

Chapter 1

Student: _____

1. Development is BEST defined as a pattern of growth that
 - A. begins at birth and continues throughout childhood.
 - B. begins at conception and continues until the person is fully grown.
 - C. begins at birth and ends when the person begins to decline due to age.
 - D. begins at conception and continues throughout the human life span.

2. Development includes
 - A. stability and growth.
 - B. growth and decline.
 - C. stability and decline.
 - D. growth and change.

3. Two developmental psychologists are having a conversation. One believes in the traditional view of developmental change; the other believes in the life-span view. Most likely, they would DISAGREE about
 - A. the scientific methods used to study development.
 - B. whether the tabula rasa or innate goodness positions were correct.
 - C. whether most developmental change occurs in infancy and early childhood or in later phases of development.
 - D. whether the earlier theorists, such as Freud and Jung, were correct or whether the later theorists such as Piaget and Skinner were correct.

4. The traditional and life-span perspectives are contrasting views of developmental change. According to the life-span perspective, when do developmental changes occur?
- A. during infancy and early childhood
 - B. during adolescence and early adulthood
 - C. during middle and late adulthood
 - D. throughout the entire life cycle
5. A life-span theorist believes that
- A. developmental changes occur in the child and adolescent years of life.
 - B. the most important developmental changes occur during the first 10 years of life.
 - C. developmental changes occur in the early, middle, and late years of life.
 - D. the most important developmental changes occur in the middle of life.
6. What does the traditional view of human development state about developmental change in adulthood?
- A. There are few or no changes that occur during adulthood.
 - B. There are extreme changes that occur during adulthood.
 - C. There are constant changes that occur during adulthood.
 - D. There are more changes in earlier adulthood than in later adulthood.

7. On your first day of class, the Professor Red-Elk claims that for too long we have focused on the development of only young children. She argues that the development of adults and elderly people is just as important. This professor is articulating a _____ view.

A. contemporary

B. tabula rasa

C. traditional

D. life-span

8. Life expectancy increased during the 20th century because of improvements in

A. sanitation.

B. nutrition.

C. medicine.

D. all of these.

9. Life expectancy refers to

A. the average number of years a person can expect to live.

B. the maximum number of years a species can live.

C. the number of years lived by most people.

D. the oldest age of any person in recorded history.

10. The idea that no age period dominates development highlights the life-span perspective that development is
- A. plastic.
 - B. contextual.
 - C. multidimensional.
 - D. lifelong.
11. Dr. Tepper-Harmon believes that life-span development cannot be studied without considering biological, socioemotional, and cognitive dimensions. Dr. Tepper-Harmon believes that development is
- A. lifelong.
 - B. multidirectional.
 - C. multidimensional.
 - D. plastic.
12. Many older adults become wiser by being able to call on experience, yet they perform poorly on cognitive speed tests. This can be explained by which of the following life-span characteristics?
- A. plasticity
 - B. contextualism
 - C. multidimensionality
 - D. multidirectionality

13. Tzu-Chiang is 55 years old, is currently "going back to college," and is enrolled in a college algebra course. Tzu-Chiang is surprised that he is performing well in the course despite not having a formal math class for over 30 years. Researchers would not be surprised by his performance because it has been shown that development is

- A. plastic.
- B. multidimensional.
- C. lifelong.
- D. contextual.

14. Researchers from many disciplines study human development in an effort to better understand how humans develop. This makes human development a _____ field of study.

- A. multidirectional
- B. cultural
- C. multidisciplinary
- D. multidimensional

15. By age 50, many people need reading glasses or bifocals to improve their vision. This physiological change is a good example of a

- A. nonnormative life event.
- B. multidirectional influence on development.
- C. normative age-graded influence on development.
- D. nonnormative age-graded influence on development.

16. Tyler is 5 years old and has just entered kindergarten. This is an example of
- A. a nonnormative influence on development.
 - B. a normative history-graded influence on development.
 - C. a normative age-graded influence on development.
 - D. a nonnormative age-graded influence on development.
17. People today are waiting longer to marry and raise children. In the 1950s, it was more common for people to marry and start a family before they were 20 years old. This difference is an example of a
- A. normative age-graded influence on development.
 - B. normative history-graded influence on development.
 - C. multidimensional change in the context of development.
 - D. nonnormative life event that has changed across development.
18. Levi was in New York on the day that the World Trade Center was destroyed by terrorists. He is now afraid to fly. This is an example of how a _____ event can influence a person's development.
- A. normative history-graded
 - B. normative age-graded
 - C. normative life
 - D. nonnormative stressful

19. When she was a teenager, two members of Anna's family were killed by a tornado. More than 30 years later, she is still terrified by storms. This is an example of how a(n) _____ event can influence a person's development.

- A. age-graded
- B. normative-graded
- C. nonnormative life
- D. normative history-graded

20. Paul Baltes claimed that nonnormative life events could provide an important context for life-span development. With this concept, the term "nonnormative" refers to an event that

- A. is not likely to happen to very many people.
- B. happens to younger children but not to older adults.
- C. used to happen to everyone but no longer occurs very much today.
- D. happens to almost everyone regardless of when or where they live.

21. Aimee is now 83 years old. Much of her future development will focus on _____ and _____.

- A. growth; maintenance
- B. maintenance; regulation of loss
- C. regulation of loss; change
- D. growth; regulation

22. Constance is 75 years old and still very active. She gardens, hikes, plays chess, and is learning to play the piano. She exercises daily to stay fit. She loves reading, listening to music, and playing with her grandchildren. Her hearing and eyesight are not what they used to be, and she is not as steady on her feet as when she was younger. She wears a hearing aid, eyeglasses, and sensible shoes to minimize these losses. Researchers would say that Constance is a good example of how development includes

- A. varying contexts.
- B. growth, maintenance, and regulation of loss.
- C. plasticity.
- D. multidisciplinary influences.

23. Culture is based on the

- A. nationality characteristics, race, religion, and language of a people.
- B. practices of a large number of people living in the same geographic area.
- C. exchange of ideas between groups of people who live in the same location.
- D. behaviors, beliefs, and products of a particular group of people.

24. Dr. Widaman is researching the cultural differences in school performance between Japanese and American children. He is comparing math scores between two groups of fifth graders. One of his groups is from Japan and the other group is from the United States. Dr. Widaman is conducting a _____ study.

- A. longitudinal
- B. correlational
- C. cross-cultural
- D. sequential

25. Euro-Americans

- A. are not an ethnic group in the United States; they are the majority culture.
- B. form an ethnic group in the world but not in the United States.
- C. do not form an ethnic group, because there is a lack of diversity within this group.
- D. belong to an ethnic group just like any other ethnic group in the United States or the world.

26. Hannah and George disagree. Hannah argues that people within an ethnic group all share the same culture. George, by contrast, argues that people of the same ethnic group may or may not share the same culture. Who is right?

- A. Hannah, because sharing the same culture defines ethnicity.
- B. George, because diversity and differences exist among people within an ethnic group.
- C. Hannah is correct when referring to ethnic groups within the United States; George is right when referring to ethnic groups in the entire world.
- D. Hannah is correct when the persons in the ethnic group all share the same socioeconomic status; George is correct when the persons in the ethnic group do not share the same socioeconomic status.

27. Ethnicity refers to

- A. the behavior patterns, beliefs, and all other products of a particular group of people that are passed on from generation to generation.
- B. a person's position within society based on occupational, educational, and economic characteristics.
- C. a controversial classification of people according to real or imagined biological characteristics such as skin color and blood group.
- D. a social status placed on a similar group of people based on their heritage, nationality, race, religion, and language.

28. People with similar occupational, educational, and economic characteristics are said to share the same
- A. ethnic group.
 - B. poverty rate.
 - C. socioeconomic status.
 - D. subculture group.
29. Which of the following is an example of social policy?
- A. A volunteer coordinating an after-school program.
 - B. A mother disciplining her son.
 - C. A government lowering federal taxes.
 - D. A college student protesting a tuition increase.
30. Kyesha is 80 years old and is typical of a growing number of older adults. Kyesha MOST LIKELY lives
- A. with a spouse.
 - B. with children.
 - C. alone.
 - D. in a nursing home.

31. All of the following trends in older adulthood can be seen in recent decades, EXCEPT
- A. older adults are living longer.
 - B. older adults are more likely to be childless.
 - C. older adults are less likely to live alone.
 - D. older adults are more likely to be married.
32. The key developmental processes in life-span development include all of the following EXCEPT
- A. cognitive processes.
 - B. biological processes.
 - C. socioemotional processes.
 - D. physical/sensory processes.
33. Which of the following statements best describes the relationship among biological development, cognitive development, and social development?
- A. The three are independent processes.
 - B. The three are interdependent processes throughout the life span.
 - C. The three are less important aspects to consider than one's culture when studying development.
 - D. The three differ in their importance at different points in the life cycle with one aspect coming to the forefront during certain periods while the others play only a minor role.

34. Dante is 2 years old. His mother took him to the doctor and discovered that he had gained 5 pounds and had grown 2 inches since his last physical exam. This is an example of the role of _____ processes in development.
- A. cognitive
 - B. biological
 - C. socioemotional
 - D. physical
35. Our relationships with others, changes in emotions, and changes in personality are all examples of _____ processes.
- A. cognitive
 - B. biological
 - C. socioemotional
 - D. physical
36. Johnathan is almost completely dependent on his parents. He is just learning to recognize things that he wants and how to get them. Johnathan is in the period of development called _____.
- A. late childhood.
 - B. middle childhood.
 - C. early childhood.
 - D. infancy.

37. Joshua spends all of his free time doing homework and studying so that he will get good grades and his parents will be proud of his achievements. Joshua is most likely in the period of development called

- A. early childhood.
- B. middle childhood.
- C. adolescence.
- D. early adulthood.

38. Travis spends a great deal of time working and trying to establish his career. He also has been thinking about how his personal relationship is going and considering whether it could be long term and lead to establishing a family. Travis is most likely in

- A. late adolescence.
- B. early adulthood.
- C. middle adulthood.
- D. late adulthood.

39. The developmental period that runs from approximately 40 years of age to about 60 years of age is

- A. early adulthood.
- B. the nesting years.
- C. middle adulthood.
- D. the crooning years.

40. Jessica spends a lot of time thinking about the choices she has made in her life and the events she has witnessed. She is adjusting to decreasing strength and health, and she has made several lifestyle changes as a result. Jessica is most likely in

- A. adolescence.
- B. early adulthood.
- C. middle adulthood.
- D. late adulthood.

41. Which of the following life-span phases lasts the longest?

- A. middle and late childhood
- B. adolescence
- C. middle adulthood
- D. late adulthood

42. Development in the young-old and old-old is characterized by considerable _____, but development in the oldest-old is characterized by _____.

- A. cognitive gains; cognitive losses
- B. functional gains; functional losses
- C. adaptability; inflexibility
- D. plasticity; frailty

43. The onset of puberty and the onset of menopause are examples of _____ age.

- A. social
- B. chronological
- C. biological
- D. psychological

44. Biology is to _____ as environment is to _____.

- A. nature; nurture
- B. nurture; nature
- C. maturation; nature
- D. nature; maturation

45. Dr. Borthwick-Duffy believes people are primarily influenced by the environment and learned experiences, so she believes _____ plays a more powerful role in human development.

- A. nurture
- B. maturation
- C. change
- D. nature

46. Tingfeng We was a victim of child abuse as a young boy, but he did not grow up to become an abuser. Instead, he leads a fulfilling family life. This is an example of which characteristic of development?

