 16.1-47
**Page:** 435

**Reference:**
**Topic:** The Elementary School Years
**Skill:** Factual

**Answer:** c. abstract concepts.
16.1-48. The first global judgment of self-worth appears at the age of

a. 5 to 6 years.
b. 7 to 8 years.
c. 9 to 10 years.
d. 10 to 12 years.
e. 11 to 12 years.

Difficulty: 2
Question ID: 16.1-48
Page-Reference: 434
Topic: The Elementary School Years
Skill: Conceptual

Answer: b. 7 to 8 years.

16.1-49. Which of the following begins in the early middle childhood years and is still going on at ages 11 and 12 years?

a. centration in all aspects of thought
b. a more abstract self-concept
c. egocentrism
d. formal operations
e. a decrease in gender segregation

Difficulty: 2
Question ID: 16.1-49
Page-Reference: 435
Topic: The Elementary School Years
Skill: Factual

Answer: b. a more abstract self-concept

16.1-50. Max is an early developer, taller and more coordinated than his age mates. Max will probably be

a. ahead in cognitive development as well.
b. a target of peer rejection and ridicule.
c. below average in intelligence.
d. low in social skills.
e. emotionally immature.

Difficulty: 3
Question ID: 16.1-50
Page-Reference: 436
Topic: The Elementary School Years
Skill: Applied

Answer: a. ahead in cognitive development as well.
16.1-51. **In cultures in which families live by subsistence agriculture, children of 6 and 7 are**
   a. considered to be helpless.
   b. kept dependent until adolescence.
   c. unable to learn until puberty.
   d. given almost adult-like roles.
   e. expected to support themselves.

   **Difficulty:** 2  
   **Question ID:** 16.1-51  
   **Page:** 436  
   **Reference:**  
   **Topic:** The Elementary School Years  
   **Skill:** Factual

   **Answer:** d. given almost adult-like roles.

16.1-52. **Cross-cultural research has shown that across cultures, children in middle childhood do all of the following EXCEPT**
   a. learn their place in an existing network of roles.
   b. develop individual friendships.
   c. segregate their play groups by gender.
   d. learn the beginnings of concrete operations.
   e. develop the cognitive underpinnings of reciprocity.

   **Difficulty:** 3  
   **Question ID:** 16.1-52  
   **Page:** 436  
   **Reference:**  
   **Topic:** The Elementary School Years  
   **Skill:** Factual

   **Answer:** a. learn their place in an existing network of roles.

16.1-53. **The period between 12 and 20 years has been subdivided into adolescence beginning at age _______ and youth beginning at age _______.**
   a. 16 or 17; 11 or 12
   b. 18 or 19; 12 or 14
   c. 9 or 10; 12 or 13
   d. 12 or 14; 18 or 19
   e. 11 or 12; 16 or 17

   **Difficulty:** 3  
   **Question ID:** 16.1-53  
   **Page:** 436  
   **Reference:**  
   **Topic:** Adolescence  
   **Skill:** Factual

   **Answer:** e. 11 or 12; 16 or 17
16.1-54. **According to Haan, early adolescence is a time dominated by ________, whereas late adolescence is primarily a time of ________.**

- a. consolidation; transition
- b. assimilation; accommodation
- c. egocentrism; universalism
- d. stagnation; change
- e. egocentrism; stagnation

**Difficulty:** 3  
**Question ID:** 16.1-54  
**Page:** 437  
**Reference:**  
**Topic:** Adolescence  
**Skill:** Conceptual  

**Answer:** b. assimilation; accommodation

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16.1-55. **Luella is 13 years old. Which of Kohlberg's stages is she most likely to be in?**

- a. two
- b. three
- c. four
- d. five
- e. six

**Difficulty:** 2  
**Question ID:** 16.1-55  
**Page:** 437  
**Reference:**  
**Topic:** Adolescence  
**Skill:** Applied  

**Answer:** b. three

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16.1-56. **Samantha is 14 years old and Tyrone is 16 years old. Both are in which of Erikson's stages?**

- a. integrity vs. despair
- b. trust vs. mistrust
- c. initiative vs. guilt
- d. intimacy vs. isolation
- e. identity vs. role confusion

**Difficulty:** 2  
**Question ID:** 16.1-56  
**Page:** 437  
**Reference:**  
**Topic:** Adolescence  
**Skill:** Applied  

**Answer:** e. identity vs. role confusion
16.1-57. **Lara is 13 years old. She is probably in a continuous state of**

   a. accommodation.
   b. consolidation.
   c. isolation.
   d. disequilibrium.
   e. assimilation.

