

c1

Student: _____

1. The field of child development seeks to
 - A. predict the outcome of development.
 - B. uncover the processes that underlie developmental changes.
 - C. describe individual differences between children.
 - D. identify the stages of childhood.

2. The term used to describe the genetic or biological processes that lead to the naturally unfolding course of growth is
 - A. heredity.
 - B. predestination.
 - C. maturation.
 - D. nature.

3. In trying to understand influences on development, today's developmental psychologists focus on
 - A. the interplay between biology and environment.
 - B. the interplay between predetermination and predestination.
 - C. the environment exclusively.
 - D. the ways in which biological factors are the primary cause of children's behavior.

4. When development is viewed as consisting of a series of discrete, distinct steps, it is said to be
 - A. continuous.
 - B. discontinuous.
 - C. atypical.
 - D. active.

5. Research by Michael Rutter and colleagues found that children who were raised in deprived settings, but were later adopted into healthy families, showed positive changes in their adjustment. This demonstrates that
 - A. development is continuous.
 - B. development is discontinuous.
 - C. a disruption in behavioral continuity can be positive.
 - D. disruptions in behavioral continuity only occur under extreme conditions.

6. The interactionist viewpoint stresses the idea that
- A. parents shape their children's behavior during parent-child interactions.
 - B. the context is more important than individual characteristics.
 - C. interactions between contextual factors are what shape development.
 - D. individual characteristics interact with contextual factors during development.
7. Erin initially appeared to cope with her parents' divorce well. Later, she exhibited problems with school and in her friendships. Her response to risk is an example of
- A. a coping factor.
 - B. denial.
 - C. aftershock.
 - D. the sleeper effect.
8. In addition to helping organize and integrate existing information into a meaningful whole, developmental theories also
- A. prove which issues are factual.
 - B. are unchanging, thereby serving as a standard for comparison purposes.
 - C. are always global in nature, as opposed to being concerned with specific areas of development.
 - D. lead to testable predictions about behavior.
9. Which of the following statements does NOT describe the structural-organismic perspectives of development of Freud and Piaget?
- A. The stages that occur during development are universal.
 - B. Development is based on biological processes.
 - C. Objective reality is central in the child's development.
 - D. Development is discontinuous.
10. The ego is the component of the personality that
- A. operates on the pleasure principle.
 - B. is rational and reality-bound and attempts to gratify the needs of the person through appropriate social behavior.
 - C. is equivalent to the conscience.
 - D. results from an internalization of societal values.

11. When Antonia grabs a handful of candy from a bowl on the table, her brother Leonard yells, "No! You're only supposed to take one piece!" According to Freudian theory, Leonard's reaction represents the

- A. id.
- B. ego.
- C. superego.
- D. sibling rivalry.

12. At dinner one night, your 4-year-old announces that she knows the difference between boys and girls. When you ask her what it is, she proudly states that girls sit when they go potty and boys stand, and she knows this because she was able to see into the boys' bathroom at preschool today. Your daughter's interest in differences between boys and girls probably indicates that she is in the

- A. oral stage of development.
- B. anal stage of development.
- C. phallic stage of development.
- D. genital stage of development.

13. One of Freud's primary contributions to developmental psychology is that his theory brought attention to

- A. the role that fathers play in a child's early development.
- B. sexual desires that individuals unconsciously harbor for their parents.
- C. the ways in which development occurs gradually and incrementally.
- D. the impact of early experiences on later development.

14. Your 2-year-old nephew is very proud of his abilities to do things his new baby sister cannot. He is pleased that he can feed himself and play with blocks and make his tricycle go without help. According to Erikson's theory, which stage of development is he in?

- A. Trust vs. mistrust
- B. Autonomy vs. shame and doubt
- C. Initiative vs. stagnation
- D. Industry vs. inferiority

15. Jordan is 17 years old and has been searching for an identity since he was about 13. He has joined—and quit—various school organizations and tried several after-school jobs in his attempt to find out what kind of a career would interest him. According to Erikson's theory, what might Jordan be at risk for if he does not eventually develop a stable definition of the self?

- A. The mistrust of others
- B. Shame and doubt over his own competence
- C. Role confusion
- D. Stagnation

16. A cognitive process through which children's understanding of the world changes in an organized way is

- A. adaptation.
- B. reinforcement.
- C. egocentrism.
- D. concentration.

17. According to Piaget, infants learn about the world with their

- A. mental structures and symbols.
- B. sensory and motor abilities.
- C. parents' encouragement.
- D. emotional templates.

18. Miguel and his family recently returned from a vacation. On the airplane ride home, Miguel became sick with the flu. Ever since, Miguel says he will never fly in an airplane again because airplanes make him sick. Which theoretical notion can best account for Miguel's feelings?

- A. c
- B. Operant conditioning
- C. Vicarious learning
- D. Accommodation

19. According to behaviorism theorists, adults can reinforce aggression in children simply by

- A. spanking.
- B. ignoring the aggression.
- C. paying attention to the aggression.
- D. rewarding passive children.

20. Yvonne is arguing with Thomas over a toy while Pat watches. The toy is one that Pat loves to play with. Yvonne pushes Thomas to the ground and runs off with the toy. According to Bandura's (1989) experiments with the bobo doll, Pat is likely to

- A. give Yvonne any toy that she wants.
- B. behave aggressively towards other children who are playing with toys that Pat wants.
- C. help Thomas to his feet.
- D. retrieve the toy for Thomas.

21. Which of the following is NOT one of the processes that govern how well a child will learn a new behavior, according to Bandura's cognitive social learning theory?
- A. Motivation to reproduce the behavior
 - B. Association of the behavior with reinforcement
 - C. Attention to the behavior
 - D. Retention of the behavior in memory
22. Information-processing theory emphasizes
- A. the relationship between cognition and personality.
 - B. cognitive processes related to the nervous system.
 - C. cognitive processes that occur between the input of a stimulus and the response to that stimulus.
 - D. the effects of rewards on cognitive processes.
23. Theorists who employ computer analogies and flowcharts to explain development are operating from which theoretical perspective?
- A. Behavioral
 - B. Organismic
 - C. Cognitive
 - D. Information processing
24. Dynamic systems theory emphasizes that developmental changes result from
- A. influence exerted from adults to children.
 - B. the coordination of elements of a complex, integrated system.
 - C. growth of the nervous system.
 - D. maturation of the ego-identity.
25. According to dynamic systems theory, the principle of dynamism involves
- A. large systems.
 - B. the whole being more than the sum of its parts.
 - C. the number of individuals in a system.
 - D. the interrelatedness of the parts of the system.
26. Morphogenesis refers to the principle that
- A. most individuals reach essentially the same developmental milestones.
 - B. a system has the ability to adapt to internal and external changes.
 - C. a system has the capacity to remain stable.
 - D. a system is organized and contains more than just the sum of its parts.

27. Vygotsky proposed that child development is

- A. due to genetic components of a culture.
- B. a product of social and cultural experience.
- C. a product of formal education.
- D. a product of assimilation and accommodation.

28. According to Vygotsky, higher order cognitive functions are influenced by

- A. one's memory.
- B. the child being able to solve problems independently.
- C. interactions with those persons more skilled than the child.
- D. cultural invariants.

29. The experience of children and adults who lived through the Great Depression shows

- A. the importance of historical context on the developing child.
- B. the importance of reinforcement on the developing child.
- C. the importance of unconditional love on the developing child.
- D. the importance of being able to use abstract reasoning.

