

## Chapter 02 Cognitive Transitions

1. Which of the following is not one of the five chief changes in cognition during adolescence?
- A. multidimensional thought
  - B. metacognition
  - C. abstract reasoning
  - D. increased imagination**

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*APA LO: 1.2*  
*Bloom's: Remember*  
*Difficulty: Basic*  
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2. Bickering and squabbling between teenagers and their parents is largely caused by:
- A. the generation gap.
  - B. hormonal changes in adolescents.
  - C. adolescents' ability to formulate counterarguments.**
  - D. adolescents' antisocial tendencies.

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3. Tam is good at drawing conclusions from given information. Thus, Tam is good at \_\_\_\_\_ reasoning.
- A. hypothetical
  - B. deductive**
  - C. abstract
  - D. relative

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*APA LO: 2.5*  
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4. Dan, an adolescent, has more developed cognitive skills than his 6-year-old brother Timmy because Timmy's thinking is:
- A. in general, bound to what he can directly observe.**
  - B. moving easily between specific and abstract ideas.
  - C. systematically generating alternative possibilities and explanations.
  - D. comparing what he actually observes with what he believes is possible.

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5. Which term below allows individuals to suspend their beliefs about something in order to argue in the abstract?
- A. hypothetical thinking**
  - B. social cognition
  - C. mutual perspective-taking
  - D. impression formation

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*APA LO: 2.4*  
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6. Which of the following does not support adolescents' improved ability to use deductive reasoning, as described by the text?
- A. the ability to inhibit a prepotent response
  - B. the ability to stop oneself from acting automatically

- C.** the ability to make an inference based on accumulated evidence
- D. the ability to recognize when a question cannot be answered with certainty

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7. All of the following are features of hypothetical thinking, except:
- A. seeing beyond what is directly observable.
  - B. applying logical reasoning to anticipate what might be possible.
  - C. imagining the logic behind another person's argument.
  - D.** greater awareness of concrete, observable events.

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8. Joey enjoys playing the devil's advocate and is always stirring up discussions with his contrary positions. This ability is one aspect of:
- A.** hypothetical thinking.
  - B. social cognition.
  - C. mutual perspective-taking.
  - D. impression formation.

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9. The ability to see beyond what is directly observable and reason in terms of what might be possible is called:
- A. theory of mind.
  - B.** hypothetical thinking.
  - C. imaginary audience.
  - D. formal operations.

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*Bloom 's: Evaluate*  
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10. All of the following are aspects of metacognition, except:
- A.** conserving mental resources.
  - B. thinking about thinking.
  - C. appraising comprehension.
  - D. managing thinking.

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11. Who of the following is probably an adolescent (and not a child)?
- A. Maryann, who believes that people have complete control over their thoughts
  - B. Matthew, who believes that it is very possible to go for a long period of time without thinking about anything
  - C. Tamara, whose thinking is bound to observable events
  - D.** Frank, who appraises his reading comprehension before starting the next chapter

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*APA LO: 2.1*  
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12. Who of the following is probably a child (and not an adolescent)?
- A. Jeanette, someone who can easily describe her thought process
  - B. Christine, someone who tends to think about things one aspect at a time**
  - C. Bryan, who tends to question everything, just for the sake of argument
  - D. Brandon, someone who entertains many possibilities before making the final decision

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*APA LO: 2.1*

*Bloom's: Evaluate*

*Difficulty: Moderate*

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13. Which of the following terms applies more to adolescent thought than to childhood thought?
- A. conservation, reversibility, structure
  - B. assimilation, accommodation, complexity
  - C. preoperational, egocentric, concrete
  - D. flexible, speculative, abstract**

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*APA LO: 2.4*

*Bloom's: Evaluate*

*Difficulty: Difficult*

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14. Mai can understand the metaphor, "My heart is an open book," because she is able to focus on the:
- A. concrete and familiar associations.
  - B. semantic structure of the sentence.
  - C. abstract and conceptual relations.
  - D. observable features of the objects.**

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*Bloom's: Apply*

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15. Renee, a 6-year-old, is unable to answer the question, "How are a motorcycle and a bicycle alike?" Mohammed, a 17-year-old, answers the same question by saying, "They are both types of transportation." What statement about Renee and Mohammed is most true?
- A. Renee's inability to answer the question is very unusual for a child her age.
  - B. Mohammed has demonstrated the ability to think concretely.
  - C. Mohammed has demonstrated the ability to think abstractly.**
  - D. According to Piaget's theory, Renee and Mohammed are both developmentally delayed.

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*APA LO: 2.5*

*Bloom's: Analyze*

*Difficulty: Difficult*

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16. Javier spends a great deal of time talking about relationships, politics, philosophy, religion, and morality with his friends, demonstrating his ability to think:
- A. abstractly.**
  - B. preoperationally.
  - C. concretely.
  - D. deductively.

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*APA LO: 1.3*

*Bloom's: Apply*

*Difficulty: Basic*

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17. Teenagers may become self-conscious because they believe that people are talking about them. Which characteristic are they exhibiting?
- A. an imaginary audience**
  - B. a personal fable
  - C. propositional logic
  - D. metacognition

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18. John is a junior in high school. Although he is sociable, he feels very self-conscious. He feels as if everyone is evaluating him. David Elkind refers to this loss of perspective in adolescence as:

- A. self-reflection.
- B. personal fable.
- C. imaginary audience.**
- D. impression formation.

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19. Who coined the term adolescent egocentrism?

- A. Piaget
- B. Elkind**
- C. Binet
- D. Sternberg

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*APA LO: 1.1*  
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20. The erroneous belief that one's thoughts, feelings, and experiences are unique is called:

- A. an imaginary audience.
- B. a personal fable.**
- C. propositional logic.
- D. metacognition.

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21. Dave knows that kids who drink and drive sometimes get killed, but he believes that he is somehow immune to having such a terrible thing happen to him. Dave's belief is an example of:

- A. the imaginary audience.
- B. a personal fable.**
- C. social cognition.
- D. metacognition.

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22. The ability to think about one's own thoughts is called:

- A. hypothetical think.
- B. egocentric logic.
- C. metacognition.**
- D. social cognition.