   **Difficulty:** 2
   **Question ID:** 16.1-57
   **Page Reference:** 437
   **Topic:** Adolescence
   **Skill:** Applied

   **Answer:** d. disequilibrium.

16.1-58. **Depression and a drop in self-esteem at the beginning of adolescence seem to be linked most with**

   a. the acquisition of formal operational thinking.
   b. the number of simultaneous changes that an adolescent experiences.
   c. increases in disagreements or disputes with parents.
   d. the development of identity.
   e. the increase in altruism.

   **Difficulty:** 3
   **Question ID:** 16.1-58
   **Page Reference:** 438
   **Topic:** Adolescence
   **Skill:** Factual

   **Answer:** b. the number of simultaneous changes that an adolescent experiences.

16.1-59. **Early adolescence is more a time of _______ than is late adolescence.**

   a. consolidation
   b. transition
   c. accommodation
   d. formal operations
   e. assimilation

   **Difficulty:** 1
   **Question ID:** 16.1-59
   **Page Reference:** 437
   **Topic:** Adolescence
   **Skill:** Factual

   **Answer:** b. transition
16.1-60. Early adolescence has certain characteristics in common with the period from

a. birth to 18 months.
b. 2 to 3 years.
c. 5 to 7 years.
d. 8 to 9 years.
e. nine to eleven years.

Difficulty: 1
Question ID: 16.1-60
Page-Reference: 438
Topic: Adolescence
Skill: Factual

Answer: b. 2 to 3 years.

16.1-61. Early adolescents show some of the same qualities as toddlers. Which pair of characteristics exists in both groups?
a. negativism and a demand for independence
b. authoritativeness and physical aggression
c. depression and negativism
d. demand for independence and physical aggression
e. aggression and depression.

Difficulty: 2
Question ID: 16.1-61
Page-Reference: 438
Topic: Adolescence
Skill: Factual

Answer: a. negativism and a demand for independence

16.1-62. When facing stressful demands, toddlers are most likely to turn to

a. friends.
b. grandparents.
c. an adult outside the family.
d. a parent.
e. their own resources.

Difficulty: 1
Question ID: 16.1-62
Page-Reference: 438
Topic: Adolescence
Skill: Factual

Answer: d. a parent.
16.1-63. Adolescents confronting stressful demands turn to

a. coaches.
b. teachers.
c. peers.
d. friends.
e. family.

**Answer:** e. family.

16.1-64. The beginning of early adolescence is defined by

a. menarche.
b. formal operations.
c. puberty.
d. concrete operations.
e. initiative vs. guilt.

**Answer:** c. puberty.

16.1-65. Late adolescence is more a time of ________ than is early adolescence.

a. consolidation
b. transition
c. assimilation
d. concrete operations
e. accommodation

**Answer:** a. consolidation
16.1-66. **Puberty is completed for girls at what age?**

a. 12 years  
b. 13 years  
c. 14 years  
d. 15 years  
e. 16 years  

**Difficulty:** 1  
**Question ID:** 16.1-66  
**Page-Reference:** 437  
**Topic:** Adolescence  
**Skill:** Factual  

**Answer:** e. 16 years

16.1-67. **Adolescents are similar to toddlers in their emphasis on**

a. independence.  
b. altruism.  
c. cooperation.  
d. selfishness.  
e. social skills.  

**Difficulty:** 1  
**Question ID:** 16.1-67  
**Page-Reference:** 436  
**Topic:** Adolescence  
**Skill:** Factual  

**Answer:** a. independence.

16.1-68. **Late adolescence is most comparable to which other stage of development?**

a. toddlerhood  
b. preschool  
c. grade school  
d. middle adulthood  
e. late adulthood  

**Difficulty:** 1  
**Question ID:** 16.1-68  
**Page-Reference:** 438  
**Topic:** Adolescence  
**Skill:** Factual  

**Answer:** b. preschool
16.1-69. For most young people, a clear identity is not achieved until

a. 10 years of age.
b. puberty.
c. 15 years of age.
d. 17 years of age.
e. college age.

Difficulty: 1
Question ID: 16.1-69
Page- 440
Reference:
Topic: Adolescence
Skill: Factual

Answer: e. college age.