30. The ethological perspective of development emphasizes

- A. a series of sequential stages.
- B. the role of parenting in development.
- C. the role of learning in development.
- D. environmental context and the adaptive value of behavior.

31. A key difference between ethological and evolutionary perspectives is that

- A. ethological approaches have a strong focus on cognitive development.
- B. evolutionary approaches have a strong focus on cognitive development.
- C. evolutionary approaches have a weaker focus on cognitive development.
- D. evolutionary approaches focus only on parenting behaviors and adaptive behaviors.

32. Settings that influence a child's development but with which the child does not have direct contact, such as the workplace of the parents, are referred to as the

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

33. When a researcher accounts for cohort effects, she is recognizing that
- A. historical context is an important source of influence on the developing child.
 - B. one must establish norms for behavior.
 - C. an error was made in the research design.
 - D. individual differences will always be present.
34. The ecological perspective of development emphasizes
- A. a series of sequential stages.
 - B. the role of heredity in development.
 - C. the role of learning in development.
 - D. relationships among environmental systems.
35. Ethological theorists view behavior as
- A. the result of emotional processes.
 - B. being incapable of modification.
 - C. the manifestation of unconscious drives.
 - D. having an adaptive function or survival value.
36. The basic methodology of ethologists is
- A. experimentation in the natural environment.
 - B. observation of behavior in the natural environment.
 - C. conducting surveys in the natural environment.
 - D. case study.
37. The evolutionary perspective holds that the critical components of human evolutionary change are in areas of
- A. social and personal relationships.
 - B. brain changes and cognitive functioning.
 - C. emotional responses and language usage.
 - D. aggressive behavior and childrearing.
38. According to Tomasello's (1999) evolutionary perspective, the central feature of human cognitive development that distinguishes humans from other primates is the ability to
- A. understand the intentions of others.
 - B. think abstractly.
 - C. solve problems in the environment in which we inhabit.
 - D. use language.

39. Which theorist would be most helpful to explain children's social-emotional development?
- A. Lorenz
 - B. Piaget
 - C. Bandura
 - D. Skinner
40. By considering the interrelatedness of different aspects of development, researchers today
- A. become more confused than ever before.
 - B. no longer debate the nature-nurture issue in development.
 - C. have a more in-depth view and understanding of development than researchers in the past.
 - D. are left operating without any theoretical orientation.
41. A selected portion of children from a larger group or population of children that is representative (hopefully) of the larger group is referred to as a
- A. subset.
 - B. class.
 - C. cohort.
 - D. sample.
42. The type of sample a researcher uses has the most impact upon
- A. the determination of to whom the results and conclusions can legitimately apply.
 - B. the types of questions that can be asked.
 - C. the type of research design that can be employed.
 - D. the statistics that will be used.
43. You are a researcher conducting a study on the effects of divorce on children's academic performance. You are careful to select children from all socioeconomic levels. How well you select your sample will determine
- A. whether your results measure academic performance.
 - B. whether the sample is representative of the population to whom you want to apply the results.
 - C. whether families will participate.
 - D. whether your sample is randomized.
44. National surveys are useful in characterizing and describing the population but are less likely to
- A. include people from minority groups.
 - B. address psychological as opposed to social issues.
 - C. be employed due to high dropout rates.
 - D. provide information regarding the processes of development.

45. Statistics indicate that the proportion of non-European, non-white population is increasing in the United States. According to Fisher et al. (1998), developmental research

- A. provides a good understanding of the cultural values of minority group children.
- B. is best done with the sample that is most easily available.
- C. often ignores non-European, non-white, non-middle-class children.
- D. often ignores white, European, middle-class children.

46. When deciding which method to use for collecting information about children, the primary factor should be

- A. the questions being asked by the researchers.
- B. the age of the child/children.
- C. the size of the sample.
- D. the research design itself.

47. According to research by Cummings et al. (2000), children's self reports in research

- A. have no real limitations.
- B. are not at all reliable.
- C. are the best way to understand children's feelings even though there are limitations to children's reporting.
- D. should only be gathered without the presence of parents.

48. An overriding problem in the use of parental surveys or questionnaires is that

- A. they are too time-consuming.
- B. they are very difficult to interpret, therefore resulting in inaccuracies.
- C. by their very nature, they tend to confuse parents.
- D. parents may be motivated to remember their actions in the best possible light.

49. Which of the following is NOT a strategy used to increase the accuracy of parents' reports of children's behavior?

- A. Asking parents to keep a structured diary of children's behaviors
- B. Reporting only immediate or recent events to obtain a current picture
- C. Phoning parents and asking about which behaviors their children exhibited in the last 24 hours
- D. Asking parents to mentally visualize situations from earlier years when reporting on their children's behavior in the past

50. Observational studies of children and parents indicate that parental behaviors towards children

- A. are consistent across situations.
- B. are more socially desirable at home than in an unfamiliar setting.
- C. are more socially desirable in an unfamiliar setting than at home.
- D. tend to be more stereotypical at home than in public.

51. You are a behavioral psychologist interested in increasing children's compliance with caregivers' requests in day-care settings. Before you can introduce the appropriate method, you must first record the number of compliant responses children make that occur after a caregiver's request. The technique you will use to record the children's responses is done by using

- A. structured observation.
- B. a specimen record.
- C. time sampling.
- D. rate sampling.

52. You are a psychologist interested in determining why a child is biting. Since this behavior does not happen very often, you decide to bring the child into your office and set up the conditions that will make the behavior more likely to occur. This method is called

- A. a controlled experiment.
- B. field study.
- C. structured observation.
- D. short-term method.

53. The correlational approach to studying children's behavior allows one to

- A. know which variable caused the outcome of events.
- B. make conclusions about cause and effect relationships.
- C. conclude which research strategy is most effective in answering the research question.
- D. conclude whether a relationship exists between two variables and the strength of that relationship.

54. You are a parent of 4-year-old Lee, who insists that she no longer needs a daily nap. However, you notice that on most days when Lee does nap, her disposition is improved and her oppositional behaviors are fewer. What type of a correlation may be drawn between napping and inappropriate behaviors?

- A. Positive correlation
- B. Negative correlation
- C. Weak correlation
- D. Perfect correlation

55. If there is a high positive correlation between the amount of television violence viewed and aggression, a researcher can conclude that

- A. watching violence on television causes children to be more aggressive.
- B. children who watch a lot of violence on television tend to be more aggressive.
- C. parents who permit their children to watch violence on television absolutely encourage them to be more aggressive.
- D. children who are more aggressive always like violent television.

56. A major advantage of using an experiment to answer a research question is

- A. that the experimental method is less expensive than other methods.
- B. that it allows one to determine cause and effect.
- C. that, regardless of the question being asked, an experiment is always the best procedure to use.
- D. that it is always easier to carry out when compared to other approaches.

57. In a well-designed laboratory experiment, the only difference between the experimental and control groups should be the

- A. dependent variable.
- B. number of participants.
- C. setting.
- D. factor hypothesized to be the cause.

58. The variable which is manipulated in an experiment is known as the

- A. dependent variable.
- B. independent variable.
- C. control variable.
- D. random variable.

