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| **True / False** |

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| 1. ​ Research has conclusively found that nature has a significantly greater effect on development than does nurture across nearly all behaviors and characteristics.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.01 - What fundamental issues of development have scholars addressed throughout history? | |

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| 2. ​The continuity-discontinuity issue concerns whether there is just one path of development or several.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.01 - What fundamental issues of development have scholars addressed throughout history? | |

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| 3. ​The biopsychosocial model emphasizes that many different forces interact with each other in order to make up development.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.02 - What are the basic forces in the biopsychosocial framework? How does the timing of those forces affect their impact? | |

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| 4. ​Neuroscientists base their studies of the brain and nervous systems exclusively on the information gleaned from brain imaging techniques.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.03 - How does neuroscience enhance our understanding of human development? | |

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| 5. ​Erikson’s conceptualization of the epigenetic principle provides the basis for psychosocial theory’s sequence of stages.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.02 - How do psychodynamic theories account for development? | |

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| 6. ​The primary pioneer in the study of behaviorism was Erik Erikson.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.02 - How do psychodynamic theories account for development? | |

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| 7. ​A punishment is a consequence of an action that decreases the likelihood that the action will be repeated in the future   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.03 - What is the focus of the learning theories of development? | |

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| 8. ​According to the information-processing theory, the human mind is analogous to a computer and contains both mental “software” and mental “hardware.”   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.04 - How do cognitive-developmental theories explain changes in thinking? | |

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| 9. ​The ecological theory of Urie Bronfenbrenner proposes that there are three interacting levels of environmental context that influence human development.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.05 - What are the main points in the ecological and systems approach? | |

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| 10. ​The demands that are placed on individuals by their environment are referred to as environmental press.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.05 - What are the main points in the ecological and systems approach? | |

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| 11. ​The life-span perspective in human development maintains the position that most of our development is complete by the time we finish our adolescent years.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.06 - What are the major tenets of the life-span and the life-course theories? | |

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| 12. ​If you are studying flirting behavior in college students by sitting quietly at the college snack bar and watching students as they interact with each other, all the while pretending to read a newspaper, you are engaging in a form of naturalistic observation.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | |

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| 13. ​The biggest limitation of conducting correlational research is the lack of ability to draw conclusions about cause-and-effect relationships.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | |

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| 14. ​The farther a correlation coefficient is from zero, the weaker the relationship between the two variables in question.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | |

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| 15. ​The reliability of a research measure refers to the extent to which that measure provides consistent evaluations of a given characteristic.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | |

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| 16. ​The entire group of individuals that is the focus of interest in a research study is called the sample, while the small subset of group that is actually studied is called the population.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | |

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| 17. ​The independent variable in an experiment is the condition that is observed by the researcher, while the dependent variable in an experiment is the condition that is manipulated by the researcher.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | |

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| 18. ​If the same group of research participants is evaluated repeatedly over a long period of time, then a longitudinal study is what is being conducted.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | |

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| 19. ​While there is an expectation that researchers will conduct their studies ethically, there is no system of checks and verifications that ensures this is the case.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.03 - What ethical procedures must researchers follow? | |

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| 20. ​Research by developmentalists led to the ban on lead-based paint in the United States.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.05 - How does research affect public policy? | |

