

# Test Bank for Human Development A Life Span View 7th Edition by Kail

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Sample:

1. Who is most likely interested in the study of human development?
  - a. Dr. Harvey, who studies the brain cells of infants
  - b. Dr. Hatfield, who studies eating disorders
  - c. Dr. Deal, who studies how political attitudes change with age
  - d. Dr. Hersh, who studies elderly patients with Alzheimer's disease

**ANSWER:** c

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Apply

2. The nature of the scientific study of human development can best be described as
  - a. multidisciplinary.
  - b. focused on groups rather than individuals.
  - c. nontheoretical.
  - d. emphasis on stability over change.

**ANSWER:** a

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Thinking Critically

3. Which question best captures the spirit of most individuals who study human development with a nature/nurture focus?
  - a. How do genes and environmental factors interact in the development of memory processes?
  - b. Which human behaviors are determined genetically, and which are determined by environmental factors?
  - c. At what age do environmental factors surpass genetic factors as most important in human development?
  - d. Which genes are responsible for childhood behavior, and which genes are responsible for adult behavior?

**ANSWER:** a

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Thinking Critically

4. 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:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Thinking Critically

5. Dr. Kim takes a strong nature position with regard to the origins of intellectual disabilities. Therefore, she would most likely hypothesize that her son's intellectual disability (formally known as mental retardation) is due to
- a. her parenting style.
  - b. his genes.
  - c. his exposure to a toxic chemical prior to birth.
  - d. random chance.

**ANSWER:** b

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Apply

6. 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:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Understand

7. When discussing child development, Olaf uses terms like the "terrible 2s" and the "tranquil 3s." These ideas are most compatible with a \_\_\_\_ view.
- a. context-specificity
  - b. hereditary
  - c. continuity
  - d. discontinuity

**ANSWER:** d

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Apply

8. Dr. Fletcher is attempting to determine whether adult criminals were rule breakers throughout their childhood, or whether they suddenly turned to a life of crime. Her research is most concerned with which issue of human development?
- a. Nature versus nurture
  - b. Universal versus context-specific development
  - c. Biological versus sociocultural forces
  - d. Continuity versus discontinuity

**ANSWER:** d

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Apply

9. Yacef is interested in determining whether children develop virtually the same way in Algeria as they do in other parts of the world. Yacef's research deals primarily with the \_\_\_\_ issue of human development.
- a. psychological versus biological forces
  - b. universal versus context-specific development
  - c. nature versus nurture
  - d. continuity versus discontinuity

**ANSWER:** b

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Apply

10. Sara believes that memory processes develop the same way in all children. Sara is most likely to support a \_\_\_\_ position regarding human development.
- a. universal
  - b. nurture
  - c. discontinuous
  - d. non-normative

**ANSWER:** a

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Apply

11. When Kayla says "It doesn't matter if they are French, Swedish, or Chinese, kids are kids," she is espousing a \_\_\_\_ position concerning human development.
- a. discontinuous
  - b. universal
  - c. nurture
  - d. context-specific

**ANSWER:** b

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Apply

12. Sophia notices that children seem to mature socially much faster in Argentina than in the United States. Sophia is most likely to support a \_\_\_\_ position regarding human development. a. nature  
b. discontinuous  
c. context-specific  
d. continuous

**ANSWER:** c

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Apply

13. Lotte is listening to a lecture in which her professor states, "Genetic and cultural factors are important, but they alone cannot explain the development of human beings." Lotte's professor seems to be supporting the a. biopsychosocial framework.  
b. position that development is continuous.  
c. notion of universality.  
d. concept of discontinuity.

**ANSWER:** a

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Apply

14. Dr. Arantes uses a biopsychosocial framework for understanding human development. Which position is she most likely to endorse on the nature versus nurture issue? a. Nature is most important.  
b. Nurture is most important.  
c. Nature and nurture both play important roles in human development.  
d. Neither nature nor nurture is important in the study of human development.

**ANSWER:** c

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Apply

15. Because Dr. Jefferson is interested in researching how people of different ages are affected by events, it would be most accurate to say that Dr. Jefferson is most interested in studying \_\_\_\_ forces. a. psychological  
b. biological  
c. life-cycle  
d. sociocultural

**ANSWER:** c

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Apply

16. When asked why her sister Yvonne ended up in jail, Penny says, "She was always a mean, aggressive person. She really liked hurting people." Penny is relying on \_\_\_\_ forces to explain Yvonne's development.
- sociocultural
  - normative age-graded
  - normative history-graded
  - psychological

**ANSWER:** d

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Apply

17. If you were going to study only psychological influences of human development, you would *not* research
- self-esteem.
  - the effects of television on development.
  - the effects of depression on development.
  - cognitive processes.

**ANSWER:** b

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Apply

18. Benoit is interested in studying the effects of various biological forces on human development. Which topic is probably of *least* interest to him?
- Cognition
  - Brain maturation
  - Menopause
  - Exercise

**ANSWER:** a

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Apply

19. The field of \_\_\_\_ gives us information about how the four developmental forces interact with each other.
- biology
  - neuroscience
  - anthropology

d. sociology

**ANSWER:** b

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.3 - How does neuroscience enhance our understanding of human development? **KEYWORDS:** Bloom's: Understand

20. Which item does *not* constitute a “psychological force?”

- a. Perception
- b. Intelligence
- c. Personality
- d. Heredity

**ANSWER:** d

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Thinking Critically

21. Julio is interested in studying how family relationships affect development. Julio is probably most interested in studying \_\_\_\_ influences.

- a. psychological
- b. sociocultural
- c. non-normative
- d. biological

**ANSWER:** b

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Apply

22. Daisy and Rose are identical twins who were separated at birth. Daisy was raised in the United States, whereas Rose spent her childhood in Austria. Which force would likely explain most of the differences between their behaviors as teens?

- a. Psychological
- b. Nature-based
- c. Biological
- d. Sociocultural

**ANSWER:** d

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Apply

23. Your friend David has decided to start studying human development because he hates studying biology. According to your text, will David find happiness in his new area of interest?

- a. Yes, because he can focus on psychological factors and ignore sociocultural and biological factors.
- b. Yes, but only if he enjoys studying sociocultural factors.
- c. No, because studying biological influences is a necessary component to understanding development.
- d. No, because normative age-graded influences are all biological.

**ANSWER:** c

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Apply

24. What is a problem encountered by researchers assessing the effects of sociocultural forces?
- a. The lack of genetic distinction between individuals from different racial backgrounds
  - b. Culture appears to have little impact on cognitive development
  - c. Changing ethnic labels (e.g., black American to African American)
  - d. The inability to apply results to the population being studied

**ANSWER:** c

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Understand

25. Which best describes the relationship between biological, psychological, and sociocultural forces in human development?
- a. Unimportant
  - b. Interactive
  - c. Independent
  - d. Non-normative

**ANSWER:** b

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Thinking Critically

26. Marcelia has been promoted and is moving her family to a new city in a different part of the country. Though four-year-old Fernando is very happy and makes the transition easily, 12-year-old Jorge is unhappy and has a very difficult time adjusting to the move. Both children generally adapt well to change. Which single set of factors best explains the different responses of Fernando and Jorge to the move?
- a. Biological factors
  - b. Sociocultural factors
  - c. Personality factors
  - d. Life-cycle factors

**ANSWER:** d

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Apply

27. When Alfonso says, "It would have been tough to be a father at age 21, but being one at age 28 is super," he is noting the important role that \_\_\_\_ factors play in human development.
- a. biological
  - b. life-cycle
  - c. sociocultural
  - d. psychological

**ANSWER:** b

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Apply

28. Which statement best exemplifies the basic premise of life-cycle forces?
- a. Biological forces play little role once a person reaches puberty.
  - b. Unconscious desires are the basis for most human behavior.
  - c. Early experiences may influence behavior throughout one's development.
  - d. The forces that influence human behavior are too complex to identify through empirical research.