59. You are conducting a study looking at the effects of caffeine on attention in 7-year-old children. In this study, you have three groups of children, all age 7, with each group consisting of equal numbers of boys and girls. Group 1 drinks 6 oz. of cola; Group 2 drinks 6 oz. of caffeine-free cola; Group 3 drinks 6 oz. of water. Thirty minutes after the children drink, you ask them to complete a 100-piece puzzle. You measure the amount of time it takes each child to do this task. In this study, the dependent variable is

- A. the type of drink.
- B. the amount of time to complete the puzzle.
- C. attention.
- D. the 100-piece puzzle.

60. One problem with laboratory experimentation is the

- A. amount of control the experimenter has.
- B. lack of differentiation between independent and dependent variables.
- C. difficulty in generalizing the results to the natural world.
- D. difficulty in assessing basic perceptual processes.

61. The key characteristic of field experimentation is that
- A. the child willingly enters the experimenter's lab.
 - B. it occurs in both laboratory and non-laboratory settings.
 - C. it occurs without any manipulation on the part of the experimenter.
 - D. the experimenter observes children in natural settings.
62. In the study by Friedrich and Stein (1973) looking at the impact of television viewing on aggressive behavior in nursery school children, it was found that children who had been rated high in aggression before the experiment behaved even more aggressively after repeated exposure to aggressive cartoons. The findings of this field experiment
- A. demonstrate that all children become more aggressive when exposed to violent television.
 - B. can be more easily generalized to the real world than the findings of a laboratory experiment.
 - C. would probably be drastically different if conducted in a laboratory setting.
 - D. are invalid due to observer bias.
63. For some months following a major earthquake in central California, local children were much more likely to experience nightmares and seek referral to psychological clinics than comparable children in locales not affected by an earthquake. The investigators who studied this phenomenon in trying to understand the impact of such a traumatic experience on children's behavior were using a
- A. correlational experiment.
 - B. cross-sectional experiment.
 - C. field experiment.
 - D. natural experiment.
64. The case study method
- A. allows for generalizations to larger, representative groups of children.
 - B. cannot be justified as a useful research tool.
 - C. permits one to study unique occurrences in development.
 - D. allows the experimenter to have more control than in an experiment.
65. A researcher needs to test a controversial treatment on a child who has a rare fatal disease. What is the most appropriate method to use?
- A. A case study
 - B. An experimental study
 - C. A longitudinal study
 - D. A correlational study

66. The main conclusion of research studying the effects of TV viewing has shown that TV viewing

- A. has only negative effects.
- B. impedes brain development.
- C. inhibits peer interaction.
- D. has both positive and negative effects depending on the program being viewed.

67. According to your textbook, some psychologists suggest that some of the negative effects of television viewing by young children can be counteracted by

- A. telling children to turn off the television.
- B. telling children to shut their eyes.
- C. encouraging parents to view television with their children.
- D. having a home with no television sets.

68. Techniques for studying change over time, such as cross-sectional and longitudinal studies, are

- A. often used in conjunction with research methods such as experiments and self-reports.
- B. always conducted in field settings.
- C. limited to laboratory experiments.
- D. less expensive and time consuming than other methods.

69. The research design that involves using different groups of children of different ages at a given point in time is a

- A. naturalistic design.
- B. cross-sequential design.
- C. cross-sectional design.
- D. longitudinal design.

70. You have just completed an extensive study investigating the differences in play behaviors during childhood. However, as you now review your data, you find that you are not able to consider possible past influences or determinants of age-related changes nor do you have information on developmental patterns of individual children. Which design did you use?

- A. Naturalistic design
- B. Cross-sequential design
- C. Cross-sectional design
- D. Longitudinal design

71. To quickly assess the differences in the running speed of 4-year-old and 8-year-old children, an investigator would be advised to use a(n)
- A. longitudinal design.
 - B. experimental design.
 - C. cross-sectional design.
 - D. case study design.
72. The impact of early events on later behavior can be determined through the use of a(n)
- A. naturalistic design.
 - B. experimental design.
 - C. cross-sectional design.
 - D. longitudinal design.
73. A distinct advantage the longitudinal method has over the cross-sectional method is that
- A. it is less affected by cohort effects.
 - B. it is more flexible.
 - C. it is less costly.
 - D. the effect of early experience on later behavior can be examined.
74. Findings from a longitudinal study may lose relevance
- A. if the results are only descriptive of a particular age cohort.
 - B. if they do not include experiments in addition to self-reports.
 - C. if they focus on social relationships rather than perceptual processes.
 - D. if they are correlational in nature.
75. Which of the following is NOT associated with longitudinal designs?
- A. Low-cost
 - B. Participant dropout
 - C. Practice effects
 - D. Age cohort effects
76. The research design employed by Roger Brown and colleagues (1973) in studying the language development of three children over a period of five years was
- A. cross-cultural.
 - B. longitudinal.
 - C. short-term longitudinal.
 - D. cross-sectional.

77. A major advantage of the longitudinal method of studying child development is the
- A. ability to control for participant loss.
 - B. ability to explore the stability of behavior over time.
 - C. ability to use experimental strategies and manipulate age as an independent variable.
 - D. low cost, immediate results.

78. Sequential methods

- A. do not allow researchers to examine age-related changes in children.
- B. do not allow researchers to examine the impact of practice effects.
- C. allow researchers to explore practice effects, but not generational effects.
- D. allow researchers to explore both practice and generational effects by combining cross-sectional and longitudinal research methods.

79. Advantages of studying development using sequential methods include

- A. researchers can examine age-related changes in children.
- B. researchers can look at practice effects.
- C. researchers can look at generational effects.
- D. All of these

80. Depending on their theoretic perspective, life-span researchers use which of the following methods to study development?

- A. Interviews and structured observation
- B. Longitudinal methods
- C. Experimental Designs
- D. Correlational Designs

81. Typically, investigators from a learning perspective

- A. use self-report methods.
- B. conduct longitudinal studies.
- C. use observational techniques in the field and laboratory.
- D. make use of natural experiments.

82. The main differences between researchers from different theoretical perspectives lie in

- A. the types of research designs they employ.
- B. their interpretations of the data they collect.
- C. the age groups of the children they include in their studies.
- D. the number of participants they include in their studies.

83. All but which of the following is included in the ethical guidelines for conducting research with children?

- A. The right to non-harmful physical treatment
- B. The right to informed consent
- C. The right to choose participation in a specific research group
- D. The right to non-harmful psychological affects

84. Informed consent should be given

- A. after the participant has completed participation in the study.
- B. by parents if the children are too young to fully understand the goals, risks, and benefits of the research.
- C. only by participants who are members of the experimental group.
- D. unless the experiment uses deception.

85. In the study by Liebert and Baron (1972), children were shown aggressive television programs and then later asked to play a game in which they had to push a button to either help or physically hurt a child in another room who was also playing the game. Although there really was no other child in the next room and no children were physically harmed, this study could be considered to be unethical because

- A. the children's parents had not given informed consent.
- B. the children were not compensated for participation.
- C. the use of deception could have resulted in psychological harm after the children completed the study.
- D. the children's responses were not kept confidential.

86. If a child is participating as a control subject in a study, according to APA guidelines

- A. the child must be protected from harm.
- B. the child may choose which experimental group to be in.
- C. the child is required to participate in both experimental and control groups.
- D. the child must have access to beneficial treatment if available.