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| **Multiple Choice** |

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| 21. ​Which of the following is *NOT* one of the key aspects of human development, as described by your textbook?   |  |  |  | | --- | --- | --- | |  | a. | ​It is a multidisciplinary field. | |  | b. | ​It is interested in how people change over time. | |  | c. | ​It is based upon the sound, scientific theories of philosophy. | |  | d. | ​It is interested in how people remain the same over time. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.01 - What fundamental issues of development have scholars addressed throughout history? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 22. ​There are three fundamental characteristics of human development, according to your authors. Which of the following is *NOT* one of them?   |  |  |  | | --- | --- | --- | |  | a. | ​nature and nurture | |  | b. | ​external and internal | |  | c. | ​continuity and discontinuity | |  | d. | ​universal and context-specific development |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.01 - What fundamental issues of development have scholars addressed throughout history? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 23. ​Marjorie believes that her husband, Tom, is an excellent father because he was born with a gentle nature and an abundance of patience. Tom, on the other hand, believes that he is a good father because he learned to be one from his own parents. Which fundamental question of human development does this issue address?   |  |  |  | | --- | --- | --- | |  | a. | ​nature and nurture | |  | b. | ​external and internal | |  | c. | ​continuity and discontinuity | |  | d. | ​universal and context-specific development |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.01 - What fundamental issues of development have scholars addressed throughout history? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 24. ​Which term does *NOT* belong in this group?   |  |  |  | | --- | --- | --- | |  | a. | ​experiential | |  | b. | ​nurture | |  | c. | ​environmental | |  | d. | ​hereditary |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.01 - What fundamental issues of development have scholars addressed throughout history? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 25. ​Which of the following BEST summarizes the current thinking in human development with regard to the nature and nurture question?   |  |  |  | | --- | --- | --- | |  | a. | ​Development is always shaped by both nature- and nurture-related factors. | |  | b. | ​While nature is important, it is truly our environment that determines who we are. | |  | c. | ​While nurture is important, it is truly our genetics that determines who we are. | |  | d. | ​Because there are no scientific ways to tease them apart, nature and nurture are largely ignored. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.01 - What fundamental issues of development have scholars addressed throughout history? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 26. ​Iggy wakes up one day and suddenly decides, “I am tired of being the nice guy that everyone pushes around. Starting today, I am going to be more assertive and less accommodating of other people’s needs. And if others don’t like it, I’m not going to care about that anymore.” Iggy’s belief that he can rapidly change a basic part of his own character demonstrates a belief in   |  |  |  | | --- | --- | --- | |  | a. | ​continuity. | |  | b. | ​stability. | |  | c. | ​discontinuity. | |  | d. | ​context-specific development. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.01 - What fundamental issues of development have scholars addressed throughout history? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 27. ​Marielle and Dominic have not seen each other since high school, and they are both getting ready to attend their 30-year reunion. Marielle remembers Dominic as being a very playful, funny, and easy-going person. She is looking forward to seeing him, and expects that he will be very much the same as he was 30 years ago. Marielle’s expectation demonstrates a belief in   |  |  |  | | --- | --- | --- | |  | a. | ​universal development. | |  | b. | ​continuity. | |  | c. | ​nurture. | |  | d. | ​nature. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.01 - What fundamental issues of development have scholars addressed throughout history? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 28. ​The notion that development is best described in terms of a series of abrupt shifts in behavior BEST fits with the \_\_\_\_ approach.   |  |  |  | | --- | --- | --- | |  | a. | ​nature | |  | b. | ​nurture | |  | c. | ​continuity | |  | d. | ​discontinuity |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.01 - What fundamental issues of development have scholars addressed throughout history? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 29. ​When people in the United States watch television programs about children in other cultures, they are often surprised to find out that children from other countries often have very different skills and abilities than their own kids, even though they are the same age. This difference demonstrates the concept of   |  |  |  | | --- | --- | --- | |  | a. | ​context-specific development. | |  | b. | ​universal development. | |  | c. | ​nomothetic development. | |  | d. | nature-based development.​ |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.01 - What fundamental issues of development have scholars addressed throughout history? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 30. ​The fact that babies from around the world tend to develop language skills at approximately the same age is support for which of the following concepts from the study of human development?   |  |  |  | | --- | --- | --- | |  | a. | ​continuity | |  | b. | ​discontinuity | |  | c. | ​context-specific development | |  | d. | ​universal development |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.01 - What fundamental issues of development have scholars addressed throughout history? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 31. ​The biopsychosocial framework organizes the contributions of many different forces in human development. Which of the following is *NOT* one of them?   |  |  |  | | --- | --- | --- | |  | a. | ​biological forces | |  | b. | ​spiritual forces | |  | c. | ​sociocultural forces | |  | d. | ​psychological forces |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.02 - What are the basic forces in the biopsychosocial framework? How does the timing of those forces affect their impact? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 32. ​When Jordan, who is a 25-year-old and married father of one infant daughter, is laid off from his job, it impacts him with a devastating amount of worry and fear. When Jackson, who is a 72-year-old married man with five grandchildren, is laid off from his job, he seems to take it in stride and decides that this is a good time to retire. Which of the following forces BEST explains the different reactions of Jordan and Jackson?   |  |  |  | | --- | --- | --- | |  | a. | ​biological forces | |  | b. | ​psychological forces | |  | c. | ​sociocultural forces | |  | d. | ​life-cycle forces |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.02 - What are the basic forces in the biopsychosocial framework? How does the timing of those forces affect their impact? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 33. ​ Which BEST describes the relationship between biological, psychological, and sociocultural forces in human development?   |  |  |  | | --- | --- | --- | |  | a. | ​unimportant | |  | b. | ​independent | |  | c. | ​interactive | |  | d. | ​non-normative |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.02 - What are the basic forces in the biopsychosocial framework? How does the timing of those forces affect their impact? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 34. Prenatal development, brain maturation, puberty, and menopause are all examples of \_\_\_\_ forces.​   |  |  |  | | --- | --- | --- | |  | a. | ​psychological | |  | b. | ​life-cycle | |  | c. | ​biological | |  | d. | ​sociocultural |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.02 - What are the basic forces in the biopsychosocial framework? How does the timing of those forces affect their impact? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 35. ​Emotional, personality, and perceptual factors are all examples of \_\_\_\_ forces.   |  |  |  | | --- | --- | --- | |  | a. | ​psychological | |  | b. | ​biological | |  | c. | ​life-cycle | |  | d. | ​sociocultural |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.02 - What are the basic forces in the biopsychosocial framework? How does the timing of those forces affect their impact? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 36. ​ Influences such as one’s parents and siblings, teachers and co-workers, peers, schools, television, and the workplace are all examples of \_\_\_\_ forces.   |  |  |  | | --- | --- | --- | |  | a. | ​psychological | |  | b. | ​biological | |  | c. | ​life-cycle | |  | d. | ​sociocultural |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.02 - What are the basic forces in the biopsychosocial framework? How does the timing of those forces affect their impact? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 37. ​ \_\_\_\_ is the study of the brain and the nervous system, especially in terms of brain-behavior relationships.   |  |  |  | | --- | --- | --- | |  | a. | ​Neuroscience | |  | b. | ​Biopsychology | |  | c. | ​Physiology | |  | d. | ​Teratology |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.03 - How does neuroscience enhance our understanding of human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 38. ​Why are theories such an important part of the understanding of human development?   |  |  |  | | --- | --- | --- | |  | a. | ​They provide the “whys” for development. | |  | b. | ​They give definitive proof of relationships between various developmental factors. | |  | c. | ​They allow us to understand the similarities between species. | |  | d. | ​They are scientifically irrefutable. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.01 - What is a developmental theory? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 39. ​A \_\_\_\_ is an organized set of ideas that is designed to explain development.   |  |  |  | | --- | --- | --- | |  | a. | ​theory | |  | b. | ​prediction | |  | c. | ​correlation coefficient | |  | d. | ​structured observation |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.01 - What is a developmental theory? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 40. ​Regarding comprehensive theories that guide all research in the field of human development, which of the following is the most accurate statement?   |  |  |  | | --- | --- | --- | |  | a. | ​The most widely accepted come from the psychodynamic school of thought. | |  | b. | ​The most widely accepted come from the learning school of thought. | |  | c. | ​There are no truly comprehensive theories that guide all research | |  | d. | ​The selective optimization with compensation is the only truly comprehensive theory. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.01 - What is a developmental theory? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 41. ​The idea that development is determined largely as a result of the manner in which people resolve the conflicts that they face at different ages is the central concept of the \_\_\_\_ theories.   |  |  |  | | --- | --- | --- | |  | a. | ​epigenetic | |  | b. | ​learning | |  | c. | ​context-specific | |  | d. | ​psychodynamic |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.02 - How do psychodynamic theories account for development? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 42. ​The concept that personality emerges from conflicts that children experience when what they want to do differs from what society wants them to do is the basis of \_\_\_\_’s psychodynamic theory.   |  |  |  | | --- | --- | --- | |  | a. | ​Albert Bandura | |  | b. | ​Jean Piaget | |  | c. | ​Sigmund Freud | |  | d. | ​Lev Vygotsky |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.02 - How do psychodynamic theories account for development? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 43. ​According to your textbook, the very first comprehensive life-span view of human development was forwarded by   |  |  |  | | --- | --- | --- | |  | a. | ​Sigmund Freud. | |  | b. | ​Erik Erikson. | |  | c. | ​E.L. Thorndike | |  | d. | ​Urie Bronfenbrenner |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.02 - How do psychodynamic theories account for development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 44. ​According to Erikson’s concept of \_\_\_\_, different life periods are associated with different psychosocial strengths.   |  |  |  | | --- | --- | --- | |  | a. | ​external societal demands | |  | b. | ​naturalistic observation | |  | c. | ​the epigenetic principle | |  | d. | ​identity versus confusion |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.02 - How do psychodynamic theories account for development? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 45. ​The role of experience, focusing on whether actions are rewarded or punished, is a central tenet in \_\_\_\_ theory.   |  |  |  | | --- | --- | --- | |  | a. | ​learning | |  | b. | ​lifespan | |  | c. | ​epigenetic | |  | d. | ​cognitive-developmental |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.03 - What is the focus of the learning theories of development? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 46. ​Gracie helps her mother set the table for dinner without being asked. She lays out napkins and silverware, places the plates in their correct spots, and puts ice in all of the glasses. When her mother realizes that she has done this, she gives Gracie a big hug, thanks her repeatedly, and later gives her a little extra dessert as a treat. In learning theory, we would say that Gracie’s behavior has been:   |  |  |  | | --- | --- | --- | |  | a. | ​punished. | |  | b. | ​extinguished.​ | |  | c. | reinforced.​ | |  | d. | differentiated. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.03 - What is the focus of the learning theories of development? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 47. ​Whenever Ridgley has a headache, he takes two aspirin tablets. Shortly thereafter, the pain goes away. The next time the headache shows up, Ridgley is more likely to take an aspirin. In learning theory, we would say that Ridgley’s behavior of taking the aspirin has been   |  |  |  | | --- | --- | --- | |  | a. | ​negatively reinforced. | |  | b. | ​positively reinforced. | |  | c. | ​negatively punished. | |  | d. | ​positively punished. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.03 - What is the focus of the learning theories of development? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 48. ​Imitation is most closely related to the concept of   |  |  |  | | --- | --- | --- | |  | a. | ​positive reinforcement. | |  | b. | ​selective optimization. | |  | c. | ​life-cycle forces. | |  | d. | ​observational learning. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.2 Developmental Theories | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 49. ​Peter is doing a study where psychology students are asked how confident they are that they will do well on an exam immediately before taking that test. Peter seems to be assessing the \_\_\_\_ of the students.   |  |  |  | | --- | --- | --- | |  | a. | ​life-cycle forces | |  | b. | ​exosystems​ | |  | c. | internal maturational plans​ | |  | d. | self-efficacy |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.03 - What is the focus of the learning theories of development? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 50. ​According to Bandura, experience gives people a sense of self-\_\_\_\_, which to a person’s beliefs about their own abilities and talents.   |  |  |  | | --- | --- | --- | |  | a. | ​efficacy | |  | b. | ​esteem | |  | c. | ​image | |  | d. | ​concept |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.03 - What is the focus of the learning theories of development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 51. ​Focusing on how people think and how those thinking processes change over time is the central feature of the \_\_\_\_ theory.   |  |  |  | | --- | --- | --- | |  | a. | ​learning | |  | b. | constructivist | |  | c. | ​​cognitive-developmental | |  | d. | ​ecological and systems |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.04 - How do cognitive-developmental theories explain changes in thinking? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 52. ​According to your text, the most influential developmental psychologist of the 20th century was   |  |  |  | | --- | --- | --- | |  | a. | ​Lev Vygotsky. | |  | b. | Sigmund Freud. | |  | c. | ​​Paul Baltes. | |  | d. | ​Jean Piaget. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.04 - How do cognitive-developmental theories explain changes in thinking? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 53. ​The idea that children act like little scientists, constantly creating theories about the relationships between their physical and social worlds, is central to the theory of   |  |  |  | | --- | --- | --- | |  | a. | ​Jean Piaget. | |  | b. | ​Lev Vygotsky. | |  | c. | ​Urie Bronfenbrenner. | |  | d. | ​Erik Erikson. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.04 - How do cognitive-developmental theories explain changes in thinking? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 54. ​Brandon’s developmental psychology teacher believes human development is best conceptualized as progressing through several qualitatively different stages of thinking that change radically at specific ages. His instructor is likely a(n)   |  |  |  | | --- | --- | --- | |  | a. | ​Piagetian. | |  | b. | ​social learning theorist. | |  | c. | ​ecological theorist. | |  | d. | ​behaviorist. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.04 - How do cognitive-developmental theories explain changes in thinking? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 55. ​Which of the following is NOT one of the stages of development, according to the theory of Jean Piaget?   |  |  |  | | --- | --- | --- | |  | a. | ​sensorimotor | |  | b. | ​diffused operational thought | |  | c. | ​formal operational thought | |  | d. | ​concrete operational thought |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.04 - How do cognitive-developmental theories explain changes in thinking? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 56. ​The information-processing theory of development likens human cognitive processes to the functions of a   |  |  |  | | --- | --- | --- | |  | a. | ​motorcycle. | |  | b. | ​cellular phone. | |  | c. | ​computer. | |  | d. | ​television |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.04 - How do cognitive-developmental theories explain changes in thinking? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 57. ​The idea that a child’s sociocultural backdrop was an essential factor in their development as crucial to the theory of   |  |  |  | | --- | --- | --- | |  | a. | ​Julian Rotter. | |  | b. | ​Urie Bronfenbrenner. | |  | c. | ​Lev Vygotsky. | |  | d. | ​John Watson. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.04 - How do cognitive-developmental theories explain changes in thinking? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 58. ​David is a pharmacist, and has worked as such for nearly 30 years. He hopes that someday his son will take over his drugstore, and so from an early age he has been “grooming” young Daniel to follow in his footsteps. He has taught Daniel about how to dispense medications, has let Daniel watch as he prepares difficult prescriptions, and has encouraged his son to enjoy chemistry and biology in school. In a very real way, Daniel has been serving as a young apprentice to his father for most of his life. Which theorist would be most attentive to this sociocultural influence on Daniel’s life?   |  |  |  | | --- | --- | --- | |  | a. | ​Lev Vygotsky | |  | b. | ​Erik Erikson | |  | c. | ​Sigmund Freud | |  | d. | ​B.F. Skinner |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.04 - How do cognitive-developmental theories explain changes in thinking? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 59. ​When Dr. Bentley is asked to explain troubled adolescents, she says, “The only way to explain the problems of adolescents is to study them in relation to their parents and the culture that surrounds them.” Dr. Bentley is most likely a proponent of \_\_\_\_ theory.   |  |  |  | | --- | --- | --- | |  | a. | ​psychodynamic | |  | b. | ​cognitive developmental | |  | c. | ​ecological | |  | d. | ​social cognitive |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.05 - What are the main points in the ecological and systems approach? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 60. ​Which of the following is NOT one of the levels of one’s environment as postulated by the ecological theory of Urie Bronfenbrenner?   |  |  |  | | --- | --- | --- | |  | a. | ​the metasystem | |  | b. | ​the mesosystem | |  | c. | ​the exosystem | |  | d. | ​the macrosystem |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.05 - What are the main points in the ecological and systems approach? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 61. ​According to the ecological theory of human development, the \_\_\_\_ provides connections across microsystems.   |  |  |  | | --- | --- | --- | |  | a. | ​megasystem | |  | b. | ​mesosystem | |  | c. | ​chronosystem | |  | d. | ​exosystem |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.05 - What are the main points in the ecological and systems approach? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 62. ​A researcher is studying the effects of the revolution and political unrest taking place in the Middle East on the development of cognitive skills in children from that region of the world. According to the ecological theory of human development, this study is focusing on the children’s \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​macrosystem | |  | b. | ​exosystem | |  | c. | ​ecosystem | |  | d. | ​microsystem |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.05 - What are the main points in the ecological and systems approach? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 63. ​Matti finds himself unable to adjust to college because he doesn’t seem to have the study skills necessary to earn passing grades. Matti’s predicament would probably best be explained by   |  |  |  | | --- | --- | --- | |  | a. | ​psychosocial theory. | |  | b. | ​Bronfenbrenner’s ecological theory. | |  | c. | ​the competence-environmental press theory. | |  | d. | ​Kohlberg’s theory of moral development. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.05 - What are the main points in the ecological and systems approach? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 64. ​On the hit reality television show, “Hell’s Kitchen,” contestants vying for a position of Executive Chef at a posh restaurant are often placed in circumstances where their culinary skills are tested in creative and novel ways. According to \_\_\_\_, the one most likely to succeed would be the one whose skills are most fully consistent with the tasks laid before them.   |  |  |  | | --- | --- | --- | |  | a. | ​the psychosocial theory of development | |  | b. | ​Bronfenbrenner’s ecological theory of development | |  | c. | ​the competence-environmental press theory of development | |  | d. | ​Kohlberg’s theory of moral development |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.05 - What are the main points in the ecological and systems approach? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 65. ​According to the \_\_\_\_ perspective, no single period of life (e.g., infancy, childhood, adolescence, adulthood) can be understood apart from its origins and its consequences.   |  |  |  | | --- | --- | --- | |  | a. | ​contextual | |  | b. | ​life-span | |  | c. | ​psychodynamic | |  | d. | ​ecological |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.06 - What are the major tenets of the life-span and the life-course theories? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 66. ​According to Paul Baltes, the life-span perspective includes several features that are central to the study of human development. They include all EXCEPT which of the following?   |  |  |  | | --- | --- | --- | |  | a. | ​multidirectionality | |  | b. | ​multiple causation | |  | c. | ​plasticity | |  | d. | ​epigenesis |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.06 - What are the major tenets of the life-span and the life-course theories? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 67. ​As Florence gets older, passing her 50s and 60s, she finds that she has become more patient, less emotional, and finds it easier to deal with the challenges of life. At the same time, she is acutely aware that her physical functioning has declined, her eyesight is becoming problematic, and she now requires the use of a hearing aid. Florence’s various changes demonstrate Baltes’s feature of   |  |  |  | | --- | --- | --- | |  | a. | ​multiple causation. | |  | b. | ​plasticity. | |  | c. | ​mutidirectionality. | |  | d. | ​context-specific development. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.06 - What are the major tenets of the life-span and the life-course theories? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 68. ​The fact that a teen growing up during the Vietnam War will develop in a different manner than a teen growing up during the Iraq War is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | ​multidirectionality. | |  | b. | ​multiple causation. | |  | c. | ​plasticity. | |  | d. | ​historical context. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.06 - What are the major tenets of the life-span and the life-course theories? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 69. ​Martika is an accomplished businesswoman, and has decided to retire at the age of 53 years. She has begun taking cello lessons, something in which she has always been interested. While her friends keep telling her that it is too late for her to learn such a complex skill, she has started getting rather good on her instrument. Martika’s midlife development of a new skill demonstrates   |  |  |  | | --- | --- | --- | |  | a. | ​multidimensionality. | |  | b. | ​plasticity. | |  | c. | life-cycle forces.​ | |  | d. | ​multidirectionality. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.06 - What are the major tenets of the life-span and the life-course theories? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 70. ​Marcia has started to have difficulty with her nighttime vision, and thus has decided that it is better if she no longer drives after dusk, except in emergency situations. She has asked her friends, with whom she often gets together, if they would mind either (a) getting together at her house more often than normal, or (b) if one of them would mind giving her regular rides to other social events that take place at night. Marcia’s behaviors best demonstrate which model of human development?   |  |  |  | | --- | --- | --- | |  | a. | ​ecological theory | |  | b. | ​selective optimization with compensation | |  | c. | ​social learning theory | |  | d. | ​information processing theory |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.06 - What are the major tenets of the life-span and the life-course theories? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 71. ​A key feature of the \_\_\_\_, which posits an increase in continuity over time and that specific life paths across domains are interdependent, is the dynamic interplay between individual and society.   |  |  |  | | --- | --- | --- | |  | a. | ​the life-span perspective | |  | b. | ​the life-course perspective | |  | c. | ​the epigenetic perspective | |  | d. | ​the psychodynamic perspective |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.06 - What are the major tenets of the life-span and the life-course theories? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 72. ​Which two perspectives share the common feature of drawing attention to the role of aging and its unique influences in the broader context of human development?   |  |  |  | | --- | --- | --- | |  | a. | the competence-environmental press and selective optimization with compensation perspectives | |  | b. | ​the learning and psychodynamic perspectives | |  | c. | ​the life-span and life-course perspectives | |  | d. | ​the information-processing and ecological perspectives |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.06 - What are the major tenets of the life-span and the life-course theories? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 73. ​Which research study would you most expect to see from a researcher with a life-course perspective?   |  |  |  | | --- | --- | --- | |  | a. | ​the effect of smoking on neurotransmitter systems and memory | |  | b. | ​how memory processes change from infancy to old age | |  | c. | ​growing up in the 1960s, and its influence on drug use in adulthood | |  | d. | ​sex differences in marital satisfaction |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.06 - What are the major tenets of the life-span and the life-course theories? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 74. ​According to your text, what is the first step in doing research in the field of human development?   |  |  |  | | --- | --- | --- | |  | a. | ​deciding whether to use systematic observation, sampling behavior with tasks, self-report or physiological measurement | |  | b. | ​creating a rationale for the research, by describing it in terms of at least one theory of development | |  | c. | ​coming up with a way to assess the validity and reliability of the measurement instruments that will be used | |  | d. | ​scouring the existing research literature for holes that can be filled with research based on contemporary theories |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 75. ​Monroe wants to conduct a research study assessing the way children play with each other at different ages. After getting the appropriate permissions, he sits on a bench near a school playground and surreptitiously takes notes on the children’s behaviors. Monroe would be best described as engaging in   |  |  |  | | --- | --- | --- | |  | a. | ​case studies. | |  | b. | ​self-report data collection. | |  | c. | ​structured observation. | |  | d. | ​naturalistic observation. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 76. ​What is the major distinction between a structured observation and a naturalistic observation?   |  |  |  | | --- | --- | --- | |  | a. | ​Structured observation involves the manipulation of an independent variable, while naturalistic observation involves manipulation of a dependent variable. | |  | b. | ​Naturalistic observation involves creating a setting that is likely to evoke the behavior being studied, while a structured observation involves watching people as they behave in real-life situations. | |  | c. | ​Naturalistic observation involves the manipulation of an independent variable, while structured observation involves manipulation of a dependent variable. | |  | d. | ​Structured observation involves creating a setting that is likely to evoke the behavior being studied, while a naturalistic observation involves watching people as they behave in real-life situations. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 77. ​Which method of collecting research data has the benefit of being easy to administer to large groups of participants?   |  |  |  | | --- | --- | --- | |  | a. | ​self-reports | |  | b. | ​structured observations | |  | c. | ​naturalistic observations | |  | d. | ​correlational experiments |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 78. ​Which type of measure is usually highly specific and thus cannot be applied broadly?   |  |  |  | | --- | --- | --- | |  | a. | ​self-report | |  | b. | ​structured observations | |  | c. | ​physiological | |  | d. | ​naturalistic observations |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 79. ​Which approach to studying development is not often used but offers a potentially powerful approach to understanding issues such as age-related changes in brain functioning?   |  |  |  | | --- | --- | --- | |  | a. | ​physiological measures | |  | b. | ​self-reports | |  | c. | ​naturalistic observation | |  | d. | ​sampling behavior with tasks |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 80. ​Sally steps on her bathroom scale, and it tells her that she weighs 145 pounds. When she steps on it again after her shower, she gets the same result. In fact, it has told her that her weight is stable at 145 pounds for several days now. Based on her observations, what can more accurately be said about the measurements provided by Sally’s scale?   |  |  |  | | --- | --- | --- | |  | a. | ​The measurements lack reliability. | |  | b. | ​The measurements lack validity. | |  | c. | The measurements are reliable.​ | |  | d. | ​The measurements are valid. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 81. ​Sally steps on her bathroom scale, and it tells her that she weighs 145 pounds. When she steps on it again after her shower, she gets the same result. In fact, it has told her that her weight is stable at 145 pounds for several days now. This is very distressing to Sally, because she knows she actually only weighs around 127 pounds. Based on her observations, what can more accurately be said about the measurements provided by Sally’s scale?   |  |  |  | | --- | --- | --- | |  | a. | ​The measurements lack reliability. | |  | b. | ​The measurements lack validity. | |  | c. | ​The measurements are reliable. | |  | d. | ​The measurements are valid. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 82. ​When a measure being used in a research study actually assesses what the researchers think it measures, it would be described as being   |  |  |  | | --- | --- | --- | |  | a. | ​reliable. | |  | b. | ​valid. | |  | c. | ​observational. | |  | d. | ​experimental. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 83. ​When a measure being used in a research study produces a consistent index of a characteristic, it would be described as being   |  |  |  | | --- | --- | --- | |  | a. | ​reliable. | |  | b. | ​valid. | |  | c. | ​observational. | |  | d. | ​experimental. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 84. ​Validity is to reliability as   |  |  |  | | --- | --- | --- | |  | a. | ​study is to experiment. | |  | b. | ​cause is to correlation. | |  | c. | ​positive is to negative. | |  | d. | ​accuracy is to consistency. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 85. ​Marcella is interested in studying the physical development of girls between 7 and 10 years of age. It is impractical to think that she could study every such girl in the country, so instead she selects a smaller group of girls in this age range to study. The group that Marcella studies is a(n) \_\_\_\_\_\_\_\_, and the larger group that they represent is a(n) \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​population; sample | |  | b. | ​out-group; in-group | |  | c. | ​in-group; out-group | |  | d. | ​sample; population |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 86. ​Why is it necessary to study a sample of individuals that is representative of a larger population?   |  |  |  | | --- | --- | --- | |  | a. | ​because a sample gives better statistical strength than a population, and this allows a research to “confirm” any hypothesis (s)he has made | |  | b. | ​because there are ethical restrictions against gathering data from a population, but not a sample. | |  | c. | ​because a population will include too many people who would be unwilling to answer questions honestly. | |  | d. | ​because it would be impractical, perhaps even impossible, to attempt to gather data from an entire population of individuals. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 87. ​Which of the following are the two general designs used by human development researchers?   |  |  |  | | --- | --- | --- | |  | a. | ​experimental studies and quasi-experimental studies | |  | b. | ​observational studies and self-report studies | |  | c. | ​case studies and self-report studies | |  | d. | ​correlational studies and experimental studies |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 88. ​Suzy wants to study whether there is a relationship between the phases of the moon and the tides that occur in the ocean. She does so by making nightly observations of the moon and recording its phases, and by measuring the tides of the ocean at regular intervals every day and night. The type of research that Suzy is conducting is best described as   |  |  |  | | --- | --- | --- | |  | a. | ​quasi-experimental research. | |  | b. | ​experimental research. | |  | c. | ​correlational research. | |  | d. | ​analogue research. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 89. ​In a correlational study, variables are studied   |  |  |  | | --- | --- | --- | |  | a. | ​as they exist naturally. | |  | b. | ​after direct manipulation. | |  | c. | ​during an experiment. | |  | d. | ​at the population level. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 90. ​The statistic that is used to depict the relationship between two variables that has been uncovered in a correlational study is called the correlational \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​multiplicand | |  | b. | ​deviation | |  | c. | ​permutation | |  | d. | ​coefficient |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 91. ​Which of the following ranges represent the possible values of a correlation between two variables?   |  |  |  | | --- | --- | --- | |  | a. | ​-1.00 to +1.00 | |  | b. | ​-1.00 to 0 | |  | c. | ​0 to +1.00 | |  | d. | ​-100 to 100 |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 92. ​Steve wants to know what the correlation is between the number of treats he gives his dog, Blue, and the speed with which she will follow his instructions to sit down. He finds that the more treats he gives Blue, the faster she sits down on command. Which of the following options describes the correlation that could describe this relationship?   |  |  |  | | --- | --- | --- | |  | a. | ​0.00 | |  | b. | ​0.82 | |  | c. | ​-.73 | |  | d. | ​+1.92 |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 93. ​The direction of a relationship between two variables is indicated by the \_\_\_\_ of the correlation coefficient.   |  |  |  | | --- | --- | --- | |  | a. | ​number | |  | b. | ​mode | |  | c. | ​sign | |  | d. | ​median |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 94. ​The strength of a relationship between two variables is indicated by the \_\_\_\_ of the correlation coefficient.   |  |  |  | | --- | --- | --- | |  | a. | number​ | |  | b. | ​mode | |  | c. | ​sign | |  | d. | ​median |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 95. ​Which of the following values indicates the strongest relationship between two variables as measured by a correlation coefficient?   |  |  |  | | --- | --- | --- | |  | a. | ​-0.81 | |  | b. | ​+0.66 | |  | c. | ​+1.22 | |  | d. | ​-3.21 |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 96. ​Professor Eli conducts a correlational study in which he concludes that the amount of sunlight children receive is positively correlated with the rate at which they grow. Which conclusion would Professor Eli be incorrect in drawing from his correlational data?   |  |  |  | | --- | --- | --- | |  | a. | ​Getting more sun causes children to grow faster. | |  | b. | ​The more sun children get the faster they seem to grow. | |  | c. | ​The faster children grow, the more sun they seem to get. | |  | d. | ​The less sun children get, the slower their rate of growth seems to be. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 97. ​Which of the following is the primary limitation of using correlational research methods?   |  |  |  | | --- | --- | --- | |  | a. | ​They are most susceptible to the double-blind error effect. | |  | b. | ​They only use one research participant, which limits their generalizability. | |  | c. | ​They make it impossible to operationalize variables. | |  | d. | ​They do not allow for conclusions about cause-and-effect relationships. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | |

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| 98. ​If Hamid wants to do one study to determine whether or not playing violent video games causes children to act more aggressively, he would be best served by doing a(n)   |  |  |  | | --- | --- | --- | |  | a. | ​experimental study. | |  | b. | ​correlational study. | |  | c. | ​longitudinal study. | |  | d. | ​cross-sectional study. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 99. ​Cosella is conducting an experiment where she assesses how quickly teenagers can run a 100-meter race after consuming specific amounts of caffeine. She divides her sample up into three groups. Group 1 receives a glass of water with no caffeine added. Group 2 receives a glass of water with an amount of caffeine equivalent to that in one cup of coffee. Group 3 receives a glass of water with an amount of caffeine equivalent to that in two cups of coffee. Each participant is then timed as they run the course. In this study, the independent variable is   |  |  |  | | --- | --- | --- | |  | a. | ​the previous running experience of each participant. | |  | b. | ​the teenagers who are being studied. | |  | c. | ​the time it takes to run the 100-meter race. | |  | d. | ​the amount of caffeine being ingested. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 100. ​Cosella is conducting an experiment where she assesses how quickly teenagers can run a 100-meter race after consuming specific amounts of caffeine. She divides her sample up into three groups. Group 1 receives a glass of water with no caffeine added. Group 2 receives a glass of water with an amount of caffeine equivalent to that in one cup of coffee. Group 3 receives a glass of water with an amount of caffeine equivalent to that in two cups of coffee. Each participant is then timed as they run the course. In this study, the dependent variable is   |  |  |  | | --- | --- | --- | |  | a. | ​the previous running experience of each participant. | |  | b. | ​the teenagers who are being studied. | |  | c. | ​the time it takes to run the 100-meter race. | |  | d. | ​the amount of caffeine being ingested. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | General designs for research | | *KEYWORDS:* | Bloom’s: Apply | |