**ANSWER:** c

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Thinking Critically

29. Connie is a second-grade teacher who notices that her students behave differently than the fourth-graders during recess. She comes up with several connected ideas to explain why the two groups behave differently. Connie's ideas would best be described as a(n) \_\_\_\_.
- a. experiment
  - b. theory
  - c. study
  - d. mesosystem

**ANSWER:** b

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.1 - What is a developmental theory?

**KEYWORDS:** Bloom's: Apply

30. 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:** KAIL.HDEV.16.1.2.1 - What is a developmental theory?



**KEYWORDS:** Bloom's: Understand

31. Psychodynamic theories place the least emphasis on the \_\_\_\_ portion of the biopsychosocial framework. a. life-cycle  
b. psychological  
c. sociocultural  
d. biological

**ANSWER:** d

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.2 - How do psychodynamic theories account for development?

**KEYWORDS:** Bloom's: Thinking Critically

32. When asked to explain why children sometimes act violently, Dr. Zylar responds, "Generally speaking, these children are driven by conflicts between what they wish to do and what society wishes them to do." It is most likely that Dr. Zylar would be a proponent of \_\_\_\_ theory. a. psychodynamic  
b. social cognitive  
c. ecological  
d. cognitive-developmental

**ANSWER:** a

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.2 - How do psychodynamic theories account for development?

**KEYWORDS:** Bloom's: Apply

33. Mick's biggest challenge in life is to think of his life as satisfactory and that it is worth living (i.e., that he needs to get some satisfaction). According to psychosocial theory, Mick is probably in the \_\_\_\_ stage of life. a. young adulthood  
b. adolescence  
c. late life  
d. birth to 1 year

**ANSWER:** c

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.2 - How do psychodynamic theories account for development?

**KEYWORDS:** Bloom's: Apply

34. Who is best associated with psychosocial theory?  
a. Erikson  
b. Bandura  
c. Watson  
d. Freud

**ANSWER:** a

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.2 - How do psychodynamic theories account for development?

**KEYWORDS:** Bloom's: Understand

35. The epigenetic principle is a key component of \_\_\_\_ theory.
- a. social cognitive
  - b. ecological
  - c. information-processing
  - d. psychosocial

**ANSWER:** d

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.2 - How do psychodynamic theories account for development?

**KEYWORDS:** Bloom's: Understand

36. The fact that hope is important in early childhood, that development of identity is most important in adolescence, and that wisdom is most important in late life is an example of
- a. external societal demands.
  - b. the epigenetic principle.
  - c. naturalistic observation.
  - d. identity versus identity confusion.

**ANSWER:** b

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.2 - How do psychodynamic theories account for development?

**KEYWORDS:** Bloom's: Apply

37. What would Erikson say is the stage in life where the biggest challenge involves committing to another in a loving relationship?
- a. Childhood
  - b. Adolescence
  - c. Young adulthood
  - d. Old adulthood

**ANSWER:** c

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.2 - How do psychodynamic theories account for development?

**KEYWORDS:** Bloom's: Understand

38. The argument that each psychosocial strength has its own special age period of specific importance is the cornerstone of \_\_\_\_ theory of development.
- a. Bandura's
  - b. Erikson's
  - c. Skinner's
  - d. Vygotsky's

**ANSWER:** b

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.2 - How do psychodynamic theories account for development?

**KEYWORDS:** Bloom's: Thinking Critically

39. How would Erik Erikson respond to the statement, “A midlife crisis is a normal part of the human life cycle”?
- He would agree.
  - He would disagree and point out that there is no “normal” progression of human development.
  - He would disagree and point out that “crises” are not a normal part of human development.
  - He would say nothing since he focused on development between birth and adolescence.

**ANSWER:** a

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.2 - How do psychodynamic theories account for development?

**KEYWORDS:** Bloom’s: Thinking Critically

40. The basic premise of \_\_\_\_ is that the consequences of a behavior determine the likelihood of the behavior being repeated in the future.
- the life-span perspective
  - the epigenetic principle
  - universal development
  - operant conditioning

**ANSWER:** d

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom’s: Thinking Critically

41. After completing his history assignment, Nico is excused from having to wash the dishes, a task he detests. Nico’s parents are attempting to use \_\_\_\_ to increase Nico’s studying.
- positive reinforcement
  - punishment
  - extinction
  - negative reinforcement

**ANSWER:** d

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom’s: Apply

42. Lynne always wants to go visit her grandparents because when she visits they give her a new toy. The grandparents have \_\_\_\_ her visiting behavior.
- reinforced
  - extinguished
  - punished
  - extinguished

**ANSWER:** a

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom’s: Apply

43. In operant conditioning theory, reinforcement is to punishment as

- a. increasing is to decreasing.
- b. giving is to taking.
- c. unwanted is to wanted.
- d. good is to bad.

**ANSWER:** a

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Thinking Critically

44. A behavior that is effectively being reinforced will

- a. eventually go away.
- b. increase in frequency.
- c. improve self-esteem.
- d. be imitated by others.

**ANSWER:** b

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Thinking Critically

45. Zhang is attempting to alter the behavior of his son by controlling the consequences of his son's actions. Zhang is practicing

- a. social learning theory.
- b. negative reinforcement.
- c. operant conditioning.
- d. ecological theory.

**ANSWER:** c

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Apply

46. An effective punishment

- a. causes some physical pain.
- b. follows a reinforcer.
- c. reduces the likelihood that a behavior will occur in the future.
- d. eventually becomes ineffective.

**ANSWER:** c

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Understand

47. Morticia finds that whenever she talks to her daughter about her obnoxious behavior, the obnoxious behavior increases in frequency. Apparently, Morticia's talks are \_\_\_\_ her daughter's obnoxious behavior. a. punishing  
b. reinforcing  
c. suppressing  
d. having no effect on

**ANSWER:** b

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Apply

48. Dr. Gauche likes to make fun of student comments in class. She finds that every time she does this, students make fewer comments the rest of the class period. Apparently, Dr. Gauche's jokes are \_\_\_\_ the students for talking in class. a. punishing  
b. negatively reinforcing  
c. positively reinforcing  
d. imitating

**ANSWER:** a

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Apply

49. Imitation is most closely related to the concept of a. positive reinforcement.  
b. life-cycle forces.  
c. selective optimization.  
d. observational learning.

**ANSWER:** d

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Thinking Critically

50. Even though Brenda was never reinforced directly for doing so, she increased the frequency of her swearing after she saw her friend Elizabeth get a lot of attention after she swore. This is most likely an example of a. observational learning.  
b. operant conditioning.  
c. punishment.  
d. self-efficacy.

**ANSWER:** a

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Apply

51. Melissa is doing a study where volleyball players are interviewed about their role on the team and perceived capabilities for playing in Saturday's game. Melissa seems to be assessing the \_\_\_\_ of the volleyball players. a. life-cycle forces  
b. exosystems  
c. internal maturational plans  
d. self-efficacy

**ANSWER:** d

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Apply

52. Alberto believes he can successfully ski down a steep mountain. Bandura would be most likely to say that Alberto has a. reached formal operations.  
b. high self-efficacy.  
c. resolved the industry versus inferiority stage.  
d. been negatively reinforced.