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*APA LO: 1.2*  
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23. All of the following are indicators of metacognition, except:

- A. introspection.
- B. self-consciousness.
- C. using mental strategies to remember something.
- D. deductive reasoning.**

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*Bloom's: Evaluate*  
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24. Research testing Elkind's theory of adolescent egocentrism has found that certain aspects:
- A. peak at age 12 and then drastically decline.
  - B. may remain present throughout the adolescent and adult years.**
  - C. are virtually a nonexistent phenomenon in adolescence or adulthood.
  - D. are less prevalent among college students.

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*APA LO: 2.4*  
*Bloom's: Analyze*  
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25. The text suggests that \_\_\_\_\_ are not a good explanation of adolescent egocentrism.
- A. cognitive deficiencies**
  - B. emotional reasons
  - C. social reasons
  - D. the impact of other people's opinions

26. The extreme skepticism observed in many adolescents is most likely a result of:
- A. seeing knowledge as relative rather than as absolute.**
  - B. thinking in terms of what's possible rather than what's real.
  - C. thinking about the process of thinking.
  - D. viewing reality in terms of multiple dimensions.

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27. Fifteen-year-old Hermione is able to write a much more complex answer than 10-year-old Ginger to the question, "Compare the advantages and disadvantages of using simple spells for self-protection." This is because, as an adolescent, Hermione is able to think:
- A. egocentrically.
  - B. deductively.
  - C. in metacognitive ways.
  - D. in multiple dimensions.**

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28. Multidimensional thinking helps adolescents understand:
- A. sarcasm.**
  - B. imaginary audiences.
  - C. formal operations.
  - D. concrete examples.

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29. What thought process helps adolescents appreciate the sarcasm and satire of *Family Guy* and *The Simpsons*?
- A. selective attention
  - B. sensation seeking

- C. mutual role taking
- D. multidimensional thinking**

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30. \_\_\_\_\_ theorists believe that changes in cognitive abilities appearing during adolescence are qualitative, whereas \_\_\_\_\_ theorists believe they are quantitative.

- A. Cognitive-developmental; information-processing**
- B. Cognitive-developmental; behavioral decision
- C. Information-processing; cognitive-developmental
- D. Information-processing; behavioral decision

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31. Dr. Martino argues that development proceeds in stages and that each stage is marked by fairly consistent behavior. Then, as the child's biological development progresses and new experiences are acquired, a shift occurs and development breaks through to the next level. Dr. Martino's view is most consistent with that expressed by the:

- A. triarchic theory of intelligence.
- B. information-processing perspective.
- C. psychometric theory.
- D. Piagetian perspective.**

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*Difficulty: Difficult*  
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32. What is it about adolescent thinking that makes them better problem solvers than children?

- A. improvements in memory
- B. improvements in attention
- C. improvements in processing speed
- D. All of these are correct**

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33. Why are adolescents better than children at abstract, multidimensional, and hypothetical thinking?

- A. improvements in memory
- B. improvements in attention
- C. improvements in processing speed
- D. All of these are correct**

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34. Juan is 4.5 years old. His language skills are excellent, but his thinking skills demonstrate limitations such as egocentrism. What Piagetian stage of thought would you suspect he is in?

- A. formal operational
- B. sensorimotor
- C. concrete operational
- D. preoperational**

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35. According to Piaget, the period of cognitive development that is based on theoretical, abstract principles of logic is called:

- A. sensorimotor.
- B. preoperational.
- C. concrete operations.
- D. formal operations.**

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36. Rose solves a chemistry problem by systematically testing several hypotheses. According to Piaget, which stage is Rose functioning at?

- A. preoperational
- B. concrete operations
- C. formal operations**
- D. sensorimotor

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37. Piaget theorists believe that the use of \_\_\_\_\_ is the chief feature of adolescent thinking that differentiates it from the type of thinking employed by children.

- A. egocentric reasoning
- B. abstract logical reasoning**
- C. multidimensional reasoning
- D. systematic reasoning

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38. Adolescent thinking can be distinguished from the thinking of children in several respects. All of these differences stem from improvement(s) in \_\_\_\_\_ during adolescence.

- A. abstract logical reasoning**
- B. personal life experiences
- C. synaptic pruning
- D. autonomy and personal responsibility

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39. Much research on adults as well as adolescents indicates that the gaps between \_\_\_\_\_ and \_\_\_\_\_ in everyday situations are very large, with everyday decision making laden with logical errors that cannot be explained by cognitive incompetence.

- A. what individuals want to do; what they actually do
- B. what individuals want to do; what they have time for
- C. logical reasoning abilities; personal experience
- D. logical reasoning abilities; their actual use of logical reasoning**

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40. Which of the following statements is consistent with Piaget's cognitive development theory?
- A. Individuals progress through stages based on biological readiness and maturation.
  - B. Individuals progress through stages based on the presence of environmental demands.
  - C.** Individuals progress through stages based on biological readiness in addition to increasing environmental demands.
  - D. Hypothetical thought is the foundation of adolescent thought.

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*APA LO: 2.4*

*Bloom's: Evaluate*

*Difficulty: Difficult*

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41. Scientists now believe that the transition from concrete operational thought to formal operational thought occurs:
- A. very suddenly and evenly across all domains of functioning.
  - B. at the same age, regardless of the environment.
  - C.** very gradually and unevenly across domains of functioning.
  - D. The change is barely noticeable.

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*APA LO: 2.4*

*Bloom's: Evaluate*

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42. Which of the following changes explains why adolescents, compared to children, may be better able to concentrate and stay focused on reading tasks?
- A. increasing use of mnemonic devices
  - B. becoming more flexible with strategy use
  - C. increasing speed of information processing
  - D.** improvements in attention

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*APA LO: 2.5*

*Bloom's: Evaluate*

*Difficulty: Moderate*

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43. Dr. Brown argues that adolescents can solve problems better than younger children because they can store more information in memory and because they have more effective strategies. Dr. Brown's view is most consistent with which of the following perspectives?
- A. triarchic theory of intelligence
  - B.** information-processing perspective
  - C. psychometric theory
  - D. Piagetian perspective

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*APA LO: 2.4*

*Bloom's: Analyze*

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44. Which of the following is not relatively stable during adolescence?
- A. class ranking
  - B. intelligence
  - C. height
  - D.** mental abilities

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*APA LO: 2.4*

*Bloom's: Evaluate*

*Difficulty: Difficult*

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45. Jesse is in the seventh grade at a school that has open classrooms with multiple teachers instructing their classes in one large area. Which of the following cognitive processes will help Jesse focus on his teacher?
- A. working memory
  - B.** selective attention
  - C. long-term memory
  - D. divided attention



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46. Charlie is able to tune out the television so that he can focus on his art project, which is due in class tomorrow. This is an example of:

- A. selective attention.
- B. divided attention.
- C. short-term memory.
- D. long-term memory.

