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Name:_____ Class:_____ Date:_____

Chapter 01 - The Study of Human Development

1. How can the scientific study of human development best be described?
   a. Multidisciplinary
   b. Focused on groups rather than individuals
   c. Non-theoretical
   d. Emphasizing stability over change

ANSWER: a

2. Which of the following age ranges best describes the toddler stage?
   a. 1 month to 1 year
   b. 1 year to 2 years
   c. 1 year to 3 years
   d. 2 years to 6 years

ANSWER: b

3. Dr. Duong takes a strong nature position with regard to the origins of intellectual disabilities. Therefore, they would most likely believe that intellectual disability is caused by which of the following?
   a. Parenting style
   b. Genetics and heredity
   c. Exposure to toxins
   d. Exposure to disease

ANSWER: b

4. Which approach characterizes the notion that development is best described as a series of abrupt shifts in behavior?
   a. Nature
   b. Nurture
   c. Continuity
   d. Discontinuity

ANSWER: d

5. A student named Alex was assigned female at birth but consistently identifies and presents as a male at school and with friends. Which of the following best describes Alex's personal experience?
   a. Sex
   b. Gender
   c. Sexual orientation
   d. Gender identity

ANSWER: d

6. Dr. Singh is attempting to determine whether adults who have been convicted of a crime were rule-breakers throughout their childhood or whether they suddenly started to engage in criminal behavior. This research is most concerned with which issue of human development?
   a. Nature and nurture
   b. Universal and context-specific development
   c. Biological and sociocultural forces
   d. Continuity and discontinuity

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ANSWER: d

7. Dr. Ellison is interested in determining whether children develop the same way in Algeria as they do in other parts of the world. Dr. Ellison's research is an example of which issue of human development?
   a. Psychological and biological forces
   b. Universal and context-specific development
   c. Nature and nurture
   d. Continuity and discontinuity

ANSWER: b

8. Which perspective on human development is reflected by the statement, "Regardless of where a child grows up, kids are kids"?
   a. Discontinuous
   b. Universal
   c. Nurture
   d. Context-specific

ANSWER: b

9. Javier notices that children seem to mature socially much faster in Costa Rica than in Canada. Javier is most likely to support which position regarding human development?
   a. Nature
   b. Discontinuous
   c. Context-specific
   d. Continuous

ANSWER: c

10. During a class lecture, Dr. Kovalenko states, "Genetic and cultural factors are important, but they alone cannot explain the development of human beings." Which idea is Dr. Kovalenko supporting?
   a. Biopsychosocial framework
   b. Continuous development perspective
   c. Notion of universality
   d. Concept of discontinuity

ANSWER: a

11. Dr. Betos is interested in researching how people of different ages are affected by the same major events. Which basic force in human development is Dr. Betos most interested in studying?
   a. Psychological
   b. Biological
   c. Life-cycle
   d. Sociocultural

ANSWER: c

12. Kellyanne is a 5-year-old girl who recently started kindergarten. Her parents noticed that her behavior changes based on whether she is at home with family or at school with classmates. At home, Kellyanne is more independent, while at school, she is more reserved and closely follows the rules. Which of the following forces in human development is

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influencing Kellyanne's behavior in these two settings?

a. Sociocultural
b. Biological
c. Life-cycle
d. Psychological

ANSWER: a

13. Filippo is interested in studying the effects of various biological forces on human development. Which topic is probably of *least* interest to them?

a. Cognition
b. Brain maturation
c. Menopause
d. Exercise

ANSWER: a

14. Which of the following fields is defined as the study of the brain and nervous system, especially in terms of brain-behavior relationships?

a. Biology
b. Neuroscience
c. Anthropology
d. Sociology

ANSWER: b

15. Which of the following is considered a "psychological force"?

a. Community
b. Puberty
c. Personality
d. Heredity

ANSWER: c

16. Which concept describes the framework that examines how multiple social identities–such as race, gender, and socioeconomic status–interact to create unique experiences of privilege and discrimination in development?

a. Biopsychosocial framework
b. Intersectionality
c. Life-cycle forces
d. Context-specific development

ANSWER: b

17. Consider identical twins who were separated at birth. One was raised in the United States, whereas the other spent their childhood in Austria. Which force would likely explain most of the differences between their behavior as teens?

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

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Chapter 01 - The Study of Human Development

ANSWER: d

18. Which of the following statements is TRUE regarding the study of human development?
    a. Psychological factors are the primary focus, and sociocultural and biological factors are ignored.
    b. Sociocultural factors are the primary focus, and psychological and biological factors are ignored.
    c. Biological influences are a necessary component, in addition to psychological and sociocultural factors.
    d. Sociocultural and psychological factors are the primary focus, and biological factors are ignored.