**ANSWER:** b

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Apply

53. Mr. Link tries to help his students learn how to be assertive by having them watch how other students can be successful by acting assertively. Mr. Link is using principles of \_\_\_\_ to help his students. a. social learning theory  
b. operant conditioning  
c. cognitive-developmental theory  
d. psychosocial theory

**ANSWER:** a

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Apply

54. Who would most likely explain a child's maladaptive behavior by saying, "They probably saw some TV character do that"?  
a. Ginger, who is a behaviorist  
b. Gilligan, who is a social learning theorist  
c. Thurston, who is a Freudian theorist  
d. Mary Ann, who is a Piagetian theorist

**ANSWER:** b

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Apply

55. Who developed social cognitive theory?

- a. Piaget
- b. Skinner
- c. Bronfenbrenner
- d. Bandura

**ANSWER:** d

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Understand

56. Dr. Sefky says: "Sure, reinforcement and punishment are important, but how people interpret reinforcement and punishment is even more important." Given this statement, Dr. Sefky's view is most likely to agree with a. operant conditioning.

- b. social cognitive theory.
- c. psychosocial theory.
- d. psychodynamic theory.

**ANSWER:** b

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Apply

57. Social cognitive theory and operant conditioning are similar in that they both

- a. view the individual as an active processor of information.
- b. believe that experience is important in determining behavior.
- c. place a greater emphasis on nature than on nurture.
- d. stress discontinuity.

**ANSWER:** b

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Thinking Critically

58. Whose theory of development is best exemplified by the idea that children construct their own knowledge and this constructed knowledge changes with age/experience? a. Piaget

- b. Bronfenbrenner
- c. Erikson
- d. Skinner

**ANSWER:** a

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.4 - How do cognitive-developmental theories explain changes in thinking?

**KEYWORDS:** Bloom's: Thinking Critically

59. Brandon's developmental psychology teacher believes human development is best conceptualized as progressing discontinuously through several qualitatively different stages of thinking. 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:** KAIL.HDEV.16.1.2.4 - How do cognitive-developmental theories explain changes in thinking?

**KEYWORDS:** Bloom's: Apply

60. What is the correct order of Piaget's stages of development?
- a. Sensorimotor, concrete operational, preoperational, formal operational
  - b. Preoperational, formal operational, concrete operational, sensorimotor
  - c. Sensorimotor, preoperational, concrete operational, formal operational
  - d. Preoperational, sensorimotor, formal operational, concrete operational

**ANSWER:** c

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.4 - How do cognitive-developmental theories explain changes in thinking?

**KEYWORDS:** Bloom's: Understand

61. When describing the development of his son Pitt, Brad says, "The best way to describe it is in terms of a slow computer with a small memory getting faster processor and more storage space." This type of description would suggest that Brad adheres to a(n) \_\_\_\_\_ approach to development.
- a. operant conditioning
  - b. ecological theory
  - c. Piagetian
  - d. information-processing

**ANSWER:** d

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.4 - How do cognitive-developmental theories explain changes in thinking?

**KEYWORDS:** Bloom's: Apply

- a.
- b.
- c.



d.

ANSWER:

## 1.2 Developmental Theories

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62. Rutger believes that, rather than progressing through a sequence of stages, mental processes gradually get more complex and efficient. Rutger is most likely a proponent of Piaget's theory.

Kohlberg's theory. information-processing theory.

Erikson's theory.

c

REFERENCES:

LEARNING OBJECTIVES: KAIL.HDEV.16.1.2.4 How do cognitive-developmental theories explain changes in thinking?

KEYWORDS: Bloom's: Apply

63. What type of theorist would most likely describe human cognitive development using the analogy of "mental software?"

a. An information-processing theorist

b. An Eriksonian

c. An operant conditioning theorist

d. A social learning theorist

ANSWER: a

REFERENCES: 1.2 Developmental Theories

LEARNING OBJECTIVES: KAIL.HDEV.16.1.2.4 - How do cognitive-developmental theories explain changes in thinking?

KEYWORDS: Bloom's: Thinking Critically

64. Dr. Strauss is a developmental psychologist who is interested in Vygotsky's theory. What sort of forces are probably of most interest to Dr. Strauss? a. Biological

b. Psychological

c. Life cycle

d. Sociocultural

ANSWER: d

REFERENCES: 1.2 Developmental Theories

LEARNING OBJECTIVES: KAIL.HDEV.16.1.2.4 - How do cognitive-developmental theories explain changes in thinking?

KEYWORDS: Bloom's: Apply

65. Who would have the *least* amount of interest in children's thinking?

a. An information-processing theorist

b. A Skinnerian theorist

a.

b.

c.

d.

**ANSWER:**

## 1.2 Developmental Theories

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c. A Vygotskian theorist

d. A Piagetian theorist

**ANSWER:** b

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.4 - How do cognitive-developmental theories explain changes in thinking?

**KEYWORDS:** Bloom's: Thinking Critically

66. The biggest difference between Vygotsky's approach to development and that of Piaget and the information processing approach is that Vygotsky placed more emphasis on the impact of culture. stages of development. thinking. unconscious thoughts.

a

**REFERENCES:**

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.4 How do cognitive-developmental theories explain changes in thinking?

**KEYWORDS:** Bloom's: Thinking Critically

67. 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:** KAIL.HDEV.16.1.2.5 - What are the main points in the ecological and systems approach?

**KEYWORDS:** Bloom's: Apply

68. Which theorist is best associated with an ecological approach to human development? a. Freud

b. Piaget

c. Erikson

d. Bronfenbrenner

**ANSWER:** d

**REFERENCES:** 1.2 Developmental Theories

a.

b.

c.

d.

**ANSWER:**

## 1.2 Developmental Theories

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**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.5 - What are the main points in the ecological and systems approach?

**KEYWORDS:** Bloom's: Understand

69. Mary has only one child, one-year-old Shelly, and has stayed home for most of Shelly's life. From an ecological perspective, Mary is best thought of as part of Shelly's

- a. mesosystem.
- b. exosystem.
- c. macrosystem.
- d. microsystem.

**ANSWER:** d

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.5 - What are the main points in the ecological and systems approach?

**KEYWORDS:** Bloom's: Apply

70. According to ecological theory, the people closest to a developing child represent their

microsystem. macrosystem.

- a.
- b.
- c.

d.

**ANSWER:**

## 1.2 Developmental Theories

-

exosystem.

a

**REFERENCES:**

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.5 What are the main points in the ecological and systems approach?

**KEYWORDS:** Bloom's: Thinking Critically

71. Louis discovers that the experiences he has in his developmental psychology class help him to deal with the children he works with at a daycare center. This relationship is best described by Bronfenbrenner's notion of a(n) a. mesosystem.

b. exosystem.

c. macrosystem.

d. microsystem.

**ANSWER:** a

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.5 - What are the main points in the ecological and systems approach?

**KEYWORDS:** Bloom's: Apply

72. A researcher who wants to study how state welfare programs influence parenting behaviors would be primarily studying

a. microsystems.

b. exosystems.

c. mesosystems.

d. operant conditioning.

**ANSWER:** b

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.5 - What are the main points in the ecological and systems approach?

**KEYWORDS:** Bloom's: Apply

73. The AIDS epidemic has dramatically influenced dating behavior in the 2000s. From an ecological perspective, this influence is best thought of as part of the culture's a. mesosystem.

b. exosystem.

c. macrosystem.

d. microsystem.

**ANSWER:** c

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.5 - What are the main points in the ecological and systems approach?

**KEYWORDS:** Bloom's: Apply

74. Tina is given a huge salary increase, and now is able to get things for her children that they have always needed and also move into a nicer home. Bronfenbrenner would state that this increase in the mother's salary is an example of the impact of the children's
- a. exosystem.
  - b. mesosystem.
  - c. macrosystem.
  - d. microsystem.