- A. change
- B. stability
- C. maturation
- D. continuity

47. Winnonna was found to have childhood depression; she goes on to have depression for the rest of her adult life. This is an example of which characteristic of development?

- A. change
- B. stability
- C. maturation
- D. discontinuity

48. Continuity is to _____ as discontinuity is to _____.

- A. fluid; rigid
- B. gradual; abrupt
- C. maturation; nurture
- D. adulthood; childhood

49. The concept of discontinuity is characterized by all of the following, EXCEPT

- A. qualitative change.
- B. quantitative development.
- C. sequence of stages.
- D. distinct change.

50. Life-span psychologists generally agree that

- A. continuity correctly characterizes development; discontinuity does not.
- B. discontinuity correctly characterizes development; continuity does not.
- C. development cannot be characterized as either continuous or discontinuous.
- D. developmental change can be both continuous and discontinuous.

51. Life-span psychologists generally agree that

- A. stability correctly characterizes development; change does not.
- B. change correctly characterizes development; stability does not.
- C. neither stability nor change correctly characterizes development.
- D. developmental includes both stability and change.

52. A set of ideas that helps us to explain our data and make further predictions is known as a(n)

- A. idea.
- B. scientific method.
- C. theory.
- D. hypothesis.

53. Martin believes that the length of a person's foot is directly correlated with his or her intelligence level. To test his _____, he should follow the steps of the scientific method.

- A. hypothesis
- B. theory
- C. paradigm
- D. reasoning

54. A _____ is an integrated set of ideas that helps to explain, and a _____ is a set of specific assumptions that can be tested to determine their accuracy.

- A. theory; hypothesis
- B. generalization; theory
- C. hypothesis; theory
- D. theory; generalization

55. Roberta is 45 years old and has always had a hard time speaking her opinion. A psychoanalytic psychologist would explain that she has developed this way because

- A. her parents would not listen to or value her opinion when she was a child.
- B. she has yet to articulate her own set of beliefs and therefore could not have an opinion.
- C. through a series of rewards and punishments, she has learned not to speak her opinion.
- D. her unmet need for belongingness and love is interfering with her ability to oppose others.

56. The theory that was created by Erik Erikson is known as the _____ theory of development.

- A. psychobiological
- B. psychoeducational
- C. psychosocial
- D. psychoanatomical

57. One of the differences between Sigmund Freud and Erik Erikson is that

- A. Erik Erikson saw that development occurred throughout the life span.
- B. Erik Erikson believed that development lasted only until the age of 10.
- C. Erik Erikson built his theory from his own philosophy and not from case studies.
- D. Erik Erikson said that sexuality played a key role in the life-span development of the individual.

58. As defined by Erik Erikson, a _____ is not a catastrophe but a turning point of increased vulnerability and potential.

- A. complex
- B. conflict
- C. calamity
- D. crisis

59. The first stage in Erickson's theory is

- A. trust versus mistrust.
- B. naïveté versus cynicism.
- C. belief versus unbelief.
- D. kindness versus callousness.

60. Marie-Ann is 6 months old. When her mother hears her cries of hunger, she comes and feeds her; and when Marie-Ann is uncomfortable, her mother comes and moves her around until she is comfortable. Through these actions, Marie-Ann is learning that the world is a good place. What stage of psychosocial development is Marie-Ann currently in?

- A. initiative versus guilt
- B. independence versus dependence
- C. trust versus mistrust
- D. hope versus despair

61. The second stage of Erik Erikson's psychosocial development theory is

- A. independence versus dependence.
- B. autonomy versus shame and doubt.
- C. initiative versus guilt and shame.
- D. creativity versus unproductiveness.

62. Julia is currently 2 years old. She is learning how to talk, and her parents would say that her favorite word is "no." This would be considered normal for a child in Erik Erikson's stage of

- A. initiative versus guilt.
- B. freedom versus servitude.
- C. autonomy versus shame and doubt.
- D. individuality versus identification.

63. Which of the following of Erik Erikson's stages would most accurately describe the developmental phase of a preschooler?
- A. trust versus mistrust
 - B. initiative versus guilt
 - C. industry versus inferiority
 - D. identity versus identity confusion
64. The stage of industry versus inferiority in Erik Erikson's developmental theory occurs approximately during which period?
- A. preschool
 - B. elementary school
 - C. junior high school
 - D. high school
65. "Students at this age are full of surprises," comments the high school teacher. "They come in looking and acting like punk rockers one day, then like nuns and monks the next!" Erik Erikson would say these students are
- A. acting out repressed conflicts.
 - B. actively exploring different roles.
 - C. trying to evaluate the usefulness of their lives.
 - D. trying to establish intimate relationships with others.

66. George thinks he has a good life. He just graduated from college, has many close friends, and is engaged to be married. According to Erik Erikson's theory, George would be developing a sense of

- A. generativity.
- B. intimacy.
- C. humility.
- D. importance.

67. The main concern of Erik Erikson's stage of generativity versus stagnation is to

- A. help the younger generation to develop and lead useful lives.
- B. to keep improving oneself.
- C. to develop healthy ego boundaries.
- D. to make one feel secure in her or his job.

68. Ahkilia is bitter and resentful. She looks back on her life and realizes that she has made many mistakes and was too fearful to reach her goals. At 82 years old, she knows it is too late to make any significant changes. Ahkilia is living in

- A. inferiority.
- B. shame.
- C. despair.
- D. guilt.

69. All of the following are contributions of the psychoanalytic perspective, EXCEPT

- A. all of perspectives include child, adolescent, and adult developmental stages.
- B. family relationships are a central aspect of development.
- C. early experiences play an important role in development.
- D. the unconscious mind is a powerful influence on child development.

70. Dr. Wong is a cognitive theorist, so we know that he will stress the importance of _____ for understanding development.

- A. conscious thoughts
- B. repressed memories
- C. reciprocal interactions
- D. the effects of genes and evolution on the development of intelligence

71. Ling-Chi is trying to make sense of her world. The two processes she uses to do this are _____ and _____.

- A. assimilation; organization
- B. adaptation; cognition
- C. memory; accommodation
- D. organization; adaptation

72. According to Jean Piaget, each stage is

- A. quantitatively the same as the previous stage.
- B. qualitatively the same as the previous stage.
- C. quantitatively different from the previous stage.
- D. qualitatively different from the previous stage.

73. In this stage of Piagetian development, infants learn about their environment by coordinating their sensory experiences with their motor activity.

- A. preoperational
- B. sensorimotor
- C. premotor
- D. sensoriphysical

74. Children in the preoperational stage of development lack the ability to

- A. perform operations (internalized mental actions).
- B. understand the symbolic nature of speech.
- C. distinguish between self and others.
- D. coordinate their sensory experiences and their physical actions.

75. Hidalgo is very good at simple addition and subtraction, but he has a hard time understanding the abstract algebraic problems that his sister does in high school. Hidalgo is currently in which of Jean Piaget's stages of development?

- A. preoperational
- B. concrete operational
- C. formal operational
- D. conceptual operational

76. According to Jean Piaget, this stage is marked by the development of logical, organized reasoning skills.

- A. preoperational
- B. concrete operational
- C. formal operational
- D. conceptual operational

77. Gustav spends a lot of time thinking about the world as it is now and as it could be if everyone took more personal responsibility for environmental and social conditions. Jean Piaget would say that Gustav is probably in the _____ stage of development.

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

78. Whereas Jean Piaget emphasized the biological processes of cognitive development, Lev Vygotsky emphasized the effects of _____ on development.
- A. social interaction and culture
 - B. learned behaviors
 - C. the unconscious
 - D. operations (internalized mental actions)
79. The structure of Miss Darby's elementary classroom in New York City is based on sociocultural theory. Her classroom would likely be characterized by all of the following, EXCEPT
- A. she has the children work at their own pace.
 - B. she has children work in groups to solve problems.
 - C. she spends a great deal of time working with individual children.
 - D. she is teaching students to use the computer and the Internet.
80. The information-processing approach to development is concerned mainly with
- A. the influence of culture on development.
 - B. the manipulation, monitoring, and strategizing of information.
 - C. the influence of age on learning.
 - D. the influence of biology and evolution on an individual's development.

81. Which of the following is NOT one of the contributions of the cognitive theories?

- A. They emphasize the individual's active construction of understanding.
- B. They examine the importance of developments in children's thinking.
- C. They separate thought into clear pieces.
- D. They give detailed descriptions of cognitive processes.

82. Which of the following statements reflects a criticism of cognitive theories?

- A. Piaget underestimated the cognitive skills of infants and overestimated the cognitive skills of adolescents.
- B. The theoretical precepts of the cognitive developmental theory and the sociocultural theory are virtually identical.
- C. Psychoanalytic theorists argue that the cognitive theories do not give enough credit to conscious thought.
- D. Piaget overestimated the cognitive skills of school-age children and underestimated the cognitive skill of adolescents.

83. When studying development, behavioral theorists believe that only behavior must be observed because it

- A. allows inferences about underlying cognitive processes.
- B. is the only direct and measurable indication we have of development.
- C. allows us to better understand the biology that causes our development.
- D. indicates the way in which we have resolved prior crises during development.

84. According to behaviorists, what is the correct entity that should be included in research?

- A. behavior
- B. conscious motives
- C. the "black box"
- D. intelligence

85. Nellie bangs her head against the wall repeatedly throughout the day. B. F. Skinner would say that the BEST way to solve this problem is to

- A. explore experiences from Nellie's early childhood and see how they have affected her current behavior.
- B. interview Nellie to determine her current level of cognitive functioning.
- C. determine how Nellie's expectations about success have led her to develop this behavior.
- D. reward Nellie when she does not bang her head, and punish the head-banging behavior.

86. Jasmine sees a student in her class raise his hand to ask a question. The teacher sharply criticizes him for asking such a "ridiculous" question. According to Albert Bandura, Jasmine will most likely respond to this event by

- A. continuing to ask questions in class.
- B. not asking questions even if she wants to.
- C. ridiculing the teacher.
- D. ignoring the criticized student.

87. Michelle yells at Sally. Sally hits Michelle. Michelle thinks about how big Sally is and says, "Let's not fight anymore." Sally says, "Okay," and they go off to ride their bikes in the park. This sequence is an example of:

- A. formal operational thinking.
- B. learning through observation and imitation.
- C. imprinting during critical periods of development.
- D. reciprocal influences of behavior, cognition, and environment.

88. Which of the following is a criticism of behavioral theory?

- A. It is too scientific.
- B. It is not empirically supported.
- C. It places too much emphasis on the environment.
- D. It places too much emphasis on personal factors.

89. A recent television news report concluded that, from birth, boys are more aggressive than are girls. You agree with this because you believe aggression is an evolutionary trait passed on through the generations, because males needed to be more aggressive to aid the survival of the species. Your view reflects the _____ perspective of development.

- A. ethological
- B. ecological
- C. eclectic
- D. exological

90. In ethological theory, the term _____ is defined as innate learning within a short period of time that involves a newborn's becoming attached to the first moving thing the newborn sees.

- A. impressing
- B. imprinting
- C. imparting
- D. immobilizing

91. John Bowlby's work in attachment showed that an infant's attachment to a caregiver has important influence over the life span. According to John Bowlby, attachment should take place

- A. within the first 2 years.
- B. immediately after birth.
- C. over the first 6 months.
- D. over the first year.