87. Define continuous and discontinuous development and give a theoretical example.

88. Identify the contributions of psychodynamic theory to the study of child development.

89. Describe Piaget's cognitive processes of organization and adaptation.

90. According to Bandura, what are the four processes that govern how well a child will learn from observing others?

91. Discuss three theoretical assertions of ethological theory.

92. What factors should be considered to ensure a sample is representative of a population?

93. Describe advantages and disadvantages of direct observation.

94. How do parents, teachers, and peers contribute as sources of information about children?

95. Describe the benefits and disadvantages of the sampling approach of a nation survey.

96. What advantages does a laboratory experiment have over a correlational method?

97. Describe the sequential method and its advantage over cross-sectional and longitudinal methods.

98. Discuss the principles of Vygotsky's sociocultural approach that emphasize the significance of culture in children's cognitive development. Explain why it is important for developmental psychologists to study different cultures.

99. If you were to develop your own theory of child development, which themes would you include and why? Which, if any, would you exclude and for what reasons?

100. You are hired as a developmental psychologist for a nearby clinic that treats children with childhood aggression problems. As part of your job description, you are required to establish a research program. Describe the type of research program you would establish, how you would go about it, and its strengths and weaknesses.

101. Correlational studies and experiments are frequently misunderstood and confused. What are the primary characteristics of each? What are the advantages and disadvantages of each method?

102. You are the chairperson of an institutional research review board. What would your main ethical concerns and considerations be for conducting research with children, and why?

c1 Key

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- A. predict the outcome of development.
 - B.** uncover the processes that underlie developmental changes.
 - C. describe individual differences between children.
 - D. identify the stages of childhood.

Difficulty: Easy

Learning Objective: 1

Parke - Chapter 01 #1

Type: Factual

2. (p. 5) The term used to describe the genetic or biological processes that lead to the naturally unfolding course of growth is
- A. heredity.
 - B. predestination.
 - C.** maturation.
 - D. nature.

Difficulty: Moderate

Learning Objective: 2

Parke - Chapter 01 #2

Type: Factual

3. (p. 5) In trying to understand influences on development, today's developmental psychologists focus on
- A.** the interplay between biology and environment.
 - B. the interplay between predetermination and predestination.
 - C. the environment exclusively.
 - D. the ways in which biological factors are the primary cause of children's behavior.

Difficulty: Easy

Learning Objective: 2

Parke - Chapter 01 #3

Type: Conceptual

4. (p. 6) When development is viewed as consisting of a series of discrete, distinct steps, it is said to be
- A. continuous.
 - B. discontinuous.**
 - C. atypical.
 - D. active.

Difficulty: Easy

Learning Objective: 2

Parke - Chapter 01 #4

Type: Factual

5. (p. 6) Research by Michael Rutter and colleagues found that children who were raised in deprived settings, but were later adopted into healthy families, showed positive changes in their adjustment. This demonstrates that
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 - B. development is discontinuous.
 - C. a disruption in behavioral continuity can be positive.**
 - D. disruptions in behavioral continuity only occur under extreme conditions.

Difficulty: Moderate

Learning Objective: 2

Parke - Chapter 01 #5

Type: Applied

6. (p. 6) The interactionist viewpoint stresses the idea that
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 - B. the context is more important than individual characteristics.
 - C. interactions between contextual factors are what shape development.
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Difficulty: Moderate

Learning Objective: 2

Parke - Chapter 01 #6

Type: Factual

7. (p. 7) Erin initially appeared to cope with her parents' divorce well. Later, she exhibited problems with school and in her friendships. Her response to risk is an example of
- A. a coping factor.
 - B. denial.
 - C. aftershock.
 - D. the sleeper effect.**

Difficulty: Easy

Learning Objective: 2

Parke - Chapter 01 #7

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8. (p. 7) In addition to helping organize and integrate existing information into a meaningful whole, developmental theories also
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 - D.** lead to testable predictions about behavior.

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Parke - Chapter 01 #8
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9. (p. 8) Which of the following statements does NOT describe the structural-organismic perspectives of development of Freud and Piaget?
- A. The stages that occur during development are universal.
 - B. Development is based on biological processes.
 - C.** Objective reality is central in the child's development.
 - D. Development is discontinuous.

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #9
Type: Conceptual

10. (p. 8) The ego is the component of the personality that
- A. operates on the pleasure principle.
 - B.** is rational and reality-bound and attempts to gratify the needs of the person through appropriate social behavior.
 - C. is equivalent to the conscience.
 - D. results from an internalization of societal values.

Difficulty: Easy
Learning Objective: 3
Parke - Chapter 01 #10
Type: Factual

11. (p. 8) When Antonia grabs a handful of candy from a bowl on the table, her brother Leonard yells, "No! You're only supposed to take one piece!" According to Freudian theory, Leonard's reaction represents the
- A. id.
 - B. ego.
 - C.** superego.
 - D. sibling rivalry.

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #11
Type: Applied

12. (p. 8) At dinner one night, your 4-year-old announces that she knows the difference between boys and girls. When you ask her what it is, she proudly states that girls sit when they go potty and boys stand, and she knows this because she was able to see into the boys' bathroom at preschool today. Your daughter's interest in differences between boys and girls probably indicates that she is in the
- A. oral stage of development.
 - B. anal stage of development.
 - C. phallic stage of development.**
 - D. genital stage of development.

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #12
Type: Applied

13. (p. 9) One of Freud's primary contributions to developmental psychology is that his theory brought attention to
- A. the role that fathers play in a child's early development.
 - B. sexual desires that individuals unconsciously harbor for their parents.
 - C. the ways in which development occurs gradually and incrementally.
 - D. the impact of early experiences on later development.**

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #13
Type: Factual

14. (p. 9, Table 1.1) Your 2-year-old nephew is very proud of his abilities to do things his new baby sister cannot. He is pleased that he can feed himself and play with blocks and make his tricycle go without help. According to Erikson's theory, which stage of development is he in?
- A. Trust vs. mistrust
 - B. Autonomy vs. shame and doubt**
 - C. Initiative vs. stagnation
 - D. Industry vs. inferiority

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #14
Type: Applied

15. (p. 9, Table 1.1) Jordan is 17 years old and has been searching for an identity since he was about 13. He has joined—and quit—various school organizations and tried several after-school jobs in his attempt to find out what kind of a career would interest him. According to Erikson's theory, what might Jordan be at risk for if he does not eventually develop a stable definition of the self?

- A. The mistrust of others
- B. Shame and doubt over his own competence
- C. Role confusion**
- D. Stagnation

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #15
Type: Applied

16. (p. 10) A cognitive process through which children's understanding of the world changes in an organized way is

- A. adaptation.**
- B. reinforcement.
- C. egocentrism.
- D. concentration.

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #16
Type: Conceptual

17. (p. 10) According to Piaget, infants learn about the world with their

- A. mental structures and symbols.
- B. sensory and motor abilities.**
- C. parents' encouragement.
- D. emotional templates.

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #17
Type: Factual

18. (p. 10) Miguel and his family recently returned from a vacation. On the airplane ride home, Miguel became sick with the flu. Ever since, Miguel says he will never fly in an airplane again because airplanes make him sick. Which theoretical notion can best account for Miguel's feelings?

- A.** c
- B. Operant conditioning
- C. Vicarious learning
- D. Accommodation

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #18
Type: Applied

19. (p. 10) According to behaviorism theorists, adults can reinforce aggression in children simply by

- A. spanking.
- B. ignoring the aggression.
- C.** paying attention to the aggression.
- D. rewarding passive children.