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| 101. ​In an experiment, the dependent variable is the behavior that is being   |  |  |  | | --- | --- | --- | |  | a. | ​manipulated. | |  | b. | ​controlled. | |  | c. | ​correlated. | |  | d. | ​observed. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 102. ​In an experiment, the independent variable is the behavior that is being   |  |  |  | | --- | --- | --- | |  | a. | manipulated.​ | |  | b. | ​controlled. | |  | c. | ​correlated. | |  | d. | ​observed. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.02 - How do psychodynamic theories account for development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 103. ​A shortcoming of \_\_\_\_ experiments is that they are conducted in artificial environments, so the findings may not reflect behavior as it occurs in the real world.   |  |  |  | | --- | --- | --- | |  | a. | ​single-blind | |  | b. | ​naturalistic | |  | c. | ​correlational | |  | d. | ​laboratory |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 104. ​An important characteristic of qualitative research is that it typically   |  |  |  | | --- | --- | --- | |  | a. | ​is conducted in the laboratory. | |  | b. | ​involves intense observations. | |  | c. | ​is conducted very quickly. | |  | d. | ​relies heavily on statistical analysis. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 105. ​Which type of study typically needs the smallest sample of participants?   |  |  |  | | --- | --- | --- | |  | a. | ​sequential | |  | b. | ​longitudinal | |  | c. | ​qualitative | |  | d. | ​correlational |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 106. ​Dr. Swartzman wants to know if children who are raised in lower socioeconomic environments have more difficulty succeeding in school as they grow up. He enlists a group of four-year-old children and their parents, and he observes the children in school twice a year until they turn 18. Dr. Swartzman’s study would be best described as   |  |  |  | | --- | --- | --- | |  | a. | ​cross-sectional. | |  | b. | ​longitudinal. | |  | c. | ​sequential. | |  | d. | ​correlational |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 107. ​Which of the following research study approaches is MOST susceptible to the influence of cohort effects?   |  |  |  | | --- | --- | --- | |  | a. | ​longitudinal studies | |  | b. | ​cross-sectional studies | |  | c. | sequential studies​ | |  | d. | ​divergent studies |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 108. ​Cohort effects are most likely to be a problem when it is difficult to separate the effects of developmental  processes from \_\_\_\_ when examining age effects across a wide range of ages.   |  |  |  | | --- | --- | --- | |  | a. | ​unique environmental events | |  | b. | ​dependent variables | |  | c. | ​biological components | |  | d. | ​genetic factors |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 109. ​A study in which people of different ages are all measured at the same time in order to assess developmental differences is called a   |  |  |  | | --- | --- | --- | |  | a. | ​longitudinal study. | |  | b. | ​convergent study. | |  | c. | ​sequential study. | |  | d. | ​cross-sectional study. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 110. Smita studies six different cohorts over a 30-year period, testing each subject every five years. Smita is using a \_\_\_\_ design.   |  |  |  | | --- | --- | --- | |  | a. | ​longitudinal | |  | b. | ​cross-sectional | |  | c. | ​sequential | |  | d. | ​microgenetic |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 111. ​Which of the following research methods combines the aspects of both longitudinal and cross-sectional designs?   |  |  |  | | --- | --- | --- | |  | a. | ​single-blind studies | |  | b. | ​double-blind studies | |  | c. | ​evocative studies | |  | d. | ​sequential studies |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 112. Which of the following is a drawback associated with sequential studies?   |  |  |  | | --- | --- | --- | |  | a. | Sequential studies cannot determine cause and effect.​ | |  | b. | ​Sequential studies  are typically laboratory-based. | |  | c. | ​Sequential studies only use one group of subjects. | |  | d. | ​Sequential studies tend to be very expensive and time consuming. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 113. ​Which of the following must occur before research with humans can be ethically conducted?   |  |  |  | | --- | --- | --- | |  | a. | ​Professors in the researcher’s department must verify that all research participants are individually briefed on the exact intent of the research. | |  | b. | ​A panel of experts and community representatives must review the research before it is conducted. | |  | c. | ​Attorneys, usually a board of at least three, must examine the research for any potential violations of law contained in its design. | |  | d. | ​Researchers must consult with at least two experts in research ethics and get them to “sign off” on their research before it is begun. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.03 - What ethical procedures must researchers follow? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 114. ​Prior to their participation in a research study, individuals sign a(n) \_\_\_\_ which educates them about the research and any risks involved.   |  |  |  | | --- | --- | --- | |  | a. | ​informed consent | |  | b. | ​release form | |  | c. | ​intake assessment | |  | d. | ​power of attorney |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.03 - What ethical procedures must researchers follow? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 115. ​Dr. McCutcheon has completed a research study in the area of human development. The results were consistent with her initial hypotheses, and the research was conducted in an appropriate and professional manner. What would her next step be, according to your textbook?   |  |  |  | | --- | --- | --- | |  | a. | ​She should keep the results confidential until she has confirmed them. | |  | b. | ​She should write a textbook based on the results of her research. | |  | c. | ​She should write a report on the research and submit it to a scientific journal. | |  | d. | ​She should informally share the results with the other professionals in her department. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.04 - How do investigators communicate results from research studies? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 116. ​Your authors give a demonstration of the proper way to cite research that has been previously conducted and published by two professionals, Smith and Jones. The research was conducted in 2012. Which of the following is the correct format for such a citation?   |  |  |  | | --- | --- | --- | |  | a. | ​(Smith & Jones, 2012) | |  | b. | ​(Smith and Jones, ’12) | |  | c. | ​(Smith & Jones, ’12) | |  | d. | ​(Smith and Jones, 2012) |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.04 - How do investigators communicate results from research studies? | | *KEYWORDS:* | Bloom’s: Remember | |