92. "Development is best thought of as being strongly influenced by the environment, especially the various social and cultural contexts with which one interacts. To understand development, psychologists must analyze an individual's interactions within and between these different contexts." This statement would MOST likely come from

- A. Jean Piaget.
- B. Konrad Lorenz.
- C. B. F. Skinner.
- D. Urie Bronfenbrenner.

93. Mary's parents fight quite often over money. In an attempt to stop the fighting and to save the family money, Mary decides that she will not ask for anything for her birthday or any holiday. Mary's actions are being expressed in which of Urie Bronfenbrenner's systems?

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

94. According to Urie Bronfenbrenner, this aspect of the environment refers to the person's immediate environment.

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

95. According to Urie Bronfenbrenner, this contextual environment consists of the overall laws, customs, and values of a culture.

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

96. A criticism of ecological theory is that it underemphasizes _____ and _____.

- A. biology; cognitive influences
- B. connections between environmental settings; cognitive processes
- C. cognition; critical periods
- D. modeling; consequences of behavior

97. An eclectic theory of development assumes that

- A. development is a dynamic and variable process.
- B. no single theory can account for all of human development.
- C. the different developmental theories are all correct and complete within their own contexts.
- D. the more contemporary theories are more accurate than those created before 1950.

98. These theorists suggested that behavior is learned in the environment either through paired associations, punishments and reinforcements, or modeling.

- A. Ivan Pavlov, B. F. Skinner, Albert Bandura
- B. Sigmund Freud, Erik Erikson
- C. John Bowlby, Konrad Lorenz
- D. Jean Piaget, Lev Vygotsky

99. Felipe is curious about the tipping behavior of patrons at a local restaurant. Occasionally, he sits in the restaurant and watches some of the people around him. He is not able to observe all of the tables in the place, so he formulates his opinions about tipping behavior by the few patrons he can see. What is wrong with Felipe's research?

- A. It is not random.
- B. It is not correlative.
- C. It is not systematic.
- D. It is not ethical.

100. Laboratory observations can be less effective than naturalistic observations because laboratory observations

- A. require unnatural environments.
- B. do not entail the use of the scientific method.
- C. present ethical dilemmas.
- D. do not allow for researcher interaction.

101. Dr. Baird collects data on approach behaviors between strangers at the mall on weekend afternoons. A strength of this naturalistic observational approach is that it

- A. occurs in a real-world setting.
- B. involves a structured set of interview questions.
- C. allows for more control over the observational setting.
- D. gives Dr. Baird the best idea of how people behave under stress.

102. Which of the following is the quickest way to gain information from a large amount of people?

- A. experiment
- B. survey
- C. test
- D. observation

103. Which of the following is a weakness of the survey method of research?

- A. It uses open- and closed-ended questions.
- B. They have the ability to sample a large number of people.
- C. They are used for a wide number of topics.
- D. People are more likely to answer with the view toward social desirability.

104. Most students take the ACT or the SAT before they enter college. These tests are examples of _____ measures.

- A. case study
- B. naturalistic
- C. physiological
- D. standardized

105. Which of the following is NOT a criticism of standardized tests?

- A. They do not always predict nontest behaviors.
- B. They are administered the same way to everybody.
- C. They are racially and culturally biased.
- D. They are based on the belief that behavior is stable.

106. Which of the following research methods looks at one person in depth and generally over a long period of time?

- A. interview
- B. survey
- C. case study
- D. experiment

107. Studies show that there is a positive correlation between the number of cute names (e.g., "Snookums" and "Pookie") couples have for each other and their self-reported feelings of love. This research tells me that

- A. if I give my sweetheart more cute names, it will cause my sweetheart to love me more.
- B. if I give my sweetheart more cute names, it will cause my sweetheart to love me less.
- C. if my sweetheart has a lot of cute names for me, my sweetheart also tells researchers that he/she loves me a lot.
- D. if my sweetheart has a lot of cute names for me, my sweetheart tells researchers that he/she does not love me very much.

108. Which of the following statements is true?

- A. Correlation equals causation.
- B. Correlation does not equal causation.
- C. Correlation sometimes equals causation.
- D. Correlation is one kind of causation.

109. In an experimental study, this group receives the treatment (independent variable).

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

110. In an experiment, the researcher manipulates the _____ variable and measures its effects on the _____ variable.

- A. dependent; independent
- B. independent; dependent
- C. operational; dependent
- D. independent; operational

111. In an experimental design, the dependent variable

- A. can change only in response to a change in the independent variable.
- B. can change on its own without change to the independent variable.
- C. can change the way in which the independent variable changes.
- D. can change the independent variable.

112. Which of the following methods is the best method to determine cause and effect?

- A. naturalistic observation in the "everyday world"
- B. naturalistic observation in the laboratory
- C. experimental method
- D. correlational method

113. The difference between a control group and an experimental group is that the

- A. control group lacks the independent variable.
- B. control group is nothing like the experimental group.
- C. experimental group is dependent on the control group.
- D. control group is not dependent on the experimental group.

114. A researcher is interested in the effect of exercise on stamina in elderly patients. The patients are randomly assigned to be in a high-exercise or low-exercise training program for 8 weeks. At the end of the program, their stamina is measured by seeing how long they can walk comfortably on a treadmill. In this study, the dependent variable is

- A. number of minutes on the treadmill.
- B. the exercise program (high versus low).
- C. heart rate during the exercise program.
- D. the 8-week duration of the exercise program.

115. Professor Offord wants to assign subjects to experimental groups in such a way that each subject has an equal chance of being in any group. The best way to assign subjects is

- A. subjectively.
- B. randomly.
- C. systematically.
- D. independently.

116. In a cross-sectional study, individuals of _____ age groups are compared at one time.

- A. different
- B. similar
- C. odd-numbered
- D. even-numbered

117. Travis has designed a study to compare the muscle coordination of 60-year-olds, 70-year-olds, and 80-year-olds. What research design did he use?

- A. longitudinal study
- B. cross-sectional study
- C. sequential study
- D. cohort study

118. The longitudinal method of research consists of

- A. studying the same individuals over a long period of time.
- B. an experimental variable with long-standing effects.
- C. a dependent variable that takes a long time to manifest.
- D. a snapshot of functioning at one point in time.

119. Which of the following is NOT a drawback to longitudinal research?

- A. subject dropout
- B. stability over time
- C. cost-effectiveness
- D. subject bias

120. To chart the development of intelligence over the life span, researchers spent 1 year testing the intelligence of individuals ranging in age period from childhood to old age. Which approach to the time span of inquiry would they be taking?

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

121. A(n) _____ is a group of people who are born at a similar time in history and share similar experiences.

- A. independent group
- B. dependent group
- C. cohort group
- D. experimental group

122. If you studied the attitudes of elderly people today, you might find that most believe it is better for women to stay at home than to work. This is their attitude, probably because these people grew up during the early and middle part of the twentieth century rather than because they are elderly per se. This is an example of a(n) _____ effect.

- A. etic
- B. emic
- C. cohort
- D. correlational

123. It is important to be aware of the concept of cohort effects because cohort effects can

- A. be mistaken for age effects.
- B. cause an experimenter to influence the results of an experiment.
- C. bias results when subjects are not randomly assigned to conditions.
- D. be taken for true findings, even though they do not exist.

124. The American Psychological Association (APA) has developed a code of ethics governing research procedures. The guidelines address all of the following issues, EXCEPT

- A. debriefing.
- B. manipulation.
- C. informed consent.
- D. confidentiality.

125. Informed consent in research contains all of the following, EXCEPT

- A. risks.
- B. right to withdraw.
- C. detailed hypothesis.
- D. description of what is involved.

126. Dr. Bursten recently conducted research on the drinking habits of teenagers. To get his study subjects to be as open and honest with him as possible, he assured them that according to the ethical guidelines of the APA, all information that is collected is

- A. public record.
- B. confidential.
- C. paid for.
- D. socially biased.

127. After completing a study, a researcher must inform all the participants of the complete purpose and the results of the study. This is mandated by what APA ethical concept?

- A. debriefing
- B. results sharing
- C. information disbursement
- D. sharing of knowledge

128. Dr. Burial is currently conducting research on sexual orientation. When he gets the participants to sign up, he informs them that they will be looking at a series of pictures to gather information on the appeal of differing clothing combinations. The fact that Dr. Burial is not telling the participants the true purpose of the study indicates that he is using

- A. confidentiality.
- B. debriefing.
- C. informed consent.
- D. deception.

129. Professor Clifton has designed an experiment to study the effects of caffeine on memory.

However, she has informed her participants that she is investigating the taste preferences of caffeine drinks. Professor Clifton has

A. used deception, but this is ethically acceptable if it does not harm the participants.

B. used deception, but this is ethically acceptable as long as the participants are over the age of 18 years.

C. lied to participants which is considered ethically unacceptable.

D. distorted the truth, but this is ethically acceptable because she will gather information about their taste preferences.

130. This theorist proposed that development occurred in the following sequence: oral stage, anal stage, phallic stage, latent stage, and genital stage.

131. This theorist emphasized the need for a child/adult to have his or her social needs to be met in his or her environment. His/her theory suggested that a psychosocial crisis had to be resolved at various stages of development.

132. This theorist believed that cognitive development proceeded in a series of qualitatively unique stages that were universal.

133. This cognitive theorist focused on the role of culture in the development of mind and thinking.

134. This theorist developed the theory of operant conditioning.

135. This theorist demonstrated that people could learn by observing the rewards and punishments that other people receive.

136. This theorist used evolutionary principles to account for the presence of human social behaviors.

137. This theorist created an ecological systems model of human development. This model suggests that the environment influences the developing person within a series of nested systems.

138.The capacity for change in either children or adults.

139.A setting in which development occurs, such as a school or neighborhood.

140.A way in which a context influences development that is characterized by events that are similar for individuals in a particular age group.

141. A way in which a context influences development that is characterized by events that are common to people of a particular generation because of historical circumstances.

142. A way in which a context influences development that is characterized by unusual occurrences that have a major impact on an individual's life.

143. This sociocultural context consists of the behavior patterns, beliefs, and all other products of a particular group of people that are passed on from generation to generation.

144. Studies that compare aspects of two or more cultures.

145. A person's position within society based on occupational, educational, and economic characteristics.

146. A government's course of action designed to promote the welfare of its citizens.

147. The developmental period from conception to birth.

148. The developmental period from birth to about 2 years.

149. The developmental period of transition from childhood to early adulthood characterized by rapid physical changes and the development of primary and secondary sexual characteristics.

150. The developmental period from about 40 years to about 60 years. It is generally characterized by concern for the next generation and reaching career goals.

151. A way of measuring age that is defined as the number of years that have elapsed since birth.

152. A way of conceptualizing age by which age is characterized by physical health and the functional capacities of a person's vital organs.

153. A way of conceptualizing age in which an individual's adaptive capacities are compared to other individuals of the same chronological age.

154. The issue or controversy over whether development is influenced by biology or environment.

155. The developmental issue (controversy) over whether development is quantitative (fluid) or qualitative (stagelike).

156. An interrelated coherent set of ideas that helps to explain behavior and make predictions.

157. According to Jean Piaget, this is the stage of cognitive development when children are between the ages of birth and 2 years old. Infants/children at this age "think" by coordinating sensory experiences with physical and motor actions.

158. According to Jean Piaget, this is the stage of cognitive development when children are between the ages of about 7 to 11 years old. Children at this age think with logic.

