Childhood and Adolescence - Voyages in Development 8th edition Rathus Test Bank

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Name:_____ Class:_____ Date:_____

Chapter 1

1. G*rowth* and *development* both refer to the same phenomena.
   a. True
   b. False

ANSWER: False

2. According to Watson, libidinal energy and erogenous zones are central to understanding human development.
   a. True
   b. False

ANSWER: False

3. Theories involve assumptions about behaviors and mental processes.
   a. True
   b. False

ANSWER: True

4. According to Freud, both insufficient and excessive gratification can lead to developmental problems.
   a. True
   b. False

ANSWER: True

5. According to Erikson, if the crisis associated with a particular stage of development is not successfully resolved, it will not be possible to resolve subsequent crises.
   a. True
   b. False

ANSWER: True

6. According to Erikson, the first stage of psychosocial development is trust versus mistrust.
   a. True
   b. False

ANSWER: True

7. A conditioned response occurs without prior learning.
   a. True
   b. False

ANSWER: False

8. Negative reinforcement involves increasing a desired behavior by removing an unpleasant stimulus.
   a. True
   b. False

ANSWER: True

9. Studying nature involves activities like studying the effects of genes on development.
   a. True
   b. False

ANSWER: True

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Chapter 1

10. According to the text, language development rests solely on biology.
    a. True
    b. False

ANSWER: False

11. Continuous development involves both gains and losses.
    a. True
    b. False

ANSWER: False

12. Both Piaget and Freud are stage theorists.
    a. True
    b. False

ANSWER: True

13. The first step in the scientific method is testing the hypothesis.
    a. True
    b. False

ANSWER: False

14. Naturalistic observation involves changing the environment that is being observed.
    a. True
    b. False

ANSWER: False

15. If they have consented to participate, parents and their children are required to continue in a research study until it is over.
    a. True
    b. False

ANSWER: False

16. How is a child defined by developmental psychologists?
    a. A person undergoing development from infancy to puberty
    b. A person undergoing development during the first 3 years of life
    c. Any human being as defined by each individual and culture
    d. The period of development prior to the development of complex speech

ANSWER: a

17. According to developmental psychologists, what is the difference between a child and an infant?
    a. Infancy is defined as the first 2 years of life where *complex* speech is absent, whereas childhood lasts from birth until puberty.
    b. Infancy lasts through age 4, whereas childhood starts at age 5, when children typically begin their formal education.
    c. Infancy is defined by the inability to perform self-care while childhood is defined by independence in self-

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care.

d. The definition of infancy is largely biological while the definition of childhood is influenced by culture.

ANSWER: a

18. The Latin roots of the word infant mean
    a. "not walking."
    b. "not speaking."
    c. "not eating solid foods."
    d. "a child younger than age 3."

ANSWER: b

19. Dante is classified as being in "early" childhood. This is based on his
    a. ability to communicate with others.
    b. age.
    c. level of social skill.
    d. height and weight.

ANSWER: b

20. Middle childhood is defined by developmental psychologists as the
    a. blank slate period.
    b. years from ages 6 to 12.
    c. years from ages 13 to 16.
    d. time of greatest gains in height and weight.

ANSWER: b

21. In Western societies, the beginning of middle childhood is usually marked by
    a. a child's entry into preschool.
    b. a child's entry into first grade.
    c. the development of mixed-sex friendship groups.
    d. a well-defined sense of self-concept.

ANSWER: b

22. The study of development begins with the study of
    a. the origins of the sperm and ova.
    b. the process of conception.
    c. the prenatal period.
    d. birth.

ANSWER: d

23. According to developmental psychologists, development is (a)
    a. quantitative change in the individual over time and location.
    b. predictable and consistent for all people across various cultures and time periods and with regard to genetic background.
    c. the orderly appearance, over time, of physical structures, psychological traits, behaviors, and ways of adapting

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to demands of life.

d. qualitative change in the individual over time and location.

ANSWER: c

24. At age 18 months, Kai is learning lots of new skills. Which of the following illustrates a qualitative change in behavior?

a. transitioning from crawling to walking.

b. increasing from 19 pounds at 12 months to 24 pounds at 18 months.

c. being able to use a dozen words.

d. sleeping fewer hours during the night than was the case earlier in infancy.

ANSWER: a

25. Lexi, age three, is being seen by her pediatrician, and her parents raise concerns that she seems smaller than other girls her age, although her height and weight are both within the typical range for a girl her age. They are both short and slight and wonder if she will be, also. What could the pediatrician accurately tell them?

a. Since genetics are the primary determinant of height and weight, if her biological parents are short and slight, Sydney will be short and slight.

b. Diet is the primary determinant of height and weight, so if Lexi is small for her age, she is simply not getting adequate nutrition.

c. Both nature and nurture influence height and weight, so both her biological parents' small stature and her nutrition are likely in play.

d. Since Lexi is, indeed, on the smaller size, it is crucial that she undergo thorough testing to be certain that she does not have any serious illnesses.

ANSWER: c

26. Growth is most accurately described as involving changes in

a. organization.

b. functions.

c. qualities.

d. quantities.

ANSWER: d

27. According to the text, which of the following is a critical reason to study child and adolescent development?

a. To resolve differences with regard to sex and gender

b. To help us eliminate all developmental problems

c. To give advice to parents on how to raise successful adults

d. To help us ensure optimal conditions of child development

ANSWER: d

28. Dr. Jamshidi is interested in why some children are diagnosed with attention deficit hyperactivity disorder and what can be done about it. Which of the following motives for studying child development does this best represent?

a. To gain insight into the origins of adult behavior

b. To gain insight into the effects of culture on development

c. To gain insight into developmental problems

d. To optimize conditions for development

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Chapter 1

ANSWER: c

29. Dr. Filipi studies the impact of day care on the social and intellectual development of children. According to the text, this represents which of following motives for studying child development?
    a. Gaining insight into human nature
    b. Gaining insight into sex differences and gender roles
    c. Gaining insight into the origins and prevention of developmental problems
    d. Optimizing conditions of development

ANSWER: d

30. In the Middle Ages, children were
    a. nurtured until they reached the "age of reason."
    b. perceived as innately good.
    c. considered blank slates.
    d. protected from harsh treatment by law.

ANSWER: a

31. Who is known for the idea of the *tabula rasa*?
    a. Jean-Jacques Rousseau
    b. John Locke
    c. Alfred Binet
    d. Sigmund Freud

ANSWER: b

32. Who suggested that children are innately good at birth?
    a. Jean-Jacques Rousseau
    b. John Locke
    c. Alfred Binet
    d. Sigmund Freud

ANSWER: a

33. The modern study of child development began when children were regarded as which of the following?
    a. Inherently good, with no need of discipline
    b. Miniature adults from day one
    c. Unchangeable spirits from birth
    d. Clean slates changed by experience

ANSWER: d

34. It was not until the 20th Century that children were
    a. viewed as miniature adults after the age of 7.
    b. protected, by law, from strenuous labor and caretaker abuse.
    c. sent to monasteries or married without their consent.
    d. viewed as the property of their parents.

ANSWER: b

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Chapter 1

35. Charles Darwin is best known as the
    a. creator of the theory known as behaviorism.
    b. founder of child development as an academic discipline.
    c. originator of the theory of evolution.
    d. developer of the research method known as the cross-sectional study.

ANSWER: c

36. Who is credited with founding child development as an academic discipline and used questionnaires to study the contents of children's minds?
    a. John Watson
    b. G. Stanley Hall
    c. Jean Piaget
    d. John Locke

ANSWER: b

37. According to the text, which of the following is a goal of scientists who study development?
    a. Prevent the occurrence of genetic disabilities.
    b. Ensure parenting is consistent across cultures.
    c. Control the uses of reinforcement and punishment.
    d. Describe how child development typically occurs.

ANSWER: d

38. Gesell proposed which of the following?
    a. Nurture is vastly more important than nature in shaping development.
    b. Children are inherently flawed and development involves remedying these flaws.
    c. Biological maturation is the main principle of development.
    d. Children can be trained to be anything given the appropriate experiences.

ANSWER: c

39. According to scientists, what is a theory?
    a. A series of testable predictions about an event
    b. A formulation of relationships underlying observed events
    c. A feedback process that predicts development
    d. A scientific method used to study child development

ANSWER: b

40. Which of these is an important characteristic of useful theories?
    a. They allow us to eliminate conflicting ideas.
    b. They are broad enough to be true for all humans.
    c. They enable laypersons to codify behavior.
    d. They allow us to make predictions.

ANSWER: d

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Chapter 1

41. Who was the originator of psychoanalytic theory?
    a. Horney
    b. Jung
    c. Freud
    d. Darwin

ANSWER: c

42. According to psychoanalytic perspectives, the key conflict in early development takes place between the child and
    a. the external world.
    b. their internal forces.
    c. their superego.
    d. the fixations the child develops.

ANSWER: a

43. According to Freud, which of the following is present at birth and is unconscious?
    a. Id
    b. Ego
    c. Superego
    d. Oedipus

ANSWER: a

44. Freud likened the structure of the human mind to a(n)
    a. volcano.
    b. submarine.
    c. reflection.
    d. iceberg.

ANSWER: d

45. According to Freud, where does the *id* reside?
    a. Preconscious
    b. Conscious
    c. Unconscious
    d. Archetype

ANSWER: c

46. According to Freud, the *ego*
    a. helps the *id* get gratified in a socially appropriate way.
    b. is driven by a quest for pleasure.
    c. is our moral base that forces us to follow rules.
    d. is biologically based and present at birth.

ANSWER: a

47. According to Freud, the superego
    a. represents the norms and morals of caregivers and society.

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b. is innate and transmitted to the child genetically.
c. develops to help the child find rational ways of satisfying urges.
d. reflects the unique thought processes of the individual.

ANSWER: a

48. Does research support the idea that children who are weaned too early or breastfed too long develop oral fixations?
a. Yes, this has largely been validated.
b. No, there is no research evidence to support the claim.
c. Yes, for men, but not for women.
d. No; it leads to traits such as sloppiness and carelessness.