**ANSWER:** a

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.5 - What are the main points in the ecological and systems approach?

**KEYWORDS:** Bloom's: Apply

75. 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:** KAIL.HDEV.16.1.2.5 - What are the main points in the ecological and systems approach?

**KEYWORDS:** Bloom's: Apply

76. Who is most likely to support a life-span perspective?
- a. Corynne, who believes that childhood is the most important stage of development
  - b. Claire, who thinks that to understand adults you must consider prior development
  - c. Simone, who agrees with Piaget
  - d. Danielle, who agrees with Vygotsky

**ANSWER:** b

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Thinking Critically

77. Whose theory is best associated with a life-span perspective emphasizing research on adult development?
- a. Bandura
  - b. Baltes
  - c. Bronfenbrenner
  - d. Piaget

**ANSWER:** b

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Understand

78. Marcia is 80 years old and is learning how to speak French and play the guitar for the first time. This new skill development is a good example of
- a. multiple causation.
  - b. historical context.
  - c. plasticity.
  - d. multidirectionality.

**ANSWER:** c

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Apply

79. Jackson's knowledge of economics has grown over the years, while at the same time, his ability to play hockey has deteriorated. Jackson's experience best exemplifies
- a. multiple causation.
  - b. historical context.
  - c. plasticity.
  - d. multidirectionality.

**ANSWER:** d

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Apply

80. Multidirectionality, plasticity, historical context, and multiple causation are all key features of the \_\_\_\_ perspective.
- a. life-span
  - b. cognitive-developmental
  - c. psychosocial
  - d. ecological

**ANSWER:** a

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Understand

81. 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:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Thinking Critically

82. Lisa is getting ready to apply for graduate school. In order to focus on this goal, she is resigning from her posts as editor of the campus newspaper and president of her sorority. These changes in Lisa's life are an example of
- compensation.
  - elective selection.
  - loss-based selection.
  - self-efficacy.

**ANSWER:** b

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Apply

83. The selective optimization with compensation model is primarily associated with the \_\_\_\_ perspective.
- cognitive-developmental
  - ecological
  - psychodynamic
  - life-span

**ANSWER:** d

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Understand

84. Professor Linwood always makes a point of learning the names of all the students in her class. She used to always be able to do this in her head but has recently found that she needs note cards to help her remember. This change in behavior is best described as
- loss-based selection.
  - elective selection.
  - compensation.
  - the epigenetic principle.

**ANSWER:** c

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Apply

85. Dana studies how individuals' life goals change as people get older and how individuals maintain and enhance these goals. Dana is most likely a proponent of the \_\_\_\_ model.
- social cognitive

- b. ecological
- c. epigenetic
- d. selective optimization with compensation

**ANSWER:** d

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Apply

86. Orlaith is interested in studying the impact of growing up during the Great Depression on the saving and spending habits of individuals. Orlaith's perspective is best described as a \_\_\_\_ perspective.
- a. life-course
  - b. life-span
  - c. social cognitive
  - d. psychosocial

**ANSWER:** a

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Apply

87. Aislinn wonders if the attack on New York on September 11, 2001 will impact the career goals of individuals who were adolescents at the time of the attack. This kind of question is one that best reflects a(n) \_\_\_\_ perspective.
- a. cognitive-developmental
  - b. life-course
  - c. social cognitive
  - d. operant conditioning

**ANSWER:** b

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Apply

88. 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-taking behavior in middle adulthood
  - d. Sex differences in marital satisfaction

**ANSWER:** c

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Apply



89. The fact that George is worried about how the recession will impact his current job status is best associated with
- individual timing of life events in relation to external historical events.
  - the synchronization of individual transitions with collective familial ones.
  - the impact of earlier life events on current conditions.
  - history determining the outcome of life.

**ANSWER:** a

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Apply

90. The notion of "balancing" work and home-life responsibilities is best associated with
- individual timing of life events in relation to external historical events.
  - the synchronization of individual transitions with collective familial ones.
  - the impact of earlier life events on current conditions.
  - history determining the outcome of life.

**ANSWER:** b

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Thinking Critically

91. Patti studies the behavior of preschool children by watching them play at a local daycare center. While doing this, she is careful to find a spot where she will be completely unnoticed by the individuals she is observing. Patti is most likely using a \_\_\_\_ approach to studying the children.
- structured observation
  - correlational
  - self-report
  - naturalistic observation

**ANSWER:** d

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

**KEYWORDS:** Bloom's: Apply

92. Carrie is most interested in studying adolescent behavior occurring at a high school prom. Which method is most likely to help her accomplish this goal?
- Structured observation
  - Naturalistic observation
  - Self-report
  - Experiment

**ANSWER:** b

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

**KEYWORDS:** Bloom's: Apply

93. Which research method must always occur in a real-life setting?
- a. Experiment
  - b. Structured observation
  - c. Naturalistic observation
  - d. Systematic observation

**ANSWER:** c

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

**KEYWORDS:** Bloom's: Thinking Critically

94. Carrie takes notes on the behaviors exhibited by college students attending a frat party. This study would best be described as
- a. longitudinal.
  - b. systematic observational.
  - c. experimental.
  - d. sequential.

**ANSWER:** b

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

**KEYWORDS:** Bloom's: Apply

95. Dr. Lund stages a fire drill at the elementary school in order to study how children respond to potential emergency situations. Dr. Lund's method would best be described as a(n)
- a. structured observation.
  - b. naturalistic observation.
  - c. self-report.
  - d. experiment.

**ANSWER:** a

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

**KEYWORDS:** Bloom's: Apply

96. Dr. Ims studies how children think about television by asking them to answer several questions related to their television viewing. It is most likely that Dr. Ims's research involves using a(n) \_\_\_\_ method.
- a. naturalistic observation
  - b. structured observation
  - c. experiment
  - d. self-report

**ANSWER:** d

**REFERENCES:** 1.3 Doing Developmental Research

*LEARNING OBJECTIVES:* KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

*KEYWORDS:* Bloom's: Apply

97. Which method of measuring behavior is most likely to be used in combination with other behavioral measures? a. Physiological measures  
b. Self-reports  
c. Naturalistic observation  
d. Sampling behavior with tasks

*ANSWER:* a

*REFERENCES:* 1.3 Doing Developmental Research

*LEARNING OBJECTIVES:* KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development? *KEYWORDS:* Bloom's: Understand

98. Which method of measuring behavior is most effective at directly studying brain activity? a. Physiological measures  
b. Self-reports  
c. Naturalistic observation  
d. Sampling behavior with tasks

*ANSWER:* a

*REFERENCES:* 1.3 Doing Developmental Research

*LEARNING OBJECTIVES:* KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development? *KEYWORDS:* Bloom's: Understand

99. Dr. Nuriama is interested in studying the way people spend their time when they are in their own homes alone. Which method is Dr. Nuriama most likely to use for this study? a. Physiological measures  
b. Naturalistic observation  
c. Structured observation  
d. Self-reports

*ANSWER:* d

*REFERENCES:* 1.3 Doing Developmental Research

*LEARNING OBJECTIVES:* KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

*KEYWORDS:* Bloom's: Apply

100. Dr. Simpson's students were rightfully upset when he used very accurate weight scales (assessing the poundage of each pupil) to determine their grades in a developmental psychology class. This is partially because his method of assessment lacked  
a. a sufficient sample size.  
b. reliability.  
c. validity.  
d. the ability to identify practice effects.