16.1-70. At some time in development, physiological, cognitive, and social changes occur. During which stage do all three occur as significant changes?

a. infancy
b. preschool
c. school-age
d. adolescence
e. adulthood

Difficulty: 1
Question ID: 16.1-70
Page- 439
Reference:
Topic: Adolescence
Skill: Factual

Answer: d. adolescence

16.1-71. Which of the following did Steinberg find to be the critical variable in predicting the level of adolescent conflict with parents.

a. gender
b. peer group
c. ethnicity
d. pubertal stage
e. age

Difficulty: 3
Question ID: 16.1-71
Page- 439
Reference:
Topic: Adolescence
Skill: Factual

Answer: d. pubertal stage
16.1-72. **Darcy has become verbally aggressive and impulsive. This is the result of an increase in which hormone?**
   a. testosterone  
   b. TSH  
   c. LH  
   d. progesterone  
   e. estradiol  
   **Difficulty:** 1  
   **Question ID:** 16.1-72  
   **Page:** 439  
   **Reference:**  
   **Topic:** Adolescence  
   **Skill:** Applied  
   **Answer:** e. estradiol

16.1-73. **Lorenz has become irritable and impatient. What hormone is most likely to be involved?**
   a. estrogen  
   b. estradiol  
   c. epinephrine  
   d. testosterone  
   e. progesterone  
   **Difficulty:** 2  
   **Question ID:** 16.1-73  
   **Page:** 439  
   **Reference:**  
   **Topic:** Adolescence  
   **Skill:** Applied  
   **Answer:** d. testosterone

16.1-74. **Physiological changes may play some role in the shift to formal operations, because there is some indication that ________ during adolescence.**
   a. a doubling in the weight of the cortex of the brain occurs  
   b. synaptic and dendritic pruning continues  
   c. a major change in the brain-weight to body-weight ratio occurs  
   d. a change in the color of the brain occurs  
   e. hormone production decreases  
   **Difficulty:** 3  
   **Question ID:** 16.1-74  
   **Page:** 439  
   **Reference:**  
   **Topic:** Adolescence  
   **Skill:** Factual  
   **Answer:** b. synaptic and dendritic pruning continues
16.1-75. The cognitive shift from concrete to formal operations leads to all of the following EXCEPT
   a. pubertal changes.
   b. changes in self-concept.
   c. changes in identity.
   d. changes in moral judgment.
   e. changes in peer relationships.

   **Difficulty**: 2  
   **Question ID**: 16.1-75  
   **Page-Reference**: 440  
   **Topic**: Adolescence  
   **Skill**: Conceptual  

   **Answer**: a. pubertal changes.

16.1-76. Research supports the notion of a link between formal operations and
   a. Marcia's stage of identity achievement.
   b. Kohlberg's level of preconventional reasoning.
   c. Erikson's stage of generativity versus stagnation.
   d. Piaget's stage of concrete operations.
   e. Epstein's internal models.

   **Difficulty**: 2  
   **Question ID**: 16.1-76  
   **Page-Reference**: 440  
   **Topic**: Adolescence  
   **Skill**: Conceptual  

   **Answer**: a. Marcia's stage of identity achievement.

16.1-77. Rowe and Marcia's research has shown that full identity achievement was attained only by those who
   a. achieved Kohlberg's stage six.
   b. used inductive reasoning.
   c. had friendships based primarily on reciprocal trust.
   d. used formal operations.
   e. were in Erikson's last stage.

   **Difficulty**: 2  
   **Question ID**: 16.1-77  
   **Page-Reference**: 440  
   **Topic**: Adolescence  
   **Skill**: Factual  

   **Answer**: d. used formal operations.
16.1-78. **According to Caspi and Moffit, one of the following girls will have higher rates of psychological problems. Which one is it?**
   a. Alicia, who had delayed puberty.
   b. Kirsten who had an average puberty.
   c. Leia, who had an early puberty.
   d. Margo, who had a late puberty.
   e. Zoe, who has not reached puberty.

   **Difficulty:** 2  
   **Question ID:** 16.1-78  
   **Page Reference:** 441  
   **Topic:** Adolescence  
   **Skill:** Applied

   **Answer:** c. Leia, who had an early puberty.

16.1-79. **In reviewing Aslin’s five models of environmental/internal influences on development, it could be concluded that the two "pure" alternatives, maturation and induction,**
   a. make the most sense for explaining development.
   b. probably do not occur at all.
   c. explain about half of the developmental phenomena covered in the textbook.
   d. are very similar to Piaget's concepts of assimilation and accommodation.
   e. are useful only in assessing adults.

   **Difficulty:** 3  
   **Question ID:** 16.1-79  
   **Page Reference:** 442  
   **Topic:** A Return to Some Basic Questions  
   **Skill:** Factual

   **Answer:** b. probably do not occur at all.

16.1-80. **In Aslin's five models of influence on development, the purely physical model is**
   a. maturation.
   b. induction.
   c. cognition.
   d. assimilation.
   e. facilitation.