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47. While studying for her biology exam, Jennifer watches her favorite show on TV. This is an example of:

- A. selective attention.
- B. divided attention.
- C. short-term memory.
- D. long-term memory.

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*APA LO: 1.3*  
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48. Which of the following statements about intelligence in adolescence is true?

- A. There is very little debate regarding what exactly intelligence is.
- B. The higher an individual's IQ, the smaller the number of same-aged peers who perform equally or better.
- C. Scientists have not reported any significant correlations between aspects of IQ performance and synaptic pruning in the brain.
- D. An IQ test is the only way to assess intelligence in adolescence.

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*APA LO: 2.5*  
*Bloom's: Evaluate*  
*Difficulty: Difficult*  
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49. Joyce believes that scores on intelligence tests are relatively stable in adolescence, and as a result of this stability, believes that scores are fixed. Do you agree with Joyce's logic?

- A. Yes, intelligence scores are inherited.
- B. No, intelligence scores are not at all stable.
- C. Yes, intelligence scores are indeed stable and not susceptible to change.
- D. No, intelligence scores are stable; however, they are not fixed.

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50. Which of the following statements about the changes in information-processing abilities during adolescence is false?

- A. There are advances in short-term but not long-term memory.
- B. The speed of processing information increases.
- C. Adolescents are more "planful" than children.
- D. There are advances in selective and divided attention.

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51. The ability to remember something for a brief period of time is identified as
- A. working memory.
  - B. long-term memory.
  - C. autobiographical memory.
  - D. reminiscence bump.

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52. The ability to remember something from a long time ago is called
- A. working memory.
  - B. long-term memory.
  - C. autobiographical memory.
  - D. reminiscence bump.

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*APA LO: 1.1*  
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53. The recall of personally meaningful past events is known as
- A. working memory.
  - B. long-term memory.
  - C. autobiographical memory.
  - D. reminiscence bump.

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54. What is the term for experiences from adolescence that are recalled easier than experiences from other times in your life?
- A. working memory
  - B. long-term memory
  - C. autobiographical memory
  - D. reminiscence bump

*Accessibility: Keyboard Navigation*  
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55. The improvements in organizational strategies seen in adolescence include all but:
- A. increasing use of mnemonic devices.
  - B. becoming more flexible with strategy use.
  - C. increasing speed of information processing.
  - D. becoming more efficient with strategy use.

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*APA LO: 2.3*  
*Bloom's: Evaluate*  
*Difficulty: Difficult*  
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56. All of the following are ways that scientists study brain maturation except:
- A. using DTI technology to see the ways in which various regions of the brain are connected.
  - B. using fMRI equipment to examine patterns of activity in various regions of the brain while individuals are performing a variety of tasks.
  - C. electroencephalography technology to measure event-related potentials in response to different stimuli or events.
  - D. using fMRI technology to measure event-related potential in response to different stimuli or events.

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57. Which statement regarding increases in cognitive abilities is false?

- A. Increases in cognitive abilities are due to growth in the size of the brain.
- B. Pruning of the synapses leads to increases in cognitive abilities.
- C. Changes in levels of neurotransmitters reduce sensitivity to reward, leading to an increase in sensation seeking.
- D. Maturation of the prefrontal cortex allows for complex activities such as planning, decision making, goal setting, and metacognition.

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58. The brain functions by transmitting electrical signals across circuits that are composed of interconnected nerve cells called

- A. neural.
- B. dendrites.
- C. cortex.
- D. tissues.

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59. Neurons are cells that carry information by transmitting electrical charges across the body. When the electrical charge travels through a neuron, it stimulates

- A. the release of neurotransmitters.
- B. synaptic pruning.
- C. myelination.
- D. the brain to process some piece of information.

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60. The formation of synapses is:

- A. almost entirely genetically programmed.
- B. almost entirely formed through experience.
- C. both genetically programmed and formed through experience.
- D. random.

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61. One type of structural change in the brain has to do with changes in the levels of grey and white matter in the brain. Which of the following statements is true?

- A. Grey matter decreases while white matter increases.
- B. Grey matter increases while white matter decreases.
- C. Both grey matter and white matter decrease.
- D. Both grey matter and white matter increase.

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Difficulty: Difficult  
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62. All of the following statements about structural and functional change involving the prefrontal cortex during adolescence are true except which one?
- A. Patterns of activation within the prefrontal cortex generally become more focused.
  - B. Individuals are more likely to use multiple parts of the brain simultaneously and coordinate activity between prefrontal regions and other areas of the brain.
  - C. The full structural maturation of the prefrontal cortex is not complete until the mid-20s.
  - D.** All of these are true.

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63. One aspect of brain maturation that is associated with increases in the speed of neural impulses and improvements in information transmission is:
- A. formal operational thought.
  - B.** myelination.
  - C. metacognition.
  - D. information-processing gains.

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*APA LO: 2.1*  
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*Difficulty: Difficult*  
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64. Changes in the limbic system during adolescence may cause all of the following, except:
- A. increased emotionality.
  - B. increased responsiveness to stress.
  - C.** decreased risk-taking.
  - D. decreased responsiveness to rewards.