ANSWER: b

49. According to Freud, what stage of development occurs in the first year of life?
a. Oral
b. Fixated
c. Anal
d. Latency

ANSWER: a

50. According to Freud, an "anal-expulsive" would be characterized in which way?
a. Overly dependent
b. Very gullible or easily fooled
c. Orderly and neat
d. Careless and sloppy

ANSWER: d

51. Viktor is 4 years old. He has a strong attachment to his mother and sees his father as his rival. According to Freud, which of the following stages is Viktor in?
a. Phallic
b. Latency
c. Genital
d. Fixation

ANSWER: a

52. What is the correct order of Freud's psychosexual stages?
a. Anal, latency, phallic, oral, genital
b. Oral, latency, anal, phallic, genital
c. Phallic, oral, anal, latency, genital
d. Oral, anal, phallic, latency, genital

ANSWER: d

53. Children enter the latency stage at 5 or 6 years of age and
a. usually progress to the oral stage by age 10.
b. generally stay there until adolescence begins.

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c. then enter the phallic stage at adulthood.
d. stay there until the anal stage at age 8.

ANSWER: b

54. Anastasia is an 8-year-old girl. Her sexual impulses are suppressed, and she spends her time focused on her schoolwork and developing relationships with same-sex friends. Which of Freud's psychosexual stages is Anastasia in?
a. Phallic
b. Latency
c. Genital
d. Oral

ANSWER: b

55. Freud's theory
a. has had little impact on modern thought and is not used today.
b. has influenced our ideas about when and how to toilet train children.
c. was praised for being based primarily on adult's recollections of their childhoods.
d. introduced and emphasized the concept of free will into the study of child development.

ANSWER: b

56. Who suggested healthy development involves confronting and resolving developmental life crises?
a. Karen Horney
b. Erik Erikson
c. Sigmund Freud
d. Alfred Adler

ANSWER: b

57. Erikson's psychosocial theory deviates from Freud's psychosexual theory in that Erikson
a. emphasized sexual and aggressive instincts.
b. emphasized social relationships and physical maturation.
c. extended Freud's 5 stages to 10 stages.
d. noted that personality development actually begins *before* birth.

ANSWER: b

58. Erikson labeled the stages of his theory based upon
a. chronological age.
b. psychosexual crises.
c. life crises.
d. unhealthy patterns of parenting.

ANSWER: c

59. According to Erikson, early experiences
a. have no impact on later development.
b. exert a continued influence on later development.
c. are determined by internal struggles and unconscious urges.

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d. only predict future development once we reach 6–8 years of age.

ANSWER: b

60. At six months of age, Shreya is leaning that her basic needs will be taken care of by her caregivers and her environment. According to Erikson's theory, which stage of psychosocial development is Shreya in?

a. Trust versus mistrust
b. Autonomy versus shame and doubt
c. Initiative versus guilt
d. Industry versus inferiority

ANSWER: a

61. According to Erikson, what is the second stage of psychosocial development?

a. Trust versus mistrust
b. Autonomy versus shame and doubt
c. Initiative versus guilt
d. Industry versus inferiority

ANSWER: b

62. According to Erikson, which stage of development occurs between the ages of 3 and 6?

a. Trust versus mistrust
b. Autonomy versus shame and doubt
c. Initiative versus guilt
d. Industry versus inferiority

ANSWER: c

63. Which stage in Erikson's theory involves the development of independence?

a. Trust versus mistrust
b. Autonomy versus shame and doubt
c. Initiative versus guilt
d. Industry versus inferiority

ANSWER: b

64. According to Erikson, what is the primary task of the teenage years?

a. Sexual maturation
b. Gaining metacognitive abilities
c. Developing an identity
d. Becoming generative

ANSWER: c

65. At 16 years of age, Tomas is trying to figure out who he is in terms of his political and religious beliefs and in terms of his career and other personal goals. According to Erikson, which is true about Tomas?

a. He is in the initiative versus guilt stage.
b. He has feelings of shame and doubt.
c. He is in the identity versus role diffusion stage.

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d. He is attempting to master his feelings of industry.

ANSWER: c

66. Which of the following is considered an advantage of Erikson's theory?

a. It reinstated the importance of unconscious forces in human development.

b. He suggested that childhood experiences could easily be overcome as we develop in our lives.

c. He emphasized the importance of human consciousness and choice.

d. It is based on the idea that people are selfish and need to be forced to adhere to social norms.

ANSWER: c

67. At age 9, Jace is still wetting the bed. A special pad is placed under him while he is sleeping. If the pad becomes wet, a circuit closes, causing a bell to ring. After several repetitions, Jace learns to wake up when his bladder feels full, before wetting the pad. This is an example of the application of what theory to the treatment of bedwetting?

a. Psychodynamic theory

b. Psychosocial theory

c. Cognitive theory

d. Learning theory

ANSWER: d

68. The use of learning theory to treat psychological disorders is called

a. psychology of adjustment.

b. behavior modification.

c. classical conditioning.

d. sensitization learning.

ANSWER: b

69. Rumi laughs whenever his tummy is tickled. Now before tickling his tummy, his mother says "gotcha." Pretty soon, as soon as she says "gotcha," Rumi starts to laugh. This is an example of

a. habituation learning.

b. classical conditioning.

c. sensitization learning.

d. operant conditioning.

ANSWER: b

70. Rumi laughs whenever his tummy is tickled. Now before tickling his tummy, his mother says "gotcha." Pretty soon, as soon as she says "gotcha," Rumi starts to laugh. In this example, what is the conditioned response?

a. Laughing when his tummy is tickled

b. His mother saying "gotcha"

c. Laughing when he hears "gotcha"

d. Tickling his tummy

ANSWER: c

71. Rumi laughs whenever his tummy is tickled. Now before tickling his tummy, his mother says "gotcha." Pretty soon, as soon as she says "gotcha," Rumi starts to laugh. In this example, what is the neutral stimulus?

a. Laughing when his tummy is tickled

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b. His mother saying "gotcha"
c. Laughing when he hears "gotcha"
d. Tickling his tummy

ANSWER: b

72. Rumi laughs whenever his tummy is tickled. Now before tickling his tummy, his mother says "gotcha." Pretty soon, as soon as she says "gotcha," Rumi starts to laugh. In this example, what is the unconditioned response?
a. Laughing when his tummy is tickled
b. His mother saying "gotcha"
c. Laughing when he hears "gotcha"
d. Tickling his tummy

ANSWER: a

73. Rumi laughs whenever his tummy is tickled. Now before tickling his tummy, his mother says "gotcha." Pretty soon, as soon as she says "gotcha," Rumi starts to laugh. In this example, what is the unconditioned stimulus?
a. Laughing when his tummy is tickled
b. His mother saying "gotcha"
c. Laughing when he hears "gotcha"
d. Tickling his tummy

ANSWER: d

74. Who emphasized operant conditioning and the role of reinforcement?
a. Freud
b. Skinner
c. Watson
d. Piaget

ANSWER: b

75. Kabir enjoys riding his bicycle, but he is not so fond of doing his chores. When Kabir does his chores, he is allowed an extra 15 minutes of bike riding. The additional bike-riding time is
a. a negative reinforcer.
b. a positive reinforcer.
c. a punishment.
d. an unconditioned response.

ANSWER: b

76. With negative reinforcement,
a. you eliminate an unwanted behavior by administering something bad.
b. you decrease an unwanted behavior by withholding something desired.
c. you increase a desired behavior by taking away something unpleasant.
d. you increase an undesired behavior by paying attention to it.

ANSWER: c

77. According to Joan Grusec, successful discipline involves

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a. refusing to let children take charge of their own behavior.
b. clear and consistent rules accompanied by support and affection.
c. punishment rather than reinforcement.
d. primarily positive punishment and negative reinforcement.

ANSWER: b

78. When Matteo teases his younger brother, his parents make Matteo sit in a corner for long periods of time. From what you have learned from the text about punishment, what is the likely outcome?
a. It will increase the frequency of Matteo teasing his brother.
b. It will teach Matteo new ways to interact with his brother.
c. Matteo's parents should punish him by spanking, as it is proven to work best.
d. Matteo may learn to tease his brother only when his parents are not around.

ANSWER: d

79. Adele's mother promises to give her a cookie if she does not throw a temper tantrum in the grocery store. What concept of operant conditioning is at work here?
a. Positive reinforcement
b. Negative punishment
c. Extinction
d. Classical conditioning

ANSWER: a

80. Louis, who is 4 years old, is enrolled in a soccer program for preschool children. His parents are highly critical of his soccer skills and regularly scold him for not making more goals. Research suggests which of the following is most likely?
a. Louis will become a particularly expert soccer player and love the game.
b. The scolding may result in Louis not wanting to play soccer.
c. The scolding helps Louis understand how to improve his soccer skills.
d. Louis will only want to play soccer positions that do not require scoring a goal.

ANSWER: b

81. According to the idea of shaping,
a. we can teach complex behaviors by reinforcing small steps toward goals.
b. children will behave the way they behave regardless of parental intervention.
c. children learn through almost exclusively through observation.
d. children will engage in more disruptive behaviors if you ignore them.

ANSWER: a

82. Shawnda is learning how to tie her shoes. Her father praises her for crossing the shoelaces. Then, he praises her again as she learns to form one end into a loop. Slowly, Shawnda learns how to tie a bow with the laces. This reinforcing of small steps toward a desired behavior is called
a. negative reinforcement.
b. extinction.
c. conditioned response.
d. shaping.

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Chapter 1

ANSWER: d

83. What appears to be the most effective way for teachers to increase appropriate behaviors and decrease disruptive behaviors in their students?
   a. Be very direct and harsh in response to disruption.
   b. Do not reinforce the positive, but be sure to punish the negative.
   c. Reinforce appropriate behaviors, and ignore misbehavior.
   d. Classically condition appropriate behaviors while operantly reducing inappropriate behaviors.

ANSWER: c

84. Which of the following is an example of "time-out from positive reinforcement"?
   a. Placing the child in a special seat at the front of the classroom
   b. Punishing the child by making them write sentences on the board
   c. Refusing to put stars and fun stickers on improperly completed homework
   d. Placing the child away from peers for a time with no rewards

ANSWER: d

85. When her daughter misbehaves, Tonya has her sit quietly by herself for a few minutes without being allowed to play with other children or toys. What else should Tonya do to ensure that the time-out is effective in reducing her daughter's unwanted behavior?
   a. She should warn her daughter that a time-out will occur if misbehavior continues.
   b. She should also use punishment to make the time-out more effective.
   c. She should not tell her daughter how long the time-out will last.
   d. She should not remind her daughter why the time-out is occurring.