   **Difficulty:** 1  
   **Question ID:** 16.1-80  
   **Page Reference:** 442  
   **Topic:** A Return to Some Basic Questions  
   **Skill:** Factual

   **Answer:** a. maturation.
16.1-81. Which of Aslin's models is purely environmental?

a. maturation  
b. induction  
c. cognition  
d. assimilation  
e. facilitation

**Difficulty:** 2  
**Question ID:** 16.1-81  
**Page:** 442  
**Reference:**  
**Topic:** A Return to Some Basic Questions  
**Skill:** Factual

**Answer:** b. induction

16.1-82. Which of the following is part of Rutter's principles of the interaction of nature and nurture?

a. All individuals react to the environment in the same way.  
b. People are passive recipients of environmental forces.  
c. The interplay between people and their environment is one-way.  
d. There is a two-way interplay between individuals and their environment.  
e. Only adults can process experiences.

**Difficulty:** 3  
**Question ID:** 16.1-82  
**Page:** 442  
**Reference:**  
**Topic:** A Return to Some Basic Questions  
**Skill:** Factual

**Answer:** d. There is a two-way interplay between individuals and their environment.

16.1-83. Lenny loves the snow in winter, but Mel wants to live where there is no snow. This is an example of which of Rutter's principles?

a. Individuals differ in their reactivity to the environment.  
b. There is a two-way interplay between individuals and the environment.  
c. People process their experiences rather than just serving as passive recipients.  
d. People act on their environment so as to shape their experiences.  
e. The interplay between persons and their environment needs to be considered in an ecological framework.

**Difficulty:** 3  
**Question ID:** 16.1-83  
**Page:** 442  
**Reference:**  
**Topic:** A Return to Some Basic Questions  
**Skill:** Applied

**Answer:** a. Individuals differ in their reactivity to the environment.
16.1-84. Errol played sandlot baseball as a child and because of this experience decided to become a sports writer. This is an example of which of Rutter's principles?
   a. Individuals differ in their reactivity to the environment.
   b. There is a two-way interplay between individuals and the environment.
   c. People actively process their environment rather than being passive recipients.
   d. People act on their environment so as to shape their experiences.
   e. An ecological framework needs to be considered.

   **Answer:** b. There is a two-way interplay between individuals and the environment.

16.1-85. Nora's education created a tremendous financial burden. April's education was not a burden because she was financially well off. Which of Rutter's principles does this illustrate?
   a. Individuals differ in their reactivity to the environment.
   b. There is a two-way interplay between individuals and the environment.
   c. The interplay between persons and their environment needs to be considered within an ecological framework.
   d. People actively process their experiences rather than just serving as passive recipients of environmental forces.
   e. People act on their environment so as to shape their experiences.

   **Answer:** c. The interplay between persons and their environment needs to be considered within an ecological framework.
16.1-86. **Internal models of attachment, of the self, of gender, and of relationships are all examples of which of Rutter's principles?**

- Individuals differ in their reactivity to the environment.
- There is a two-way interplay between individuals and the environment.
- People actively process their experiences rather than just serving as passive recipients of environmental forces.
- The interplay between persons and their environment needs to be considered within an ecological framework.
- People act on their environment so as to shape and select their experiences.

**Answer:** c. People actively process their experiences rather than just serving as passive recipients of environmental forces.

16.1-87. **Six-year-old Lara hugs her mother whenever her mother hugs her, but six-year-old Benji wriggles away from his mother when she tries to hug him. Now Lara's mother appears to be more affectionate than Benji's mother. This is an example of which of Rutter's principles?**

- Individuals differ in their reactivity to the environment.
- There is a two-way interplay between individuals and the environment.
- People actively process their experiences rather than being passive recipients.
- People act on their environment so as to shape their experiences.
- The interplay between persons and their environment needs to be considered within an ecological framework.

**Answer:** d. People act on their environment so as to shape their experiences.
16.1-88. **On a continuum from fully internally programmed to most externally influenced, which of the following sequences of development would be in the correct order?**

a. language, cognitive, physical, social
b. cognitive, social, language, physical
c. physical, language, cognitive, social
d. social, physical, language, cognitive
e. physical, social, cognitive, language

**Difficulty:** 3  
**Question ID:** 16.1-88  
**Page:** 443  
**Reference:**  
**Topic:** A Return to Some Basic Questions  
**Skill:** Conceptual  

**Answer:** c. physical, language, cognitive, social

16.1-89. **Which aspect of development is thought to be LEAST influenced by environmental variation?**

a. cognitive  
b. physical  
c. social  
d. language  
e. moral

**Difficulty:** 3  
**Question ID:** 16.1-89  
**Page:** 443  
**Reference:**  
**Topic:** A Return to Some Basic Questions  
**Skill:** Factual  

**Answer:** b. physical

16.1-90. **The rank order of aspects of development, from those MOST influenced by environment to those LEAST influenced by environment, is**

a. physical, language, cognition, social.  
b. language, cognition, physical, social.  
c. social, cognition, language, physical.  
d. social, language, physical, cognition.  
e. language, physical, social, cognition.