ANSWER: c

19. Pei identifies as Asian and as a woman. She feels that her experiences are not shared by all Asian people nor all women. That is, her experiences are unique to being an Asian woman. What is Pei describing?
    a. Ethnicity
    b. Culture
    c. Intersectionality
    d. Personality

ANSWER: c

20. A family is moving to a new city in a different part of the country. Their four-year-old child is very happy and makes the transition easily, whereas their 12-year-old child is unhappy and has a difficult time adjusting. Which set of factors best explains the different responses of the children?
    a. Biological factors
    b. Sociocultural factors
    c. Personality factors
    d. Life-cycle factors

ANSWER: d

21. When Albert says, "It would have been tough to become a parent at age 21, but being one at age 28 is easier," they are noting the important role of which factors in human development?
    a. Biological
    b. Life-cycle
    c. Sociocultural
    d. Psychological

ANSWER: b

22. Which statement best exemplifies the basic premise of life-cycle forces?
    a. Biological forces play a small role once a person reaches puberty.
    b. Unconscious desires are the basis for most human behavior.
    c. The timing of the event within an individual's developmental trajectory influences the outcome.
    d. The forces that influence human behavior are too complex to identify through empirical research.

ANSWER: c

23. Which term describes an organized set of ideas that explain development?
    a. Experiment
    b. Theory
    c. Study

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d. Mesosystem

ANSWER: b

24. Which statement best reflects the core idea of psychodynamic theories regarding human development?
a. Development is primarily shaped by genetic inheritance.
b. Development is largely determined by how well individuals resolve conflicts they face.
c. Development is the result of conscious decision-making processes.
d. Development depends mainly on environmental influences.

ANSWER: b

25. When asked to explain why teenage gang membership is rising, Dr. Hale responds, "Generally speaking, these children are driven by conflicts between what they wish to do and what society wishes them to do." Which theory is Dr. Hale likely to be a proponent of?
a. Psychodynamic
b. Social cognitive
c. Ecological
d. Cognitive-developmental

ANSWER: a

26. Which individual is most associated with psychosocial theory?
a. Erikson
b. Bandura
c. Watson
d. Freud

ANSWER: a

27. Which of the following statements best describes Erikson's psychosocial theory?
a. The epigenetic principle is a key component of the theory.
b. The theory focuses only on childhood experiences.
c. Erikson rejected the influence of social and cultural factors.
d. The theory is based solely on genetic inheritance.

ANSWER: a

28. Mattia wishes to explore new activities, challenge their skills, and understand themselves better. According to Erik Erikson, Mattia is in which stage of psychosocial development?
a. Generativity vs. stagnation
b. Identity vs. identity confusion
c. Autonomy vs. shame
d. Basic trust vs. mistrust

ANSWER: b

29. The argument that each psychosocial strength has its own special age period of specific importance is the cornerstone of whose theory of development?
a. Bandura
b. Erikson

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c. Skinner
d. Vygotsky

ANSWER: b

30. How would Erik Erikson respond to the statement "Stages of development are biologically fixed throughout the lifespan"?
a. He would agree that everyone goes through different stages depending on their age.
b. He would disagree and point out that there is no "normal" progression of human development.
c. He would disagree and point out that culture influences the trajectory of human development.
d. He would say nothing because he focused on development between birth and adolescence.

ANSWER: a

31. Which of the following best describes the main idea of attachment theory?
a. Children's cognitive abilities develop through interaction with their environment.
b. Early emotional bonds with primary caregivers shape a person's emotional and social development.
c. Personality is determined primarily by genetic inheritance.
d. Moral development progresses through a series of universal stages.

ANSWER: b

32. In which way is the "caregiving bond" demonstrated?
a. Through a desire to create relationships with others
b. Through an extensive social network
c. Through a commitment by the caregiver to respond to and protect the child
d. Through connecting with other people

ANSWER: c

33. Which term describes behavior as a result of rewards and punishments that increase or decrease the likelihood of a behavior being repeated?
a. Social learning
b. Observational Learning
c. Universal development
d. Operant conditioning

ANSWER: d

34. Because they completed their history assignment, Dhiraj is excused from having to wash the dishes, a task they detest. Dhiraj's parents are using which strategy to increase Dhiraj's studying?
a. Positive reinforcement
b. Punishment
c. Extinction
d. Negative reinforcement

ANSWER: d

35. A child's grandparents always buy new toys when the child visits. As a result, the child frequently requests to visit their grandparents. What is this an example of?
a. Reinforcement

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b. Extinction
c. Punishment
d. Psychoanalysis

ANSWER: a

36. Which of the following best distinguishes reinforcement from punishment in operant conditioning?
a. Reinforcement increases the likelihood of a behavior, while punishment decreases it.
b. Reinforcement and punishment both decrease the likelihood of a behavior.
c. Reinforcement and punishment both increase the likelihood of a behavior.
d. Reinforcement has no effect on the likelihood of a behavior, while punishment always increases behavior.