ANSWER: a

86. Social cognitive theorists, such as Albert Bandura, suggest that
   a. children do not learn by use of such principles as reinforcement and punishment.
   b. children do not learn unless they are given hands-on practice with what is to be learned.
   c. children learn much of what they learn through observation of others.
   d. parents are the sole determiners of the attitudes their children will hold.

ANSWER: c

87. Is it possible for a skill a child has learned to remain "latent" or unused?
   a. No, if they do not use it, they lose it.
   b. Yes, they may only use it when it is needed.
   c. No, learning is an active not a passive process.
   d. Yes, but only for motor skills.

ANSWER: b

88. Albert Bandura would agree with which statement?
   a. A child can learn how to use crayons by watching others use crayons.
   b. The bell-and-pad method for bedwetting is a social cognitive approach.
   c. Children react mechanically to stimuli.

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d. People are driven by motives such as sex and aggression.

ANSWER: a

89. According to Bandura, children

a. choose whether or not to engage in behaviors they have learned.

b. can only learn by doing.

c. will not imitate the behavior of others unless they are rewarded for doing so.

d. are passive recipients of knowledge.

ANSWER: a

90. Which of the following represents observational learning?

a. Idris jumps when he hears loud thunder.

b. Arya is not given any dessert because he did not eat his green vegetables at dinner.

c. Nia watches her mother mow the grass, and then she pushes her toy lawnmower around in a similar way.

d. Kala stops having temper tantrums in public when her father begins ignoring them.

ANSWER: c

91. Malik wanted to learn how to play lacrosse and signed up to be on a beginner's team. The more he paid attention to his coaches, the better his skills became. People commented on how gifted a lacrosse player he was. As a result, he now thinks of himself as an excellent player and pays even more attention to his coaches and his skilled teammates. This example best illustrates

a. classical conditioning.

b. the conflict between the id and the superego.

c. positive reinforcement.

d. assimilation and accommodation.

ANSWER: c

92. Piaget is known for developing which approach?

a. Psychosexual stages

b. Psychosocial stages

c. Operant conditioning

d. Cognitive-developmental theory

ANSWER: d

93. In his research, Piaget became fascinated by the wrong answers children gave to items on intelligence tests. These wrong answers reflected

a. inconsistent but logical mental processes.

b. consistent but logical processes.

c. inconsistent but illogical processes.

d. consistent but illogical processes.

ANSWER: d

94. Which of the following is a cognitive theorist MOST likely to study?

a. How children confront and resolve developmental crises in their lives

b. How id, ego, and superego work together to form a healthy personality

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c. How patterns of reinforcement and punishment promote learning
d. How children perceive and mentally represent the world

ANSWER: d

95. From his work at the Binet Institute in Paris, Piaget concluded that
a. children's incorrect answers resulted from inconsistent cognitive processing.
b. only their correct answers demonstrated what children were thinking.
c. children's incorrect answers followed consistent cognitive processes.
d. there was nothing to learn about cognitive processes from children's incorrect answers.

ANSWER: c

96. Piaget thought of children as
a. budding scientists.
b. ignorant blank slates.
c. at the mercy of instinctive impulses.
d. passive vessels waiting to be filled with knowledge.

ANSWER: a

97. According to Piaget, which of the following represents a schema for infants?
a. Things I can test
b. Things I can think about
c. Things I can classify
d. Things I can grab

ANSWER: d

98. According to Piaget, if Kyle's scheme of "things I am good at" changes, how did the change happen?
a. Through assimilation
b. Through accommodation
c. By habituation to a new experience
d. Through dysregulation of existing schemes

ANSWER: b

99. Which word is most associated with Piaget's cognitive-developmental theory?
a. Reinforcement
b. Superego
c. Equilibration
d. Scaffolding

ANSWER: c

100. Schemes serve
a. as action patterns that serve to guide behavior.
b. to limit our ability to learn about and to represent our world mentally.
c. to guarantee that information processing will be unique and individualized.
d. to restrict our understanding of the world.

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Name:_____ Class:_____ Date:_____

Chapter 1

ANSWER: a

101. According to Piaget, infants
    a. do not have any type of mental schemas.
    b. are incapable of cognition.
    c. have schemas that involve what they can and cannot do with objects.
    d. are entirely dependent upon reflexes for survival.

ANSWER: c

102. Piaget called a natural biological tendency to interact with and respond to the environment
    a. adaptation.
    b. accommodation.
    c. assimilation.
    d. referencing.

ANSWER: a

103. Dario, age 18 months, lives in an apartment in a large city and has regularly interacted with the neighbor's large furry dog. As a result, he things furry creatures with tails and four legs are doggies. When his family takes him to a parade, he sees a group of police officers mounted on horses and immediately and happily shrieks "big doggies!" This is an example of
    a. nonadaptation.
    b. accommodation.
    c. egocentricity.
    d. assimilation.

ANSWER: d

104. Baby Asa has an understanding of "things he can reach," such as a toy in his crib, and "things he can't reach," such as the toys high on the shelf across the room from his crib. According to Piaget, what are these cognitive structures called?
    a. Theories
    b. Schemas
    c. Assimilation categories
    d. Accommodation categories

ANSWER: b

105. Lyam is 3 years old. He has age-appropriate language, strong observational skills, and forms mental representations but is egocentric and is unable to focus on more than one aspect of a situation at a time. According to Piaget, what developmental stage is Lyam in?
    a. Sensorimotor
    b. Concrete operational
    c. Preoperational
    d. Formal operational

ANSWER: c

106. Which of Piaget's stages is characterized by deductive logic, mental trial and error, and hypothesis testing?
    a. Preoperational

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b. Concrete operational
c. Formal operational
d. Advanced adult operational

ANSWER: c

107. Abra's mother gives her an apple each day and tells her that apples are "fruit." As a result, Abra has a schema of fruit as edible things that are crisp and sweet. However, one day, Abra's mother gives her an orange. She tells Abra this thing, which is soft, is also "fruit." What most likely happens to Abra's schema of "fruit?"
a. She assimilates the information and treats oranges as a type of apple.
b. She ignores the new information about oranges.
c. She accommodates so that her fruit schema can now include apples and oranges.
d. She eliminates the concept of apple, and now her schema of fruit only contains oranges.

ANSWER: c

108. In Piaget's theory, when it comes to learning new things, children will
a. create a new schema.
b. ignore new information.
c. first attempt to assimilate.
d. become distraught.

ANSWER: c

109. What happens when a child attempts to assimilate new information and cannot?
a. The child will ignore the contradiction at all costs.
b. The child may accommodate to restore equilibrium.
c. The child will simply accept the incongruity and move on.
d. The child will avoid engaging in equilibration.

ANSWER: b

110. Ari has a pet dog. His sister, Tanis, has a pet cat. As a result, Ari's schema of "things that are pets" includes both dogs and cats. However, he visits a friend who has a pet parrot. This parrot does not fit into Ari's existing schema. So, he accommodates this information. Now his "things that are pets" schema includes birds as well. This restoring of cognitive balance is called
a. assimilation.
b. shaping of schemas.
c. equilibration.
d. cognitive dissonance.

ANSWER: c

111. Which of the following is a Piagetian stage of cognitive development?
a. Hypothetical
b. Sensorimotor
c. Latency
d. Trust vs. mistrust

ANSWER: b

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Chapter 1

112. According to Piaget,
a. intelligence is genetic and unfolds through maturation with the passage of time.
b. cognition is a simple process that is innate and becomes stronger with experience and time.
c. cognitive developments are based upon children's interactions with the environment.
d. unconscious forces and impulses play a large role in how our personalities develop.
ANSWER: c

113. Piaget believed that
a. development is haphazard, random, and based upon experience.
b. cognitive developments are stage-based but may occur at different speeds.
c. children learn in different sequences based upon their environments.
d. perception is too directly linked to sensation to separate the two.
ANSWER: b

114. Piaget suggested that
a. cognitive development is disorderly and unpredictable.
b. all children progress through different and unique stages of development.
c. development occurs in a nonlinear and largely random fashion.
d. development at one stage is made possible by development in a preceding stage.
ANSWER: d

115. Applying Piaget's theory to educational settings would involve
a. looking at the child's ability to repress their aggressive tendencies.
b. gearing instruction to the child's developmental level.
c. assisting children in completing problems in workbooks.
d. realizing that children of all ages process information similarly.
ANSWER: b

116. Which of the following would Piaget agree with?
a. Bright children can easily skip over simpler stages of development.
b. Children must succeed at each stage, in order, to succeed in subsequent stages.
c. It really doesn't matter what order children progress through the stages.
d. Since development is continuous, it is difficult to determine children's progress.
ANSWER: b

117. The information-processing approach to development was influenced by which of the following?
a. Steam engine
b. Airplane
c. Telephone
d. Computer
ANSWER: d

118. According to information-processing theorists, knowledge of your birth date is stored where?
a. Long-term memory

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b. RAM
c. Working memory
d. Concrete memory

ANSWER: a

119. The information-processing perspective refers to people's strategies for problem solving as "mental programs," or
a. input.
b. hardware.
c. software.
d. RAM.

ANSWER: c

120. Dr. Al-Katib studies children's thought processes. She asks research questions regarding the size of a child's short-term memory and how many programs the child can run simultaneously. Dr. Al-Katib's research is representative of which type of theoretical orientation?
a. Biological
b. Cognitive developmental
c. Behavioral
d. Information processing

ANSWER: d

121. What statement about the biological perspective is accurate?
a. It deals with the ways in which children encode information.
b. It examines how children learn to act by observing models.
c. It views children as going through stages of psychosexual development.
d. It addresses various areas of development including brain growth.

ANSWER: d

122. Ethology is an example of a
a. biologically oriented theory of development.
b. strict information-processing approach to studying development.
c. stage theory for studying cognitive development.
d. behaviorist method for studying behavior.

ANSWER: a

123. Even when raised in isolation birds sing the songs typical of their species. For ethologists, this speaks to the influence of
a. evolution.
b. environment.
c. learning.
d. reinforcements.