159. According to Jean Piaget, this is the stage of cognitive development during adolescence and continues into adulthood; abstract thinking is now possible.

160. A cognitive theory that uses the computer as an analogy to explain the workings of the mind.

161. A theoretical perspective that maintains that we can study scientifically only what can be directly observed and measured.

162. Learning that results from experiencing one's own reinforcements and punishments in the environment.

163. A method of gathering data where one person (usually someone unique such as a serial killer or a genius) is studied extensively.

164. A research design that allows one to describe the strength of relationship between two variables; however, cause and effect cannot be determined.

165. A research design that allows one to confidently make statements regarding cause and effect.

166. A developmental design where people of different ages are studied at the same time.

167. A developmental design where the same people are studied over time.

168. A group of people born in a specified, limited span of years (e.g., the 1960s) who experience historical and cultural events at similar points during their lifespan.

169. List five of the seven characteristics of the life-span perspective discussed by Paul Baltes.

170. Briefly define biological processes, cognitive processes, and socioemotional processes.

171. List the eight life-span developmental periods (in chronological order).

172. Identify and describe the three ways that age has been conceptualized by life-span researchers.

173. List (in order) the five stages of psychosexual development that were proposed by Sigmund Freud.

174. List (in order) the eight stages of psychosocial development that were proposed by Erik Erikson.

175. Name the four stages of cognitive development that were proposed by Jean Piaget, and list the key features of the thinking process associated with each.

176. List (in order) the five environmental systems in ecological theory that were proposed by Urie Bronfenbrenner. Provide a short definition/description of each system.

177.Explain the goals of descriptive, correlational, and experimental research.

178.List seven ways of collecting information when one conducts descriptive research.

179.List the four primary ethical guidelines that the APA has developed for researchers, and briefly define/describe each of these guidelines.

180. Describe how the traditional approach to development differs from the life-span approach.

181. In addition to chronological age, list and briefly describe the three other ways that "age" has been conceptualized.

182. Briefly discuss the nature–nurture controversy.

183. Briefly discuss the continuity–discontinuity controversy.

184. Define theory and hypothesis. Describe the relationship between the two.

185. Compare and contrast behaviorism and social cognitive theory (describe the similarities and the differences between the two approaches).

186.Explain ethology and the concept of critical periods.

187.Explain the eclectic theoretical orientation.

188.Briefly explain the independent variable and the dependent variable in an experiment. Describe the relationship between them.

Chapter 1 Key

1. Development is BEST defined as a pattern of growth that

(p. 2)

- A. begins at birth and continues throughout childhood.
- B. begins at conception and continues until the person is fully grown.
- C. begins at birth and ends when the person begins to decline due to age.
- D.** begins at conception and continues throughout the human life span.

Level: Knowledge

Sanrock - Chapter 01 #1

2. Development includes

(p. 3)

- A. stability and growth.
- B.** growth and decline.
- C. stability and decline.
- D. growth and change.

Level: Knowledge

Sanrock - Chapter 01 #2

3. Two developmental psychologists are having a conversation. One believes in the traditional view of developmental change; the other believes in the life-span view. Most likely, they would DISAGREE about

(p. 3)

- A. the scientific methods used to study development.
- B. whether the tabula rasa or innate goodness positions were correct.
- C. whether most developmental change occurs in infancy and early childhood or in later phases of development.
- D. whether the earlier theorists, such as Freud and Jung, were correct or whether the later theorists such as Piaget and Skinner were correct.

Level: Conceptual

Sanrock - Chapter 01 #3

4. The traditional and life-span perspectives are contrasting views of developmental change. According to the life-span perspective, when do developmental changes occur?

(p. 3)

- A. during infancy and early childhood
- B. during adolescence and early adulthood
- C. during middle and late adulthood
- D. throughout the entire life cycle

Level: Knowledge

Sanrock - Chapter 01 #4

5. A life-span theorist believes that

(p. 3)

- A. developmental changes occur in the child and adolescent years of life.
- B. the most important developmental changes occur during the first 10 years of life.
- C. developmental changes occur in the early, middle, and late years of life.
- D. the most important developmental changes occur in the middle of life.

Level: Knowledge

Sanrock - Chapter 01 #5

6. What does the traditional view of human development state about developmental change in adulthood?

(p. 3)

- A. There are few or no changes that occur during adulthood.
- B. There are extreme changes that occur during adulthood.
- C. There are constant changes that occur during adulthood.
- D. There are more changes in earlier adulthood than in later adulthood.

Level: Knowledge

Sanrock - Chapter 01 #6

7. On your first day of class, the Professor Red-Elk claims that for too long we have focused on the development of only young children. She argues that the development of adults and elderly people is just as important. This professor is articulating a _____ view.

(p. 3)

- A. contemporary
- B. tabula rasa
- C. traditional
- D. life-span

Level: Applied

Sanrock - Chapter 01 #7

8. Life expectancy increased during the 20th century because of improvements in

(p. 3)

- A. sanitation.
- B. nutrition.
- C. medicine.
- D. all of these.

Level: Knowledge

Santrock - Chapter 01 #8

9. Life expectancy refers to

(p. 3)

- A. the average number of years a person can expect to live.
- B. the maximum number of years a species can live.
- C. the number of years lived by most people.
- D. the oldest age of any person in recorded history.

Level: Knowledge

Santrock - Chapter 01 #9

10. The idea that no age period dominates development highlights the life-span perspective that development is

(p. 4)

- A. plastic.
- B. contextual.
- C. multidimensional.
- D. lifelong.

Level: Conceptual

Santrock - Chapter 01 #10

11. Dr. Tepper-Harmon believes that life-span development cannot be studied without considering biological, socioemotional, and cognitive dimensions. Dr. Tepper-Harmon believes that development is

(p. 4)

- A. lifelong.
- B. multidirectional.
- C. multidimensional.
- D. plastic.

Level: Applied

Sanrock - Chapter 01 #11

12. Many older adults become wiser by being able to call on experience, yet they perform poorly on cognitive speed tests. This can be explained by which of the following life-span characteristics?

(p. 4)

- A. plasticity
- B. contextualism
- C. multidimensionality
- D. multidirectionality

Level: Conceptual

Sanrock - Chapter 01 #12

13. Tzu-Chiang is 55 years old, is currently "going back to college," and is enrolled in a college algebra course. Tzu-Chiang is surprised that he is performing well in the course despite not having a formal math class for over 30 years. Researchers would not be surprised by his performance because it has been shown that development is

(p. 5)

- A. plastic.
- B. multidimensional.
- C. lifelong.
- D. contextual.

Level: Applied

Santrock - Chapter 01 #13

14. Researchers from many disciplines study human development in an effort to better understand how humans develop. This makes human development a _____ field of study.

(p. 5)

- A. multidirectional
- B. cultural
- C. multidisciplinary
- D. multidimensional

Level: Conceptual

Santrock - Chapter 01 #14

15. By age 50, many people need reading glasses or bifocals to improve their vision. This
(p. 5) physiological change is a good example of a

- A. nonnormative life event.
- B. multidirectional influence on development.
- C. normative age-graded influence on development.
- D. nonnormative age-graded influence on development.

Level: Conceptual

Santrock - Chapter 01 #15

16. Tyler is 5 years old and has just entered kindergarten. This is an example of
(p. 5)

- A. a nonnormative influence on development.
- B. a normative history-graded influence on development.
- C. a normative age-graded influence on development.
- D. a nonnormative age-graded influence on development.

Level: Applied

Santrock - Chapter 01 #16

17. People today are waiting longer to marry and raise children. In the 1950s, it was more
(p. 5) common for people to marry and start a family before they were 20 years old. This difference
is an example of a

- A. normative age-graded influence on development.
- B. normative history-graded influence on development.
- C. multidimensional change in the context of development.
- D. nonnormative life event that has changed across development.

Level: Conceptual

Santrock - Chapter 01 #17

18. Levi was in New York on the day that the World Trade Center was destroyed by terrorists. He is now afraid to fly. This is an example of how a _____ event can influence a person's development.

(p. 5)

- A. normative history-graded
- B. normative age-graded
- C. normative life
- D. nonnormative stressful

Level: Applied

Santrock - Chapter 01 #18

19. When she was a teenager, two members of Anna's family were killed by a tornado. More than 30 years later, she is still terrified by storms. This is an example of how a(n) _____ event can influence a person's development.

(p. 6)

- A. age-graded
- B. normative-graded
- C. nonnormative life
- D. normative history-graded

Level: Applied

Santrock - Chapter 01 #19

20. Paul Baltes claimed that nonnormative life events could provide an important context for life-span development. With this concept, the term "nonnormative" refers to an event that

(p. 6)

- A. is not likely to happen to very many people.
- B. happens to younger children but not to older adults.
- C. used to happen to everyone but no longer occurs very much today.
- D. happens to almost everyone regardless of when or where they live.

Level: Conceptual

Santrock - Chapter 01 #20

21. Aimee is now 83 years old. Much of her future development will focus on _____ and

(p. 6)

_____.

- A. growth; maintenance
- B. maintenance; regulation of loss
- C. regulation of loss; change
- D. growth; regulation

Level: Applied

Santrock - Chapter 01 #21

22. Constance is 75 years old and still very active. She gardens, hikes, plays chess, and is learning to play the piano. She exercises daily to stay fit. She loves reading, listening to music, and playing with her grandchildren. Her hearing and eyesight are not what they used to be, and she is not as steady on her feet as when she was younger. She wears a hearing aid, eyeglasses, and sensible shoes to minimize these losses. Researchers would say that Constance is a good example of how development includes

(p. 6)

- A. varying contexts.
- B.** growth, maintenance, and regulation of loss.
- C. plasticity.
- D. multidisciplinary influences.

Level: Applied

Sanrock - Chapter 01 #22

23. Culture is based on the

(p. 8)

- A. nationality characteristics, race, religion, and language of a people.
- B. practices of a large number of people living in the same geographic area.
- C. exchange of ideas between groups of people who live in the same location.
- D.** behaviors, beliefs, and products of a particular group of people.

Level: Knowledge

Sanrock - Chapter 01 #23

24. Dr. Widaman is researching the cultural differences in school performance between Japanese and American children. He is comparing math scores between two groups of fifth graders. One of his groups is from Japan and the other group is from the United States. Dr. Widaman is conducting a _____ study.

(p. 8)

- A. longitudinal
- B. correlational
- C. cross-cultural
- D. sequential

Level: Applied

Santrock - Chapter 01 #24

25. Euro-Americans

(p. 8)

- A. are not an ethnic group in the United States; they are the majority culture.
- B. form an ethnic group in the world but not in the United States.
- C. do not form an ethnic group, because there is a lack of diversity within this group.
- D. belong to an ethnic group just like any other ethnic group in the United States or the world.

Level: Conceptual

Santrock - Chapter 01 #25

26. Hannah and George disagree. Hannah argues that people within an ethnic group all share the same culture. George, by contrast, argues that people of the same ethnic group may or may not share the same culture. Who is right?

(p. 8)

- A. Hannah, because sharing the same culture defines ethnicity.
- B.** George, because diversity and differences exist among people within an ethnic group.
- C. Hannah is correct when referring to ethnic groups within the United States; George is right when referring to ethnic groups in the entire world.
- D. Hannah is correct when the persons in the ethnic group all share the same socioeconomic status; George is correct when the persons in the ethnic group do not share the same socioeconomic status.