ANSWER: a

37. If Rosie attempts to alter the behavior of their child by manipulating the consequences of their child's actions, which technique is Rosie practicing?
a. Social learning theory
b. Negative reinforcement
c. Operant conditioning
d. Ecological theory

ANSWER: c

38. Which best describes the outcome of an effective punishment?
a. It causes some physical pain or psychological harm.
b. It increases the likelihood that behavior will occur in the future.
c. It reduces the likelihood that a behavior will occur in the future.
d. It eventually becomes ineffective at changing behavior.

ANSWER: c

39. Eliza finds that whenever they talk to their daughter about their undesirable behavior, the behavior increases in frequency. Based on this, which term best describes Eliza's talks?
a. Punishment
b. Reinforcement
c. Suppression
d. Ineffective

ANSWER: b

40. In an elementary school classroom, students who do not complete their homework lose free choice time. Losing free choice time is an example of which technique to increase homework completion?
a. Punishment
b. Negative reinforcement
c. Positive reinforcement
d. Imitation

ANSWER: a

41. To which concept is imitation most closely related?

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a. Positive reinforcement
b. Life-cycle forces
c. Selective optimization
d. Observational learning

ANSWER: d

42. Even though Jorge was never reinforced for doing so, the frequency of their studying increased after their friend Gianna got a lot of attention for studying. What is this an example of?
a. Observational learning
b. Operant conditioning
c. Punishment
d. Self-efficacy

ANSWER: a

43. Which aspect of the lacrosse players is Alain assessing by interviewing them about their role on the team and perceived capabilities?
a. Life-cycle forces
b. Physical fitness
c. Internal maturational plans
d. Self-efficacy

ANSWER: d

44. Which of the following best defines the concept of self-efficacy?
a. The belief in one's ability to perform a specific task or achieve a goal
b. The tendency to attribute success to external factors
c. The ability to regulate one's emotions in stressful situations
d. The extent to which a person feels accepted by their peer group

ANSWER: a

45. Dr. Torrelles encourages their students to be independent learners by having them watch how more advanced students research answers to questions. Which principles are Dr. Torrelles using?
a. Social learning theory
b. Operant conditioning
c. Cognitive-developmental theory
d. Psychosocial theory

ANSWER: a

46. Who would most likely explain a child's maladaptive behavior by saying, "They probably saw some TV character do that"?
a. A behaviorist
b. A social learning theorist
c. A Freudian theorist
d. A Piagetian theorist

ANSWER: b

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47. In which way are social cognitive theory and operant conditioning similar?
    a. They view the individual as an active processor of information.
    b. They believe that experience is important in determining behavior.
    c. They place a greater emphasis on nature than on nurture.
    d. They stress discontinuity in learning stages across the lifespan.

ANSWER: b

48. Whose theory of development is best exemplified by the idea that children construct their own knowledge and that this constructed knowledge changes with age and experience?
    a. Piaget
    b. Bronfenbrenner
    c. Erikson
    d. Skinner

ANSWER: a

49. Dhan believes human development is best conceptualized as progressing discontinuously through several distinct stages of thinking. Which developmental theory does Dhan most likely believe?
    a. Piagetian
    b. Social learning theory
    c. Ecological theory
    d. Behaviorism

ANSWER: a

50. What is the correct order of Piaget's stages of development from birth through adolescence?
    a. Sensorimotor, concrete operational thought, preoperational thought, formal operational thought
    b. Preoperational thought, formal operational thought, concrete operational thought, sensorimotor
    c. Sensorimotor, preoperational thought, concrete operational thought, formal operational thought
    d. Preoperational thought, sensorimotor, formal operational thought, concrete operational thought

ANSWER: c

51. Someone who says, "The best way to describe my child's learning is in terms of a slow computer with a small memory getting a faster processor and more storage space," is describing which approach to development?
    a. Operant conditioning
    b. Ecological theory
    c. Piagetian
    d. Information-processing

ANSWER: d

52. Larry believes that, rather than progressing through a sequence of stages, mental processes gradually get more complex and efficient. Which theory is Larry most likely a proponent of?
    a. Piaget's theory
    b. Kohlberg's theory
    c. Information-processing theory
    d. Erikson's theory