ANSWER: a

124. Which of the following researchers was an ethologist?

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a. Freud
b. Lorenz
c. Piaget
d. Bandura

ANSWER: b

125. In ethology, built-in or instinctive behaviors are also called
a. phenotypic.
b. nurture.
c. fixed action patterns.
d. releasing stimuli.

ANSWER: c

126. Birds reared in isolation have been known to build nests, even if they have never seen another bird building a nest or even a nest itself. These built-in, instinctive behaviors are referred to by ethologists as
a. fixed action patterns.
b. learned behavioral tendencies.
c. survival mechanisms.
d. reflexes.

ANSWER: a

127. Which of the following terms or phrases is associated with ethology?
a. Critical period
b. Stage theory
c. Response extinction
d. Unconscious conflict

ANSWER: a

128. According to Urie Bronfenbrenner,
a. who you are at birth is who you are throughout life.
b. there are reciprocal interactions that influence child development.
c. unconscious conflicts and urges primarily influence child development.
d. interactions with parents determine what kind of adult a child becomes.

ANSWER: b

129. Which of the following is the correct order of Bronfenbrenner's five systems, going from narrowest (closest to the child) to widest (furthest away from the child)?
a. Microsystem, exosystem, mesosystem, macrosystem, chronosystem
b. Mesosystem, microsystem, exosystem, macrosystem, chronosystem
c. Microsystem, mesosystem, exosystem, macrosystem, chronosystem
d. Macrosystem, exosystem, microsystem, chronosystem, mesosystem

ANSWER: c

130. Which of the following represents a microsystem?

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a. The child's home
b. The interaction between a child's home and school
c. The school board
d. The child's culture

ANSWER: a

131. When a parent and teacher meet to develop an individualized education plan for a child, the home and school systems are interacting. According to Bronfenbrenner, this represents the
a. mesosystem.
b. exosystem.
c. microsystem.
d. macrosystem.

ANSWER: a

132. Kiri's father is a vice president at a large company. His work requires long hours at the office. As a result, Kiri's father does not always make it to her basketball games. Her father's workplace represents which type of system for Kiri?
a. Mesosystem
b. Exosystem
c. Microsystem
d. Macrosystem

ANSWER: b

133. When researchers study the effects of events such as wars or economic depressions on children over time, which of Bronfenbrenner's systems is being examined?
a. Mesosystem
b. Exosystem
c. Macrosystem
d. Chronosystem

ANSWER: d

134. What is one of the most valuable factors about ecological theory?
a. It looks for unconscious motives of behavior.
b. It emphasizes the impact of genetic determinants.
c. It makes researchers aware of the multiple systems that impact children.
d. It clearly delineates the overarching importance of reinforcement and punishment.

ANSWER: c

135. Which theorist developed the concept of the zone of proximal development?
a. Freud
b. Erikson
c. Bronfenbrenner
d. Vygotsky

ANSWER: d

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Chapter 1

136. Sociocultural theory
a. illuminates the interplay between genetics and development.
b. addresses the impact of diverse systems on children.
c. explores the importance of the unconscious on child development.
d. focuses on the role of biological and interpersonal factors.
ANSWER: b

137. Vygotsky suggested that
a. a child's interactions with adults organizes the child's learning experiences.
b. children learn only through a complex interaction of rewards and punishments.
c. children are like miniature adults and need to be nurtured to obtain cognitive skills.
d. factors such as ethnicity and gender do not play an important role in development.
ANSWER: a

138. Luka can tie his shoes but only with his mother's help. This suggests that tying shoes is
a. beyond Luka's scope of capability.
b. within Luka's zone of proximal development.
c. an innate process that simply needs nurturing to unfold.
d. too difficult for a child his age and should not be attempted.
ANSWER: b

139. Which of the following is an example of scaffolding?
a. Tying a child's shoes for them
b. A child reading a book on their own
c. Helping a child when they get stumped on a math problem
d. A child watching an educational video
ANSWER: c

140. Amalia goes to a Montessori school in which there are children ranging in age from 3 to 6 in her class. The older children assist the younger ones in their learning of basic concepts and skills. This idea, that older individuals can assist younger ones in their learning, is best exemplified in which person's theory?
a. Vygotsky
b. Bronfenbrenner
c. Lorenz
d. Skinner
ANSWER: a

141. In the study of children, when we take into account factors such as racial and ethnic background, gender, socioeconomic status, and sexual orientation, we are
a. considering the impact of diversity on development.
b. examining biological factors that influence their behavior.
c. looking at specific factors in the child's exosystem.
d. examining the role of positive reinforcement in their behavior.
ANSWER: a

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Chapter 1

142. The nature–nurture debate considers
a. why genes are more influential in development than environment.
b. why the environment is more important in development than evolution.
c. the relationship(s) between genetics, environment, and human development.
d. whether people grow in a continuous or a "start and stop" fashion.
ANSWER: c

143. Is development continuous or discontinuous?
a. Continuous only
b. Discontinuous only
c. The answer to this is not known.
d. Both; it depends on what aspect of development is being studied.
ANSWER: d

144. A hypothesis is
a. a testable statement.
b. a theory.
c. a research method.
d. an experiment.
ANSWER: a

145. Dr. Dekker wants to know how children learn to play on novel playground equipment. To find out, she watches from the sidelines as children play at a newly-opened playground that includes some exciting new equipment. Which type of research method does this represent?
a. Naturalistic observation
b. The case study method
c. A longitudinal study
d. A standardized test
ANSWER: a

146. Dr. Hoang has intensely studied a child with severe autism for five years. This represents
a. an experiment.
b. a correlational design.
c. a cross-lagged method.
d. a case study.
ANSWER: d

147. The University of Michigan's "Monitoring the Future" research group has been surveying 6,000 students a year for nearly 40 years. Each year, a new group of students is selected. What type of research design is this?
a. An experiment
b. A longitudinal study
c. A cross-sectional study
d. A case study
ANSWER: c

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Chapter 1

148. Which of the following represents the weakest correlation between two variables?
a. +0.65
b. +0.70
c. -0.20
d. -0.45
ANSWER: c

149. A researcher found that the more hours college students spend in the library, the higher their grades. This represents a(n)
a. longitudinal study.
b. experimental outcome.
c. positive correlation.
d. case study.
ANSWER: c

150. Dr. Choi has found a strong positive correlation between watching violent cartoons on TV and children's levels of aggression toward others. What can be concluded from this research?
a. Violent TV viewing causes aggressive behavior in children.
b. Aggressive behavior causes children to watch more violent TV.
c. Violent TV viewing and aggressive behavior toward other children are unrelated.
d. Violent TV viewing and aggressive behavior toward other children are related in some way.
ANSWER: d

151. Dr. Singh forms the hypothesis that ingesting caffeine prior to a memory test will improve performance on the test. In a study, she asks everyone to memorize a list of nonsense words and then gives half of the participants caffeinated coffee and the other decaffeinated coffee. She then administers a memory test. In this study, what is the experimental group?
a. The group that drinks decaffeinated coffee
b. The performance on the memory test
c. The group that has caffeinated coffee
d. The participants pre-experimental memory performance
ANSWER: c

152. Dr. Rabin forms the hypothesis that students who have a high protein snack prior to taking a test will score higher than students who have a high carbohydrate snack. She has all of the research participants study a lengthy description of a mythical country and its history and then gives half of the students a high protein snack and the other half a high carbohydrate snack. All students then complete an exam on the mythical country. In this research, what is the dependent variable?
a. The protein content in the carbohydrate snack
b. The performance on the exam
c. The carbohydrate content of the high protein snack
d. The performance difference between the two groups
ANSWER: b

153. Dr. Lombardi forms the hypothesis that students will score higher on take-home exams than they will on in-class

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exams. In this study, what is the best way to divide the participants into groups?

a. Let the participants decide.

b. Put the high-performance students in the in-class group.

c. Give out the take-home exams to the students who arrive first.

d. Use random assignment.

ANSWER: d

154. Which of the following methods involves studying development over time?

a. A longitudinal study

b. An experiment

c. A cross-sectional study

d. A correlational study

ANSWER: a

155. Dr. Lumimuut wants to investigate the long-term effects of antidepressant use in children. To do so, she randomly selects 200 10- to 17-year-olds being treated with antidepressants in her university's child psychiatry clinic, contacts their families, and invites them to participate in the research. She then interviews the young people and their families and assesses their health and functioning over a period of five years. What type of study is this?

a. Naturalistic

b. Cross-sequential

c. Cross-sectional

d. Longitudinal

ANSWER: d

156. Suppose you wished to conduct a cross-sequential study on children's gender roles across a period of 6 years. Which method would you use?

a. Follow one group of children, assessing their gender roles across 6 years.

b. Conduct detailed interviews of one child across 6 years.

c. Obtain a sample of 3-year-olds and of 6-year-olds, and assess them for 3 years.

d. Visit a day-care center and observe which toys children choose to play with at different ages.

ANSWER: c

157. Four-year-old Taufik is extremely overweight but their parents have continued to indulge Taufik in all sorts of high calorie foods since they themselves experienced severe food deprivation during childhood. A clinician finds the family's situation compelling and decides to conduct a case study. When the study was published in a journal, Taufik's actual name rather than a pseudonym was used. Which guideline of ethical research involving children was violated?

a. Parental participation was not obtained.

b. Identities of children are to remain confidential.

c. Children and parents must be informed of the purposes of the research.

d. The researchers did not get proper approval for conducting the study.

ANSWER: b

158. Little Albert was conditioned to be afraid of a rat, indicating that fears

a. are genetic.

b. can be learned.

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c. have adaptive significance.
d. are easily modified.
ANSWER: b

159. Informing participants about the results of a study is called
a. debriefing.
b. counterconditioning.
c. voluntary consent.
d. informed consent.
ANSWER: a

160. A group that is distinguished by its cultural heritage is called a(n)
a. ethnic group.
b. racial group.
c. nationality.
d. identity.
ANSWER: a

161. Distinct periods that occur in an orderly sequence are called
a. trajectories.
b. stages.
c. schema.
d. precursors.
ANSWER: b

162. Who is associated with a theory of psychosocial development?
a. Freud
b. Skinner
c. Piaget
d. Erikson
ANSWER: d

163. The building blocks of heredity are
a. phenotypes.
b. sperm and ova.
c. genes.
d. chromosomes.
ANSWER: c

164. In an experiment, the control group
a. does not receive the treatment being studied.
b. is treated the same as the experimental group in all ways.
c. need not be included unless there is theoretical justification.
d. should be larger than the experimental group.