*ANSWER:* c

*REFERENCES:* 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

**KEYWORDS:** Bloom's: Apply

101. Which word is the best description of the meaning of the term "reliability?"
- a. Ethical
  - b. Valid
  - c. Cross-sectional
  - d. Consistency

**ANSWER:** d

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development? **KEYWORDS:** Bloom's: Understand

102. Harold is upset with his grade on his developmental psychology test, and says, "I bet if I would've taken that test at another time I would have done much better." Harold's complaint deals most directly with the questionable \_\_\_\_ of the test.
- a. validity
  - b. sample
  - c. reliability
  - d. population

**ANSWER:** c

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

**KEYWORDS:** Bloom's: Apply

103. 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:** KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

**KEYWORDS:** Bloom's: Thinking Critically

104. Which research finding supports the idea that a new intelligence test is valid?
- a. Individuals earn the same score on the test every time they take it.
  - b. Individuals score higher on the test when they are older than when they were younger.
  - c. Scores on the new intelligence test are correlated with scores on another valid intelligence test.
  - d. Most individuals score high on the new intelligence test.

**ANSWER:** c

**REFERENCES:** 1.3 Doing Developmental Research

*LEARNING OBJECTIVES:* KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

*KEYWORDS:* Bloom's: Thinking Critically

105. Which statement is always true?

- a. A population is larger than a sample.
- b. A population consists of a single sample.
- c. A sample is another term for a population.
- d. A sample is a cultural concept while a population is a social concept.

*ANSWER:* a

*REFERENCES:* 1.3 Doing Developmental Research

*LEARNING OBJECTIVES:* KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

*KEYWORDS:* Bloom's: Thinking Critically

106. Virtually all studies done in psychology rely on studying people representative of a larger group. The groups of people who participate in these studies are most commonly known as

- a. samples.
- b. populations.
- c. mesosystems.
- d. independent variables.

*ANSWER:* a

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** -

**KEYWORDS:**

KAIL.HDEV.16.1.3.1 How do scientists measure topics of interest in studying human development? Bloom's: Understand

107. Population is to sample as
- a. small is to large.
  - b. reliability is to validity.
  - c. micro is to macro.
  - d. set is to subset.

**ANSWER:** d

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

**KEYWORDS:** Bloom's: Thinking Critically

108. In a correlational study, variables are always studied
- a. as they exist naturally.
  - b. after some manipulation.
  - c. during an experiment.
  - d. at the population level.

**ANSWER:** a

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Thinking Critically

109. Harvey is interested in doing a study to determine whether or not a statistically significant relationship exists between participating in college athletics and self-efficacy for academic work. Because Harvey is not particularly interested in determining a cause-and-effect relationship, he would be best advised to do a(n) \_\_\_\_ study.
- a. cross-sectional
  - b. correlational
  - c. experimental
  - d. naturalistic observation

**ANSWER:** b

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Apply

110. Based on a study that finds that self-esteem is negatively correlated with college grades, which person would you predict would have the highest grades?
- a. Michael, who has very high self-esteem

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** -

**KEYWORDS:**

- b. Davey, who has average self-esteem
- c. Peter, who has very low self-esteem
- d. Lisa, who refuses to answer the study questions

**ANSWER:** c

KAIL.HDEV.16.1.3.2 What research designs are used to study human development?

Bloom's: Apply

111. You read a research article that concludes that the higher a student's self-esteem, the worse he performs in school. This sort of relationship would best be characterized as

- a. a negative correlation.
- b. no relationship.
- c. positive correlation.
- d. cause and effect.

**ANSWER:** a

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Apply

112. Which correlation coefficient value indicates the strongest relationship? a. -.23

- b. .57
- c. .15
- d. -.82

**ANSWER:** d

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Thinking Critically

113. After grading the first exam, your developmental psychology instructor says, "Those students who actually came to class did much better than those of you who showed up once a week." Given this information, you would suspect that the correlation between attendance and grades would be closest to \_\_\_\_.

- a. +.09
- b. + 0.9
- c. + 9.0
- d. + 90.0

**ANSWER:** b

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

REFERENCES: 1.3 Doing Developmental Research

LEARNING OBJECTIVES: -

KEYWORDS:

KEYWORDS: Bloom's: Apply

114. The value of a(n) \_\_\_\_\_ can range from -1.0 to 1.0.
- a. correlation coefficient
  - b. dependent variable
  - c. independent variable
  - d. sample

ANSWER: a

KAIL.HDEV.16.1.3.2 What research designs are used to study human development?

Bloom's: Understand

115. Mario is going to do a correlational study dealing with playing video games and intelligence. Because he is using this particular method, he will *not* be able to
- a. measure the variables quantitatively.
  - b. determine the direction of the relationship between these two variables.
  - c. determine the magnitude of the relationship between these two variables.
  - d. determine whether changes in one of these variables causes changes in the other.

ANSWER: d

REFERENCES: 1.3 Doing Developmental Research

LEARNING OBJECTIVES: KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

KEYWORDS: Bloom's: Apply

116. Shuntelle is interested in studying the relationship between self-esteem and school grades. She wants to be able to quantify this relationship but wants to avoid any ethical concerns regarding the manipulation of these variables. What sort of method is the best option for Shuntelle?
- a. Correlational
  - b. Natural observation
  - c. Experiment
  - d. Physiological

ANSWER: a

REFERENCES: 1.3 Doing Developmental Research

LEARNING OBJECTIVES: KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

KEYWORDS: Bloom's: Apply

117. 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. experiment.
  - b. correlational study.



*REFERENCES:* 1.3 Doing Developmental Research

*LEARNING OBJECTIVES:* -

*KEYWORDS:*

c. longitudinal study.

d. cross-sectional study.

*ANSWER:* a

*REFERENCES:* 1.3 Doing Developmental Research

*LEARNING OBJECTIVES:* KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

*KEYWORDS:* Bloom's: Apply

118. Zsuzsi is conducting a study to determine whether skateboarding causes a reduction in intelligence. In this experiment, skateboarding is the

a. control group.

b. independent variable.

c. dependent variable.

d. cohort effect.

**ANSWER:** b

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Apply

119. In an experiment designed to determine whether taking vitamin A before attending a social event improves self-esteem, what is the dependent variable?
- a. Vitamin A
  - b. The social event
  - c. The level of self-esteem
  - d. The age of the participants

**ANSWER:** c

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Apply

120. Which type of variable is manipulated by an experimenter?
- a. Dependent
  - b. Independent
  - c. Confounding
  - d. Extraneous

**ANSWER:** b

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Understand

121. A researcher has a hypothesis that hostility toward women is created by viewing pornography. If the researcher does an experiment to test this, what would be the independent variable?
- a. Scores on a "hostility toward women" scale
  - b. Being placed in a control group
  - c. The viewing of pornography
  - d. The sex of the subjects

**ANSWER:** c

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Apply

- a.
- b.
- c.
- d.

**ANSWER:**

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** -

122. You are doing a study to determine whether smoking nicotine prior to taking a psychology test affects performance on that test. What is the independent variable in your study?

The psychology test

The participants in your study

Smoking nicotine

It depends on where the study is conducted

c

KAIL.HDEV.16.1.3.2 What research designs are used to study human development?

**KEYWORDS:** Bloom's: Apply

123. 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:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Understand

124. A publishing company does a study to determine whether using a study guide for a textbook improves performance on psychology exams. In this study, grades on the psychology exams would constitute the \_\_\_\_ variable. a. correlational

b. independent

c. manipulated

d. dependent

**ANSWER:** d

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Apply

125. Qualitative research differs from quantitative research because it a. is conducted in the laboratory.

b. seeks to gain an understanding of what governs behavior.

c. is non-correlational.

d. relies heavily on statistical analysis.