**Difficulty:** 3  
**Question ID:** 16.1-90  
**Page:** 443  
**Reference:**  
**Topic:** A Return to Some Basic Questions  
**Skill:** Factual  

**Answer:** c. social, cognition, language, physical.
16.1-91. **Which aspect of your development is most influenced by factors in your environment?**
   a. your cognitive abilities
   b. the language you speak
   c. your social skills
   d. your physical growth
   e. your health

   **Difficulty:** 3
   **Question ID:** 16.1-91
   **Page-Reference:** 443
   **Reference:**
   **Skill:** Applied
   **Answer:** c. your social skills

16.1-92. **On a continuum of internal to external influences on development, physical development lies on the internal end of the continuum, whereas social development lies on the external end. This implies that**
   a. physical development is not influenced by external forces, nor is social development influenced by internal forces.
   b. physical development will occur normally with minimal environmental support, whereas social development requires strong environmental support.
   c. physical and social development do not influence each other.
   d. physical development cannot be changed by external forces, whereas social development can.
   e. development must take place under carefully controlled conditions.

   **Difficulty:** 3
   **Question ID:** 16.1-92
   **Page-Reference:** 443
   **Reference:**
   **Skill:** Conceptual
   **Answer:** b. physical development will occur normally with minimal environmental support, whereas social development requires strong environmental support.

16.1-93. **Mrs. LaRosa has two children. Her parenting style will be most influential in the development of her children's**
   a. thinking ability.
   b. language.
   c. height.
   d. social skills.
   e. weight.

   **Difficulty:** 3
   **Question ID:** 16.1-93
   **Page-Reference:** 443
   **Reference:**
   **Skill:** Applied
   **Answer:** d. social skills.
16.1-94. **Mr. and Mrs. Laracelli have two children and their parenting style will have the least influence on their children's**

- a. cognitive development.
- b. physical development.
- c. language development.
- d. emotional development.
- e. moral development.

**Difficulty:** 2  
**Question ID:** 16.1-94  
**Page-Reference:** 443  
**Topic:** A Return to Some Basic Questions  
**Skill:** Applied  

**Answer:** b. physical development.

16.1-95. **Canalization has been represented metaphorically by Waddington as**

- a. the flow of development through time across the life-span.
- b. the interconnections among facets of development being similar to cities connected by canals.
- c. the thread of early experiences influencing development throughout the life-span.
- d. a marble rolling down a narrow and deep gully on a hillside.
- e. sand in an hour glass.

**Difficulty:** 3  
**Question ID:** 16.1-95  
**Page-Reference:** 444  
**Topic:** A Return to Some Basic Questions  
**Skill:** Factual  

**Answer:** d. a marble rolling down a narrow and deep gully on a hillside.

16.1-96. **Who introduced the term canalization?**

- a. Scarr  
- b. Rutter  
- c. Waddington  
- d. Sroufe  
- e. Erikson  

**Difficulty:** 1  
**Question ID:** 16.1-96  
**Page-Reference:** 444  
**Topic:** A Return to Some Basic Questions  
**Skill:** Factual  

**Answer:** c. Waddington
16.1-97. **Scarr argues that development in the early years is**

a. highly canalized with strong self-righting tendencies.
b. not impacted at all by environmental factors.
c. random and completely at the mercy of environmental factors.
d. the product of the culture in which the child is raised.
e. solely the result of genetic programming.

**Difficulty:** 3  
**Question ID:** 16.1-97  
**Page:** 444  
**Reference:** A Return to Some Basic Questions  
**Skill:** Conceptual  

**Answer:** a. highly canalized with strong self-righting tendencies.

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16.1-98. **Dr. Warren is a psychologist who agrees that infancy and early childhood are especially formative. He is using which perspective?**

a. cognitive  
b. psychoanalytic  
c. behavioral  
d. humanistic  
e. biological

**Difficulty:** 1  
**Question ID:** 16.1-98  
**Page:** 444  
**Reference:** A Return to Some Basic Questions  
**Skill:** Applied

**Answer:** b. psychoanalytic

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16.1-99. **In an infant, which of the following would have the LEAST canalization?**

a. attachment models  
b. physical development  
c. perceptual processes  
d. linguistic development  
e. cognitive processes

**Difficulty:** 1  
**Question ID:** 16.1-99  
**Page:** 444  
**Reference:** A Return to Some Basic Questions  
**Skill:** Factual

**Answer:** a. attachment models
16.1-100. Sroufe and Rutter have suggested that the child focuses on different aspects of the environment at different times. At which age does the child focus on the biological world?

a. 0 to 1 years of age
b. 1 to 2-1/2 years of age
c. 3 to 5 years of age
d. 6 to 12 years of age
e. 13 or more years of age.