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Chapter 1

ANSWER: a

165. Which type of learning focuses on the consequences of behavior?
    a. Classical
    b. Operant
    c. Pavlovian
    d. Social

ANSWER: b

166. Similarities in behavior that occur as a result of a group of people having grown up in the same time period are called
    a. cohort effects.
    b. attrition.
    c. confounders.
    d. culture specifiers.

ANSWER: a

167. Correlation coefficients range from
    a. -10.0 to +10.0
    b. -1.0 to +1.0
    c. 0.0 to 1.0
    d. 0.0 to 100.0

ANSWER: b

168. According to Freud, which stage occurs during the first year of life?
    a. Phallic
    b. Latency
    c. Anal
    d. Oral

ANSWER: d

169. According to Freud, which stage begins during the third year of life?
    a. Phallic
    b. Latency
    c. Anal
    d. Oral

ANSWER: a

170. Who is known as the developer of the initial standardized test of intelligence?
    a. Watson
    b. Piaget
    c. Binet
    d. Bandura

ANSWER: c

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Chapter 1

171. Which approach emphasizes the relationships between living organisms and their environment?
    a. Psychosexual
    b. Ecological
    c. Information processing
    d. Psychosocial

ANSWER: b

172. Which treatment method makes use of classical conditioning to change a problematic behavior?
    a. Psychoanalysis
    b. Differential reinforcement of a desired behavior
    c. Pad and bell method
    d. Existential therapy

ANSWER: b

173. Which of the following decreases an undesired behavior?
    a. Reinforcement
    b. Punishment
    c. Assimilation
    d. Adaptation

ANSWER: b

174. Which of the following involves changing a child's focus from an undesirable behavior to a more desirable one?
    a. Redirection
    b. Punishment
    c. Reinforcement
    d. Adaptation

ANSWER: a

175. According to Piaget, which of the following involves modifying a schema so it will include new information?
    a. Assimilation
    b. Accommodation
    c. Conservation
    d. Equilibration

ANSWER: b

176. According to Bronfenbrenner, the attitudes and ideologies of a culture are part of the
    a. microsystem.
    b. exosystem.
    c. macrosystem.
    d. chronosystem.

ANSWER: c

177. Which perspective studies how behaviors evolve and help the organism adapt and develop?
    a. Ethology

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b. Systems
c. Behaviorism
d. Sociocultural

ANSWER: a

178. The idea of a *tabula rasa* emphasizes the role of
a. experience.
b. genes.
c. nature.
d. biology.

ANSWER: a

179. Why do researchers study child development?

ANSWER: Researchers study child development for many reasons. For some, it is simply because they are curious to understand children and because the study of development is fun. Researchers may also want to understand the contributions of nature and nurture, to optimize conditions for development, to gain insight into the origins of adult behavior, to better understand the origins of sex differences and gender roles and the impact of culture, and to better understand the origins, prevention, and treatment of developmental disorders.

180. Describe how children have been regarded and understood throughout history.

ANSWER: There have been differing perspectives of children throughout history. Early perspectives considered children to be evil and in need of harsh and persistent discipline. Other views looked upon children as miniature adults who simply needed to grow. Advocates of this perspective, of course, would support putting children to work as soon as they were "big enough" to do the work. Others considered childhood as a time of goodness or even "blankness," making the child ready to experience the world and become whatever the environment destined the child to become. John Locke, for example, believed that children were born a *tabula rasa* or clean slate. They were not born with inborn predispositions. This meant they were born ready to become anything. If the environment and their caregiving were positive, they would become positive adults and do important things. If the environment and their caregiving were negative, they were destined to wither and be less-productive adults. This idea, of course, can be seen in statements of behavioral psychologists such as John Watson.

181. Describe two of the major perspectives on development.

ANSWER: Behaviorism suggests that children are like clay, ready to be molded. It is primarily parents, through patterns of reinforcement and punishment, who are thought to provide this molding. The psychoanalytic theories consider children as caught in a series of conflicts. For Freud, those conflicts are between children's urges and the constraints of society. For Erikson, they are crises such as trust versus mistrust that influence whether children will develop in a healthy fashion and be positively prepared for the next crisis. Social cognitive theorists focus on what children learn by observing others such as parents, teachers, and other children. In addition, these theories attempt to explain the complex relationships between child behavior, cognitive characteristics, and the environment. The cognitive perspective became well known through the work of Jean Piaget. Piaget believed that childhood mistakes reflected as much or more about children's logic than their lack of knowledge. He proposed a well-developed stage theory of cognitive development that showed how the child's increasing ability to create internal mental representations of the world was linked to their cognitive development. Theorists operating from the biological perspective consider maturation (the predetermined and orderly unfolding of abilities). Ethology examines instinctive or inborn behavior patterns. The ecological perspective examines the relationships between living organisms and their environments. Bronfenbrenner is a well-known ecologist. According to him, human development must be considered within the context of five intertwined systems: (1) microsystem—such as home or school, (2) mesosystem—such as how parents and school interact, (3) exosystem—such as the school board with which the child does not directly interact but is

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still affected, (4) macrosystem—such as one's culture, and (5) chronosystem—the impact of events across time as well as the effects of sociohistorical time on child development. The sociocultural perspective attempts to answer the question, "How much and what aspects of our development are influenced or determined by culture?"

182. What are the three controversies about child development that are discussed in the text?

ANSWER: The main controversies are (1) nature versus nurture, (2) continuity versus discontinuity, and (3) active versus passive. The nature versus nurture controversy is not as much a controversy as it is a debate. The issue is to delineate how much and what aspects of development are due to genetic influences and which are due to environmental influences. The issue of continuity or discontinuity concerns the orderliness and linearity of child development. Continuity theories assume that development is steady, gradual, stage-like, and sequential. Discontinuity theories stress individual differences in development and that development involves both gains and losses. The active versus passive controversy focuses on how big a role the child plays in their own development. Theorists, such as Freud, seemed to think that development was something that happened to children (passive), while Piaget stressed the active role children take in their own cognitive development.

183. Describe two methods used to study child development.

ANSWER: Common methods for studying child development are naturalistic observation, correlational studies, experiments, and case studies. Naturalistic observation studies of children are conducted in "the field"—that is, in the natural, or real-life, settings in which they happen. In field studies, investigators observe the natural behavior of children in settings such as homes, playgrounds, and classrooms and try not to interfere. Interference could affect, or "bias," the results. Researchers may try to "blend into the woodwork" by sitting quietly in the back of a classroom or may observe the class through a one-way mirror. The case study is a carefully drawn account of the behavior of an individual. Caregivers who keep diaries of their children's activities are involved in informal case studies. Case studies themselves often use a number of different kinds of information about children. In addition to direct observation, case studies may include questionnaires, standardized tests, and interviews with children and their caregivers, teachers, and friends. Correlation is a mathematical method that researchers use to determine whether one behavior or trait being studied is related to, or correlated with, another. An experiment is a research method in which a group of participants receives a treatment while another group does not. All participants are then observed to determine whether the treatment makes a difference in their behavior.

Experiments are used when possible because they enable researchers to control the experiences of children and other participants to determine the outcomes of a treatment. Experiments, like other research methods, are usually undertaken to test a hypothesis. In addition, the processes of development occur over time, and researchers have devised different strategies for comparing children of one age to children (or adults) of other ages. In longitudinal research, the same children are observed repeatedly over time, and changes in development (such as gains in height or changes in approach to problem solving) are recorded. In cross-sectional research, children of different ages are observed and compared. It is assumed that when a large number of children are chosen at random, the differences found in the older age groups are a reflection of how the younger children will develop, given time.

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Instructor Manual

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Chapter 1: History, Theories, and Methods

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Purpose and Perspective of the Chapter

This chapter provides the general introduction to the history of child development, beginning with a definition of child development and a discussion of the purposes and goals of theory and research in the field. After a brief survey of the leaders in the field of developmental psychology, each of the major theories and perspectives of child development is described and evaluated: psychoanalytic, learning, cognitive, biological, ecological, and sociocultural. Next, the nature–nurture, continuity–discontinuity, and active–passive controversies in the field are reviewed. Research methods are then described, including an overview of the scientific method, research methods of gathering information in child developmental science, the correlational method (and its limitations), and how to approach and design experiments. The chapter ends with a look at the special methods needed to ask questions about development over time (longitudinal versus cross-sectional research) and a discussion of specific ethical issues that should be considered when conducting research with children.

Learning Objectives

The following objectives are addressed in this chapter:

1-1 Define child development, explain why researchers study child development, and describe the history of the study of child development.

1-2 Describe and evaluate theories of child development, including psychoanalytic theory, learning theories, cognitive-developmental theory, biological views, ecological systems theory, and the sociocultural perspective.

1-3 Discuss controversies in child development, including the nature–nurture controversy, whether development is continuous or discontinuous, and whether children are active or passive participants in their development.

1-4 Explain how researchers study child development, referring to the scientific method, methods of observation, the correlational method, the experiment, and longitudinal versus cross-sectional studies.

1-5 Discuss ethical considerations in the study of child development.

Key Terms

accommodation: According to Piaget, the modification of existing schemes to permit the incorporation of new events or knowledge.

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adaptation: According to Piaget, an interaction between the organism and the environment that consists of two processes: assimilation and accommodation.

assimilation: According to Piaget, the incorporation of new events or knowledge into existing schemes.

behaviorism: John B. Watson's view that a science or theory of development must study observable behavior only and investigate relationships between stimuli and responses.

case study: A carefully drawn biography of the life of an individual.

child: A person undergoing the period of development from infancy through puberty.

chronosystem: The environmental changes that occur over time and have an impact on the child (from the Greek *chronos*, meaning "time").

classical conditioning: A simple form of learning in which one stimulus comes to bring forth the response usually elicited by a second stimulus by being paired repeatedly with the second stimulus.

cognitive-developmental theory: The stage theory that holds that the child's abilities to mentally represent the world and solve problems unfold as a result of the interaction of experience and the maturation of neurological structures.

cohort effect: Similarities in behavior among a group of peers that stem from the fact that group members are approximately the same age.

control group: A group made up of subjects in an experiment who do not receive the treatment but for whom all other conditions are comparable to those of subjects in the experimental group.

correlation: A relationship between variables in which one variable increases as a second variable also increases (a positive correlation) or decreases (a negative correlation).

correlation coefficient: A number ranging from −1.00 to +1.00 that expresses the direction (positive or negative) and strength of the relationship between two variables.

cross-sectional research: The study of developmental processes by taking measures of children of different age groups at the same time.

cross-sequential research: An approach that combines the longitudinal and cross-sectional methods by following individuals of different ages for abbreviated periods of time.