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| 117. ​As a result of reading several research articles on the long-term effects of daycare, a state legislature passes a new law mandating that all daycare providers modify their practices to be in consistent with this research. This action reflects   |  |  |  | | --- | --- | --- | |  | a. | ​how research can affect social policy. | |  | b. | ​the benefits of doing meta-analytic research. | |  | c. | ​the importance of longitudinal studies. | |  | d. | ​why correlational research is superior in some ways to experimental research. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.05 - How does research affect public policy? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 118. ​Research into the eyesight of older individuals that was conducted by human development researchers has led some states to change the way older drivers are screened when they renew their driver’s licenses. This reflects   |  |  |  | | --- | --- | --- | |  | a. | ​how research can affect social policy. | |  | b. | ​the benefits of doing meta-analytic research. | |  | c. | ​the importance of longitudinal studies. | |  | d. | ​why correlational research is superior in some ways to experimental research. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.05 - How does research affect public policy? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 119. ​Your authors give several examples of how research in human development has shaped social policies in the United States of America. Which social policy issues have NOT, according to your text, been affected by research on human development?   |  |  |  | | --- | --- | --- | |  | a. | ​elimination of typical newborn immunizations because they are no longer medically necessary | |  | b. | ​the elimination of a mandatory retirement age | |  | c. | ​the Americans with Disabilities Act | |  | d. | ​methods for determining whether an adolescent offender should be tried as a juvenile or an adult |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.05 - How does research affect public policy? | | *KEYWORDS:* | Bloom’s: Apply | |