**ANSWER:** b

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Thinking Critically

126. Dr. Feldman is studying sibling rivalry. Each of his participants has been assessed every five years since 1970. Dr. Feldman's overall research design is best classified as

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

**ANSWER:** c

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Thinking Critically

127. You are reading the results of a study that tracked how a particular individual's religious beliefs changed over the course of her life. The study you are reading is most likely a(n) \_\_\_\_study.

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

**ANSWER:** a

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Apply

128. Denise is studying how attitudes toward government change over the course of life by studying one group of people when they are 11, 21, 31, 41, 51, and 61 years old. What kind of design is Denise using?

- a. Sequential
- b. Longitudinal
- c. Cross-sectional
- d. Experiment

**ANSWER:** b

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Apply

129. Dr. Mitchell is very interested in how individual participants' behaviors change over time. If she wants to study this, she'll have to do a(n) \_\_\_\_study.

- a. naturalistic observation
- b. cross-sectional
- a.
- b.
- c.
- d.

ANSWER:

REFERENCES: 1.3 Doing Developmental Research

LEARNING OBJECTIVES: -

c. experimental

d. longitudinal

ANSWER: d

REFERENCES: 1.3 Doing Developmental Research

LEARNING OBJECTIVES: KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

KEYWORDS: Bloom's: Apply

130. Researchers studying of life satisfaction compared measures of life satisfaction over a 17-year period of time. This is an example of the use of a(n) \_\_\_\_research design.

experimental                      cross-sectional

longitudinal

sequential

c

KAIL.HDEV.16.1.3.2 What research designs are used to study human development?

KEYWORDS: Bloom's: Understand

131. Which problem is *least* associated with longitudinal research? a. It is difficult to generalize results to the larger population.

b. Participants may improve on the tests by taking them multiple times.

c. It is expensive to keep collecting data on a large number of participants.

d. Participants may choose not to continue.

ANSWER: a

REFERENCES: 1.3 Doing Developmental Research

LEARNING OBJECTIVES: KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

KEYWORDS: Bloom's: Thinking Critically

132. Which researcher is most likely doing a cross-sectional study?

a. Jim, who is studying several different-aged groups at the same time

b. Joey, who is using several physiological measures in his study

c. Jan, who is doing a correlational study

d. Jody, who is doing an observation of first-graders

ANSWER: a

REFERENCES: 1.3 Doing Developmental Research

LEARNING OBJECTIVES: KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

KEYWORDS: Bloom's: Apply

133. Michael studies developmental differences in extroversion by testing 9-, 19-, 39-, and 59-year-old subjects all at the same time. Michael is performing a(n) \_\_\_\_study. a. sequential  
b. longitudinal  
c. experimental  
d. cross-sectional

**ANSWER:** d

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Apply

134. The fact that Tatiana likes to listen to the Hives (a 2000s band) and her grandmother prefers listening to Bill Haley and the Comets (a 1950s band) is probably best explained by a. age effects.  
b. non-normative factors.  
c. cohort effects.  
d. time-of-measurement effects.

**ANSWER:** c

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Apply

135. Smita studies two different cohorts over a 50-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:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Apply

136. Greta wants to do a study on how self-efficacy changes over the life span. Her primary concerns are economic. She needs to do the study in the way that will cost the least in terms of time and money. Given these concerns, she is probably going to be best served doing a(n) \_\_\_\_study. a. longitudinal  
b. cross-sectional  
c. sequential  
a.  
b.  
c.  
d.

**ANSWER:**

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** -

d. experimental

**ANSWER:** b

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Apply

137. The advantage of the \_\_\_\_ design is that it allows a researcher to synthesize data from across numerous studies. a. longitudinal  
b. meta-analysis  
c. cross-sectional  
d. qualitative

**ANSWER:** b

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.3 - How do researchers integrate results from multiple studies? **KEYWORDS:** Bloom's: Thinking Critically

138. Kelly is doing research on the effect of birth order on personality. Rather than collecting data on a new set of subjects, she is analyzing hundreds of studies that have already been done on this topic and is going to attempt to come up with an overall estimate of what all these other studies have found. What sort of study is Kelly doing? Experiment  
Meta-analysis  
Correlational  
Longitudinal  
b

KAIL.HDEV.16.1.3.3 How do researchers integrate results from multiple studies?

**KEYWORDS:** Bloom's: Apply

139. Your developmental psychology teacher tells you that part of the course requirement is that you will have to complete a meta-analytic study. This means that it is most likely that you will be collecting data on \_\_\_\_ in order to fulfill this requirement.  
a. adult human subjects  
b. children  
c. previously published research  
d. a variety of human and animal subjects

**ANSWER:** c

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.3 - How do researchers integrate results from multiple studies?

**KEYWORDS:** Bloom's: Apply

140. Which statement is *not* consistent with ethical research?      a. Subject responses should be confidential.  
b. Never tell subjects if they've been deceived.  
c. Minimize risks to subjects.  
d. Give subjects the right to withdraw from the research without penalty.

**ANSWER:**      b

**REFERENCES:**      1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.4 - What ethical procedures must researchers follow?

**KEYWORDS:**      Bloom's: Understand

141. According to the American Psychological Association, researchers must      a. eliminate all risk to participants  
b. minimize risk to participants.  
c. use deception if there are risks to participants.  
d. pay participants if they are put at risk.

**ANSWER:**      b

**REFERENCES:**      1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.4 - What ethical procedures must researchers follow?

**KEYWORDS:**      Bloom's: Understand

142. Results from individual research participants should be      a. confidential.  
b. public.  
c. coded by name.  
d. ignored.

**ANSWER:**      a

**REFERENCES:**      1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.4 - What ethical procedures must researchers follow?

**KEYWORDS:**      Bloom's: Understand

- a.
- b.
- c.
- d.



143. After completing their study, researchers send a copy of their findings to a scientific journal in hopes of having it published. This reflects which step of the research process?
- a. Developing hypotheses
  - b. Analyzing the data
  - c. Communicating research results
  - d. Applying the results of research

**ANSWER:** c

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.5 - How do investigators communicate results from research studies?

**KEYWORDS:** Bloom's: Apply

144. 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 concordance 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:** KAIL.HDEV.16.1.3.6 - How does research affect public policy?

**KEYWORDS:** Bloom's: Apply

145. Which statement best reflects the views of the text regarding research in developmental psychology?
- a. Research findings can be important in shaping social policy.
  - b. Research findings are useful only to scientists who study the same topics.
  - c. Research findings may be interesting to nonscientists, but the information can rarely be used in the real world.
  - d. Research in developmental psychology does not make much of a scientific contribution.

**ANSWER:** a

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.6 - How does research affect public policy?

**KEYWORDS:** Bloom's: Thinking Critically

146. Human development research plays a role in establishing laws and regulations. Which laws or regulations are an example of this?
- a. Traffic violation laws
  - b. The Americans with Disabilities Act
  - c. The Fair Housing Act
  - d. The Social Security Act

**ANSWER:** b

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.6 - How does research affect public policy?

**KEYWORDS:** Bloom's: Understand

147. Children's judgments of the emotions depicted in photographs may be less accurate than they would be in real life because the photographs are \_\_\_\_\_. a. animal faces.  
b. faces that are not moving.  
c. black and white.  
d. out dated.

**ANSWER:** b

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.6 - How does research affect public policy?