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*APA LO: 2.5*  
*Bloom's: Evaluate*  
*Difficulty: Moderate*  
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65. Jane, an adolescent, can attribute her improved planning skills to developments in her \_\_\_\_\_ and she can attribute her gut-level, intuitive decision making to her \_\_\_\_\_.
- A. dorsolateral prefrontal cortex; orbitofrontal cortex
  - B.** dorsolateral prefrontal cortex; ventromedial prefrontal cortex
  - C. ventromedial prefrontal cortex; dorsolateral prefrontal cortex
  - D. orbitofrontal cortex; ventromedial prefrontal cortex

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66. In addition to an increase in responsiveness to stress, changes in the \_\_\_\_\_ may also help explain why adolescents' concerns about what their peers think increase during this time.
- A. prefrontal cortex
  - B. dorsolateral prefrontal cortex
  - C.** limbic system
  - D. levels of grey matter

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*Bloom's: Apply*  
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67. Which of the following brain systems is responsible for processing emotions, social information, and rewards?
- A. functional connectivity system
  - B. response inhibition system
  - C.** limbic system

D. prefrontal cortex system

*Accessibility: Keyboard Navigation*  
*APA LO: 1.1*  
*Bloom's: Understand*  
*Difficulty: Basic*  
*Page: 55*

68. The growth of \_\_\_\_\_ during adolescence is directly related to an improved ability to think abstractly.
- A. long-term memory
  - B. social cognition**
  - C. automatization
  - D. short-term memory

*Accessibility: Keyboard Navigation*  
*APA LO: 1.3*  
*Bloom's: Apply*  
*Difficulty: Moderate*  
*Page: 58*

69. What was one of the results of the Guyer and colleagues' (2009) study, where teenagers were imaged with fMRI equipment while they thought they were participating in a networking task with other teenagers (in reality, the study was rigged such that they were automatically provided with positive or negative feedback)?
- A. When the adolescents were told that other teenagers were interested in them, areas of their brains known to be sensitive to rewards were activated.**
  - B. When the adolescents were told that other teenagers were interested in them, no areas of their brains were activated.
  - C. When the adolescents were told that other teenagers were interested in them, areas of the brain that are activated during highly stressful events were activated.
  - D. When the adolescents were told that other teenagers were interested in them, the prefrontal cortex was fully

activated.

*Accessibility: Keyboard Navigation*  
*APA LO: 2.4*  
*Bloom's: Analysis*  
*Difficulty: Difficult*  
*Page: 59*

70. With age, adolescents develop a more sophisticated theory of mind, which is the ability to:
- A. understand that others have beliefs, intentions, and knowledge that may be different from one's own.**
  - B. understand their own thought processes.
  - C. separate what they know from what they think.
  - D. separate what is real from what is possible.

*Accessibility: Keyboard Navigation*  
*APA LO: 1.1*  
*Bloom's: Understand*  
*Difficulty: Basic*  
*Page: 60*

71. Chris and his parents had an argument because they did not want him to go to a New Year's Eve party across town. A few days after the argument, Chris's anger subsided because he realized his parents were worried about his safety. Which cognitive process did Chris most likely use to reach this conclusion?
- A. implicit personality theory
  - B. deductive reasoning
  - C. response inhibition
  - D. theory of mind**

*Accessibility: Keyboard Navigation*  
*APA LO: 1.3*  
*Bloom's: Apply*  
*Difficulty: Moderate*  
*Page: 60*

72. Sam took an IQ test in fourth grade and scored below average. Sam's middle school is administering the test again. This time, Sam's score is likely to be:
- A. below average.**
  - B. average.
  - C. above average.
  - D. There is no way to predict.

Accessibility: Keyboard Navigation  
APA LO: 1.3  
Bloom's: Apply  
Difficulty: Basic  
Page: 60

73. During adolescence, individuals' IQ scores \_\_\_\_\_, whereas their mental abilities \_\_\_\_\_.
- A.** remain stable; increase
  - B. remain stable; decrease
  - C. increase; remain stable
  - D. decrease; remain stable

Accessibility: Keyboard Navigation  
APA LO: 1.2  
Bloom's: Understand  
Difficulty: Moderate  
Page: 60

74. Adolescents who score higher than their peers on an IQ test will probably:
- A. score lower than their peers on their next IQ test.
  - B.** continue to score higher than their peers on future IQ tests.
  - C. score the same as their peers on their next IQ test.
  - D. You cannot make a prediction based on the instability of intelligence.

Accessibility: Keyboard Navigation  
APA LO: 1.3  
Bloom's: Apply  
Difficulty: Basic  
Page: 60

75. Mary is having trouble understanding how to do a math problem. Her teacher asks her just the right question and Mary understands the problem. Vygotsky would refer to the structuring process used by the teacher to guide Mary's thinking as:
- A. laddering.
  - B. enabling.
  - C. pillaring.
  - D.** scaffolding.

Accessibility: Keyboard Navigation  
APA LO: 1.3  
Bloom's: Apply  
Difficulty: Moderate  
Page: 61

76. According to Vygotsky, adolescents learn best when:
- A. their lessons are within their zone of proximal development.
  - B. a more experienced instructor is present.
  - C. the instructor engages in scaffolding.
  - D.** All of these are correct.

Accessibility: Keyboard Navigation  
APA LO: 1.1  
Bloom's: Remember  
Difficulty: Basic  
Page: 61

77. When calculating individual performance on an IQ test, a child who was of average intelligence would have an IQ score of:
- A.** 100.
  - B. 200.
  - C. 150.
  - D. There is no "average" IQ.

Accessibility: Keyboard Navigation  
APA LO: 1.1  
Bloom's: Remember  
Difficulty: Basic  
Page: 61-62

78. Which of the following statements about intelligence in adolescence is true?

- A. There is very little debate regarding what exactly intelligence is.
- B.** The higher an individual's IQ, the smaller the number of same-aged peers who perform equally or better.
- C. Scientists have not reported any significant correlations between aspects of IQ performance and synaptic pruning in the brain.
- D. An IQ test is the only way to assess intelligence in adolescence.

*Accessibility: Keyboard Navigation*

*APA LO: 2.5*

*Bloom's: Evaluate*

*Difficulty: Difficult*

*Page: 61-62*

79. Sternberg's "triarchic theory of intelligence" proposes that to assess an individual's intellectual capabilities it is necessary to look at three distinct, but interrelated, types of "intelligence":

- A. verbal, mathematical, and spatial.
- B.** componential, experiential, and contextual.
- C. componential, kinesthetic, and experiential.
- D. verbal, mathematical, and interpersonal.