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| 120. ​Which of the following is NOT one of the problems associated with using photographs to measure children’s understanding of emotions?   |  |  |  | | --- | --- | --- | |  | a. | ​Facial features that display emotions are usually moving, while in photographs they are static. | |  | b. | ​Facial expressions are usually accompanied by sounds, while this is not the case with a picture. | |  | c. | ​Children usually understand emotional expressions based on familiar people, and this is not always the case when using photographs. | |  | d. | ​Photographs provide too much detail that would not be present when examining a live face, and thus overwhelm the children. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.05 - How does research affect public policy? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 121. ​The multidisciplinary study of how people change and how they remain the same over time is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | ​human development | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.01 - What fundamental issues of development have scholars addressed throughout history? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 122. ​The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ issue asks whether developmental phenomena represent a smooth progression through the life span or a series of abrupt shifts.   |  |  | | --- | --- | | *ANSWER:* | ​continuity-discontinuity | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.01 - What fundamental issues of development have scholars addressed throughout history? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 123. ​In the biopsychosocial model, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ forces might include factors such as race, ethnicity, and culture.   |  |  | | --- | --- | | *ANSWER:* | ​sociocultural | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.02 - What are the basic forces in the biopsychosocial framework? How does the timing of those forces affect their impact? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 124. ​The study of neuroscience involves examination of the brain and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, particularly in terms of brain-behavior relationships.   |  |  | | --- | --- | | *ANSWER:* | ​nervous system | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.03 - How does neuroscience enhance our understanding of human development? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 125. ​Primarily based on the early work of Sigmund Freud, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ theories hold that development is largely determined by how well people resolve conflicts they encounter at different ages.   |  |  | | --- | --- | | *ANSWER:* | ​psychodynamic | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.02 - How do psychodynamic theories account for development? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 126. ​The psychosocial theory of Erik Erikson postulates that people encounter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stages over their lives, and that these stages occur in a biologically fixed order. (Hint: The answer is a number.)   |  |  | | --- | --- | | *ANSWER:* | ​eight (8) | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.02 - How do psychodynamic theories account for development? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 127. ​Albert Bandura, a noted psychologist who focused on different cognitive factors in life, argues that experience gives people a sense of self-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which refers to their beliefs about their own abilities and talents.   |  |  | | --- | --- | | *ANSWER:* | ​efficacy | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.03 - What is the focus of the learning theories of development? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 128. ​The first of Piaget’s four proposed stages of cognitive development, occurring in infancy, is called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stage.   |  |  | | --- | --- | | *ANSWER:* | ​sensorimotor | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.04 - How do cognitive-developmental theories explain changes in thinking? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 129. ​Lev \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ believed that development is essentially an apprenticeship in which children develop as they work alongside skilled adults, including their parents and teachers.   |  |  | | --- | --- | | *ANSWER:* | ​Vygotsky | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.04 - How do cognitive-developmental theories explain changes in thinking? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 130. ​In Bronfenbrenner’s ecological theory, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to social settings that a person may not experience firsthand but that still influence their development.   |  |  | | --- | --- | | *ANSWER:* | ​exosystem | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.05 - What are the main points in the ecological and systems approach? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 131. ​\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ observations differ from naturalistic observations in that they create situations where the behavior of interest is likely to be elicited.   |  |  | | --- | --- | | *ANSWER:* | ​Structured | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 132. ​Interviews and questionnaires are two different types of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ measures.   |  |  | | --- | --- | | *ANSWER:* | ​self-report | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 133. ​The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of a measure refers to whether it actually measures what researchers think it measures.   |  |  | | --- | --- | | *ANSWER:* | ​validity | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 134. ​A subset of a population is called a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | ​sample | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.01 - How do scientists measure topics of interest in studying human development? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 135. ​An investigation into the relationship between two variables that does not allow for the drawing of cause-and-effect conclusions is a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ study.   |  |  | | --- | --- | | *ANSWER:* | ​correlational | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 136. ​The direction of a relationship—that is, whether two variables move in the same direction or in opposite directions—is indicated by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the correlation coefficient.   |  |  | | --- | --- | | *ANSWER:* | ​sign | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 137. ​A(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ variable in an experiment is the condition that is manipulated by the researcher.   |  |  | | --- | --- | | *ANSWER:* | independent​ | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 138. ​If you wanted to do research that specifically sought to uncover the reasons for various aspects of behavior and you wanted to study a small number of individuals very intensively over a prolonged period of time, you would most likely conduct \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ studies.   |  |  | | --- | --- | | *ANSWER:* | ​qualitative | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 139. ​One of the main challenges of a cross-sectional research is the appearance of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ effects, which refer to differences between age groups that are caused by environmental, rather than developmental, factors.   |  |  | | --- | --- | | *ANSWER:* | ​cohort | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Understand | |