Difficulty: 3
Question ID: 16.1-100
Page- 445
Reference:
Topic: A Return to Some Basic Questions
Skill: Factual

Answer: a. 0 to 1 years of age

16.1-101. Nine-year-old Cassie is very dependent. Even when she was four years old, she was timid and shy. This is an example of

a. a move from one stage of development to another.
b. maladaptive behavior.
c. a developmental pattern.
d. continuity across development.
e. external influences.

Difficulty: 2
Question ID: 16.1-101
Page- 446
Reference:
Topic: A Return to Some Basic Questions
Skill: Applied

Answer: d. continuity across development.

16.1-102. Kevin has a very narrow range of potentially supportive environments in order to develop optimally. Kevin is

a. vulnerable.
b. resilient.
c. recuperative.
d. insecure.
e. immature.

Difficulty: 1
Question ID: 16.1-102
Page- 447
Reference:
Topic: A Return to Some Basic Questions
Skill: Factual

Answer: a. vulnerable.
16.1-103. **Olivia has experienced a very wide range of environments and yet she is still developing optimally. She is**

a. vulnerable.
b. secure.
c. resilient.
d. bright.
e. mature.

**Difficulty:** 1  
**Question ID:** 16.1-103  
**Page Reference:** 447  
**Topic:** A Return to Some Basic Questions  
**Skill:** Factual

**Answer:** c. resilient.

**Fill-in-the-Blank**

16.2-1. **The overriding impression one gets of an infants is that he/she functions on _________.**

**Difficulty:** 1  
**Question ID:** 16.2-1  
**Page Reference:** 427  
**Topic:** From Birth to 24 Months  
**Skill:** Conceptual

**Answer:** automatic pilot

16.2-2. **Around 6 to 8 weeks of age, there seems to be a change in which automatic, reflexive responses give way to behavior that looks more _________.**

**Difficulty:** 2  
**Question ID:** 16.2-2  
**Page Reference:** 428  
**Topic:** From Birth to 24 Months  
**Skill:** Factual

**Answer:** volitional
16.2-3. An infant's brain may be "programmed" to create synapses, but the process has to be _________ by exposure to particular kinds of experience.

Answer: triggered

16.2-4. An infant's physiological maturation and his/her explorations are intimately linked in a _________ loop.

Answer: feedback

16.2-5. Bowlby was right about the built-in readiness of all children to create an attachment; however, the _________ the child encounters has a more formative effect on attachment formation.

Answer: quality of the specific experience

16.2-6. The long-term consequences of physical damage in infancy depend on the richness and supportiveness of the _________.

Answer: environment
16.2-7. The main theme of the preschool period is that the child is slowly shifting from a _________ to a(n) _________.

Difficulty: 2
Question ID: 16.2-7
Page-Reference: 431
Topic: The Preschool Years
Skill: Conceptual

Answer: dependent baby/independent child

16.2-8. A large part of the conflict parents have with two-year-olds is because they must _________ the child.

Difficulty: 1
Question ID: 16.2-8
Page-Reference: 432
Topic: The Preschool Years
Skill: Factual

Answer: limit

16.2-9. The researchers Jenkins and Astington found that children from _________ show more rapid development of a representational theory of mind.

Difficulty: 3
Question ID: 16.2-9
Page-Reference: 433
Topic: The Preschool Years
Skill: Factual

Answer: larger families

16.2-10. _________ with other children helps the child to form the foundation of the child's emerging gender scheme.

Difficulty: 2
Question ID: 16.2-10
Page-Reference: 433
Topic: The Preschool Years
Skill: Conceptual

Answer: Play
16.2-11. __________ and __________ are factors that contribute to maternal negativity toward the child, and is linked to the child's noncompliant behavior in elementary school.

Difficulty: 2
Question ID: 16.2-11
Page Reference: The Preschool Years
Topic: The Preschool Years
Skill: Conceptual

Answer: Stress/depression

16.2-12. The fact that __________ begins around age six reflects an implicit or explicit recognition of the shift in cognitive skills at that age.

Difficulty: 2
Question ID: 16.2-12
Page Reference: 434
Topic: The Elementary School Years
Skill: Conceptual

Answer: schooling

16.2-13. The shift in a child's cognitive or social functioning from concrete to a more abstract self-concept is noticeable at age __________; however, it is gradual and is still going on at ages __________.

Difficulty: 2
Question ID: 16.2-13
Page Reference: 435
Topic: The Elementary School Years
Skill: Conceptual

Answer: 6 or 7/11 or 12

16.2-14. Of all of the developmental shifts during middle childhood, the __________ seem to be the most central to the child's alternations in relationships and development of the self-scheme.