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ANSWER: c

53. What type of theorist would most likely describe human cognitive development using the analogy of "mental software"?
    a. An information-processing theorist
    b. A Freudian theorist
    c. An operant conditioning theorist
    d. A social learning theorist

ANSWER: a

54. Dr. Childress is a developmental psychologist who is interested in Vygotsky's theory. What sort of forces are probably of most interest to Dr. Childress?
    a. Biological
    b. Psychological
    c. Life-cycle
    d. Sociocultural

ANSWER: d

55. Which of the following theorists emphasizes sociocultural factors in development?
    a. Information-processing theorists
    b. Skinnerian theorists
    c. Vygotskian theorists
    d. Piagetian theorists

ANSWER: c

56. Comparing Vygotsky's approach to development to that of Piaget and the information-processing approach, which of the following did Vygotsky place more emphasis on?
    a. The impact of culture
    b. Stages of development
    c. Thinking
    d. Unconscious thoughts

ANSWER: a

57. The statement "The only way to explain the problems of adolescents is to study them in relation to their parents and the culture that surrounds them" is most likely describing which theory?
    a. Psychodynamic
    b. Cognitive developmental
    c. Ecological
    d. Social cognitive

ANSWER: c

58. Which theorist is best associated with an ecological approach to human development?
    a. Freud
    b. Piaget
    c. Erikson

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d. Bronfenbrenner

ANSWER: d

59. Isabela has one child, three-year-old Manny, and Isabela performs all of the caregiving responsibilities. According to the ecological perspective, how is Isabela best thought of?

a. Part of Marco's mesosystem
b. Part of Marco's exosystem
c. Part of Marco's macrosystem
d. Part of Marco's microsystem

ANSWER: d

60. According to ecological theory, what do the people closest to an individual represent?

a. Microsystem
b. Macrosystem
c. Mesosystem
d. Exosystem

ANSWER: a

61. Which of the following best describes Bronfenbrenner's concept of the mesosystem in his ecological systems theory?

a. The immediate environments a child directly interacts with, such as family and school
b. The broader cultural and societal influences that shape development
c. The interactions and relationships between different microsystems, like family and school, that influence a child's development
d. The influence of external social settings where the child is not directly involved, such as a parent's workplace

ANSWER: c

62. Which of the following scenarios best illustrates Bronfenbrenner's concept of the exosystem?

a. A child's relationship with their teacher in the classroom
b. The interaction between a child's parents and their school
c. A parent's workplace implementing longer work hours, which affects the time the parent can spend with the child
d. Cultural beliefs and values shared by the broader society

ANSWER: c

63. Which of the following BEST describes the macrosystem in Bronfenbrenner's ecological systems theory?

a. It includes the immediate family and peer interactions that directly influence the child.
b. It involves the interconnections between different microsystems, such as family and school.
c. It refers to the broader cultural values, customs, laws, and societal norms that shape the child's environment and influence all other systems.
d. It consists of external environments that indirectly influence development, like a parent's workplace.

ANSWER: c

64. Jasmine received a salary increase and is now able to move into a nicer home with their children. According to Bronfenbrenner, the increase in Jasmine's salary impacted which ecosystem of the children?

a. Exosystem

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b. Mesosystem
c. Macrosystem
d. Microsystem

ANSWER: a

65. A new employee is having a difficult time adjusting to their new job because they lack the skills needed to meet the demands of their boss. Which theory would best describe this situation?
a. Psychosocial theory
b. Bronfenbrenner's ecological theory
c. The competence-environmental press theory
d. Kohlberg's theory of moral development

ANSWER: c

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

ANSWER: b

67. Which of the following scenarios best illustrates the main idea of the competence-environmental press theory?
a. An older adult thrives in a community that offers activities matching their abilities, but they feel overwhelmed when faced with too many complex tasks.
b. A child's personality is shaped primarily by genetic influence.
c. A student's motivation is determined solely by rewards and punishments.
d. A person's behavior is consistent regardless of changes in their environment.

ANSWER: a

68. Peng's knowledge of guitar playing has grown over the years, while at the same time their ability to play guitar has deteriorated. Which concept best exemplifies Peng's experience?
a. Multiple causation
b. Historical context
c. Plasticity
d. Multidirectionality

ANSWER: d

69. Multidirectionality, plasticity, historical context, and multiple causation are all key features of which perspective?
a. Life-span
b. Cognitive-developmental
c. Psychosocial
d. Ecological

ANSWER: a

70. Which concept best explains the fact that a teen growing up when Pearl Harbor was attacked will develop in a different manner from a teen growing up when the World Trade Center was attacked?