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #19
Type: Applied

20. (p. 11) Yvonne is arguing with Thomas over a toy while Pat watches. The toy is one that Pat loves to play with. Yvonne pushes Thomas to the ground and runs off with the toy. According to Bandura's (1989) experiments with the bobo doll, Pat is likely to

- A. give Yvonne any toy that she wants.
- B.** behave aggressively towards other children who are playing with toys that Pat wants.
- C. help Thomas to his feet.
- D. retrieve the toy for Thomas.

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #20
Type: Applied

21. (p. 11) Which of the following is NOT one of the processes that govern how well a child will learn a new behavior, according to Bandura's cognitive social learning theory?

- A. Motivation to reproduce the behavior
- B. Association of the behavior with reinforcement**
- C. Attention to the behavior
- D. Retention of the behavior in memory

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #21
Type: Factual

22. (p. 11) Information-processing theory emphasizes

- A. the relationship between cognition and personality.
- B. cognitive processes related to the nervous system.
- C. cognitive processes that occur between the input of a stimulus and the response to that stimulus.**
- D. the effects of rewards on cognitive processes.

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #22
Type: Factual

23. (p. 11) Theorists who employ computer analogies and flowcharts to explain development are operating from which theoretical perspective?

- A. Behavioral
- B. Organismic
- C. Cognitive
- D. Information processing**

Difficulty: Easy
Learning Objective: 3
Parke - Chapter 01 #23
Type: Factual

24. (p. 11) Dynamic systems theory emphasizes that developmental changes result from

- A. influence exerted from adults to children.
- B. the coordination of elements of a complex, integrated system.**
- C. growth of the nervous system.
- D. maturation of the ego-identity.

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #24
Type: Conceptual

25. (p. 13, Table 1.2) According to dynamic systems theory, the principle of dynamism involves

- A. large systems.
- B.** the whole being more than the sum of its parts.
- C. the number of individuals in a system.
- D. the interrelatedness of the parts of the system.

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #25
Type: Factual

26. (p. 13, Table 1.2) Morphogenesis refers to the principle that

- A. most individuals reach essentially the same developmental milestones.
- B.** a system has the ability to adapt to internal and external changes.
- C. a system has the capacity to remain stable.
- D. a system is organized and contains more than just the sum of its parts.

Difficulty: Difficult
Learning Objective: 3
Parke - Chapter 01 #26
Type: Factual

27. (p. 12) Vygotsky proposed that child development is

- A. due to genetic components of a culture.
- B.** a product of social and cultural experience.
- C. a product of formal education.
- D. a product of assimilation and accommodation.

Difficulty: Easy
Learning Objective: 3
Parke - Chapter 01 #27
Type: Factual

28. (p. 12) According to Vygotsky, higher order cognitive functions are influenced by

- A. one's memory.
- B. the child being able to solve problems independently.
- C.** interactions with those persons more skilled than the child.
- D. cultural invariants.

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #28
Type: Factual

29. (p. 15, Box 1-1) The experience of children and adults who lived through the Great Depression shows
- A.** the importance of historical context on the developing child.
 - B. the importance of reinforcement on the developing child.
 - C. the importance of unconditional love on the developing child.
 - D. the importance of being able to use abstract reasoning.

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #29
Type: Factual

30. (p. 16) The ethological perspective of development emphasizes
- A. a series of sequential stages.
 - B. the role of parenting in development.
 - C. the role of learning in development.
 - D.** environmental context and the adaptive value of behavior.

Difficulty: Easy
Learning Objective: 3
Parke - Chapter 01 #30
Type: Factual

31. (p. 16) A key difference between ethological and evolutionary perspectives is that
- A. ethological approaches have a strong focus on cognitive development.
 - B.** evolutionary approaches have a strong focus on cognitive development.
 - C. evolutionary approaches have a weaker focus on cognitive development.
 - D. evolutionary approaches focus only on parenting behaviors and adaptive behaviors.

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #31
Type: Factual

32. (p. 14) Settings that influence a child's development but with which the child does not have direct contact, such as the workplace of the parents, are referred to as the
- A. macrosystem.
 - B.** exosystem.
 - C. mesosystem.
 - D. microsystem.

Difficulty: Easy
Learning Objective: 3
Parke - Chapter 01 #32
Type: Factual

33. (p. 14-15) When a researcher accounts for cohort effects, she is recognizing that
- A.** historical context is an important source of influence on the developing child.
 - B. one must establish norms for behavior.
 - C. an error was made in the research design.
 - D. individual differences will always be present.

Difficulty: Difficult
Learning Objective: 3
Parke - Chapter 01 #33
Type: Conceptual

34. (p. 12-13) The ecological perspective of development emphasizes
- A. a series of sequential stages.
 - B. the role of heredity in development.
 - C. the role of learning in development.
 - D.** relationships among environmental systems.

Difficulty: Easy
Learning Objective: 3
Parke - Chapter 01 #34
Type: Factual

35. (p. 16) Ethological theorists view behavior as
- A. the result of emotional processes.
 - B. being incapable of modification.
 - C. the manifestation of unconscious drives.
 - D.** having an adaptive function or survival value.

Difficulty: Difficult
Learning Objective: 3
Parke - Chapter 01 #35
Type: Factual

36. (p. 16) The basic methodology of ethologists is
- A. experimentation in the natural environment.
 - B.** observation of behavior in the natural environment.
 - C. conducting surveys in the natural environment.
 - D. case study.

Difficulty: Easy
Learning Objective: 3
Parke - Chapter 01 #36
Type: Factual

37. (p. 16) The evolutionary perspective holds that the critical components of human evolutionary change are in areas of

- A. social and personal relationships.
- B. brain changes and cognitive functioning.**
- C. emotional responses and language usage.
- D. aggressive behavior and childrearing.

Difficulty: Difficult
Learning Objective: 3
Parke - Chapter 01 #37
Type: Factual

38. (p. 17) According to Tomasello's (1999) evolutionary perspective, the central feature of human cognitive development that distinguishes humans from other primates is the ability to

- A. understand the intentions of others.**
- B. think abstractly.
- C. solve problems in the environment in which we inhabit.
- D. use language.

Difficulty: Difficult
Learning Objective: 3
Parke - Chapter 01 #38
Type: Factual

39. (p. 11) Which theorist would be most helpful to explain children's social-emotional development?

- A. Lorenz
- B. Piaget
- C. Bandura**
- D. Skinner

Difficulty: Easy
Learning Objective: 3
Parke - Chapter 01 #39
Type: Conceptual

40. (p. 18) By considering the interrelatedness of different aspects of development, researchers today

- A. become more confused than ever before.
- B. no longer debate the nature-nurture issue in development.
- C. have a more in-depth view and understanding of development than researchers in the past.**
- D. are left operating without any theoretical orientation.

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #40
Type: Conceptual

41. (p. 19) A selected portion of children from a larger group or population of children that is representative (hopefully) of the larger group is referred to as a

- A. subset.
- B. class.
- C. cohort.
- D. sample.**

Difficulty: Easy
Learning Objective: 4
Parke - Chapter 01 #41
Type: Factual

42. (p. 19-20) The type of sample a researcher uses has the most impact upon

- A. the determination of to whom the results and conclusions can legitimately apply.**
- B. the types of questions that can be asked.
- C. the type of research design that can be employed.
- D. the statistics that will be used.