*Accessibility: Keyboard Navigation*

*APA LO: 2.3*

*Bloom's: Evaluate*

*Difficulty: Difficult*

*Page: 62*

80. Steve gets all As in his course work but has a hard time relating to the real world. According to Sternberg, Steve is above average in \_\_\_\_\_ intelligence but below average in \_\_\_\_\_ intelligence.

- A. componential; experiential
- B.** componential; contextual
- C. experiential; componential
- D. contextual; experiential

*Accessibility: Keyboard Navigation*

*APA LO: 1.3*

*Bloom's: Apply*

*Difficulty: Moderate*

*Page: 62*

81. When evaluating the three different forms of intelligence described in his triarchic theory of intelligence, Sternberg would disagree with which statement?

- A.** Individuals with high componential intelligence are more intelligent than individuals with either experiential or contextual intelligence.
- B. An individual who scores high on experiential or contextual intelligence may be equally as intelligent as someone who scores high in componential intelligence.
- C. Society needs individuals with all three forms of intelligence.
- D. It is time we should be assessing experiential and contextual intelligence as much as we test componential

intelligence.

*Accessibility: Keyboard Navigation*

*APA LO: 2.3*

*Bloom's: Evaluate*

*Difficulty: Moderate*

*Page: 62*

82. According to Gardner's theory of multiple intelligences, sports figures Babe Ruth, Michael Jordan, Kobe Bryant, and

Michael Phelps are all considered above average in:

- A. spatial intelligence.
- B. componential intelligence.
- C.** kinesthetic intelligence.
- D. experiential intelligence.

*Accessibility: Keyboard Navigation*

*APA LO: 1.3*

*Bloom's: Apply*

*Difficulty: Moderate*

*Page: 62*

83. Adolescents develop the ability to think about social issues, a concept more generally referred to as:

- A. socialization.
- B. social cognition.**
- C. abstract reasoning.
- D. metacognition.

*Accessibility: Keyboard Navigation*

*APA LO: 1.1*

*Bloom's: Remember*

*Difficulty: Basic*

*Page: 62*

84. Which of the following statements about social cognition is false?

- A. Adolescents have a more differentiated and more nuanced understanding of social norms.
- B. Adolescents are more able than children to step outside themselves and see things from other vantage points.
- C. Adolescents are less likely to see that social rules are subjective.**
- D. Adolescents are more likely to believe that there are some situations under which it may be appropriate to limit the

rights of certain people.

*Accessibility: Keyboard Navigation*

*APA LO: 2.3*

*Bloom's: Evaluate*

*Difficulty: Moderate*

*Page: 62*

85. Which of the following individuals is most likely to be a child (and not an adolescent)?

- A. Kristine, who thinks about what other people are thinking
- B. Jesse, who finds it hard to believe that other people may have beliefs, intentions, and knowledge that may be different from his own**
- C. Jo, who can easily interpret the feelings of others
- D. All of these individuals are likely to be children.

*Accessibility: Keyboard Navigation*

*APA LO: 2.3*

*Bloom's: Analyze*

*Difficulty: Moderate*

*Page: 62*

86. Most research on adolescents' beliefs about rights and civil liberties comes from:

- A. studies of ethnic minority samples.
- B. studies of Western, middle-class youth.**
- C. diverse SES samples.
- D. adolescent girls.

*Accessibility: Keyboard Navigation*

*APA LO: 2.3*

*Bloom's: Evaluate*

*Difficulty: Moderate*

*Page: 62*

87. All of the following are themes that have emerged from research studies that investigate different aspects of social cognition during adolescence except which one?

- A. As individuals move into and through adolescence they become better able to step outside themselves and see things from other vantage points.
- B. Adolescents are better able to see that the social rules we follow are not absolute and are therefore subject to debate and questioning.
- C. With age, adolescents develop a more differentiated, more nuanced understanding of social norms.
- D. With age, all adolescents increasingly reject the authority of adults by challenging and dismissing the morals**

established by their parents.

*Accessibility: Keyboard Navigation*

*APA LO: 2.4*

*Bloom's: Evaluate*

*Difficulty: Difficult*

*Page: 62*

88. Which of the following is one of the results of improvements in social cognition?

- A. Adolescents become better at lying.**



- B. Adolescents become less able to recognize that others may view situations differently.
- C. Adolescents are less capable of formulating arguments.
- D. Adolescents are less likely to challenge their parents' authority.

*Accessibility: Keyboard Navigation*  
*APA LO: 2.1*  
*Bloom's: Evaluate*  
*Difficulty: Moderate*  
*Page: 62*

89. Who of the following individuals is likely to believe that it is always wrong to exclude others?
- A.** Gwendolyn, who is trying to decide who to invite to her 9th birthday party
  - B. Amy, who is a member of a high-status peer group at her high school
  - C. Tina, an adolescent who has a sophisticated understanding of peer group dynamics
  - D. Carl, a senior on the high school football team.

*Accessibility: Keyboard Navigation*  
*APA LO: 1.3*  
*Bloom's: Apply*  
*Difficulty: Moderate*  
*Page: 63*

90. Early in adolescence, moral guidelines are:
- A. seen as absolutes.
  - B.** seen as subjective.
  - C. based on principles such as equality, justice, or fairness.
  - D. based on abstract guidelines.

*Accessibility: Keyboard Navigation*  
*APA LO: 2.3*  
*Bloom's: Understand*  
*Difficulty: Moderate*  
*Page: 63*

91. When the teacher asks a question in class, students raise their hands to answer. This example illustrates:
- A.** social conventional behavior.
  - B. a specialized structural system.
  - C. metacognitive behavior.
  - D. dominance theory.

*Accessibility: Keyboard Navigation*  
*APA LO: 1.3*  
*Bloom's: Apply*  
*Difficulty: Basic*  
*Page: 63*

92. According to research on behavioral decision theory, adolescents often decide to engage in behavior that seems risky to adults because adolescents:
- A. cannot consider as many consequences for their actions as do adults.
  - B. have thinking processes that are still predominantly preoperational.
  - C.** have different values and priorities than adults.
  - D. wish to assert their independence from adults in every possible way.