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| 140. ​As a part of informed consent, each participant in a research study must be told what the research entails and any \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to which they might be exposed.   |  |  | | --- | --- | | *ANSWER:* | ​risks | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.03 - What ethical procedures must researchers follow? | | *KEYWORDS:* | Bloom’s: Understand | |

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| **Essay** |

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| 141. ​As an exercise in your human development class, your teacher proposes a new developmental theory of personality development. She states that personality is markedly different in adulthood than in childhood, is completely determined by the environment, and develops pretty much the same across cultures. Describe the three recurring issues in human development and where this new theory stands in relationship to these three issues.   |  |  | | --- | --- | | *ANSWER:* | The three recurring issues noted by the chapter are nature and nurture, continuity and discontinuity, and universal and context-specific development. The nature and nurture debate attempts to assess the relative contribution of both biological and genetic factors as well as environmental influences to development. The continuity and discontinuity issue explores whether development is a smooth progression throughout the lifespan (gently easing out of one stage and into another) or a series of abrupt shifts (several “starts and stops”). The universal and context-specific development question asks whether there is just one path that is common to all people or whether there are several developmental paths that may be seen at different times and different places.  The theory postulated by the teacher in this question advocates for a model that emphasizes universal and discontinuous development that is primarily affected by nurture. | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.01 - What fundamental issues of development have scholars addressed throughout history? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 142. ​Use the biopsychosocial framework to describe four factors that could be important in the development of parenting skills.   |  |  | | --- | --- | | *ANSWER:* | ​  The four types of factors considered in the biopsychosocial model include biological forces (all genetic and health-related factors), psychological forces (all internal perceptual, cognitive, emotional, and personality factors), sociocultural forces (interpersonal, societal, cultural, and ethnic factors), and life-cycle forces (differences in how the same event affects people of different ages).  The accurate answer would include at least one factor from each of these domains and would discuss them in a manner that recognizes the integrative and interactive nature of the biopsychosocial model. An excellent answer might address the idea that different factors may be more or less salient for specific areas of development. For example, the development of parenting skills might give greater weight to psychological and sociocultural forces than to biological forces. | | *REFERENCES:* | 1.1 Thinking About Development | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.01.02 - What are the basic forces in the biopsychosocial framework? How does the timing of those forces affect their impact? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 143. ​ Demonstrate and understanding of operant conditioning by differentiating between positive reinforcement, negative reinforcement, and punishment.   |  |  | | --- | --- | | *ANSWER:* | ​Positive reinforcement involves giving a reward in order to increase the likelihood of a behavior reoccurring (e.g., getting dessert for eating all of your vegetables). Negative reinforcement involves taking away something unpleasant in order to increase the likelihood of a behavior reoccurring (e.g., being allowed to skip the final exam if your grades throughout the term have been strong). In both cases, the goal of reinforcement is to strengthen a behavior; that is, to increase the likelihood of that behavior occurring again in the future. Punishment is any consequence that decreases the likelihood of a behavior reoccurring. It can involve presentation of an undesirable stimulus (e.g., pain) or the removal of a desired stimulus (e.g., taking away a teenager’s driving privileges). | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.03 - What is the focus of the learning theories of development? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 144. ​Describe four key features of the life-span perspective. How do these features speak to the three recurring issues in developmental psychology?   |  |  | | --- | --- | | *ANSWER:* | Paul Baltes and his colleagues produced a list of four essential features of the life-span perspective. They include multidirectionality (the idea that development includes both growth and decline in different domains at different ages), plasticity (the idea that skills and abilities can be learned, even late in life, and are not predetermined), historical context (the idea that development is affected by the historical time and events that occur in which a person is born and the culture in which they grew up), and multiple causation (the idea that many different factors—biological, psychological, sociocultural, and life-cycle—influence the course of development).  There are several overlaps between these factors and the three recurring issues in developmental psychology. Accurate answers will find these connections and cogently comment on the commonalities. For example, the idea of plasticity is very interwoven into the nature/nurture debate, as it addresses what is a function of our surroundings and ability to learn from our environment and what is predetermined by genetics. Multidirectionality could be linked to the idea of continuity and discontinuity, as ‘forward growth’ and ‘backward decline’ could be seen as being continuous or discontinuous in a developmental path. Though the biopsychosocial model is not one of the recurring issues noted in the beginning of this chapter, individual instructors may consider giving credit for linking that model to the idea of multiple causation.  These sorts of connections, as well as other creative links, are the foundation of a strong answer to this essay. | | *REFERENCES:* | 1.2 Developmental Theories | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.02.06 - What are the major tenets of the life-span and the life-course theories? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 145. ​Salem has decided to do a correlational study on the relationship between parental smoking and the cognitive performance of their children. How might this research be conducted? What are the major disadvantages of this type of research approach?   |  |  | | --- | --- | | *ANSWER:* | In a correlational study, two variables are studies as they exist in the natural world. Because it would be unethical to encourage people to smoke just so that you could determine whether smoking would influence their children’s cognitive functioning, this sort of study would assess what is already occurring in terms of the amount of smoking being done around children. The amount of smoking being done around children could be measured by both parental self-reports and the children’s levels of cotinine, a valid and reliable indicator of second-hand smoke exposure. The children’s cognitive performance could be measured with an age-appropriate problem solving test. The relationship between the two variables would be expressed as a statistic called the correlation coefficient, which has a range of -1.00 to +1.00. A student should accurately describe how the correlation coefficient is to be interpreted, without making statements about causal relationships between smoking and lung cancer that are unsupported by a correlational design.  The main disadvantage of a correlational study is the inability to determine a cause-effect relationship between smoking and lung cancer. | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 146. ​A researcher is going to do a longitudinal study of cognitive development in elementary school-age children. What problems is this researcher going to have that could be avoided if she were to do a cross-sectional study instead?   |  |  | | --- | --- | | *ANSWER:* | ​While the question does not call for a specific description of a longitudinal or cross-sectional study, the student may begin by giving brief definitions of the two. The focus should emphasize that the former involves repeated observations of the same groups of participants over an extended period of time in order to determine developmental factors associated with change, while the latter should emphasize observation of groups of different aged participants at a single point in time in order to avoid several of the problems associated with longitudinal research. It should also not make the mistake of confusing cross-sectional studies with sequential studies, which involve repeated observations of different aged groups of participants over time. Primary difficulties of longitudinal studies include repeat testing effects, attrition of participants (through death, relocation, or loss of interest in participation), expense and time involved in conducting a longitudinal study, and the practical difficulties of such a model. The cross-sectional model helps to allay some of those problems, but does bring into the research the fact that single observations do not allow for conclusions about developmental changes as well as cohort effects that can complicate the accurate interpretation of research findings. | | *REFERENCES:* | 1.3 Doing Developmental Research | | *LEARNING OBJECTIVES:* | ESSE.KAIL.01.03.02 - What research designs are used to study human development? | | *KEYWORDS:* | Bloom’s: Analyze | |