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a. Multidirectionality
b. Multiple causation
c. Plasticity
d. Historical context

ANSWER: d

71. Cassandra is getting ready to apply to graduate school. To focus on this goal, Cassandra is resigning from their posts as editor of the campus newspaper and president of the psychology club. What are these changes in Cassandra's life examples of?

a. Compensation
b. Elective selection
c. Loss-based selection
d. Self-efficacy

ANSWER: b

72. With which perspective is the selective optimization with the compensation model primarily associated?

a. Cognitive-developmental
b. Ecological
c. Psychodynamic
d. Life-span

ANSWER: d

73. A professor always makes a point of learning the names of all the students in their class. Normally, they are able to do this in their head, but they have recently found that they need note cards to help remember. What best describes this change in behavior?

a. Loss-based selection
b. Elective selection
c. Compensation
d. The epigenetic principle

ANSWER: c

74. Ari is interested in studying the impact of growing up during the Great Recession on the saving and spending habits of individuals. Which perspective best describes this research?

a. Life-course
b. Life-span
c. Social cognitive
d. Psychosocial

ANSWER: a

75. Dilka wonders if the COVID-19 pandemic has impacted the career goals of individuals who were adolescents at the beginning of the pandemic. This kind of question is best reflected by which perspective?

a. Cognitive-developmental
b. Life-course
c. Social cognitive
d. Operant conditioning

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ANSWER: b

76. Which research study would you most expect to see from a researcher with a life-course perspective?
    a. The effect of smoking on neurotransmitter systems and memory
    b. How memory processes change from infancy to old age
    c. Growing up in the 1960s and its influence on political activism in middle adulthood
    d. Sex differences in marital satisfaction and parenting styles

ANSWER: c

77. A 45-year-old individual is worried about how the election of the new president will impact their current job status. This is an example of the combination of which factors?
    a. Individual timing of life events in relation to external historical events
    b. The synchronization of individual transitions with collective familial ones
    c. The impact of earlier life events on current conditions
    d. History and maturation determining the outcome of life

ANSWER: a

78. Which of the following scenarios best illustrates the concept of individual timing of life events in relation to external historical events?
    a. A person retires at the typical retirement age, following the same pattern as most of their peers.
    b. An individual delays starting a family due to an economic recession, which affects their life trajectory compared to those who started families before the economic downturn.
    c. A student graduates from college at the age most commonly expected in their society.
    d. A person celebrates a birthday each year with a family tradition.

ANSWER: b

79. Jennifer studies the behavior of preschool children by watching them play at a local daycare center. While doing this, she is careful to find a spot where she will be completely unnoticed by the individuals she is observing. Which approach is Jennifer using to study the children?
    a. Structured observation
    b. Correlational
    c. Self-report
    d. Naturalistic observation

ANSWER: d

80. Darryl is interested in studying adolescent friendship behaviors occurring at a high school prom. Which method is most likely to help Darryl accomplish this goal?
    a. Structured observation
    b. Naturalistic observation
    c. Self-report
    d. Experiment

ANSWER: b

81. Which research method must always occur in a real-life setting?
    a. Experiment

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b. Structured observation
c. Naturalistic observation
d. Systematic observation

ANSWER: c

82. Which of the following best describes the systematic observational research approach?
a. Observing and recording behavior using a structured and predetermined framework to ensure objectivity and consistency
b. Randomly watching and noting behavior without any specific plan or criteria
c. Asking participants to self-report their behavior on a survey
d. Manipulating variables in a laboratory to determine cause-and-effect relationships

ANSWER: a

83. A psychologist observes a fire drill at an elementary school in order to study how children respond to potential emergency situations. Which research approach is the psychologist using?
a. Structured observation
b. Naturalistic observation
c. Self-report
d. Experiment

ANSWER: a

84. A researcher is studying how teenagers think about high school by asking them to answer several questions related to their classroom experiences. Which research approach is the researcher using?
a. Naturalistic observation
b. Structured observation
c. Experiment
d. Self-reports

ANSWER: d

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

ANSWER: a

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

ANSWER: a

87. Dr. Galindo is interested in studying the emotional vocabulary of toddlers. Which method is Dr. Galindo most likely to use for this study?

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a. Physiological measures
b. Naturalistic observation
c. Structured observation
d. Behavioral task

ANSWER: d

88. Which of the following scenarios is the best example of validity?
a. A questionnaire designed to measure anxiety actually assesses how anxious participants feel in various situations.
b. A survey consistently produces the same results when given to the same group of people twice.
c. Two different observers record the same behaviors during a classroom observation.
d. A study uses a very large sample size to collect data.