*Accessibility: Keyboard Navigation*  
*APA LO: 1.3*  
*Bloom's: Analyze*  
*Difficulty: Basic*  
*Page: 64-65*

93. Which theory helps researchers understand adolescent risk taking?
- A.** behavioral decision theory
  - B. alternative choices theory
  - C. desirability theory
  - D. cognitive development theory

*Accessibility: Keyboard Navigation*  
*APA LO: 1.1*  
*Bloom's: Remember*  
*Difficulty: Basic*  
*Page: 65*

94. Are adults, or adolescents, more likely to think of themselves as invulnerable?

- A. adults
- B. adolescents
- C. both are likely**
- D. Neither group thinks of themselves as invulnerable.

*Accessibility: Keyboard Navigation*

*APA LO: 1.2*

*Bloom's: Understand*

*Difficulty: Basic*

*Page: 65*

95. What emotional characteristic makes an individual more likely to engage in risky behaviors?

- A. depression
- B. moodiness
- C. sensation seeking**
- D. anxiety

*Accessibility: Keyboard Navigation*

*APA LO: 1.2*

*Bloom's: Understand*

*Difficulty: Basic*

*Page: 66*

96. Behavioral decision theory draws heavily on \_\_\_\_\_, and is a rational process in which individuals \_\_\_\_\_.

- A. psychoanalytic theory; are forced to think about the root of their behaviors
- B. information-processing theory; naturally advance in cognitive skills
- C. economics; calculate the costs and benefits**
- D. behaviorism; make choices based on rewards and punishments

*Accessibility: Keyboard Navigation*

*APA LO: 2.1*

*Bloom's: Analyze*

*Difficulty: Difficult*

*Page: 66*

97. Compared to childhood, reward seeking and sensation seeking during adolescence:

- A. are equally as high during childhood and adolescence.
- B. are lower during adolescence than childhood.
- C. are caused by biological forces during adolescence while it is typically caused by environmental forces in childhood.
- D. are higher during adolescence than childhood.**

*Accessibility: Keyboard Navigation*

*APA LO: 2.3*

*Bloom's: Evaluate*

*Difficulty: Moderate*

*Page: 66*

98. Compared to children and adults, adolescents:

- A. engage in a greater amount of risky behaviors in the real world.**
- B. perceive fewer risks on laboratory questionnaires.
- C. make more deliberate decisions in the real world.
- D. None of these are true.

*Accessibility: Keyboard Navigation*

*APA LO: 1.2*

*Bloom's: Understand*

*Difficulty: Basic*

*Page: 68*

99. According to the textbook, a good deal of adolescents' risk taking takes place in contexts in which:

- A. they are unsupervised by adults and exposed to peers who encourage risky behaviors.**
- B. older, opposite sex peers are present.
- C. they are in a new, exciting environment.
- D. there are at least three peers present.

*Accessibility: Keyboard Navigation*

*APA LO: 1.3*

*Bloom's: Apply*

Difficulty: Basic  
Page: 68

100. One explanation for the risk-taking peak that is observed in adolescence is that:
- A. adolescents are not aware of the risks associated with certain behaviors.
  - B. the prefrontal cortex is fully developed years before the limbic system is active.
  - C.** adolescents are relatively higher in sensation seeking and impulsivity than children and adults.
  - D. None of these statements are true. Risk taking does not peak in adolescence.

Accessibility: Keyboard Navigation  
APA LO: 1.3  
Bloom's: Apply  
Difficulty: Moderate  
Page: 68

101. According to the textbook, the main contributor to the increased rate of automobile accidents among teenagers is:
- A. driving under the influence.
  - B.** driving with other teenagers in the car.
  - C. texting while driving.
  - D. talking on the phone, especially having an emotional conversation.

Accessibility: Keyboard Navigation  
APA LO: 2.3  
Bloom's: Remember  
Difficulty: Moderate  
Page: 68

102. According to the textbook, all of the following are potentially successful ways to reduce adolescent risk taking except:
- A.** classroom-based education programs designed to teach adolescents about the dangers of various activities, make better decisions, and resist peer pressure to engage in risky activity.
  - B. limiting adolescents' opportunities to put themselves in risky situations and making risky substances harder for adolescents to obtain.
  - C. making the penalties for engaging in certain risky behaviors more severe and increasing the salience of the potential costs of engaging in the risky behavior.
  - D. finding ways to permit adolescents to take risks without putting themselves in situations in which they can hurt

themselves.

Accessibility: Keyboard Navigation  
APA LO: 2.3  
Bloom's: Evaluate  
Difficulty: Difficult  
Page: 68

103. You join your friends for coffee and notice they are arguing about whether the Piagetian or the information-processing perspective offers a better explanation of cognitive development. They ask for your opinion, and you tell them that each is useful but each has limitations. You suggest a third approach that integrates the two perspectives. What do you tell your friends?

Piaget laid the groundwork to understand that cognition develops qualitatively, with different ways of reasoning and understanding the world from birth through adolescence. Awareness that abstract reasoning skills do not develop until adolescence has had a positive impact on education. Although not always used, particularly if tasks are not personally relevant, these skills enable the adolescent to think in terms of possibilities, multidimensionally, and metacognitively. However, research suggests that the skills develop gradually and continuously, not in abrupt stages, and the Piagetian approach is not clear about which specific aspects of intellectual development are most important. The information-processing view explains quantitative increases in cognitive skills (e.g., memory, attention, processing speed, organizational strategies, and metacognition), but omits the fact that adolescents do think in a way that is qualitatively different from children. An integrative approach says that although cognitive development proceeds in discrete stages, the process is linked to physical changes in the brain and is better studied in terms of the cognitive components (e.g., memory, attention) used by information-processing theorists. Paul Klaczynski's integrative approach examines both the analytic and intuitive cognitive systems to explain why, despite our cognitive skills, our behavior is often so illogical.

Key Points:

- a) Piaget's theory has had a positive impact on education.
- b) Research suggests gradual, rather than discrete, development.
- c) Piaget was not clear about which aspects of cognition were most important.
- d) Information processing offers specific information about aspects of cognition.
- e) Information processing ignores qualitative changes.

- f) Integrative approaches incorporate qualitative and quantitative concepts.
- g) Integrative approaches ask useful questions, such as why we don't use our skills in everyday decision making.