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dependent variable: In a scientific study, a measure of an assumed effect of an independent variable.

development: The processes by which organisms unfold features and traits, grow, and become more complex and specialized in structure and function.

ecological systems theory: The view that explains child development in terms of the reciprocal influences between children and the settings that make up their environment.

ecology: The branch of biology that deals with the relationships between living organisms and their environment.

empirical: Based on observation and experimentation.

equilibration: The creation of an equilibrium, or balance, between assimilation and accommodation as a way of incorporating new events or knowledge.

ethnic groups: Groups of people distinguished by their cultural heritage, race, language, and common history.

ethology: The study of behaviors that are specific to a species—how these behaviors evolved, help the organism adapt, and develop during critical periods.

exosystem: Community institutions and settings that indirectly influence the child, such as the school board and the parents' workplaces (from the Greek *exo*, meaning "outside").

experiment: A method of scientific investigation that seeks to discover cause-and-effect relationships by introducing independent variables and observing their effects on dependent variables.

experimental group: A group made up of subjects who receive a treatment in an experiment.

gender diverse: Noting or relating to a person whose gender identity or gender expression does not conform to socially defined male or female gender norms.

genes: The basic building blocks of heredity. Genes are composed of deoxyribonucleic acid (DNA).

growth: The processes by which organisms increase in size, weight, strength, and other traits as they develop.

hypothesis: A specific statement about behavior that is tested by research.

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identity crisis: According to Erikson, an adolescent period of inner conflict during which one examines one's values and makes decisions about one's life roles.

imprinting: The process by which some animals exhibit the fixed action pattern (FAP) of attachment in response to a releasing stimulus. The FAP occurs during a critical period and is difficult to modify.

independent variable: In a scientific study, the condition that is manipulated (changed) so that its effects can be observed.

infancy: The period of very early childhood, characterized by lack of complex speech; the first 2 years after birth.

Information-processing theory: A cognitive theory that focuses on how information is encoded in people's memory, how it is stored or kept in working memory, and how it is retrieved from memory

life crisis: An internal conflict that attends each stage of psychosocial development. Positive resolution of early life crises sets the stage for positive resolution of subsequent life crises.

longitudinal research: The study of developmental processes by taking repeated measures of the same group of children at various stages of development.

macrosystem: The basic institutions and ideologies that influence the child, such as the American ideals of freedom of expression and equality under the law (from the Greek makros, meaning "long" or "enlarged").

mesosystem: The interlocking settings that influence the child, such as the interaction of the school and the larger community when children are taken on field trips (from the Greek *mesos*, meaning "middle").

meta-analysis: A method of analyzing, or averaging, the results of multiple research studies.

microsystem: The immediate settings with which the child interacts, such as the home, the school, and the child's peers (from the Greek *mikros*, meaning "small").

naturalistic observation: A method of scientific observation in which children (and others) are observed in their natural environments.

nature: The processes within an organism that guide that organism to develop according to its genetic code.

negative correlation: A relationship between two variables in which one variable decreases as the other variable increases.

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negative reinforcer: A reinforcer that, when removed, increases the frequency of a behavior.

nurture: The processes external to an organism that nourish it as it develops according to its genetic code or that cause it to swerve from its genetically programmed course. Environmental factors that influence development.

operant conditioning: A simple form of learning in which an organism learns to engage in behavior that is reinforced.

positive correlation: A relationship between two variables in which one variable increases as the other variable increases.

positive reinforcer: A reinforcer that, when applied, increases the frequency of a behavior.

psychosexual development: Freud's view that as children develop, they find sexual gratification through stimulating different parts of their bodies.

psychosocial development: Erikson's theory, which emphasizes the importance of social relationships and conscious choice throughout the eight stages of development.

punishment: An unpleasant stimulus that suppresses behavior.

racial and ethnic groups: Groups of people distinguished by their cultural heritage, race, ethnicity, language, and common history.

redirection: A behavior-modification technique that involves changing the focus of a child's attention for an undesirable behavior to a more positive one.

reinforcement: The process of providing stimuli following a behavior, which has the effect of increasing the frequency of the behavior.

scaffolding: Vygotsky's term for temporary cognitive structures or methods of solving problems that help the child as they learn to function independently.

scheme: According to Piaget, an action pattern or mental structure that is involved in the acquisition and organization of knowledge.

shaping: A procedure for teaching complex behavior patterns by reinforcing small steps toward the target behavior.

social cognitive theory: A cognitively oriented learning theory that emphasizes the role of observational learning in determining behavior.

socioeconomic status (SES): Social position as determined mainly by level of income.

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stage theory: A theory of development characterized by hypothesizing the existence of distinct periods of life. Stages follow one another in an orderly sequence.

standardized test: A test of some ability or trait in which an individual's score is compared to the scores of a group of similar individuals.

stimulus: A change in the environment that leads to a change in behavior.

theory: A formulation of relationships underlying observed events. A theory involves assumptions and logically derived explanations and predictions.

time-lag comparison: The study of developmental processes by taking measures of children of the same age group at different times.

time-out: A behavior-modification technique in which a child who misbehaves is temporarily removed from positive reinforcement.

treatment: In an experiment, a condition received by subjects so that its effects may be observed.

variables: Quantities that can vary from child to child or from occasion to occasion, such as height, weight, intelligence, and attention span.

zone of proximal development (ZPD): Vygotsky's term for the range of tasks that a child can carry out with the help of someone who is more skilled, frequently an adult who represents the culture in which the child develops.

What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- Revision of discussion of punishment as a method for controlling the behavior of children
- New discussion of redirection as a method for influencing the behavior of children
- Discussion of changes in language to diminish the polarization of men and women
- New research on the naturalistic observation method
- Updated findings of the Monitoring the Future surveys
- Revised section on ethical considerations in the study of child and adolescent development

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CHAPTER OUTLINE

I. **What Is Child Development?**
   a. Child Development
      1. A **child** is an individual in the period from infancy to puberty.
      2. **Development** is considered in multiple domains over five periods of life: prenatal life, **infancy**, early childhood, middle-late childhood, and adolescence.
      3. Development (sequence of physical traits, psychological traits, behaviors, and adaptation to the environment) and growth (changes in size or quantity) are two different concepts illustrated in this section.
      4. Child development is a field of study that tries to understand the processes that govern the appearance and growth of children's biological structures, psychological traits, behavior, understanding, and ways of adapting to the demands of life.
      5. Development is biological, cognitive, social, emotional, and behavioral.
      6. Both internal genetic and external environmental factors contribute to development.
      7. Growth is quantitative; development is both quantitative and qualitative.
   b. Why Do Researchers Study Child Development?
      1. We research development out of pure curiosity as well as to gain insight into human nature, the origins of adult behavior and sex differences, the influences of culture on development, the origins, and the prevention and treatment of developmental problems.
      2. Research into child development can help to optimize conditions of development.
   c. What Conceptualizations of Children Do We Find Throughout History?
      1. In Europe during the Middle Ages, children were considered to be innately evil, which justified harsh discipline. At the age of 7, considered the "age of reason," children were treated as miniature adults.
      2. During the 17th and 18th centuries, perspectives on children shifted. Philosopher John Locke believed children came into world as *tabula rasa*, or "blank slates," meaning they were neither innately good nor evil but shaped by their environment

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and experience. Philosopher Jean-Jacques Rousseau believed that children are inherently good and moral.

3. During the Industrial Revolution, the definition of family narrowed to the nuclear family rather than an extended family.
4. In the 20th century, childhood is recognized as a special period in life and child rights in labor, education, parental neglect, and the justice system were established.
5. Pioneers in the study of child development include Charles Darwin, known for the theory of evolution, but who was also one of the first to keep a baby biography to describe his son's development. G. Stanley Hall established child development as an academic discipline and used questionnaire methodology with children, and Alfred Binet developed the first standardized intelligence test for children.

II. **Theories of Child Development**

a. John B. Watson: Founder of American **behaviorism** who regarded development in terms of learning
b. Arnold Gesell: Biological maturation as the main principle of development
c. Psychoanalytic perspective
    1. **Psychoanalytic theories** consider children (and adults) as being involved in conflict between inner forces that result in outward behavior. These theories propose that children progress through stages, which are distinct periods of development, and that experiences during early stages influence later stages.
    2. **Freud's theory of psychosexual development** proposes that there are three parts to personality: the id present at birth represents unconscious desires, the ego is conscious and balances the needs of the id with societal demands, and the superego is the moral guide.
        i. Freud proposes that children develop through five stages, each having a different source of gratification: oral, anal, phallic, latent, and genital. If too little or too much gratification is experienced during each stage, a person may become fixated at that particular stage, resulting in various personality traits later in life.
        ii. Although Freud's theory was influential, it is criticized for being derived from his experiences with troubled patients, lack of an empirical basis, and too much emphasis on unconscious motives and sexual desires.