ANSWER: a

89. Which of the following scenarios is the best example of reliability?
a. A test includes questions that cover all aspects of the topic being studied.
b. Two different tests designed to measure intelligence produce the same results for a group of students.
c. A researcher uses a scale to weigh the same object three times and gets the same measurement each time.
d. A questionnaire accurately measures participants' level of stress.

ANSWER: c

90. Which of the following analogies best represents the relationship between validity and reliability?
a. Prediction is to explanation
b. Consistency is to accuracy
c. Measurement is to observation
d. Accuracy is to consistency

ANSWER: d

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

ANSWER: c

92. Virtually all studies done in psychology rely on studying people representative of a larger group. What term describes these groups of people who participate in these studies?
a. Samples
b. Populations
c. Mesosystems
d. Independent variables

ANSWER: a

93. Which of the following analogies best represents the relationship between population and sample?

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a. Mean is to median
b. Reliability is to validity
c. Observation is to measurement
d. Set is to subset

ANSWER: d

94. How are variables studied in a correlational study?
a. As they exist naturally
b. After some manipulation
c. During an experiment
d. At the population level

ANSWER: a

95. Dani is interested in doing a study to determine whether a relationship exists between participating in college athletics and self-efficacy for academic work. Dani measures athletic participants and self-efficacy, then evaluates the strength of the association between the two. What type of research did Dani conduct?
a. Cross-sectional
b. Correlational
c. Experimental
d. Naturalistic observation

ANSWER: b

96. Based on a study that finds that self-esteem is negatively correlated with college grades, which person would you predict would have the highest grades?
a. Marvin, who has very high self-esteem
b. Davi, who has average self-esteem
c. Premish, who has very low self-esteem
d. Loki, who refuses to answer the study questions

ANSWER: a

97. A research article concludes that the higher a student's self-esteem, the worse that student performs in school. How is this relationship best characterized?
a. A negative correlation
b. No relationship
c. Positive correlation
d. Cause and effect

ANSWER: a

98. Which correlation coefficient value indicates the strongest relationship?
a. -.23
b. .57
c. .15
d. -.82

ANSWER: d

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Chapter 01 - The Study of Human Development

99. Which of the following has a range from -1.0 to 1.0?
   a. Correlation coefficient
   b. Dependent variable
   c. Independent variable
   d. Sample

ANSWER: a

100. When is it best to use an experimental approach in research?
   a. When you want to observe natural behavior without interference
   b. When you need to gather participants' opinions about a ballot initiative
   c. When you are comparing existing groups without introducing any intervention
   d. When you want to establish a cause-and-effect relationship by manipulating an independent variable and controlling other variables

ANSWER: d

101. Laila is interested in studying the relationship between self-esteem and school grades. The goal of the study is to quantify this relationship and avoid any ethical concerns regarding the manipulation of these variables. What method is the best option for Laila?
   a. Correlational
   b. Natural observation
   c. Experiment
   d. Physiological

ANSWER: a

102. A school psychologist is conducting a study to determine whether using a fidget spinner causes a reduction in stress. Before an exam, half of a class gets fidget spinners, and the other half does not. The school psychologist measures stress after the exam. In this experiment, what is fidget spinning?
   a. The control group
   b. The independent variable
   c. The dependent variable
   d. The cohort effect

ANSWER: b

103. An experiment is designed to determine whether taking vitamin D improves mood. What is the dependent variable?
   a. Vitamin D
   b. The dose of vitamin D
   c. Mood
   d. The age of the participants

ANSWER: c

104. A psychologist wants to investigate how different types of play activities affect social skills in preschool children. The researcher has the children in three groups: one group engages in free play, the second group participates in structured play with set rules, and the third group takes part in guided play led by an adult. In this scenario, what would be the independent variable?
   a. The children's social skills after one month

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b. The age of the children
c. The type of play activity the children participate in
d. The method used to evaluate social skills

ANSWER: c

105. You are doing a study to determine whether drinking coffee prior to taking a test affects performance on that test. What is the independent variable in your study?
a. The psychology test
b. The participants in your study
c. Drinking coffee
d. It depends on where the study is conducted.

ANSWER: c

106. A company does a study to determine whether using a study app improves performance on exams. In this study, what would the grades on the exams be called?
a. Correlational variable
b. Independent variable
c. Manipulated variable
d. Dependent variable

ANSWER: d

107. What characteristic of qualitative research makes it different from quantitative research?
a. It is conducted in the laboratory.
b. It seeks to gain an intensive understanding of what governs behavior.
c. It is non-correlational.
d. It relies heavily on statistical analysis.