*APA LO: 4.1*  
*Bloom's: Create*  
*Difficulty: Difficult*  
*Page: 44*

104. Mr. Goldberg, a high school teacher, approaches you (a brilliant adolescent psychologist) regarding two of his students. He is concerned about their behavior and hopes you can explain what is going on. One student, Sharon, occasionally engages in unprotected sex. The other student, Michael, constantly wears pants to hide what he believes are skinny legs. Using David Elkind's research results, how would you characterize Sharon's behavior? How would you characterize Michael's behavior? Be sure to justify your answer.

These two phenomena result from Elkind's theory of adolescent egocentrism. Sharon's behavior is a classic example of what Elkind refers to as the personal fable. She believes that what she does and what happens to her is unique. Her belief is that nothing will happen to her if she occasionally engages in unprotected sex. Michael's behavior is related to what Elkind refers to as the imaginary audience. He believes that everyone's thoughts are about him, that they are constantly looking at him (as if he were on stage).

Key Points:

- a) David Elkind's theory of adolescent egocentrism
- b) Sharon's behavior may be characterized by the personal fable.
- c) Michael exhibits portions of the imaginary audience phenomenon.

*APA LO: 2.5*  
*Bloom's: Apply*  
*Difficulty: Moderate*  
*Page: 44*

105. Your roommate is taking an anatomy class and has noticed differences in the brains of younger and older rats. She knows ethical reasons prohibit euthanizing humans to examine their brains, and asks you how we learn about adolescent human brains. What can you tell her about how human brains are studied?

Scientists can use fMRI (functional magnetic resonance imaging), DTI (diffusion tensor imaging), and EEG (electroencephalography) techniques to study brain growth and changes in brain chemistry. fMRI, a noninvasive procedure, is used to look at activity in brain regions during performance of various tasks, and can be used to compare adolescents and adults on the same task. DTI is also noninvasive and can be used to compare the connections made by the brain in adolescents and adults. EEG measures electrical activity at different locations on the scalp. EEG can be used to examine changes in electrical activity (event related potentials [ERP]) in response to different stimuli or events. Scientists often compare ERPs between people of different ages to determine when/if patterns of brain activity undergo developmental change. Other techniques include studying brain growth and development in other animals, studies of changes in brain chemistry in humans and other species, and postmortem studies of brain anatomy.

Key Points:

- a) fMRI, DTI, and PET are useful for studying changes in brain growth and brain chemistry.
- b) fMRI allows comparison of brain activity.
- c) DTI allows comparison of brain connections.
- d) EEG allows comparison of electrical activity.

*APA LO: 2.4*  
*Bloom's: Evaluate*  
*Difficulty: Difficult*  
*Page: 52*

106. Fifteen-year-old Randall was a participant in a research study on risk taking. According to his answers on the survey, Randall understands the dangers of drinking and driving, having unprotected sex, and using marijuana. However, at a party last week, Randall was seen smoking marijuana and getting into a car with an intoxicated driver. How would you explain this inconsistency in Randall's behavior in terms of the four main aspects of brain development? Obviously, he knows the right answers, yet he engages in risky behavior.

1. Synaptic pruning—unused connections between neurons are eliminated, but different regions of the brain are pruned at different points in development. During adolescence the prefrontal cortex (PFC) is pruned, making more efficient pathways for information processing. Because Randall is 15, he is not likely to have completely finished undergoing PFC synapse pruning.
2. Myelination—Related to the idea of synaptic pruning is the myelination of the preserved neurons. This process, which involves covering parts of neurons in myelin (fat) sheaths, makes information transfer quicker and more efficient.
3. Changes in neurotransmitters in the limbic system—Notably, changes in how the brain is affected by dopamine and serotonin, two neurotransmitters, can make adolescents like Randall more emotional and responsive to stress or

rewards. This too contributes to Randall's risk-taking behavior—he is highly concerned with what his peers think of him and his limbic system is motivating him to take greater risks in order to relieve boredom.

4. Frontal lobe maturation—the prefrontal cortex is also maturing at this point in Randall's life. The PFC is not finished maturing until the mid-20s, so 15-year-old Randall may have some advanced cognitive skills relative to his preadolescent self, but he is not yet fully mature. This, too, explains the discrepancy in his understanding of right and wrong and his choices to make risky decisions. Also, changes in the limbic system occur at puberty, though the PFC, the part of the brain that is responsible for decision making, planning ahead, and controlling impulses, is not fully mature until the age of 25 or so.

Key Points:

- a) Synaptic pruning (name and define)
- b) Myelination (name and define)
- c) PFC maturation (name and define)
- d) Changes in neurotransmitters (name and define)
- e) Relate all four changes to Randall's current risk-taking behavior.
- f) Gap in timing between limbic system and prefrontal cortex

*APA LO: 2.4*

*Bloom's: Evaluate*

*Difficulty: Difficult*

*Page: 54-56 and 64*

107. In what five ways are the intellectual abilities of adolescents superior to those of children? Explain and give a concrete illustration of each developmental trend.

There are five chief ways in which the thinking of adolescents is more advanced, more efficient, and more effective than that of children. First, during adolescence individuals become better able to think about what is possible, instead of limiting their thought to what is real or directly observable. Second, adolescents become better able to think about abstract things, rather than being limited to the concrete. Third, during adolescence individuals begin thinking more often about the process of thinking itself. Fourth, adolescents' thinking tends to become multidimensional, rather than limited to a single issue. Finally, adolescents are more likely than children to see things as relative, rather than absolute. Several examples of each of these trends are given in the text.

Key Points:

- a) Think about what is possible.
- b) Think about abstract concepts.
- c) Think about thinking—metacognition.
- d) Thinking is multidimensional.
- e) See things as relative rather than absolute.

*APA LO: 1.3*

*Bloom's: Analyze*

*Difficulty: Moderate*

*Page: 60*

108. Describe a class that Lev Vygotsky would teach. What components would be important in his classroom? What tactics would the teacher employ to facilitate learning?