Level: Conceptual

Sanrock - Chapter 01 #26

27. Ethnicity refers to

(p. 8)

- A. the behavior patterns, beliefs, and all other products of a particular group of people that are passed on from generation to generation.
- B. a person's position within society based on occupational, educational, and economic characteristics.
- C. a controversial classification of people according to real or imagined biological characteristics such as skin color and blood group.
- D.** a social status placed on a similar group of people based on their heritage, nationality, race, religion, and language.

Level: Knowledge

Sanrock - Chapter 01 #27

28. People with similar occupational, educational, and economic characteristics are said to share
(p. 8) the same

- A. ethnic group.
- B. poverty rate.
- C. socioeconomic status.
- D. subculture group.

Level: Knowledge
Santrock - Chapter 01 #28

29. Which of the following is an example of social policy?
(p. 9)

- A. A volunteer coordinating an after-school program.
- B. A mother disciplining her son.
- C. A government lowering federal taxes.
- D. A college student protesting a tuition increase.

Level: Conceptual
Santrock - Chapter 01 #29

30. Kyesha is 80 years old and is typical of a growing number of older adults. Kyesha MOST
(p. 10) LIKELY lives

- A. with a spouse.
- B. with children.
- C. alone.
- D. in a nursing home.

Level: Applied
Santrock - Chapter 01 #30

31. All of the following trends in older adulthood can be seen in recent decades, EXCEPT

(p. 10)

- A. older adults are living longer.
- B. older adults are more likely to be childless.
- C. older adults are less likely to live alone.
- D. older adults are more likely to be married.

Level: Conceptual

Santrock - Chapter 01 #31

32. The key developmental processes in life-span development include all of the following

(p. 10)

EXCEPT

- A. cognitive processes.
- B. biological processes.
- C. socioemotional processes.
- D. physical/sensory processes.

Level: Conceptual

Santrock - Chapter 01 #32

33. Which of the following statements best describes the relationship among biological development, cognitive development, and social development?

(p. 11)

- A. The three are independent processes.
- B. The three are interdependent processes throughout the life span.
- C. The three are less important aspects to consider than one's culture when studying development.
- D. The three differ in their importance at different points in the life cycle with one aspect coming to the forefront during certain periods while the others play only a minor role.

Level: Conceptual

34. Dante is 2 years old. His mother took him to the doctor and discovered that he had gained 5 pounds and had grown 2 inches since his last physical exam. This is an example of the role of _____ processes in development.
(p. 11)

- A. cognitive
- B. biological**
- C. socioemotional
- D. physical

Level: Applied

Santrock - Chapter 01 #34

35. Our relationships with others, changes in emotions, and changes in personality are all examples of _____ processes.
(p. 11)

- A. cognitive
- B. biological
- C. socioemotional**
- D. physical

Level: Conceptual

Santrock - Chapter 01 #35

36. Johnathan is almost completely dependent on his parents. He is just learning to recognize things that he wants and how to get them. Johnathan is in the period of development called

(p. 11)

- A. late childhood.
- B. middle childhood.
- C. early childhood.
- D.** infancy.

Level: Applied

Santrock - Chapter 01 #36

37. Joshua spends all of his free time doing homework and studying so that he will get good grades and his parents will be proud of his achievements. Joshua is most likely in the period of development called

(p. 12)

- A. early childhood.
- B.** middle childhood.
- C. adolescence.
- D. early adulthood.

Level: Applied

Santrock - Chapter 01 #37

38. Travis spends a great deal of time working and trying to establish his career. He also has been thinking about how his personal relationship is going and considering whether it could be long term and lead to establishing a family. Travis is most likely in

(p. 12)

- A. late adolescence.
- B.** early adulthood.
- C. middle adulthood.
- D. late adulthood.

Level: Applied

Santrock - Chapter 01 #38

39. The developmental period that runs from approximately 40 years of age to about 60 years of age is

(p. 12)

- A. early adulthood.
- B. the nesting years.
- C.** middle adulthood.
- D. the crooning years.

Level: Knowledge

Santrock - Chapter 01 #39

40. Jessica spends a lot of time thinking about the choices she has made in her life and the events she has witnessed. She is adjusting to decreasing strength and health, and she has made several lifestyle changes as a result. Jessica is most likely in

(p. 12)

- A. adolescence.
- B. early adulthood.
- C. middle adulthood.
- D. late adulthood.

Level: Applied

Santrock - Chapter 01 #40

41. Which of the following life-span phases lasts the longest?

(p. 12)

- A. middle and late childhood
- B. adolescence
- C. middle adulthood
- D. late adulthood

Level: Knowledge

Santrock - Chapter 01 #41

42. Development in the young-old and old-old is characterized by considerable _____, but development in the oldest-old is characterized by _____.

(p. 13)

- A. cognitive gains; cognitive losses
- B. functional gains; functional losses
- C. adaptability; inflexibility
- D. plasticity; frailty

Level: Conceptual

Santrock - Chapter 01 #42

43. The onset of puberty and the onset of menopause are examples of _____ age.

(p. 13)

- A. social
- B. chronological
- C. biological
- D. psychological

Level: Conceptual

Santrock - Chapter 01 #43

44. Biology is to _____ as environment is to _____.

(p. 14)

- A. nature; nurture
- B. nurture; nature
- C. maturation; nature
- D. nature; maturation

Level: Conceptual

Santrock - Chapter 01 #44

45. Dr. Borthwick-Duffy believes people are primarily influenced by the environment and learned experiences, so she believes _____ plays a more powerful role in human development.

(p. 14)

- A. nurture
- B. maturation
- C. change
- D. nature

Level: Applied

Santrock - Chapter 01 #45

46. Tingfeng We was a victim of child abuse as a young boy, but he did not grow up to become an abuser. Instead, he leads a fulfilling family life. This is an example of which characteristic of development?
(p. 15)

- A. change
- B. stability
- C. maturation
- D. continuity

Level: Conceptual
Santrock - Chapter 01 #46

47. Winnonna was found to have childhood depression; she goes on to have depression for the rest of her adult life. This is an example of which characteristic of development?
(p. 16)

- A. change
- B. stability
- C. maturation
- D. discontinuity

Level: Conceptual
Santrock - Chapter 01 #47

48. Continuity is to _____ as discontinuity is to _____.
(p. 16)

- A. fluid; rigid
- B. gradual; abrupt
- C. maturation; nurture
- D. adulthood; childhood

Level: Conceptual
Santrock - Chapter 01 #48

49. The concept of discontinuity is characterized by all of the following, EXCEPT

(p. 15)

- A. qualitative change.
- B. quantitative development.**
- C. sequence of stages.
- D. distinct change.

Level: Conceptual

Santrock - Chapter 01 #49

50. Life-span psychologists generally agree that

(p. 16)

- A. continuity correctly characterizes development; discontinuity does not.
- B. discontinuity correctly characterizes development; continuity does not.
- C. development cannot be characterized as either continuous or discontinuous.
- D. developmental change can be both continuous and discontinuous.**

Level: Conceptual

Santrock - Chapter 01 #50

51. Life-span psychologists generally agree that

(p. 16)

- A. stability correctly characterizes development; change does not.
- B. change correctly characterizes development; stability does not.
- C. neither stability nor change correctly characterizes development.
- D. developmental includes both stability and change.**

Level: Conceptual

Santrock - Chapter 01 #51

52. A set of ideas that helps us to explain our data and make further predictions is known as a(n)

(p. 16)

- A. idea.
- B. scientific method.
- C. theory.
- D. hypothesis.

Level: Knowledge

Santrock - Chapter 01 #52

53. Martin believes that the length of a person's foot is directly correlated with his or her intelligence level. To test his _____, he should follow the steps of the scientific method.

(p. 16)

- A. hypothesis
- B. theory
- C. paradigm
- D. reasoning

Level: Applied

Santrock - Chapter 01 #53

54. A _____ is an integrated set of ideas that helps to explain, and a _____ is a set of specific assumptions that can be tested to determine their accuracy.

(p. 16)

- A. theory; hypothesis
- B. generalization; theory
- C. hypothesis; theory
- D. theory; generalization

Level: Conceptual

Santrock - Chapter 01 #54

55. Roberta is 45 years old and has always had a hard time speaking her opinion. A
(p. 16) psychoanalytic psychologist would explain that she has developed this way because

- A. her parents would not listen to or value her opinion when she was a child.
- B. she has yet to articulate her own set of beliefs and therefore could not have an opinion.
- C. through a series of rewards and punishments, she has learned not to speak her opinion.
- D. her unmet need for belongingness and love is interfering with her ability to oppose others.

Level: Applied

Santrock - Chapter 01 #55

56. The theory that was created by Erik Erikson is known as the _____ theory of
(p. 17) development.

- A. psychobiological
- B. psychoeducational
- C. psychosocial
- D. psychoanatomical

Level: Knowledge

Santrock - Chapter 01 #56

57. One of the differences between Sigmund Freud and Erik Erikson is that
(p. 17)

- A. Erik Erikson saw that development occurred throughout the life span.
- B. Erik Erikson believed that development lasted only until the age of 10.
- C. Erik Erikson built his theory from his own philosophy and not from case studies.
- D. Erik Erikson said that sexuality played a key role in the life-span development of the individual.

Level: Conceptual

Santrock - Chapter 01 #57

58. As defined by Erik Erikson, a _____ is not a catastrophe but a turning point of increased vulnerability and potential.

(p. 17)

- A. complex
- B. conflict
- C. calamity
- D. crisis

Level: Knowledge

Santrock - Chapter 01 #58

59. The first stage in Erickson's theory is

(p. 18)

- A. trust versus mistrust.
- B. naïveté versus cynicism.
- C. belief versus unbelief.
- D. kindness versus callousness.

Level: Knowledge

Santrock - Chapter 01 #59

60. Marie-Ann is 6 months old. When her mother hears her cries of hunger, she comes and feeds her; and when Marie-Ann is uncomfortable, her mother comes and moves her around until she is comfortable. Through these actions, Marie-Ann is learning that the world is a good place. What stage of psychosocial development is Marie-Ann currently in?

(p. 18)

- A. initiative versus guilt
- B. independence versus dependence
- C. trust versus mistrust
- D. hope versus despair

Level: Applied

61. The second stage of Erik Erikson's psychosocial development theory is

(p. 18)

- A. independence versus dependence.
- B. autonomy versus shame and doubt.**
- C. initiative versus guilt and shame.
- D. creativity versus unproductiveness.

Level: Knowledge

Sanrock - Chapter 01 #61

62. Julia is currently 2 years old. She is learning how to talk, and her parents would say that her

(p. 18)

favorite word is "no." This would be considered normal for a child in Erik Erikson's stage of

- A. initiative versus guilt.
- B. freedom versus servitude.
- C. autonomy versus shame and doubt.**
- D. individuality versus identification.

Level: Applied

Sanrock - Chapter 01 #62

63. Which of the following of Erik Erikson's stages would most accurately describe the

(p. 18)

developmental phase of a preschooler?

- A. trust versus mistrust
- B. initiative versus guilt**
- C. industry versus inferiority
- D. identity versus identity confusion

Level: Knowledge

Sanrock - Chapter 01 #63

64. The stage of industry versus inferiority in Erik Erikson's developmental theory occurs approximately during which period?
(p. 18)

- A. preschool
- B. elementary school**
- C. junior high school
- D. high school

Level: Knowledge

Sanrock - Chapter 01 #64

65. "Students at this age are full of surprises," comments the high school teacher. "They come in looking and acting like punk rockers one day, then like nuns and monks the next!" Erik Erikson would say these students are
(p. 18)

- A. acting out repressed conflicts.
- B. actively exploring different roles.**
- C. trying to evaluate the usefulness of their lives.
- D. trying to establish intimate relationships with others.