Difficulty: Moderate
Learning Objective: 4
Parke - Chapter 01 #42
Type: Conceptual

43. (p. 19-20) You are a researcher conducting a study on the effects of divorce on children's academic performance. You are careful to select children from all socioeconomic levels. How well you select your sample will determine

- A. whether your results measure academic performance.
- B. whether the sample is representative of the population to whom you want to apply the results.**
- C. whether families will participate.
- D. whether your sample is randomized.

Difficulty: Moderate
Learning Objective: 4
Parke - Chapter 01 #43
Type: Applied

44. (p. 19-20) National surveys are useful in characterizing and describing the population but are less likely to

- A. include people from minority groups.
- B. address psychological as opposed to social issues.
- C. be employed due to high dropout rates.
- D. provide information regarding the processes of development.**

Difficulty: Moderate
Learning Objective: 4
Parke - Chapter 01 #44
Type: Conceptual

45. (p. 19) Statistics indicate that the proportion of non-European, non-white population is increasing in the United States. According to Fisher et al. (1998), developmental research
- A. provides a good understanding of the cultural values of minority group children.
 - B. is best done with the sample that is most easily available.
 - C.** often ignores non-European, non-white, non-middle-class children.
 - D. often ignores white, European, middle-class children.

Difficulty: Moderate
Learning Objective: 4
Parke - Chapter 01 #45
Type: Factual

46. (p. 20) When deciding which method to use for collecting information about children, the primary factor should be
- A.** the questions being asked by the researchers.
 - B. the age of the child/children.
 - C. the size of the sample.
 - D. the research design itself.

Difficulty: Moderate
Learning Objective: 5
Parke - Chapter 01 #46
Type: Conceptual

47. (p. 20) According to research by Cummings et al. (2000), children's self reports in research
- A. have no real limitations.
 - B. are not at all reliable.
 - C.** are the best way to understand children's feelings even though there are limitations to children's reporting.
 - D. should only be gathered without the presence of parents.

Difficulty: Moderate
Learning Objective: 5
Parke - Chapter 01 #47
Type: Factual

48. (p. 21) An overriding problem in the use of parental surveys or questionnaires is that
- A. they are too time-consuming.
 - B. they are very difficult to interpret, therefore resulting in inaccuracies.
 - C. by their very nature, they tend to confuse parents.
 - D.** parents may be motivated to remember their actions in the best possible light.

Difficulty: Moderate
Learning Objective: 5
Parke - Chapter 01 #48
Type: Factual

49. (p. 21) Which of the following is NOT a strategy used to increase the accuracy of parents' reports of children's behavior?

- A. Asking parents to keep a structured diary of children's behaviors
- B. Reporting only immediate or recent events to obtain a current picture
- C. Phoning parents and asking about which behaviors their children exhibited in the last 24 hours
- D.** Asking parents to mentally visualize situations from earlier years when reporting on their children's behavior in the past

Difficulty: Moderate
Learning Objective: 5
Parke - Chapter 01 #49
Type: Conceptual

50. (p. 21) Observational studies of children and parents indicate that parental behaviors towards children

- A. are consistent across situations.
- B. are more socially desirable at home than in an unfamiliar setting.
- C.** are more socially desirable in an unfamiliar setting than at home.
- D. tend to be more stereotypical at home than in public.

Difficulty: Moderate
Learning Objective: 5
Parke - Chapter 01 #50
Type: Factual

51. (p. 22) You are a behavioral psychologist interested in increasing children's compliance with caregivers' requests in day-care settings. Before you can introduce the appropriate method, you must first record the number of compliant responses children make that occur after a caregiver's request. The technique you will use to record the children's responses is done by using

- A.** structured observation.
- B. a specimen record.
- C. time sampling.
- D. rate sampling.

Difficulty: Difficult
Learning Objective: 5
Parke - Chapter 01 #51
Type: Applied

52. (p. 22) You are a psychologist interested in determining why a child is biting. Since this behavior does not happen very often, you decide to bring the child into your office and set up the conditions that will make the behavior more likely to occur. This method is called
- A. a controlled experiment.
 - B. field study.
 - C.** structured observation.
 - D. short-term method.

Difficulty: Difficult
Learning Objective: 5
Parke - Chapter 01 #52
Type: Applied

53. (p. 23) The correlational approach to studying children's behavior allows one to
- A. know which variable caused the outcome of events.
 - B. make conclusions about cause and effect relationships.
 - C. conclude which research strategy is most effective in answering the research question.
 - D.** conclude whether a relationship exists between two variables and the strength of that relationship.

Difficulty: Moderate
Learning Objective: 6
Parke - Chapter 01 #53
Type: Factual

54. (p. 23) You are a parent of 4-year-old Lee, who insists that she no longer needs a daily nap. However, you notice that on most days when Lee does nap, her disposition is improved and her oppositional behaviors are fewer. What type of a correlation may be drawn between napping and inappropriate behaviors?
- A. Positive correlation
 - B.** Negative correlation
 - C. Weak correlation
 - D. Perfect correlation

Difficulty: Difficult
Learning Objective: 6
Parke - Chapter 01 #54
Type: Applied

55. (p. 24) If there is a high positive correlation between the amount of television violence viewed and aggression, a researcher can conclude that

- A. watching violence on television causes children to be more aggressive.
- B.** children who watch a lot of violence on television tend to be more aggressive.
- C. parents who permit their children to watch violence on television absolutely encourage them to be more aggressive.
- D. children who are more aggressive always like violent television.

Difficulty: Difficult
Learning Objective: 6
Parke - Chapter 01 #55
Type: Applied

56. (p. 24) A major advantage of using an experiment to answer a research question is

- A. that the experimental method is less expensive than other methods.
- B.** that it allows one to determine cause and effect.
- C. that, regardless of the question being asked, an experiment is always the best procedure to use.
- D. that it is always easier to carry out when compared to other approaches.

Difficulty: Moderate
Learning Objective: 6
Parke - Chapter 01 #56
Type: Conceptual

57. (p. 24) In a well-designed laboratory experiment, the only difference between the experimental and control groups should be the

- A. dependent variable.
- B. number of participants.
- C. setting.
- D.** factor hypothesized to be the cause.

Difficulty: Moderate
Learning Objective: 6
Parke - Chapter 01 #57
Type: Conceptual

58. (p. 24) The variable which is manipulated in an experiment is known as the

- A. dependent variable.
- B.** independent variable.
- C. control variable.
- D. random variable.

Difficulty: Easy
Learning Objective: 6
Parke - Chapter 01 #58
Type: Factual

59. (p. 24-25) You are conducting a study looking at the effects of caffeine on attention in 7-year-old children. In this study, you have three groups of children, all age 7, with each group consisting of equal numbers of boys and girls. Group 1 drinks 6 oz. of cola; Group 2 drinks 6 oz. of caffeine-free cola; Group 3 drinks 6 oz. of water. Thirty minutes after the children drink, you ask them to complete a 100-piece puzzle. You measure the amount of time it takes each child to do this task. In this study, the dependent variable is

- A. the type of drink.
- B.** the amount of time to complete the puzzle.
- C. attention.
- D. the 100-piece puzzle.

Difficulty: Difficult
Learning Objective: 6
Parke - Chapter 01 #59
Type: Applied

60. (p. 25) One problem with laboratory experimentation is the
- A. amount of control the experimenter has.
 - B. lack of differentiation between independent and dependent variables.
 - C.** difficulty in generalizing the results to the natural world.
 - D. difficulty in assessing basic perceptual processes.