ANSWER: b

108. Which of the following is an example of a longitudinal research study?
a. Interviewing a sample of high school students about their study habits
b. Observing participants' behavior in a single laboratory session
c. Tracking a group of children's cognitive, social, and health development by collecting data at multiple points from birth through early adulthood
d. Testing a different group of students each year on cognitive, social, and health development

ANSWER: c

109. Which type of study can assess how the behavior of individual participants changes over time?
a. Naturalistic observation
b. Cross-sectional
c. Experimental
d. Longitudinal

ANSWER: d

110. Which of the following is an issue most relevant to cross-sectional research?

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a. It is difficult to generalize results to the larger population.
b. Participants may improve on the tests by taking them multiple times.
c. It is expensive to keep collecting data on a large number of participants.
d. Participants may choose not to continue.

ANSWER: a

111. A researcher is assessing differences in extroversion by testing 9-, 19-, 39-, and 59-year-old participants at the same time. Which type of study is this an example of?
a. Sequential
b. Longitudinal
c. Experimental
d. Cross-sectional

ANSWER: d

112. Which concept best explains the fact that Olga likes to watch reality television and their grandfather prefers watching 1960s television westerns?
a. Age effects
b. Non-normative factors
c. Cohort effects
d. Time-of-measurement effects

ANSWER: c

113. Smrita studies two different cohorts over a 50-year period, testing each subject every five years. Which type of design is Smrita using?
a. Longitudinal
b. Cross-sectional
c. Sequential
d. Microgenetic

ANSWER: c

114. Gertrude wants to conduct a study on how self-efficacy changes over the life span. The primary concerns are economic; there is limited time and money available for the research. Given these concerns, which of the following study approaches is the best option for Gertrude?
a. Longitudinal
b. Cross-sectional
c. Sequential
d. Experimental

ANSWER: b

115. Which research approach allows a researcher to synthesize data from numerous studies?
a. Longitudinal
b. Meta-analysis
c. Cross-sectional
d. Qualitative

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ANSWER: b

116. Rather than collecting data on a new set of subjects, a researcher is analyzing hundreds of studies that have already been done on a topic in order to come up with an overall estimate of what all the other studies found. What type of study is this?

a. Experiment
b. Meta-analysis
c. Correlational
d. Longitudinal

ANSWER: b

117. Which statement is TRUE regarding ethical research?

a. Participant responses do not always need to be confidential.
b. Never tell participants if they have been deceived.
c. Risks to participants do not matter if the topic is important enough.
d. Give participants the right to withdraw from the research without penalty.

ANSWER: d

118. Which of the following is an essential guideline for conducting ethical research?

a. Eliminate all risk to participants
b. Minimize risk to participants
c. Use deception if there are risks to participants
d. Pay participants if they are put at risk

ANSWER: b

119. How should researchers treat the results from individual research participants?

a. Individual results should be confidential.
b. Individual results should be made public.
c. Individual results should be coded by name.
d. Individual results should be ignored.

ANSWER: a

120. After completing their study, researchers send a copy of their findings to a scientific journal in hopes of having it published. This reflects which step of the research process?

a. Developing hypotheses
b. Analyzing the data
c. Communicating research results
d. Applying the results of research

ANSWER: c

121. As a result of reading several research articles on the long-term effects of daycare, a state legislature passes a new law mandating that all daycare providers modify their practices to be in concordance with this research. What does this action reflect?

a. How research can affect social policy
b. The benefits of doing meta-analytic research

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c. The importance of longitudinal studies

d. Why correlational research is superior in some ways to experimental research

ANSWER: a

122. Which of the following scenarios best illustrates the use of deception in research?

a. Researchers collect anonymous survey responses about participants' daily habits.

b. A study involves observing people in a public setting without interacting with them or providing any misleading information.

c. A researcher tells participants the study is about problem-solving skills, but the true purpose is to observe how they respond to social pressure.

d. Participants are given a detailed explanation of the study's purpose and procedures before taking part in the study.

ANSWER: c

123. Which of the following best describes the role of deception in psychological research?

a. Deception only occurs when participants are physically harmed during an experiment.

b. Deception is avoided entirely in psychological research due to ethical concerns.

c. Deception involves fully informing participants about the study's true purpose before it begins to ensure transparency.

d. Deception involves intentionally misleading participants about key aspects of a study to create realistic conditions that would be difficult to study otherwise.