Difficulty: 3
Question ID: 16.2-14
Page Reference: 435
Topic: The Elementary School Years
Skill: Factual

Answer: cognitive changes

16.2-15. Most research about middle childhood is based upon children growing up in ________.  
Difficulty: 1  
Question ID: 16.2-15  
Page- 436  
Reference:  
Topic: The Elementary School Years  
Skill: Factual  
Answer: Western cultures

16.2-16. Early adolescence is a time of ________; whereas late adolescence is a time of ________.  
Difficulty: 2  
Question ID: 16.2-16  
Page- 437  
Reference:  
Topic: Adolescence  
Skill: Conceptual  
Answer: transition/consolidation

16.2-17. The sharp increase in the rate of ________ (especially among girls), and the drop in ________, seen at the beginning of adolescence seems to be linked to the surplus of demands and changes in an adolescent's life.  
Difficulty: 3  
Question ID: 16.2-17  
Page- 438  
Reference:  
Topic: Adolescence  
Skill: Conceptual  
Answer: depression/self-esteem

16.2-18. Most young people do not achieve a clear identity until ________.  
Difficulty: 1  
Question ID: 16.2-18  
Page- 440  
Reference:  
Topic: Adolescence  
Skill: Conceptual  
Answer: college age
16.2-19. __________ may also be directly implicated in the increases in confrontation or conflict between parents and children, and in various kinds of aggressive or delinquent behavior.

Difficulty: 1  
Question ID: 16.2-19  
Page: 439  
Reference:  
Topic: Adolescence  
Skill: Factual

Answer: Hormone changes

16.2-20. There is ample evidence that the greater abstractness in an adolescent's __________ is connected to the broader changes in his/her cognitive functioning.

Difficulty: 3  
Question ID: 16.2-20  
Page: 440  
Reference:  
Topic: Adolescence  
Skill: Factual

Answer: self-concept

16.2-21. In Aslin's five models of environmental/internal influences on development, __________ is the purely physical element and __________ is a purely environmental pattern.

Difficulty: 3  
Question ID: 16.2-21  
Page: 442  
Reference:  
Topic: A Return to Some Basic Questions  
Skill: Factual

Answer: maturation; induction/induction

16.2-22. Languages seem to emerge with only __________ environmental support.

Difficulty: 2  
Question ID: 16.2-22  
Page: 443  
Reference:  
Topic: A Return to Some Basic Questions  
Skill: Factual

Answer: minimal
16.2-23. Pat and Jim respond appropriately to their children's vocalizations which speeds up their language development. Aslin calls this ________.

   Difficulty: 3  
   Question ID: 16.2-23  
   Page: 443  
   Reference:  
   Topic: A Return to Some Basic Questions  
   Skill: Applied  
   Answer: facilitation

16.2-24. According to Sroufe, development is ________.

   Difficulty: 2  
   Question ID: 16.2-24  
   Page: 446  
   Reference:  
   Topic: A Return to Some Basic Questions  
   Skill: Factual  
   Answer: hierarchical

16.2-25. Low birth weight infants typically have ________ if they are reared in middle-class homes.

   Difficulty: 2  
   Question ID: 16.2-25  
   Page: 447  
   Reference:  
   Topic: A Return to Some Basic Questions  
   Skill: Factual  
   Answer: normal IQ's

Essay

16.3-1. Describe the four elements that Epstein says make up a child's theory of reality and explain how this theory relates to those of Erikson and Bowlby.

   Difficulty: 3  
   Question ID: 16.3-1  
   Page: 429-430  
   Reference:  
   Topic: From Birth to 24 Months  
   Skill: Conceptual  

   Answer: The four elements include a belief about the degree to which the world is a place of pleasure or pain, about the extent to which the world is meaningful, about whether people are desirable or threatening to relate to, and about the worthiness or unworthiness of the self. This theory is related to Bowlby's attachment model and Erikson's four stages leading to the formation of identity.
16.3-2. **Describe the influence of poverty on families with infants. Suggest what can be done to help these families.**

- **Difficulty:** 3  
- **Question ID:** 16.3-2  
- **Page-Reference:** 430  
- **Topic:** From Birth to 24 Months  
- **Skill:** Applied

**Answer:** The answer should include references to lack of adequate medical care prenatally and postnatally, problems finding adequate child care while parents work, the possibility of malnutrition, and the stress on the parents which impacts their parenting style. The suggestion for help for families in poverty should be realistic yet creative.