Difficulty: Moderate
Learning Objective: 6
Parke - Chapter 01 #60
Type: Conceptual

61. (p. 25) The key characteristic of field experimentation is that
- A. the child willingly enters the experimenter's lab.
 - B. it occurs in both laboratory and non-laboratory settings.
 - C. it occurs without any manipulation on the part of the experimenter.
 - D.** the experimenter observes children in natural settings.

Difficulty: Easy
Learning Objective: 7
Parke - Chapter 01 #61
Type: Conceptual

62. (p. 25) In the study by Friedrich and Stein (1973) looking at the impact of television viewing on aggressive behavior in nursery school children, it was found that children who had been rated high in aggression before the experiment behaved even more aggressively after repeated exposure to aggressive cartoons. The findings of this field experiment

- A. demonstrate that all children become more aggressive when exposed to violent television.
- B.** can be more easily generalized to the real world than the findings of a laboratory experiment.
- C. would probably be drastically different if conducted in a laboratory setting.
- D. are invalid due to observer bias.

Difficulty: Moderate
Learning Objective: 7
Parke - Chapter 01 #62
Type: Applied

63. (p. 25-26) For some months following a major earthquake in central California, local children were much more likely to experience nightmares and seek referral to psychological clinics than comparable children in locales not affected by an earthquake. The investigators who studied this phenomenon in trying to understand the impact of such a traumatic experience on children's behavior were using a

- A. correlational experiment.
- B. cross-sectional experiment.
- C. field experiment.
- D.** natural experiment.

Difficulty: Moderate
Learning Objective: 7
Parke - Chapter 01 #63
Type: Applied

64. (p. 26) The case study method

- A. allows for generalizations to larger, representative groups of children.
- B. cannot be justified as a useful research tool.
- C.** permits one to study unique occurrences in development.
- D. allows the experimenter to have more control than in an experiment.

Difficulty: Easy
Learning Objective: 7
Parke - Chapter 01 #64
Type: Conceptual

65. (p. 26) A researcher needs to test a controversial treatment on a child who has a rare fatal disease. What is the most appropriate method to use?

- A.** A case study
- B. An experimental study
- C. A longitudinal study
- D. A correlational study

Difficulty: Easy
Learning Objective: 7
Parke - Chapter 01 #65
Type: Applied

66. (p. 26, Box 1-2) The main conclusion of research studying the effects of TV viewing has shown that TV viewing

- A. has only negative effects.
- B. impedes brain development.
- C. inhibits peer interaction.
- D.** has both positive and negative effects depending on the program being viewed.

Difficulty: Moderate
Learning Objective: 7
Parke - Chapter 01 #66
Type: Factual

67. (p. 26 Box 1-2) According to your textbook, some psychologists suggest that some of the negative effects of television viewing by young children can be counteracted by

- A. telling children to turn off the television.
- B. telling children to shut their eyes.
- C.** encouraging parents to view television with their children.
- D. having a home with no television sets.

Difficulty: Moderate
Learning Objective: 7
Parke - Chapter 01 #67
Type: Factual

68. (p. 27) Techniques for studying change over time, such as cross-sectional and longitudinal studies, are

- A.** often used in conjunction with research methods such as experiments and self-reports.
- B. always conducted in field settings.
- C. limited to laboratory experiments.
- D. less expensive and time consuming than other methods.

Difficulty: Moderate
Learning Objective: 8
Parke - Chapter 01 #68
Type: Conceptual

69. (p. 27) The research design that involves using different groups of children of different ages at a given point in time is a

- A. naturalistic design.
- B. cross-sequential design.
- C. cross-sectional design.**
- D. longitudinal design.

Difficulty: Easy
Learning Objective: 8
Parke - Chapter 01 #69
Type: Factual

70. (p. 27-28) You have just completed an extensive study investigating the differences in play behaviors during childhood. However, as you now review your data, you find that you are not able to consider possible past influences or determinants of age-related changes nor do you have information on developmental patterns of individual children. Which design did you use?

- A. Naturalistic design
- B. Cross-sequential design
- C. Cross-sectional design**
- D. Longitudinal design

Difficulty: Moderate
Learning Objective: 8
Parke - Chapter 01 #70
Type: Applied

71. (p. 27-28) To quickly assess the differences in the running speed of 4-year-old and 8-year-old children, an investigator would be advised to use a(n)

- A. longitudinal design.
- B. experimental design.
- C. cross-sectional design.**
- D. case study design.

Difficulty: Moderate
Learning Objective: 8
Parke - Chapter 01 #71
Type: Conceptual

72. (p. 28) The impact of early events on later behavior can be determined through the use of a(n)
- A. naturalistic design.
 - B. experimental design.
 - C. cross-sectional design.
 - D.** longitudinal design.

Difficulty: Easy
Learning Objective: 8
Parke - Chapter 01 #72
Type: Factual

73. (p. 28) A distinct advantage the longitudinal method has over the cross-sectional method is that
- A. it is less affected by cohort effects.
 - B. it is more flexible.
 - C. it is less costly.
 - D.** the effect of early experience on later behavior can be examined.

Difficulty: Easy
Learning Objective: 8
Parke - Chapter 01 #73
Type: Conceptual

74. (p. 28) Findings from a longitudinal study may lose relevance
- A.** if the results are only descriptive of a particular age cohort.
 - B. if they do not include experiments in addition to self-reports.
 - C. if they focus on social relationships rather than perceptual processes.
 - D. if they are correlational in nature.

Difficulty: Moderate
Learning Objective: 8
Parke - Chapter 01 #74
Type: Conceptual

75. (p. 28) Which of the following is NOT associated with longitudinal designs?
- A.** Low-cost
 - B. Participant dropout
 - C. Practice effects
 - D. Age cohort effects

Difficulty: Easy
Learning Objective: 8
Parke - Chapter 01 #75
Type: Conceptual

76. (p. 28) The research design employed by Roger Brown and colleagues (1973) in studying the language development of three children over a period of five years was

- A. cross-cultural.
- B. longitudinal.
- C.** short-term longitudinal.
- D. cross-sectional.

Difficulty: Moderate
Learning Objective: 8
Parke - Chapter 01 #76
Type: Factual

77. (p. 28) A major advantage of the longitudinal method of studying child development is the

- A. ability to control for participant loss.
- B.** ability to explore the stability of behavior over time.
- C. ability to use experimental strategies and manipulate age as an independent variable.
- D. low cost, immediate results.

Difficulty: Moderate
Learning Objective: 8
Parke - Chapter 01 #77
Type: Conceptual

78. (p. 28-29) Sequential methods

- A. do not allow researchers to examine age-related changes in children.
- B. do not allow researchers to examine the impact of practice effects.
- C. allow researchers to explore practice effects, but not generational effects.
- D.** allow researchers to explore both practice and generational effects by combining cross-sectional and longitudinal research methods.

Difficulty: Moderate
Learning Objective: 8
Parke - Chapter 01 #78
Type: Factual

79. (p. 29) Advantages of studying development using sequential methods include

- A. researchers can examine age-related changes in children.
- B. researchers can look at practice effects.
- C.** researchers can look at generational effects.
- D. All of these

Difficulty: Moderate
Learning Objective: 8
Parke - Chapter 01 #79
Type: Factual

80. (p. 30) Depending on their theoretic perspective, life-span researchers use which of the following methods to study development?