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3. **Erikson's theory of psychosocial development** proposes that successful resolution of life crises leads to a sense of self-identity. There are eight stages in this theory, which span infancy to old age. This perspective is appealing because it emphasizes choice (rather than unconscious drives) and has some empirical support.
    i. Terms from Erikson's ideas, such as **identity crisis** have become a part of everyday language.

d. Learning Perspectives
    1. A Closer Look—Real Life: The Bell-and-Pad Method for Treating Bed-Wetting. This feature explains classical conditioning as a method for eliminating bed-wetting.
    2. **Behaviorism**: John B. Watson argued that psychologists should only study observable behavior, not mental thoughts or desires, which cannot be seen.
    3. **Classical conditioning** is a simple form of learning by association. An unconditioned stimulus (UCS) naturally elicits an unconditioned response (UCR). When a neutral stimulus is repeatedly associated with an UCS, it becomes the conditioned stimulus (US) and evokes a response similar to the UCR, the conditioned response (CR).
    4. In **operant conditioning**, a behavior is associated with its effects. **Reinforcement** and **reinforcers** increase the frequency of a behavior and can be positive (something pleasant added) or negative (something unpleasant removed).
    5. **Punishments** have the opposite effect and may decrease the frequency of a behavior (at least when delivery is guaranteed). There are many drawbacks associated with using punishment, such as not teaching children acceptable forms of behavior, withdrawing from the situation, generalizing too far, and leading to aggression.
    6. A Closer Look—Research: Operant Conditioning of Vocalizations in Infants. A study empirically demonstrated that infants increase their production of vocalizations when reinforced with sounds, smiles, and touches. This increase was extinguished when the researchers stopped responding to the babies.
    7. Children are taught skills by reinforcing steps along the way, something known as **shaping**.
    8. **Time-out** from positive reinforcers discourages children's misbehavior.

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9. **Redirection** is a more recent strategy for approaching challenging behavior that involves changing the focus of the child's attention from an undesirable behavior to a more positive one to stop the problematic behavior from escalating.
10. Albert Bandura's **social cognitive theory** suggests that children actively acquire basic "know-how" through observational learning.
11. Learning theories have been used by psychologists and educators in the "real" world. However, critics believe that these theories underestimate the role of maturation and utilize mechanical methods.

e. Cognitive Perspective
   1. This perspective focuses on how children perceive and mentally represent the world.
   2. Jean Piaget's **cognitive-developmental theory** rests on the ideas that cognitive development depends largely on the maturation of the brain and that children are active "little scientists" who seek **schemes** to organize their knowledge.
      i. Cognitive development progresses to allow **adaptation** to the environment through distinct processes known as **assimilation**, responding according to existing schemas, and **accommodation**, modifying a scheme to fit new information.
      ii. The stages are sensorimotor (infancy), **preoperational** (preschool ages), concrete operational (school ages), and formal operational (adolescence).
      iii. Although this theory is influential in many educational settings, Piaget may have underestimated children's abilities by age, and cognitive growth may be more gradual than Piaget's distinct stages.
   3. **Information-processing theory** was influenced by the concepts of computer science and examines the processes in which information is encoded, stored, retrieved, and used to solve problems. This theory considers the size of children's short-term memory and their ability to multitask.

f. Biological Perspective
   1. Although concerned primarily with physical development, including that of the body and the brain, biology also affects behavior.

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2. **Ethology**, a perspective influenced by Charles Darwin, Konrad Lorenz, and Niko Tinbergen, focuses on instinctive behavior patterns, which preprogram an organism to behave in a certain way. Evolution may have also led to development of certain behaviors. In humans, however, it is assumed that instinctive behaviors can be modified through learning.
3. Ethologists continue to address how much of human behavior is influenced by instincts.

g. Ecological Systems Theory
1. The **ecological systems theory**, influenced by Urie Bronfenbrenner, explains development through reciprocal interactions between children and the settings in which they live. The developing child is embedded in a series of systems: **microsystem**, **mesosystem**, **exosystem**, **macrosystem**, and **chronosystem**.
2. Ecological systems theory highlights the system with which children interact throughout development.

h. Sociocultural Perspective
1. The sociocultural perspective considers children as social beings who are influenced by the cultures in which they live.
2. Lev Vygotsky's sociocultural theory emphasizes the **zone of proximal development (ZPD)** and the use of conversations, external and internal, to guide children's learning. More advanced learners also **scaffold** the learning of children by providing as much help as a child needs to achieve a task independently.
3. The sociocultural perspective also stresses awareness of diversity among children, including factors such as **ethnic groups**, gender, sexual orientation, disabilities, and **socio-economic status** (SES). It is critical to understand influences of children's family values and cultural expectations on development.
4. Vygotsky's theory is supported by a great deal of research evidence.

III. **Controversies in Child Development**

a. Which Exerts the Greater Influence on Children: Nature or Nurture?
1. Most researchers agree that both genes (heredity) and environmental influence have an impact on development.

b. Is Development Continuous or Discontinuous?

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1. Stage theories consider development as a discontinuous process. Those that consider development as continuous see it as a gradually unfolding process.

c. Are Children Active (Prewired to Act on the World) or Passive (Shaped by Experience)?
   1. An active child shapes their own environment, while a passive child is shaped by the environment. There is no agreement as to which influence is strongest.

IV. **How Do We Study Child Development?**

a. What Is the Scientific Method?
   1. Step 1: Forming a research question
   2. Step 2: Developing a **hypothesis** (i.e., a specific statement that is tested through research)
   3. Step 3: Testing the hypothesis
   4. Step 4: Drawing conclusions
   5. Step 5: Publishing findings

b. What Methods of Observation Do Researchers Use to Gather Information About Children?
   1. **Naturalistic observations** are done in natural (real-life) settings, and the researcher attempts to be as unobtrusive as possible.
   2. A **case study** involves a detailed account of the behavior of an individual and may include observations, interviews, standardized test scores, and more.
   3. Surveys are used to learn about behavior and mental processes, particularly those that can't be observed or studied through experiments.
   4. A Closer Look—Research: The Monitoring the Future Surveys.

c. Correlation: What Does It Mean to Correlate Information?
   1. Correlations are mathematical calculations to determine relationships between behavioral or trait variables.
   2. **Positive correlations** and **negative correlations** indicate the direction of the relationship between variables.
   3. A **correlation coefficient** ranges from –1 to +1. Zero indicates that there is no relationship between the variables. Numbers closer to +1 and −1 indicate a strong relationship, and the + or − indicates the direction of the relationship.
   4. Most importantly, correlation does not equal causation.

d. What Is an Experiment? What Are an Experiment's Advantages Over Correlation?

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1. **Experiments**, in which the experimental group receives **treatment** and the control group does not, can be used to determine cause and effect.
2. **Independent variables** are manipulated by the researcher, whereas **dependent variables** are the measured results.
3. A true experiment involves random assignment.
4. Ethical and practical considerations may prevent some topics from being studied through an experiment.

e. How Do Researchers Study Developments That Take Place Over the Years?

1. In **longitudinal** research, the same children are observed repeatedly over time. However, these studies may lose participants over time.
2. In **cross-sectional** research, children of different ages are observed and compared. The **cohort effect** may complicate findings from these studies.
3. **Cross-sequential** studies combine longitudinal (time period) and cross-sectional (cohort) data. This method allows for **time-lag** comparisons.

V. **Ethical Considerations**

a. Researchers follow standards to promote the dignity of the individual, foster human welfare, and maintain scientific integrity.

1. Guidelines specify that:
   i. Treatments may not do physical or psychological harm.
   ii. Subjects must participate voluntarily (informed consent) and be fully informed of the research purpose and methods.
   iii. Children may discontinue participation at any point.
   iv. Participants' identity should remain confidential.
   v. Parents should be provided with results of the study.
2. Researchers must obtain permission from a committee of colleagues before conducting research involving human participants.
3. A Closer Look—Research: The Conditioning of "Little Albert": A Case Study in Ethics. In 1920, Watson and Rayner classically conditioned "Little Albert," an 11-month-old boy, to fear white rats by pairing the rat with a loud gong noise. His fear generalized to other white or furry objects. This work has been criticized as unethical based on current ethical standards.

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Additional Activities and Assignments

Lecture Expanders

Periods of Development: Emerging Adulthood

The text discusses historical perspectives of childhood and touches on the influences of culture on defining life periods (e.g., children were needed in factories during the Industrial Revolution). Discuss how today's society is influencing the way we perceive life periods. Many researchers identify a new period between being an adolescent and an adult, sometimes referred to as emerging adults. These 18- to 25-year-olds are no longer teenagers but do not have the full-fledged responsibilities associated with true adulthood such as spouses, children, careers, and owning a home. Social scientists suggest that this period is coming about due to later average ages of marriage and the need for more education (and thus debt!) to succeed in the workforce.

Everyday Examples of Classical Conditioning and Operant Conditioning

Help students understand how classical conditioning affects their behavior by pointing out a few everyday examples. This can also help students master the confusing terminology associated with classical conditioning. Point out that this is really a learning of association. (1) Thunderstorms: US = loud clap of thunder, UCR = jump or tense up, CS = lightning, UCR = tense up. (2) Fast-food commercial: US = picture of juicy, delicious burger, UCR = hunger or salivation, CS = commercial jingle or song, UCR = hunger.

Operant conditioning is learning the effects a particular behavior incurs, whether that is a reinforcement or a punishment. Stress to your students that reinforcements increase the frequency of a behavior and can be positive (something added) or negative (something taken away). Explain that the positive and negative should be associated with addition or subtraction, not with good or bad! Some everyday examples: (1) Positive reinforcement: A teenager cleans their room to earn allowance. (2) Negative reinforcement: A teenager cleans their room to stop the annoying nagging of their parents. Punishments decrease the frequency of a behavior and can be either positive or negative. Positive punishment: A teenager is given additional chores for failing to clean their room. Negative punishment: A teenager is grounded for failing to clean their room; that is, their social life is removed. Note that being sent to one's room that is filled with tablets, smartphones, video games, and so on may not be a punishment!

How Does Your Ethnicity Influence Your Behavior?

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Have students reflect on their own unique ethnicity by interviewing their grandparents, parents, siblings, and others of similar ethnicity. What behaviors are most influenced by their ethnic background? Some behaviors might include dating patterns, interactions with roommates, customs surrounding food choices, educational aspirations, and so on. Have them share their reflections with the class.

Nature or Nurture?

Few examples of traits are influenced purely by nature or nurture. Nature seems to dictate predominantly physical characteristics, such as blood type and eye color. In contrast, nurture influences learned abilities such as the specific language that one speaks. Babies are born with the ability to understand all the phonemes in the world's languages, but by 6 months, they can only distinguish the phonemes in the languages being spoken around them. Most characteristics are influenced by a combination of nature and nurture. Point out to students that most psychological traits are influenced by both of these forces, but physical characteristics may also be a result of nature and nurture. For instance, weight is influenced by a person's genetic makeup and by the diets in their environment.