16.3-3. **Describe the transitions that occur between 5 and 7 years of age. Give specific examples.**

- **Difficulty:** 3  
- **Question ID:** 16.3-3  
- **Page-Reference:** 434-436  
- **Topic:** The Elementary School Years  
- **Skill:** Conceptual

**Answer:** There is a shift from preoperational thinking to concrete operational thinking that includes an understanding of conservation problems, seriation, and class inclusion. There is a rapid increase in use of executive strategies and the emergence at the end of this period of a global judgment of self-worth. In peer relationships, gender segregation is complete. Examples should be provided for each item mentioned.

16.3-4. **Describe Rutter's Five Principles of the interaction of nature and nurture. Provide a specific example for each.**

- **Difficulty:** 3  
- **Question ID:** 16.3-4  
- **Page-Reference:** 442 - 443  
- **Topic:** A Return to Some Basic Questions  
- **Skill:** Applied

**Answer:** Individuals differ in their reactivity to the environment. There is a two-way interplay between individuals and their environment. The interplay between persons and their environment needs to be considered within an ecological framework. People process their experiences rather than just serve as passive recipients of environmental forces. People act on their environment so as to shape and select their experiences.
16.3-5. **Explain how the various types of development fit in a continuum from nature to nurture and provide an example of each.**

**Difficulty:** 3  
**Question ID:** 16.3-5  
**Page-Reference:** 446-447  
**Topic:** A Return to Some Basic Questions  
**Skill:** Conceptual

**Answer:** Physical development is closest to the nature side, followed by language and then cognitive development. At the nurture end of the continuum is social and emotional development. Appropriate examples should be given of each.

MyDevelopmentLab

16.4-1. **Summarize how Erikson's theory is applied in the development of self-concept.**

**Difficulty:** 3  
**Question ID:** 16.4-1  
**Page-Reference:** MDL  
**Topic:** Watch: Self-Concept  
**Skill:** Applied

**Answer:** The film refers to the stage of industry versus inferiority and how children must be allowed to start to do things on their own even though this may create difficulty for the parents. For example, children can start to dress themselves, put their own toothpaste on their toothbrush and pour milk on their cereal. These activities may bring some embarrassment to the parents or create messes but they are very important to the development of autonomy, competence and a positive self concept. It is also important to note that children need to be guided in these attempts, and not scolded when they fail.

16.4-2. **What steps are being taken at the high school in the video to help prevent violence at their school?**

**Difficulty:** 2  
**Question ID:** 16.4-2  
**Page-Reference:** MDL  
**Topic:** Watch: Students Discuss Columbine  
**Skill:** Factual

**Answer:** Actively identifying at-risk students; multi-cultural and diversity activities; students are trained in conflict resolution and race relations; counseling takes place with students and their parents; the key seems to be active communication.
16.4-3. Which of the following was NOT one of the concerns expressed by the pregnant teen girl in the video?
   a. Concern about her son's health
   b. Concern about her own well-being
   c. Concern about finances
   d. Concern that no one will want to marry her

   **Answer:** c. Concern about finances

16.4-4. According to researcher Aaron White, which of the following is a common drinking pattern among teens?
   a. They tend to have just a couple of drinks and then stop.
   b. They tend to drink only on the weekends.
   c. They drink as much as they can as fast as they can.
   d. They drink about the same amount as their parents do.

   **Answer:** c. They drink as much as they can as fast as they can.

16.4-5. Jose is in his early twenties. As a teen he frequently went out with friends on the weekends and drank a six-pack of beer by himself. According to the research performed by Oesterle, which of the following health problems might Jose be experiencing, even though is still young?
   a. High blood pressure and obesity
   b. Hepatitis and high blood pressure
   c. Diabetes and kidney failure
   d. Kidney failure and obesity

   **Answer:** a. High blood pressure and obesity
16.4-6. Besides environmental pollutants, according to David Seifer, which of the following may be an environmental factor which contributes to the earlier onset of puberty in girls in the present day?
   a. Better nutrition
   b. Stronger genetic influences
   c. More drug use
   d. Media influence

   Difficulty: 2  
   Question ID: 16.4-6  
   Page-Reference: MDL  
   Topic: Watch: Secular Trend  
   Skill: Conceptual

   Answer: a. Better nutrition

16.4-7. Chris is about to graduate from high school. He has given no thought to whether to attend college or seek full-time employment. When asked what he has planned for his future, he just shrugs his shoulders. Whenever he is asked for an opinion about the current presidential elections, his response is "I don't really care." According to Marcia, Chris's attitudes demonstrate which identity status?
   a. Identity diffusion
   b. Identity foreclosure
   c. Identity moratorium
   d. Identity achievement

   Difficulty: 2  
   Question ID: 16.4-7  
   Page-Reference: MDL  
   Topic: Simulate: Identity Status  
   Skill: Applied

   Answer: a. Identity diffusion