Level: Applied

Sanrock - Chapter 01 #65

66. George thinks he has a good life. He just graduated from college, has many close friends, and is engaged to be married. According to Erik Erikson's theory, George would be developing a sense of

(p. 18)

- A. generativity.
- B. intimacy.**
- C. humility.
- D. importance.

Level: Applied

Santrock - Chapter 01 #66

67. The main concern of Erik Erikson's stage of generativity versus stagnation is to

(p. 18)

- A. help the younger generation to develop and lead useful lives.**
- B. to keep improving oneself.
- C. to develop healthy ego boundaries.
- D. to make one feel secure in her or his job.

Level: Knowledge

Santrock - Chapter 01 #67

68. Ahkilia is bitter and resentful. She looks back on her life and realizes that she has made many mistakes and was too fearful to reach her goals. At 82 years old, she knows it is too late to make any significant changes. Ahkilia is living in

(p. 19)

- A. inferiority.
- B. shame.
- C. despair.**
- D. guilt.

Level: Applied

69. All of the following are contributions of the psychoanalytic perspective, EXCEPT

(p. 18-19)

- A. all of perspectives include child, adolescent, and adult developmental stages.
- B. family relationships are a central aspect of development.
- C. early experiences play an important role in development.
- D. the unconscious mind is a powerful influence on child development.

Level: Knowledge

Sanrock - Chapter 01 #69

70. Dr. Wong is a cognitive theorist, so we know that he will stress the importance of _____

(p. 19) for understanding development.

- A. conscious thoughts
- B. repressed memories
- C. reciprocal interactions
- D. the effects of genes and evolution on the development of intelligence

Level: Applied

Sanrock - Chapter 01 #70

71. Ling-Chi is trying to make sense of her world. The two processes she uses to do this are

(p. 19) _____ and _____.

- A. assimilation; organization
- B. adaptation; cognition
- C. memory; accommodation
- D. organization; adaptation

Level: Applied

Sanrock - Chapter 01 #71

72. According to Jean Piaget, each stage is

(p. 19)

- A. quantitatively the same as the previous stage.
- B. qualitatively the same as the previous stage.
- C. quantitatively different from the previous stage.
- D.** qualitatively different from the previous stage.

Level: Knowledge

Santrock - Chapter 01 #72

73. In this stage of Piagetian development, infants learn about their environment by coordinating their sensory experiences with their motor activity.

(p. 19)

- A. preoperational
- B.** sensorimotor
- C. premotor
- D. sensoriphsical

Level: Knowledge

Santrock - Chapter 01 #73

74. Children in the preoperational stage of development lack the ability to

(p. 19)

- A.** perform operations (internalized mental actions).
- B. understand the symbolic nature of speech.
- C. distinguish between self and others.
- D. coordinate their sensory experiences and their physical actions.

Level: Knowledge

Santrock - Chapter 01 #74

75. Hidalgo is very good at simple addition and subtraction, but he has a hard time understanding
(p. 19-20) the abstract algebraic problems that his sister does in high school. Hidalgo is currently in
which of Jean Piaget's stages of development?

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

Level: Applied

Santrock - Chapter 01 #75

76. According to Jean Piaget, this stage is marked by the development of logical, organized
(p. 19-20) reasoning skills.

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

Level: Knowledge

Santrock - Chapter 01 #76

77. Gustav spends a lot of time thinking about the world as it is now and as it could be if everyone (p. 19-20) took more personal responsibility for environmental and social conditions. Jean Piaget would say that Gustav is probably in the _____ stage of development.

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

Level: Applied

Santrock - Chapter 01 #77

78. Whereas Jean Piaget emphasized the biological processes of cognitive development, Lev (p. 20) Vygotsky emphasized the effects of _____ on development.

- A. social interaction and culture
- B. learned behaviors
- C. the unconscious
- D. operations (internalized mental actions)

Level: Knowledge

Santrock - Chapter 01 #78

79. The structure of Miss Darby's elementary classroom in New York City is based on
(p. 20-21) sociocultural theory. Her classroom would likely be characterized by all of the following,
EXCEPT

- A. she has the children work at their own pace.
- B. she has children work in groups to solve problems.
- C. she spends a great deal of time working with individual children.
- D. she is teaching students to use the computer and the Internet.

Level: Applied

Santrock - Chapter 01 #79

80. The information-processing approach to development is concerned mainly with
(p. 21)

- A. the influence of culture on development.
- B. the manipulation, monitoring, and strategizing of information.
- C. the influence of age on learning.
- D. the influence of biology and evolution on an individual's development.

Level: Knowledge

Santrock - Chapter 01 #80

81. Which of the following is NOT one of the contributions of the cognitive theories?
(p. 19-21)

- A. They emphasize the individual's active construction of understanding.
- B. They examine the importance of developments in children's thinking.
- C. They separate thought into clear pieces.
- D. They give detailed descriptions of cognitive processes.

Level: Knowledge

Santrock - Chapter 01 #81

82. Which of the following statements reflects a criticism of cognitive theories?

- A. Piaget underestimated the cognitive skills of infants and overestimated the cognitive skills of adolescents.
- B. The theoretical precepts of the cognitive developmental theory and the sociocultural theory are virtually identical.
- C. Psychoanalytic theorists argue that the cognitive theories do not give enough credit to conscious thought.
- D. Piaget overestimated the cognitive skills of school-age children and underestimated the cognitive skill of adolescents.

Level: Knowledge

Sanrock - Chapter 01 #82

83. When studying development, behavioral theorists believe that only behavior must be observed because it

(p. 21)

- A. allows inferences about underlying cognitive processes.
- B. is the only direct and measurable indication we have of development.
- C. allows us to better understand the biology that causes our development.
- D. indicates the way in which we have resolved prior crises during development.

Level: Conceptual

Sanrock - Chapter 01 #83

84. According to behaviorists, what is the correct entity that should be included in research?

(p. 21)

- A. behavior
- B. conscious motives
- C. the "black box"
- D. intelligence

Level: Knowledge

Santrock - Chapter 01 #84

85. Nellie bangs her head against the wall repeatedly throughout the day. B. F. Skinner would say that the BEST way to solve this problem is to

(p. 21)

- A. explore experiences from Nellie's early childhood and see how they have affected her current behavior.
- B. interview Nellie to determine her current level of cognitive functioning.
- C. determine how Nellie's expectations about success have led her to develop this behavior.
- D. reward Nellie when she does not bang her head, and punish the head-banging behavior.

Level: Applied

Santrock - Chapter 01 #85

86. Jasmine sees a student in her class raise his hand to ask a question. The teacher sharply criticizes him for asking such a "ridiculous" question. According to Albert Bandura, Jasmine will most likely respond to this event by

(p. 22)

- A. continuing to ask questions in class.
- B. not asking questions even if she wants to.
- C. ridiculing the teacher.
- D. ignoring the criticized student.

Level: Applied

87. Michelle yells at Sally. Sally hits Michelle. Michelle thinks about how big Sally is and says, "Let's not fight anymore." Sally says, "Okay," and they go off to ride their bikes in the park. This sequence is an example of:

(p. 22)

- A. formal operational thinking.
- B. learning through observation and imitation.
- C. imprinting during critical periods of development.
- D. reciprocal influences of behavior, cognition, and environment.

Level: Applied

Santrock - Chapter 01 #87

88. Which of the following is a criticism of behavioral theory?

(p. 22)

- A. It is too scientific.
- B. It is not empirically supported.
- C. It places too much emphasis on the environment.
- D. It places too much emphasis on personal factors.

Level: Knowledge

Santrock - Chapter 01 #88

89. A recent television news report concluded that, from birth, boys are more aggressive than are girls. You agree with this because you believe aggression is an evolutionary trait passed on through the generations, because males needed to be more aggressive to aid the survival of the species. Your view reflects the _____ perspective of development.

(p. 23)

- A. ethological
- B. ecological
- C. eclectic
- D. exological

Level: Conceptual

Sanrock - Chapter 01 #89

90. In ethological theory, the term _____ is defined as innate learning within a short period of time that involves a newborn's becoming attached to the first moving thing the newborn sees.

(p. 23)

- A. impressing
- B. imprinting
- C. imparting
- D. immobilizing

Level: Knowledge

Sanrock - Chapter 01 #90

91. John Bowlby's work in attachment showed that an infant's attachment to a caregiver has important influence over the life span. According to John Bowlby, attachment should take place

(p. 23)

- A. within the first 2 years.
- B. immediately after birth.
- C. over the first 6 months.
- D. over the first year.

Level: Conceptual

Santrock - Chapter 01 #91

92. "Development is best thought of as being strongly influenced by the environment, especially the various social and cultural contexts with which one interacts. To understand development, psychologists must analyze an individual's interactions within and between these different contexts." This statement would MOST likely come from

(p. 24)

- A. Jean Piaget.
- B. Konrad Lorenz.
- C. B. F. Skinner.
- D. Urie Bronfenbrenner.

Level: Conceptual

Santrock - Chapter 01 #92

93. Mary's parents fight quite often over money. In an attempt to stop the fighting and to save the family money, Mary decides that she will not ask for anything for her birthday or any holiday. Mary's actions are being expressed in which of Urie Bronfenbrenner's systems?

(p. 24)

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

Level: Applied

Santrock - Chapter 01 #93

94. According to Urie Bronfenbrenner, this aspect of the environment refers to the person's immediate environment.

(p. 24)

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

Level: Knowledge

Santrock - Chapter 01 #94

95. According to Urie Bronfenbrenner, this contextual environment consists of the overall laws, customs, and values of a culture.

(p. 24)

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

Level: Knowledge

96. A criticism of ecological theory is that it underemphasizes _____ and _____.

(p. 25)

- A. biology; cognitive influences
- B. connections between environmental settings; cognitive processes
- C. cognition; critical periods
- D. modeling; consequences of behavior

Level: Conceptual

Santrock - Chapter 01 #96

97. An eclectic theory of development assumes that

(p. 25)

- A. development is a dynamic and variable process.
- B. no single theory can account for all of human development.
- C. the different developmental theories are all correct and complete within their own contexts.
- D. the more contemporary theories are more accurate than those created before 1950.

Level: Knowledge

Santrock - Chapter 01 #97

98. These theorists suggested that behavior is learned in the environment either through paired

(p. 17-25) associations, punishments and reinforcements, or modeling.

- A. Ivan Pavlov, B. F. Skinner, Albert Bandura
- B. Sigmund Freud, Erik Erikson
- C. John Bowlby, Konrad Lorenz
- D. Jean Piaget, Lev Vygotsky

Level: Conceptual

Santrock - Chapter 01 #98

99. Felipe is curious about the tipping behavior of patrons at a local restaurant. Occasionally, he sits in the restaurant and watches some of the people around him. He is not able to observe all of the tables in the place, so he formulates his opinions about tipping behavior by the few patrons he can see. What is wrong with Felipe's research?

(p. 26)

- A. It is not random.
- B. It is not correlative.
- C. It is not systematic.
- D. It is not ethical.

Level: Applied

Santrock - Chapter 01 #99

100. Laboratory observations can be less effective than naturalistic observations because laboratory observations

(p. 26)

- A. require unnatural environments.
- B. do not entail the use of the scientific method.
- C. present ethical dilemmas.
- D. do not allow for researcher interaction.