Quasi-Experiments

As articulated in the text, a true experiment utilizes random assignment to reduce the likelihood that the experimenter's result will be due to any preexisting differences between the experimental and control groups. However, there are certain situations when it is impossible or impractical to randomly assign group membership. In cases where group membership cannot be assigned by chance, researchers still can perform quasi-experiments. One easy-to-understand example of a quasi-experimental study (Goldberg, 1990) took advantage of a law implemented in Quebec, Canada, banning advertising to children (toys, children's cereals) on TV. Thus, English-speaking children in Montreal were still exposed to child-directed TV commercials on American stations, whereas French-speaking children did not view these ads on the French TV stations from Quebec. The author wanted to see if the treatment group (exposed to ads) and the control group (no ads) differed in their ability to recognize toys in the marketplace. The author did not randomly assign children to the two groups; rather, group assignment was determined by the language in which TV was watched in the home. The author reported that the children in the experimental group did recognize more toys than the control group. A quasi-experiment cannot prove causation but can suggest a cause. Further, showing that the groups were similar on many other characteristics (i.e., age, SES) helps strengthen the case that there were no pre-existing group differences. Discuss the pros and cons of quasi-experiments with your students.

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Goldberg, M. (1990). A quasi-experiment assessing the effectiveness of TV advertising directed to children. *Journal of Marketing Research, 27(4)*, 445–455.

Verbal Assent from Minors

One consideration in working with children that is especially relevant is that of children's ability to give informed consent. Because children are not on the same cognitive level as adults, a parent or guardian must always give informed consent for their child to participate in a research study. However, child participants also get a say in whether they want to participate: They must also give verbal assent. It is important that a researcher explain a study to a child in language that is developmentally appropriate. For an extreme example, ask your students which of the following phrases would be most appropriate when working with preschoolers: "I'm doing a study on the development of theory of mind in preschool children. Would you be willing to perform a false-belief task?" or "I'm doing a project to learn more about kids your age. Would you like to play a game with me?"

Classroom Activities

Scaffolding in Real Life: Assembling Puzzles with Children

If possible, invite children of various ages to class (i.e., a 2-year-old, 4-year-old, and 6-year-old), along with their parent or caregiver. Have students help the children put together age-appropriate puzzles. Then have students discuss the ways in which they scaffolded the children's learning. They will notice that they gave lots of help to the younger children (perhaps showing them where the pieces go) and less help to the older children (perhaps only suggesting starting with the outside edges). This can also work as a class discussion if child participants are not available.

Another option would be to have students observe preschoolers in a classroom. Have them watch for incidences of scaffolding between same-aged peers, between different-aged peers, and between the teacher and the children.

Demonstration of Classical Conditioning: 3, 2, 1, POP!

A simple demonstration can help students grasp the concepts involved in classical conditioning. Kohn and Kalat (1991) suggest an activity involving several air-filled balloons and a long dart or pin. You should inflate the balloons as fully as possible so they will easily pop. Tape the balloons to a table in front of the class. Ask students to pay attention to their responses as you conduct the demonstration. Then count down, "3, 2, 1" and pop the first balloon. (It works well if you can do this near a microphone if you are in a large auditorium so the loud pop will produce a startle response.) Repeat this for the next few balloons. On the last balloon, count down,

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but then miss the balloon. Most students will actually flinch to the last countdown. Ask the students to describe their responses. Then help students to identify the aspects of classical conditioning: UCS = loud popping sound, UCR = flinching or other startle reaction, CS = countdown or hand movement, UCR = clinching muscles to prevent flinching (students often have trouble identifying this).

Citation: Kohn, A., & Kalat, J. (1991). Preparing for an important event: Demonstrating the modern view of classical conditioning. *Teaching of Psychology, 19(2)*, 100–102.

Theoretical Positions of Developmental Theories

One way for students to appreciate the similarities and differences of the many developmental theories presented in this chapter is by examining the stance each theory takes on the controversies of child development (i.e., nature–nurture, active–passive, and continuous–discontinuous). You can assign small groups a few theories and then discuss as a class, or you can complete this table as a group. This is a good launching point to discuss the controversies in more depth as well.

	Nature–Nurture	**Active–Passive**	**Continuous–Discontinuous**
Freud's Theory of Psychosexual Development	Both	Passive	Discontinuous
Erikson's Theory of Psychosocial Development	Both	Active	Discontinuous
Watson's Behaviorism	Nurture	Passive	Continuous
Bandura's Social Cognitive Theory	Nurture	Active	Continuous
Piaget's Cognitive-Developmental Theory	Both	Active	Discontinuous
Information-Processing Theory	Both	Active	Continuous
Lorenz's Ethology	Both (Primarily Nature but early experience is necessary.)	Passive	Discontinuous (due to early critical period)

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Bronfenbrenner's Ecological Systems Theory	Both	Active	Continuous
Vygotsky's Sociocultural Theory	Both	Active	Continuous

Have students weigh in on with which theory they most agree. Have them explain their opinions and share with the class.

Designing Studies

There are many ways in which to examine issues of interest to child development. One issue that has often been investigated is the theory that watching violent TV shows causes aggression in children. Have students (either individually or in small groups) explain how they would study this using the following methods (make sure students can explain what evidence would support and contradict the theory, as well as the pros and cons to each methodology):

1. Naturalistic observations. Where would you conduct these observations? What behaviors would you look for?
2. Case study: What kinds of behaviors would you be interested in?
3. Correlational study: What are the variables you are correlating? What would a positive correlation indicate? A negative correlation?
4. Experimental study: What is the IV? The DV? The experimental group? The treatment group?

Student Project Suggestions

Child Rearing over Three Generations

Have students interview their parents, =grandparents, or other caregivers about their experiences as children, including such parenting practices as sleeping arrangements, infant feeding, discipline, household chores and responsibilities, after-school activities, and rules for dating in adolescence. Encourage students to be creative in thinking about other changes and differences in how children have experienced childhood, even in recent times. Have students organize their findings into a chart, listing the experiences down the left-hand side of the paper and the three generations across the top. Draw conclusions from their interviews regarding changes over the generations.

Modifying Child Behavior Using the Principles of Operant Conditioning

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According to Straus and Stewart (1999), 94% of American parents spank their children before they are 3 or 4 years old (Straus & Stewart, 1999). However, psychological research has shown that spanking is often associated with negative child outcomes, such as higher levels of aggression and lower levels of internalization of morals and mental health (Gershoff, 2002). Despite these data, caregivers may fall back on spanking as a discipline method because they want immediate compliance and are not familiar with other methods of modifying child behavior. Have your students write a short paper making recommendations to a parent dealing with their 2-year-old's temper tantrums to get a cookie in the grocery store. Make sure they identify parent responses that would reinforce the tantrums and make them increase (e.g., giving attention or the cookie) as well as behaviors that would extinguish the behavior (e.g., ignoring them). Also, you may want to have students include a section on the possible consequences of spanking in this situation.

Have students find more recent data on how many American parents spank their children. Has this number changed since 1999, and if so, why?

Correlational Research and the Effects of Divorce on Children

Have students work through the following research questions concerning the effects of divorce on children as a way of expanding their understanding of research design and related concepts (naturalistic vs. correlational vs. experimental designs, developmental change investigation, the use of surveys in research, independent and dependent variables, cause and effect, confounds, ethical considerations):

1. Why do we think there might be consequences of divorce on child development? What kinds of naturalistic observational research may have supported these conclusions?
2. What might be some of the specific consequences of divorce on child development? What kinds of correlational studies might have been conducted by developmental psychologists to examine whether or not there were reliable and valid relations between divorce and these consequences? What are the possible confounding variables in this type of research?
3. What might be some of the issues concerning age differences in relationships between divorce and negative consequences? How could these be examined?
4. What kind of evidence might we have that divorce causes negative consequences? What other explanations might there be for any correlational findings between negative consequences and divorce? What kind of research needs to be conducted to determine cause and effect in this case? This research would involve independent and dependent variables: What is/are the independent variable(s) and is/are the dependent(s) variables in these studies?

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5. Would any of this research be questionable with regard to ethical concerns? What might those be, and how should a researcher deal with them?

IRB Guidelines at Your University

Invite someone from your university's Institutional Review Board to come to class and present information regarding the process of research approval. Next, ask students to contact other university's IRB (via email or by a search online) and have them compare and contrast the guidelines between the two universities.

Finally, ask each group to think of a possible research topic involving children. Based on what they have read and heard from the IRB, have them speculate what questions they might be asked as their research is reviewed. Is there a possibility their research would not be approved? Why or why not?

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Additional Resources

Videos

- *Innocence: What Is a Child?* (1997, Films for the Humanities and Social Sciences, 54 minutes). Historical perspectives on the construct of childhood innocence from the late 19th century to the present. A short clip from the film is available here: https://www.youtube.com/watch?v=VriVAhmawfc
- *Piaget's Developmental Theory: An Overview* (1989, Davidson Films, 25 minutes). Good introduction or review of basic concepts, including interviews with children by David Elkind. A short clip from the film is available here: https://www.youtube.com/watch?v=QX6JxLwMJeQ
- *Piaget vs. Vygotsky. 2024, 3 minutes.* A concise comparison of the developmental theories of Piaget and Vygotsky. *https://www.youtube.com/watch?v=zvcs32EurNI*
- *Skinner: A Fresh Appraisal* (1999, Davidson Films, 40 minutes). Includes both archival and recent footage and is narrated by Murray Sidman. Clarifies some myths about behaviorism in the context of presentation of Skinner's theory and research. https://www.davidsonfilms.com/products/b-f-skinner-a-fresh-appraisal-with-murray-sidman-ph-d
- *How We Study Children: Observation and Experimentation* (1994, Films for the Humanities and Social Sciences, 25 minutes). Examines the utility of using both observational and experimental research designs for testing causal

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hypotheses in cognitive development.
https://www.njvid.net/show.php?pid=njcore:17130

Internet Resources

- Piaget's Stages of Development Explained:
  - **https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457**
- The CDC Webpage on Child Development provides information on child development and parenting resources:
  - **https://www.cdc.gov/child-development/index.html**
- Society for Research in Child Development (SRCD) website:
  - **Welcome to SRCD | Society for Research in Child Development SRCD**

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