**KEYWORDS:** Bloom's: Understand

148. 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:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Remember

149. If you believe in continuity, you believe that development is best characterized as following a smooth progression. a. True  
b. False

**ANSWER:** True

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Remember

150. Someone taking a universal stance believes that there is only one path of development. a. True  
b. False

**ANSWER:** True

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Remember

151. The influence of your family on your behavior would be considered a psychological force. a. True  
b. False

**ANSWER:** False

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Remember

152. In a life-cycle model, the timing of an event has little influence on the type of impact it has on behavior.

- a. True
- b. False

**ANSWER:** False

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Remember

153. 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:** KAIL.HDEV.16.1.2.2 - How do psychodynamic theories account for development?

**KEYWORDS:** Bloom's: Remember

154. Negative reinforcement increases the future likelihood of the behavior that it follows. a. True

- b. False

**ANSWER:** True

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Remember

155. Self-efficacy focuses on a person's beliefs about his or her abilities and talents. a. True

- b. False

**ANSWER:** True

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Remember

156. Piaget's theory emphasizes the manner in which children construct knowledge. a. True

- b. False

**ANSWER:** True

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.4 - How do cognitive-developmental theories explain changes in thinking?

**KEYWORDS:** Bloom's: Remember

157. Information-processing theory rejects the notion of conceptualizing humans as having mental hardware and software.

a. True

b. False

**ANSWER:** False

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.4 - How do cognitive-developmental theories explain changes in thinking?

**KEYWORDS:** Bloom's: Remember

158. Vygotsky emphasized the role of cultural context on human development. a. True

b. False

**ANSWER:** True

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.4 - How do cognitive-developmental theories explain changes in thinking?

**KEYWORDS:** Bloom's: Remember

159. When explaining an individual's behavior, proponents of ecological theory would say that you have to consider factors outside of the child him- or herself. a. True

b. False

**ANSWER:** True

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.5 - What are the main points in the ecological and systems approach?

**KEYWORDS:** Bloom's: Remember

160. A mesosystem provides connections across microsystems. a. True

b. False

**ANSWER:** True

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.5 - What are the main points in the ecological and systems approach?

**KEYWORDS:** Bloom's: Remember

161. Plasticity refers to the fact that as we develop, some of our skills grow and others decline. a. True

b. False

**ANSWER:** False

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Remember

162. Compensation cannot involve the learning of a new skill. a. True  
b. False

**ANSWER:** False

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Remember

163. In a naturalistic observation a researcher creates a setting designed to elicit a response. a. True  
b. False

**ANSWER:** False

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

**KEYWORDS:** Bloom's: Remember

164. A questionnaire is a written form of a self-report. a. True  
b. False

**ANSWER:** True

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

**KEYWORDS:** Bloom's: Remember

165. Determining whether a form of measurement is measuring what it is supposed to be measuring is determining its reliability.

- a. True
- b. False

**ANSWER:** False

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

**KEYWORDS:** Bloom's: Remember

166. Teenagers would be included in a sample of the population that includes all individuals between ages 5 and 50. a. True

- b. False

**ANSWER:** True

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development?

**KEYWORDS:** Bloom's: Remember

167. The strength of correlational research lies in its ability to determine cause. a. True  
b. False

**ANSWER:** False

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Remember

168. In an experiment, the dependent variable is manipulated. a. True  
b. False

**ANSWER:** False

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Remember

169. Longitudinal studies are more cost-effective than cross-sectional studies. a. True  
b. False

**ANSWER:** False

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Remember

170. An advantage of cross-sectional studies is that they cannot be influenced by cohort effects. a. True  
b. False

**ANSWER:** False

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Remember

171. A meta-analysis involves the synthesis of results from numerous studies. a. True  
b. False

**ANSWER:** True

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.3 - How do researchers integrate results from multiple studies?

**KEYWORDS:** Bloom's: Remember

172. Outcomes of developmental research can have important implications for social policy. a. True  
b. False

**ANSWER:** True

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.6 - How does research affect public policy?

**KEYWORDS:** Bloom's: Remember

173. The \_\_\_\_\_ issue involves the degree to which hereditary and environmental influences determine behavior.

**ANSWER:** nature/nurture

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Understand

174. A(n) \_\_\_\_\_ is an organized set of ideas that is designed to explain human development..

**ANSWER:** theory

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.1 - What is a developmental theory?

**KEYWORDS:** Bloom's: Understand

175. Erik Erikson is best associated with \_\_\_\_\_ theory.

**ANSWER:** psychosocial

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.2 - How do psychodynamic theories account for development?

**KEYWORDS:** Bloom's: Understand

176. The belief that each psychosocial strength has its own specific period of importance is based on the \_\_\_\_\_ principle.

**ANSWER:** epigenetic

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.2 - How do psychodynamic theories account for development?

**KEYWORDS:** Bloom's: Understand

177. A(n) \_\_\_\_\_ is a consequence that decreases the future likelihood of the behavior that it follows.

**ANSWER:** punishment

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Understand

178. In social learning theory, imitation is referred to as \_\_\_\_\_ learning.

**ANSWER:** observational

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Understand

179. \_\_\_\_\_ theory describes cognition in terms of mental software and hardware.

**ANSWER:** Information-processing

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.4 - How do cognitive-developmental theories explain changes in thinking?

**KEYWORDS:** Bloom's: Understand

180. In ecological theory, the \_\_\_\_\_ consists of the people and objects in an individual's immediate environment.

**ANSWER:** microsystem

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.5 - What are the main points in the ecological and systems approach?

**KEYWORDS:** Bloom's: Understand

181. According to Bronfenbrenner, the culture in which a person is raised represents his or her \_\_\_\_\_.

**ANSWER:** macrosystem

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.5 - What are the main points in the ecological and systems approach?

**KEYWORDS:** Bloom's: Understand

182. The selective \_\_\_\_\_ with compensation model focuses on the impact of elective selection, loss-based selection, and compensation.

**ANSWER:** optimization

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Understand

183. The \_\_\_\_\_ perspective describes the ways in which various generations experience the biological, psychological, and sociocultural forces of development in their respective historical contexts.

**ANSWER:** life-course



**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Understand

184. In a(n) \_\_\_\_\_ observation study, people are observed as they behave spontaneously in some real-life situation.

**ANSWER:** naturalistic

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development? **KEYWORDS:** Bloom's: Understand

185. A subset of a population is called a(n) \_\_\_\_\_.

**ANSWER:** sample

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.1 - How do scientists measure topics of interest in studying human development? **KEYWORDS:** Bloom's: Understand

186. In an experiment, the experimenter manipulates the \_\_\_\_\_ variable.

**ANSWER:** independent

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development? **KEYWORDS:** Bloom's: Understand

187. A(n) \_\_\_\_\_ design is the best design to address the limitations of longitudinal and cross-sectional designs.

**ANSWER:** sequential

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development? **KEYWORDS:** Bloom's: Understand

188. A new developmental theory of personality emerges that states that adult personality is markedly different from personality 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 nature-nurture issue addresses the degree to which genetic or hereditary influences and experiential or environmental influences determine the kind of person you are. The new developmental theory proposes that only nurture contributes to personality. The continuity-discontinuity issue addresses whether a particular developmental phenomenon represents a smooth progression throughout the life span or a series of abrupt shifts. The new theory supports discontinuity. The universal and context-specific development issue

concerns whether there is one path of development or several paths. The new theory supports universal development.

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.1 - What fundamental issues of development have scholars addressed throughout history?

**KEYWORDS:** Bloom's: Thinking Critically

189. Use the biopsychosocial framework to describe four factors that could be important in the development of parenting skills.