Level: Conceptual

Santrock - Chapter 01 #100

101. Dr. Baird collects data on approach behaviors between strangers at the mall on weekend afternoons. A strength of this naturalistic observational approach is that it

(p. 26)

- A. occurs in a real-world setting.
- B. involves a structured set of interview questions.
- C. allows for more control over the observational setting.
- D. gives Dr. Baird the best idea of how people behave under stress.

Level: Applied

Santrock - Chapter 01 #101

102. Which of the following is the quickest way to gain information from a large amount of people?

(p. 27)

- A. experiment
- B. survey
- C. test
- D. observation

Level: Knowledge

Santrock - Chapter 01 #102

103. Which of the following is a weakness of the survey method of research?

(p. 27)

- A. It uses open- and closed-ended questions.
- B. They have the ability to sample a large number of people.
- C. They are used for a wide number of topics.
- D. People are more likely to answer with the view toward social desirability.

Level: Knowledge

Santrock - Chapter 01 #103

104. Most students take the ACT or the SAT before they enter college. These tests are examples of
(p. 27) _____ measures.

- A. case study
- B. naturalistic
- C. physiological
- D. standardized

Level: Applied
Santrock - Chapter 01 #104

105. Which of the following is NOT a criticism of standardized tests?
(p. 27)

- A. They do not always predict nontest behaviors.
- B. They are administered the same way to everybody.
- C. They are racially and culturally biased.
- D. They are based on the belief that behavior is stable.

Level: Knowledge
Santrock - Chapter 01 #105

106. Which of the following research methods looks at one person in depth and generally over a
(p. 27) long period of time?

- A. interview
- B. survey
- C. case study
- D. experiment

Level: Knowledge
Santrock - Chapter 01 #106

107. Studies show that there is a positive correlation between the number of cute names (e.g., "Snookums" and "Pookie") couples have for each other and their self-reported feelings of love. This research tells me that

- A. if I give my sweetheart more cute names, it will cause my sweetheart to love me more.
- B. if I give my sweetheart more cute names, it will cause my sweetheart to love me less.
- C. if my sweetheart has a lot of cute names for me, my sweetheart also tells researchers that he/she loves me a lot.
- D. if my sweetheart has a lot of cute names for me, my sweetheart tells researchers that he/she does not love me very much.

Level: Applied

Santrock - Chapter 01 #107

108. Which of the following statements is true?

(p. 28)

- A. Correlation equals causation.
- B. Correlation does not equal causation.
- C. Correlation sometimes equals causation.
- D. Correlation is one kind of causation.

Level: Conceptual

Santrock - Chapter 01 #108

109. In an experimental study, this group receives the treatment (independent variable).

(p. 29)

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

Level: Knowledge

110. In an experiment, the researcher manipulates the _____ variable and measures its effects on the _____ variable.
(p. 29)

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

Level: Knowledge

Santrock - Chapter 01 #110

111. In an experimental design, the dependent variable
(p. 30)

- A. can change only in response to a change in the independent variable.**
- B. can change on its own without change to the independent variable.
- C. can change the way in which the independent variable changes.
- D. can change the independent variable.

Level: Conceptual

Santrock - Chapter 01 #111

112. Which of the following methods is the best method to determine cause and effect?
(p. 30)

- A. naturalistic observation in the "everyday world"
- B. naturalistic observation in the laboratory
- C. experimental method**
- D. correlational method

Level: Conceptual

Santrock - Chapter 01 #112

113. The difference between a control group and an experimental group is that the

(p. 30)

- A. control group lacks the independent variable.
- B. control group is nothing like the experimental group.
- C. experimental group is dependent on the control group.
- D. control group is not dependent on the experimental group.

Level: Knowledge

Santrock - Chapter 01 #113

114. A researcher is interested in the effect of exercise on stamina in elderly patients. The patients are randomly assigned to be in a high-exercise or low-exercise training program for 8 weeks.

(p. 30)

At the end of the program, their stamina is measured by seeing how long they can walk comfortably on a treadmill. In this study, the dependent variable is

- A. number of minutes on the treadmill.
- B. the exercise program (high versus low).
- C. heart rate during the exercise program.
- D. the 8-week duration of the exercise program.

Level: Applied

Santrock - Chapter 01 #114

115. Professor Offord wants to assign subjects to experimental groups in such a way that each subject has an equal chance of being in any group. The best way to assign subjects is

(p. 30)

- A. subjectively.
- B. randomly.
- C. systematically.
- D. independently.

Level: Applied

116. In a cross-sectional study, individuals of _____ age groups are compared at one time.
(p. 31)

- A.** different
- B. similar
- C. odd-numbered
- D. even-numbered

Level: Knowledge

Santrock - Chapter 01 #116

117. Travis has designed a study to compare the muscle coordination of 60-year-olds, 70-year-olds, and 80-year-olds. What research design did he use?
(p. 31)

- A. longitudinal study
- B.** cross-sectional study
- C. sequential study
- D. cohort study

Level: Applied

Santrock - Chapter 01 #117

118. The longitudinal method of research consists of
(p. 31)

- A.** studying the same individuals over a long period of time.
- B. an experimental variable with long-standing effects.
- C. a dependent variable that takes a long time to manifest.
- D. a snapshot of functioning at one point in time.

Level: Knowledge

Santrock - Chapter 01 #118

119. Which of the following is NOT a drawback to longitudinal research?

(p. 31)

- A. subject dropout
- B. stability over time**
- C. cost-effectiveness
- D. subject bias

Level: Conceptual

Santrock - Chapter 01 #119

120. To chart the development of intelligence over the life span, researchers spent 1 year testing the intelligence of individuals ranging in age period from childhood to old age. Which approach to the time span of inquiry would they be taking?

(p. 31)

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

Level: Conceptual

Santrock - Chapter 01 #120

121. A(n) _____ is a group of people who are born at a similar time in history and share similar experiences.

(p. 31-32)

- A. independent group
- B. dependent group
- C. cohort group**
- D. experimental group

Level: Knowledge

Santrock - Chapter 01 #121

122. If you studied the attitudes of elderly people today, you might find that most believe it is better (p. 31-32) for women to stay at home than to work. This is their attitude, probably because these people grew up during the early and middle part of the twentieth century rather than because they are elderly per se. This is an example of a(n) _____ effect.

- A. etic
- B. emic
- C. cohort
- D. correlational

Level: Conceptual
Santrock - Chapter 01 #122

123. It is important to be aware of the concept of cohort effects because cohort effects can (p. 31-32)

- A. be mistaken for age effects.
- B. cause an experimenter to influence the results of an experiment.
- C. bias results when subjects are not randomly assigned to conditions.
- D. be taken for true findings, even though they do not exist.

Level: Conceptual
Santrock - Chapter 01 #123

124. The American Psychological Association (APA) has developed a code of ethics governing (p. 32) research procedures. The guidelines address all of the following issues, EXCEPT

- A. debriefing.
- B. manipulation.
- C. informed consent.
- D. confidentiality.

Level: Conceptual

125. Informed consent in research contains all of the following, EXCEPT

(p. 32)

- A. risks.
- B. right to withdraw.
- C. detailed hypothesis.
- D. description of what is involved.

Level: Conceptual

Santrock - Chapter 01 #125

126. Dr. Bursten recently conducted research on the drinking habits of teenagers. To get his study subjects to be as open and honest with him as possible, he assured them that according to the ethical guidelines of the APA, all information that is collected is

(p. 32)

- A. public record.
- B. confidential.
- C. paid for.
- D. socially biased.

Level: Applied

Santrock - Chapter 01 #126

127. After completing a study, a researcher must inform all the participants of the complete purpose and the results of the study. This is mandated by what APA ethical concept?

(p. 32)

- A. debriefing
- B. results sharing
- C. information disbursement
- D. sharing of knowledge

Level: Knowledge

128. Dr. Burial is currently conducting research on sexual orientation. When he gets the participants to sign up, he informs them that they will be looking at a series of pictures to gather information on the appeal of differing clothing combinations. The fact that Dr. Burial is not telling the participants the true purpose of the study indicates that he is using

(p. 32)

- A. confidentiality.
- B. debriefing.
- C. informed consent.
- D. deception.

Level: Applied

Sanrock - Chapter 01 #128

129. Professor Clifton has designed an experiment to study the effects of caffeine on memory. However, she has informed her participants that she is investigating the taste preferences of caffeine drinks. Professor Clifton has

(p. 32)

- A. used deception, but this is ethically acceptable if it does not harm the participants.
- B. used deception, but this is ethically acceptable as long as the participants are over the age of 18 years.
- C. lied to participants which is considered ethically unacceptable.
- D. distorted the truth, but this is ethically acceptable because she will gather information about their taste preferences.

Level: Applied

Sanrock - Chapter 01 #129

130. This theorist proposed that development occurred in the following sequence: oral stage, anal stage, phallic stage, latent stage, and genital stage.
(p. 17)

Sigmund Freud

Level: Knowledge

Santrock - Chapter 01 #130

131. This theorist emphasized the need for a child/adult to have his or her social needs to be met in his or her environment. His/her theory suggested that a psychosocial crisis had to be resolved at various stages of development.
(p. 18)

Erik Erikson

Level: Knowledge

Santrock - Chapter 01 #131

132. This theorist believed that cognitive development proceeded in a series of qualitatively unique stages that were universal.
(p. 19)

Jean Piaget

Level: Knowledge

Santrock - Chapter 01 #132

133. This cognitive theorist focused on the role of culture in the development of mind and thinking.

(p. 20)

Lev Vygotsky

Level: Knowledge

Santrock - Chapter 01 #133

134. This theorist developed the theory of operant conditioning.

(p. 21)

B. F. Skinner

Level: Knowledge

Santrock - Chapter 01 #134

135. This theorist demonstrated that people could learn by observing the rewards and punishments that other people receive.