Vygotsky argued that children and adolescents learn best in their zone of proximal development, or in everyday situations when they encounter tasks that are neither too simple nor too advanced, but just slightly more challenging than their abilities permit them to solve on their own. The role of the teacher is to "scaffold," or to help structure the learning situation so that it is within reach of the student. Therefore, Vygotsky would use real-life examples, and have students practice what they learn. For example, a class on amphibians might take place at a local pond.

Key Points:

- a) Zone of proximal development
- b) Role of the teacher is to scaffold.
- c) Use real-life examples to have students practice what they learn.

*APA LO: 1.3*

*Bloom's: Apply*

*Difficulty: Moderate*

*Page: 61*

109. Steve gets all As in his course work but has a hard time relating to the real world. Jessica has been failing her courses but is an exceptional artist. The guidance counselor, Miss Willingham, has stated that Steve is "smarter" than Jessica. Do you agree or disagree with Miss Willingham's conclusion? Support your answer.

I disagree with Miss Willingham's conclusion. Sternberg's triarchic theory of intelligence shows that intelligence consists of three different components: (1) componential - school smarts, (2) experiential - creativity and insight, and (3) contextual - street smarts. Steve excels in the componential aspects of intelligence but falls behind in the contextual

aspects of intelligence. Jessica excels in the experiential aspect of intelligence but falls behind in the componential area. Each is more skilled in a certain aspect of intelligence and less skilled in another. Because no single aspect of intelligence is more important than another, it is not a valid conclusion to state that Steve is smarter than Jessica or vice versa.

Key Points:

- a) Sternberg's triarchic theory of intelligence would lead us to disagree.
- b) Steve exhibits componential aspects (school smarts).
- c) Jessica exhibits experiential aspects (creativity and insight).

*APA LO: 4.1*  
*Bloom's: Apply*  
*Difficulty: Moderate*  
*Page: 61*

110. Nicole is an adolescent and has experienced changes in cognition and theory of mind capacities. Her mom and dad believe that these changes have both positively and negatively influenced their relationship with their daughter. How would an adolescent development psychologist explain the effects of these normative developmental changes in cognition?

With age, adolescents develop a more sophisticated theory of mind, which is the ability to understand that others have beliefs, intentions, and knowledge that may be different from one's own. With this advancement, they are better able to interpret the feelings of others and to infer their motives and feelings, even when specific information is not directly observable. Additionally, adolescents experience considerable improvements in their ability to view events from the perspective of others (Nicole will also be more able to understand her parents' perspective on her own point of view). These gains also allow her to improve in communication, as she is more capable of formulating arguments in terms that are more likely to be understood by her parents (people whose opinion might be different). As Nicole is better able to see more things from her parents' point of view and to infer the motives/intents behind her parents' opinions, Nicole's parents may have noticed a positive change in their relationship. Although there are advancements in the ability to see things from other vantage points, these improvements also lead to changes in the way in which adolescents think about relationships with parents and transform their beliefs about authority.

With age, adolescents increasingly distinguish between moral issues and conventional issues, and between which issues authority figures have the right to regulate and issues that are their own personal choice. As adolescents begin to make these distinctions, they may come to question their parent's authority in various contexts. Issues that had been viewed as matters of right and wrong start to seem like matters of personal choice (and beyond the boundaries of parental control). Additionally, Nicole's parents might believe their relationship quality has declined because Nicole has become more argumentative. Research indicates that adolescents are better able than young children to envision and therefore anticipate the possible responses of an opponent and to have handy counterarguments available. This means that Nicole is probably a better arguer than she was as a child. Finally, as Nicole experiences changes in the way in which she thinks, she will stop accepting other people's view without questioning. Because Nicole will shift from seeing things in absolute terms to seeing things as relative, she will be more likely to question others' assertions and less likely to accept facts as absolute truths (this increase in relativism might cause her parents to think that Nicole is questioning everything for the sake of argument). Nicole's advancement in social cognition will also result in Nicole becoming better at telling lies.

Key Points:

- a) Define theory of mind.
- b) Explain why understanding parents' perspective might positively influence parent-child relationships and communication.
- c) Explain why understanding parents' perspective taking may lead to changes in Nicole's beliefs about authority.
- d) Explain why Nicole might become more argumentative during adolescence.

*APA LO: 2.4*  
*Bloom's: Analyze*  
*Difficulty: Moderate*  
*Page: 62*

111. Anita cannot understand why adolescents are more likely than any other age group to engage in risky behaviors. She has learned in class that individuals undergo significant cognitive advancements during adolescence, and in fact, many adolescents aged 15 and older use the same basic processes that adults use to make decisions. Your instructor has asked you to explain to Anita why risk taking may peak during adolescence. What do you tell her?

Data indeed indicate that adolescents are more likely than any other age group to engage in risky behaviors (reckless driving, unprotected sex).

When asked under calm, laboratory tasks, adolescents are well aware of the dangers associated with many risky behaviors. In fact, there is no evidence that adolescents are worse at perceiving risks than adults are and many studies have indicated that adolescents' decision making is as good as adults' when individuals are tested under calm conditions. However, in the real world, opportunities to engage in risky behaviors usually occur when adolescents are

emotionally aroused and/or with their peers. In these contexts, adolescent decision making is likely to be compromised. Furthermore, though adolescents and adults may respond very similarly on logical reasoning tests, adolescents are more susceptible to peer influence, less future oriented, more reward seeking, and more impulsive than adults—all of which may contribute to risk taking. Also, adolescents pay more attention to the potential rewards of engaging in a risky behavior than adults do.

Research has indicated that there may be biological underpinnings for some adolescent risk taking. For example, the gap between the relatively late timing of the prefrontal cortex (it is not mature until about 25 years of age) and the relatively early changes in the limbic system (usually around pubertal onset), may provoke the adolescent to seek novelty, reward, and excitement years before the region of the brain that manages and controls judgment and decision making is fully mature.

Key Points:

- a) Adolescents engage in more risk taking than children and adults.
- b) Adolescents may respond to risky behaviors questionnaires like adults when asked under calm situations.
- c) Risk taking in the real world is influenced by emotional and contextual factors.
- d) Gap between prefrontal cortex maturation and changes in the limbic system may contribute to risk taking.

APA LO: 2.5

Bloom's: Evaluate

Difficulty: Moderate

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