**ANSWER:** The biopsychosocial framework involves four interactive forces: biological, psychological, sociocultural, and life-cycle forces. Biological forces include all genetic and health-related factors that affect development. Biological variables such as an individual's health can influence the development of parenting skills. Psychological forces include all internal perceptual, cognitive, emotional, and personality factors that affect development. Psychological variables such as attitudes about certain types of parenting styles can influence the development of parenting skills. Sociocultural forces include interpersonal, societal, cultural, and ethnic factors that affect development. Sociocultural variables such as the perceptions of others or our culture can influence the development of our parenting skills. Life-cycle forces reflect differences in how the same event affects people of different ages. Life-cycle variables such as ages can influence the development of our parenting skills. A teen mother is likely to develop a parenting style that differs from a mother in her late thirties.

**REFERENCES:** 1.1 Thinking About Development

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.1.2 - What are the basic forces in the biopsychosocial framework? How does the timing of these forces affect their impact?

**KEYWORDS:** Bloom's: Thinking Critically

190. Describe the epigenetic principle and how it might relate to the continuity-discontinuity issue in developmental psychology.

**ANSWER:** The epigenetic principle is the idea that each psychosocial strength has its own special period of particular importance. During each stage of development, individuals are focusing on particular psychosocial challenges. The epigenetic principle supports the idea of discontinuity because the stages reflect a series of abrupt shifts in our development.

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.2 - How do psychodynamic theories account for development?

**KEYWORDS:** Bloom's: Thinking Critically

191. Two developmental psychologists are discussing the factors that are important in explaining one's behavior. One is a proponent of operant conditioning, and the other supports a social learning approach. Select a famous person and describe one way these two psychologists may agree and one way they may disagree in their explanation of the celebrity's behavior.

**ANSWER:** Lindsey Lohan has been in and out of rehab programs for substance abuse problems. The operant conditioning psychologist believes that Lindsey's substance abuse stemmed from the reinforcement she received from early drinking experiences, such as having fun with friends and feeling less inhibited. The social learning psychologist believes that Lindsey's substance abuse stemmed from observational learning because she grew up with a parent who abused alcohol and other substances. Both psychologists may agree that imitating her parent was reinforcing for Lindsey because she viewed herself as similar to this parent.

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Thinking Critically

192. Use the recurring issues in developmental psychology to explain whether you think Vygotsky's theory is more closely related to Piaget's theory or to information-processing theory.

**ANSWER:**

All three theories support discontinuity because they believe that children's thinking becomes more sophisticated as they develop and influences what they are capable of at different times. Both Piaget's and information processing theory support universal development because they believe that individuals come into the world with a set of skills and ready to learn specific tasks. Vygotsky's theory differs from both of these theories because his theory is context-specific and proposes that children's thinking is influenced by the sociocultural context in which children grow up. In the nature-nurture issue, Vygotsky leans more toward nurture because he believed that every aspect of a child's development is influenced by their sociocultural context. Information processing theory falls more on the nature side of the nature-nurture issue because our mental hardware and software influence development. Piaget's theory seems to consider both aspects of nature and nurture because children are born with a set of cognitive skills but responses to their actions can influence development. This factor makes Piaget's theory more closely related to Vygotsky's theory.

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.4 - How do cognitive-developmental theories explain changes in thinking?

**KEYWORDS:** Bloom's: Thinking Critically

193. Define the four levels of the environment as described in Bronfenbrenner's ecological theory. How do these levels relate to the biopsychosocial framework?

**ANSWER:**

The microsystem consists of the people and objects in an individual's immediate environment. The mesosystem provides connections across Microsystems. The exosystem consists of social settings that a person may not experience firsthand but that still influence development. The macrosystem consists of the cultures and subcultures in which the microsystem, mesosystems, and exosystem are embedded. The microsystem is where we would find the biological forces from the biopsychosocial framework influencing development. Psychological forces influence development in both the microsystem and mesosystem. Sociocultural forces influence development at the level of the mesosystem, exosystem, and the macrosystem. Life-cycle forces can influence development at all levels of Bronfenbrenner's ecological approach.

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.5 - What are the main points in the ecological and systems approach?

**KEYWORDS:** Bloom's: Thinking Critically

194. Describe four key features of the life-span perspective. How do these features speak to the three recurring issues in developmental psychology?

**ANSWER:**

Multidirectionality states that development involves both growth and decline. For example, people's vocabulary tends to increase throughout life, but their memory skills weaken. Multidirectionality supports nature, discontinuity, and universal development. Plasticity states that one's capacity is not predetermined or carved in stone. Many skills can be learned or improved with practice, even late in life. Plasticity supports nurture,

discontinuity, and universal development. Historical context states that each of us develops within a particular set of circumstances determined by the historical time in which we are born and the culture in which we grow up. Historical context supports nurture, context-specific development, and does not address the continuity-discontinuity issue. Multiple causation states that our development is the result of biological, psychological, sociocultural, and life-cycle forces. Multiple causation supports both nature and nurture, context-specific development, and does not address the continuity-discontinuity issue.

**REFERENCES:** 1.2 Developmental Theories

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.6 - What are the major tenets of life-span and life-course theories?

**KEYWORDS:** Bloom's: Thinking Critically

195. You are going to do a study of the development of teammate behavior on a college hockey team. Describe the research methods you would use and justify why these methods are most effective in this case.

**ANSWER:** To study the development of teammate behavior on a college hockey team, one might use a qualitative study because it involves gaining in-depth understanding of human behavior and what governs it. The fact that a college hockey team is a small, focused sample rather than a large random sample makes qualitative research more feasible. Instead of gathering numerative data such as in experimental research, I would use video recordings of games and practices to gather data. Research reports of qualitative research are usually richer and provide more details about the behavior being observed. If my qualitative study revealed specific factors that exist in teammate behavior that could be further studied, I could go on to develop a quantitative research study to take a closer look at those factors.

Alternatively, a longitudinal study could be used because it is the most direct way to identify change and examine development over time. The same individuals on the team can be given self-reports which are questionnaires about people's answers to questions about the topic of interest or, in this case, about teammate behavior. The self-reports can be administered at the both the beginning and the end of the hockey season to determine the level of change that may have occurred. One difficulty with longitudinal studies is participant drop-out. However, in the case of a college team, participants are likely to remain with the team for the entire season.

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Thinking Critically

196. A researcher is going to do a longitudinal study of cognitive development in elementary school-age children. What problems are this researcher going to have that could be avoided if she were to do a cross-sectional study instead?

**ANSWER:** In a longitudinal study, participants can drop out of the study and repeated testing can distort the results. Neither of these problems would be a factor in a cross-sectional study.

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Thinking Critically

197. A student researcher comes to you for advice regarding ethical guidelines for her study. Describe four guidelines common in professional ethical codes you think would be important for this student to know.

**ANSWER:** Minimize risks to research participants: Use methods that have the least potential for causing harm or stress. Describe the research to potential participants so that they can determine whether they want to participate. Avoid deception. Results should be anonymous or confidential.

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.4 - What ethical procedures must researchers follow?

**KEYWORDS:** Bloom's: Thinking Critically

198. 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. Negative reinforcement involves taking away something unpleasant in order to increase the likelihood of a behavior reoccurring. Punishment is any consequence that decreases the likelihood of a behavior reoccurring. It can involve giving something unwanted or taking away something wanted.

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.2.3 - What is the focus of learning theories of development?

**KEYWORDS:** Bloom's: Thinking Critically

199. Salem has decided to do a correlational study on the relationship between smoking and lung cancer. 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 studied as they exist in the natural world. Thus, a researcher could find data on how many people smoke and how many of those people have lung cancer. The main disadvantage is the inability to determine a cause-effect relationship between smoking and lung cancer.

**REFERENCES:** 1.3 Doing Developmental Research

**LEARNING OBJECTIVES:** KAIL.HDEV.16.1.3.2 - What research designs are used to study human development?

**KEYWORDS:** Bloom's: Thinking Critically