- A.** Interviews and structured observation
- B. Longitudinal methods
- C. Experimental Designs
- D. Correlational Designs

Difficulty: Difficult
Learning Objective: 8
Parke - Chapter 01 #80
Type: Factual

81. (p. 30) Typically, investigators from a learning perspective

- A. use self-report methods.
- B. conduct longitudinal studies.
- C.** use observational techniques in the field and laboratory.
- D. make use of natural experiments.

Difficulty: Difficult
Learning Objective: 6
Parke - Chapter 01 #81
Type: Factual

82. (p. 30) The main differences between researchers from different theoretical perspectives lie in

- A. the types of research designs they employ.
- B.** their interpretations of the data they collect.
- C. the age groups of the children they include in their studies.
- D. the number of participants they include in their studies.

Difficulty: Moderate
Learning Objective: 8
Parke - Chapter 01 #82
Type: Conceptual

83. (p. 30-31) All but which of the following is included in the ethical guidelines for conducting research with children?

- A. The right to non-harmful physical treatment
- B. The right to informed consent
- C.** The right to choose participation in a specific research group
- D. The right to non-harmful psychological affects

Difficulty: Easy
Learning Objective: 9
Parke - Chapter 01 #83
Type: Factual

84. (p. 31) Informed consent should be given

- A. after the participant has completed participation in the study.
- B.** by parents if the children are too young to fully understand the goals, risks, and benefits of the research.
- C. only by participants who are members of the experimental group.
- D. unless the experiment uses deception.

Difficulty: Moderate
Learning Objective: 9
Parke - Chapter 01 #84
Type: Factual

85. (p. 31) In the study by Liebert and Baron (1972), children were shown aggressive television programs and then later asked to play a game in which they had to push a button to either help or physically hurt a child in another room who was also playing the game. Although there really was no other child in the next room and no children were physically harmed, this study could be considered to be unethical because

- A. the children's parents had not given informed consent.
- B. the children were not compensated for participation.
- C.** the use of deception could have resulted in psychological harm after the children completed the study.
- D. the children's responses were not kept confidential.

Difficulty: Easy
Learning Objective: 9
Parke - Chapter 01 #85
Type: Applied

86. (p. 31) If a child is participating as a control subject in a study, according to APA guidelines

- A.** the child must be protected from harm.
- B. the child may choose which experimental group to be in.
- C. the child is required to participate in both experimental and control groups.
- D. the child must have access to beneficial treatment if available.

Difficulty: Moderate
Learning Objective: 9
Parke - Chapter 01 #86
Type: Applied

87. (p. 5-6) Define continuous and discontinuous development and give a theoretical example.

Continuous: Development builds on previous experiences; smooth, gradual development, quantitative, cumulative shift; give example.

Discontinuous: Development in discrete steps or stages, each step is qualitatively different from the one before; give example.

Difficulty: Moderate
Learning Objective: 3
Parke - Chapter 01 #87
Type: Conceptual

88. (p. 8-9) Identify the contributions of psychodynamic theory to the study of child development.

The effects of early childhood on later development; the role of the unconscious on development

Difficulty: Moderate
Learning Objective: 4
Parke - Chapter 01 #88
Type: Factual

89. (p. 9-10) Describe Piaget's cognitive processes of organization and adaptation.

Organization: Cognitive development is a biologically organized process; organization of the world changes over time.

Adaptation: Intellectual change occurs as the human mind becomes increasingly adapted to the world.

Difficulty: Moderate
Learning Objective: 5
Parke - Chapter 01 #89
Type: Conceptual

90. (p. 11) According to Bandura, what are the four processes that govern how well a child will learn from observing others?

Attending to the observed behavior; retaining the behavior in memory; ability to reproduce the behavior, motivation to produce behavior

Difficulty: Moderate
Learning Objective: 5
Parke - Chapter 01 #90
Type: Factual

91. (p. 16) Discuss three theoretical assertions of ethological theory.

Behavior occurs in context. Behavior is adaptive. Behavior has survival value.

Difficulty: Difficult
Learning Objective: 5
Parke - Chapter 01 #91
Type: Conceptual

92. (p. 19) What factors should be considered to ensure a sample is representative of a population?

Sample should be large enough and broad enough to include different cultures and socioeconomic status.

Difficulty: Moderate
Learning Objective: 7
Parke - Chapter 01 #92
Type: Conceptual

93. (p. 21-22) Describe advantages and disadvantages of direct observation.

Advantages: Natural setting gives insight into behaviors.

Disadvantages: Behavior may be distorted by observation.

Difficulty: Moderate
Learning Objective: 8
Parke - Chapter 01 #93
Type: Conceptual

94. (p. 20-21) How do parents, teachers, and peers contribute as sources of information about children?

Information is based on a variety of behaviors that occur in a variety of settings over time.

Difficulty: Moderate
Learning Objective: 8
Parke - Chapter 01 #94
Type: Applied

95. (p. 19-20) Describe the benefits and disadvantages of the sampling approach of a nation survey.

Benefits: Data based on a large, representative population and provides longitudinal data

Disadvantages: It is costly in terms of time and labor.

Difficulty: Difficult
Learning Objective: 7
Parke - Chapter 01 #95
Type: Applied

96. (p. 21-22) What advantages does a laboratory experiment have over a correlational method?

Lab: Better control of variables allows drawing cause and effect conclusions.

Difficulty: Moderate
Learning Objective: 9
Parke - Chapter 01 #96
Type: Conceptual

97. (p. 27-30) Describe the sequential method and its advantage over cross-sectional and longitudinal methods.

The sequential method allows separating age-related changes from changes caused by unique experiences of a particular age.

Difficulty: Difficult
Learning Objective: 13
Parke - Chapter 01 #97
Type: Conceptual

98. (p. 12) Discuss the principles of Vygotsky's sociocultural approach that emphasize the significance of culture in children's cognitive development. Explain why it is important for developmental psychologists to study different cultures.

Development differs in different cultures; social interactions with peers and parents influence development; includes ideas about cultural tools and values

Difficulty: Difficult
Learning Objective: 5
Parke - Chapter 01 #98
Type: Conceptual

99. (p. 1-31) If you were to develop your own theory of child development, which themes would you include and why? Which, if any, would you exclude and for what reasons?

Several possibilities; address each part of question

Difficulty: Difficult
Learning Objective: 6
Parke - Chapter 01 #99
Type: Applied

100. (p. 19-31) You are hired as a developmental psychologist for a nearby clinic that treats children with childhood aggression problems. As part of your job description, you are required to establish a research program. Describe the type of research program you would establish, how you would go about it, and its strengths and weaknesses.

Depending on how question is framed, use one of the research methods and address each part of the question.

Difficulty: Difficult
Learning Objective: 8
Parke - Chapter 01 #100
Type: Applied

101. (p. 23-26) Correlational studies and experiments are frequently misunderstood and confused. What are the primary characteristics of each? What are the advantages and disadvantages of each method?

Correlational: Shows relationship and strength between variables, not cause and effect

Experimental: Shows cause and effect relationship; may be artificial; unethical in some cases

Difficulty: Difficult
Learning Objective: 9
Parke - Chapter 01 #101
Type: Conceptual

102. (p. 30-31 and Table 1-6) You are the chairperson of an institutional research review board. What would your main ethical concerns and considerations be for conducting research with children, and why?

No harm to children, informed consent, follow children's bill of rights

Difficulty: Difficult
Learning Objective: 14
Parke - Chapter 01 #102
Type: Applied

c1 Summary

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