(p. 22)

Albert Bandura

Level: Knowledge

Santrock - Chapter 01 #135

136. This theorist used evolutionary principles to account for the presence of human social behaviors.
(p. 23)

John Bowlby

Level: Knowledge
Sanrock - Chapter 01 #136

137. This theorist created an ecological systems model of human development. This model suggests that the environment influences the developing person within a series of nested systems.
(p. 24)

Urie Bronfenbrenner

Level: Knowledge
Sanrock - Chapter 01 #137

138. The capacity for change in either children or adults.
(p. 4)

plasticity

Level: Knowledge
Sanrock - Chapter 01 #138

139. A setting in which development occurs, such as a school or neighborhood.

(p. 5)

context

Level: Knowledge

Santrock - Chapter 01 #139

140. A way in which a context influences development that is characterized by events that are

(p. 5) similar for individuals in a particular age group.

normative age-graded influences

Level: Knowledge

Santrock - Chapter 01 #140

141. A way in which a context influences development that is characterized by events that are

(p. 5) common to people of a particular generation because of historical circumstances.

normative history-graded influences

Level: Knowledge

Santrock - Chapter 01 #141

142. A way in which a context influences development that is characterized by unusual occurrences
(p. 5) that have a major impact on an individual's life.

nonnormative life events

Level: Knowledge

Santrock - Chapter 01 #142

143. This sociocultural context consists of the behavior patterns, beliefs, and all other products of a
(p. 8) particular group of people that are passed on from generation to generation.

culture

Level: Knowledge

Santrock - Chapter 01 #143

144. Studies that compare aspects of two or more cultures.
(p. 8)

cross-cultural studies

Level: Knowledge

Santrock - Chapter 01 #144

145. A person's position within society based on occupational, educational, and economic characteristics.
(p. 8)

socioeconomic status

Level: Knowledge

Santrock - Chapter 01 #145

146. A government's course of action designed to promote the welfare of its citizens.
(p. 9)

social policy

Level: Knowledge

Santrock - Chapter 01 #146

147. The developmental period from conception to birth.
(p. 11)

prenatal period

Level: Knowledge

Santrock - Chapter 01 #147

148. The developmental period from birth to about 2 years.
(p. 11)

infancy

Level: Knowledge

Santrock - Chapter 01 #148

149. The developmental period of transition from childhood to early adulthood characterized by rapid physical changes and the development of primary and secondary sexual characteristics.
(p. 12)

adolescence

Level: Knowledge

Santrock - Chapter 01 #149

150. The developmental period from about 40 years to about 60 years. It is generally characterized by concern for the next generation and reaching career goals.
(p. 12)

middle adulthood

Level: Knowledge

Santrock - Chapter 01 #150

151. A way of measuring age that is defined as the number of years that have elapsed since birth.
(p. 13)

chronological age

Level: Knowledge

Santrock - Chapter 01 #151

152. A way of conceptualizing age by which age is characterized by physical health and the functional capacities of a person's vital organs.
(p. 13)

biological age

Level: Knowledge

Santrock - Chapter 01 #152

153. A way of conceptualizing age in which an individual's adaptive capacities compared to other individuals of the same chronological age.
(p. 13)

psychological age

Level: Knowledge

Santrock - Chapter 01 #153

154. The issue or controversy over whether development is influenced by biology or environment.
(p. 14)

nature-nurture issue

Level: Knowledge

Santrock - Chapter 01 #154

155. The developmental issue (controversy) over whether development is quantitative (fluid) or qualitative (stagelike).
(p. 15)

continuity-discontinuity issue

Level: Knowledge

Santrock - Chapter 01 #155

156. An interrelated coherent set of ideas that helps to explain behavior and make predictions.
(p. 16)

theory

Level: Knowledge

Santrock - Chapter 01 #156

157. According to Jean Piaget, this is the stage of cognitive development when children are between the ages of birth and 2 years old. Infants/children at this age "think" by coordinating sensory experiences with physical and motor actions.
(p. 19)

sensorimotor

Level: Knowledge

Santrock - Chapter 01 #157

158. According to Jean Piaget, this is the stage of cognitive development when children are
(p. 19) between the ages of about 7 to 11 years old. Children at this age think with logic.

concrete operations

Level: Knowledge

Santrock - Chapter 01 #158

159. According to Jean Piaget, this is the stage of cognitive development during adolescence and
(p. 19) continues into adulthood; abstract thinking is now possible.

formal operational

Level: Knowledge

Santrock - Chapter 01 #159

160. A cognitive theory that uses the computer as an analogy to explain the workings of the mind.
(p. 21)

information processing theory

Level: Knowledge

Santrock - Chapter 01 #160

161. A theoretical perspective that maintains that we can study scientifically only what can be
(p. 21) directly observed and measured.

behaviorism

Level: Knowledge

Santrock - Chapter 01 #161

162. Learning that results from experiencing one's own reinforcements and punishments in the
(p. 21) environment.

operant conditioning

Level: Knowledge

Santrock - Chapter 01 #162

163. A method of gathering data where one person (usually someone unique such as a serial killer
(p. 27) or a genius) is studied extensively.

case study

Level: Knowledge

Santrock - Chapter 01 #163

164. A research design that allows one to describe the strength of relationship between two variables; however, cause and effect cannot be determined.
(p. 28)

correlational design

Level: Knowledge

Santrock - Chapter 01 #164

165. A research design that allows one to confidently make statements regarding cause and effect.
(p. 29-30)

experimental design

Level: Knowledge

Santrock - Chapter 01 #165

166. A developmental design where people of different ages are studied at the same time.
(p. 31)

cross-sectional

Level: Knowledge

Santrock - Chapter 01 #166

167. A developmental design where the same people are studied over time.
(p. 31)

longitudinal

Level: Knowledge

Santrock - Chapter 01 #167

168. A group of people born in a specified, limited span of years (e.g., the 1960s) who experience historical and cultural events at similar points during their lifespan.

(p. 31)

cohort

Level: Knowledge

Santrock - Chapter 01 #168

169. List five of the seven characteristics of the life-span perspective discussed by Paul Baltes.

(p. 3-6)

Lifelong

Multidimensional

Multidirectional

Plastic

Multidisciplinary

Contextual

Involves growth, maintenance, and regulation

Development is a co-construction of biology, culture, and the individual.

Level: Knowledge

Santrock - Chapter 01 #169

170. Briefly define biological processes, cognitive processes, and socioemotional processes.

(p. 10-11)

Biological processes produce changes in an individual's physical nature. Cognitive processes refer to changes in the individual's thought, intelligence, and language. Socioemotional processes involve changes in the individual's relationships with other people, changes in emotions, and changes in personality.

Level: Knowledge

Santrock - Chapter 01 #170

171. List the eight life-span developmental periods (in chronological order).

(p. 11-13)

prenatal, infancy, early childhood, middle and late childhood, adolescence, early adulthood, middle adulthood, late adulthood

Level: Knowledge

Santrock - Chapter 01 #171

172. Identify and describe the three ways that age has been conceptualized by life-span

(p. 13-14) researchers.

Chronological age: the number of years that have elapsed since a person's birth

Biological age: a person's age in terms of biological health

Psychological age: an individual's adaptive capacities compared with those of other individuals of the same chronological age.

Level: Knowledge

Santrock - Chapter 01 #172

173. List (in order) the five stages of psychosexual development that were proposed by Sigmund
(p. 17) Freud.

oral, anal, phallic, latency, genital

Level: Knowledge

Sanrock - Chapter 01 #173

174. List (in order) the eight stages of psychosocial development that were proposed by Erik
(p. 18) Erikson.

trust versus mistrust; autonomy versus shame and doubt; initiative versus guilt; industry
versus inferiority; identity versus identity confusion; intimacy versus isolation; generativity
versus stagnation; (ego) integrity versus despair

Level: Knowledge

Sanrock - Chapter 01 #174

175. Name the four stages of cognitive development that were proposed by Jean Piaget, and list the key features of the thinking process associated with each.
(p. 19)

BIRTH TO AGE 2: Sensorimotor, coordinating sensory experiences with physical actions

(AROUND) PRESCHOOL AGE: Preoperational, representing the world with words, images, and drawings

(AROUND) SCHOOL AGE: Concrete operational, operations are performed, logical thinking applied to concrete or physical examples

(AROUND) ADOLESCENCE THROUGH ADULTHOOD: Formal operational, abstract thinking

Level: Knowledge

Santrock - Chapter 01 #175

176. List (in order) the five environmental systems in ecological theory that were proposed by Urie Bronfenbrenner. Provide a short definition/description of each system.
(p. 25)

Microsystem: the setting in which the individual lives

Mesosystem: relationships between microsystems or connections between contexts

Exosystem: Connections between experiences in another social setting in which the individual does not have an active role and the individual's immediate context

Macrosystem: the culture in which individuals live

Chronosystem: the patterning of environmental events and transitions over the life course, as well as sociohistorical circumstances

Level: Knowledge

Santrock - Chapter 01 #176

177. Explain the goals of descriptive, correlational, and experimental research.

(p. 28-30)

Descriptive: observe and record behavior

Correlational: measure the relationship between two or more variables

Experimental: determine cause and effect

Level: Conceptual

Santrock - Chapter 01 #177

178. List seven ways of collecting information when one conducts descriptive research.

(p. 26-30)

naturalistic observations, surveys, interviews, standardized tests, case studies, life-history records, physiological measures

Level: Knowledge

Santrock - Chapter 01 #178

179. List the four primary ethical guidelines that the APA has developed for researchers, and briefly define/describe each of these guidelines.
(p. 32)

Informed consent: Participants must know what their participation will involve, and what risks might develop.

Confidentiality: Researchers are responsible for keeping all data they gather completely confidential.

Debriefing: Participants must be informed after the study about its true intentions.

Deception: Researchers can deceive participants only when the deception does not harm the participants and the participants will be debriefed afterward.

Level: Knowledge

Sanrock - Chapter 01 #179

180. Describe how the traditional approach to development differs from the life-span approach.
(p. 3-4)

In the traditional approach, dramatic change occurs in infancy and early childhood, whereas little or no change takes place in adult development. In the life-span approach, developmental change takes place throughout the human life span.

Level: Conceptual

Sanrock - Chapter 01 #180

181. In addition to chronological age, list and briefly describe the three other ways that "age" has
(p. 10-11) been conceptualized.

Biological age refers to a person's age in terms of biological health. Psychological age refers to an individual's adaptive capacities compared with others of the same chronological age. Social age refers to the social roles and expectations related to a person's age.

Level: Knowledge

Sanrock - Chapter 01 #181

182. Briefly discuss the nature–nurture controversy.

(p. 14)

The nature–nurture controversy involves the debate about whether development is influenced primarily by the genetic blueprint, biological inheritance (nature), or by environmental experiences (nurture). Most life-span developmentalists acknowledge that development is not all nature or all nurture, but a combination of both.

Level: Conceptual

Sanrock - Chapter 01 #182

183. Briefly discuss the continuity–discontinuity controversy.

(p. 15)

The focus of this issue is on whether development involves gradual, cumulative change from conception to death (continuity) or whether development occurs in distinct stages or phases across the life span. Most life-span developmentalists acknowledge that development is not all continuity or all discontinuity, but a combination of both.

Level: Conceptual

184. Define theory and hypothesis. Describe the relationship between the two.

(p. 16)

A theory is an interrelated coherent set of ideas that help to explain and to make predictions. A hypothesis is a specific assumption and prediction that can be tested and determined for accuracy. Hypotheses are formulated in order to test the assumptions of a theory. Results from research (based on these hypotheses) may, in turn, be used to revise the theory.

Level: Knowledge

Santrock - Chapter 01 #184

185. Compare and contrast behaviorism and social cognitive theory (describe the similarities and the differences between the two approaches).

(p. 21-22)

Both behaviorism and social cognitive theory state that development is observable behavior learned through experience with the environment. Both also emphasize empirical research in studying development. In behaviorism, the mind is not needed to explain behavior and development. Social cognitive theorists, unlike behaviorists, also believe that humans can regulate and control their behavior.

Level: Conceptual

Santrock - Chapter 01 #185

186. Explain ethology and the concept of critical periods.

(p. 23-24)

Ethology stresses that behavior is strongly influenced by biology, is tied to evolution, and is characterized by critical or sensitive periods. Critical periods are fixed periods very early in development during which certain behaviors optimally emerge.

Level: Knowledge

Santrock - Chapter 01 #186

187. Explain the eclectic theoretical orientation.

(p. 25)

The eclectic theoretical orientation does not follow any one theoretical approach but rather selects and uses from each theory whatever is considered the best in it.

Level: Knowledge

Santrock - Chapter 01 #187

188. Briefly explain the independent variable and the dependent variable in an experiment.

(p. 30) Describe the relationship between them.

The independent variable is the manipulated, influential, experimental factor. The dependent variable is the factor that is measured in an experiment. The dependent variable can change as the independent variable is manipulated.

Level: Conceptual

Santrock - Chapter 01 #188

Chapter 1 Summary

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