ANSWER: d

124. Which of the following best illustrates the difference between confidential and anonymous research participation?

a. In a confidential study, researchers collect participants' names and responses but keep this information secure and do not share it with anyone outside the research team; in an anonymous study, no identifying information is collected, so even the researchers cannot link responses to specific individuals.

b. In both confidential and anonymous studies, researchers know the identity of participants.

c. In an anonymous study, researchers collect participants' names and responses but keep this information secure and do not share it with anyone outside the research team; in a confidential study, no identifying information is collected, so even the researchers cannot link responses to specific individuals.

d. Confidential and anonymous mean the same thing and are used interchangeably in research.

ANSWER: a

125. Which of the following best describes the purpose of pre-registering research?

a. Pre-registering involves publicly documenting your study's hypotheses, design, and analysis plan before data collection, to increase transparency.

b. Pre-registration means publishing your research findings in a scientific journal after the study is completed.

c. Pre-registering allows you to collect data without sharing details about their hypotheses or methods.

d. Pre-registration is only required for clinical trials and not for psychological research.

ANSWER: a

126. The continuity perspective suggests that development is best characterized as following a smooth progression.

a. True

b. False

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Chapter 01 - The Study of Human Development

ANSWER: True

127. The influence of your racial identity on your behavior would be considered a sociocultural force.
    a. True
    b. False

ANSWER: True

128. Neuroscience is the study of the brain and the nervous system in terms of brain-environmental relationships.
    a. True
    b. False

ANSWER: False

129. The sequence of stages in Erikson's psychosocial theory is based on the epigenetic principle.
    a. True
    b. False

ANSWER: True

130. Compared to punishment, reinforcement tends to result in quicker and longer-lasting learning.
    a. True
    b. False

ANSWER: True

131. Piaget believed that children begin to construct knowledge in new ways at a few critical points in development.
    a. True
    b. False

ANSWER: True

132. According to attachment theory, early relationships with primary caregivers shape an individual's sense of security and influence their emotional and social development throughout life.
    a. True
    b. False

ANSWER: True

133. Vygotsky's key insight was to view development as an apprenticeship in which children develop as they work with skilled adults.
    a. True
    b. False

ANSWER: True

134. The competence-environmental press framework emphasizes that to understand people's functioning, it is essential to understand the systems in which they live.
    a. True
    b. False

ANSWER: True

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Chapter 01 - The Study of Human Development

135. Plasticity refers to the idea that as we develop, some of our skills grow, and others decline.
a. True
b. False
ANSWER: False

136. Determining whether an assessment is measuring what it is supposed to be measuring is determining its reliability.
a. True
b. False
ANSWER: False

137. In psychological research, a sample always includes every individual from the population being studied.
a. True
b. False
ANSWER: False

138. One of the strengths of experimental research is its ability to establish cause-and-effect relationships by manipulating variables.
a. True
b. False
ANSWER: True

139. All research designs used by developmental psychologists have both strengths and weaknesses.
a. True
b. False
ANSWER: True

140. Outcomes of developmental research can have important implications for social policy, influencing areas such as early childhood education, family support programs, and public health initiatives.
a. True
b. False
ANSWER: True

141. A new developmental theory of personality emerges. This new theory states that adult personality is markedly different from personality in childhood, is completely determined by the environment, and develops the same across cultures. Describe the three recurring issues in human development and explain where this new theory stands in relation to these three issues.
ANSWER: The nature-nurture issue addresses the degree to which genetic or hereditary influences, as well as experiential or environmental influences, determine the kind of person you are. The new developmental theory proposes that only nurture contributes to personality. The continuity-discontinuity issue addresses whether a particular developmental phenomenon represents a smooth progression throughout the life span or a series of abrupt shifts. The new theory supports discontinuity. The universal and context-specific development issue concerns whether there is one path of development or several paths. The new theory supports universal development.

142. Use the biopsychosocial framework to describe four factors that could be important in the development of parenting skills.
ANSWER: The biopsychosocial framework involves four interactive forces: biological, psychological, sociocultural, and life-cycle forces. Biological forces include all genetic and health-related factors that affect development.

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Biological variables, such as an individual's health, can influence the development of parenting skills. Psychological forces include all internal perceptual, cognitive, emotional, and personality factors that affect development. Psychological variables such as attitudes about certain types of parenting styles can influence the development of parenting skills. Sociocultural forces include interpersonal, societal, cultural, and racial/ethnic factors that affect development. Sociocultural variables such as the perceptions of others or our culture can influence the development of our parenting skills. Life-cycle forces reflect differences in how the same event affects people of different ages. Life-cycle variables such as ages can influence the development of our parenting skills. A mother in her early 20s is likely to develop a parenting style that differs from a mother in her early 40s.

143. Discuss the role of neuroscience and genetics in advancing our understanding of human development. In your answer, address how findings from neuroscience can contribute to our knowledge of brain plasticity and the mechanisms underlying cognitive and behavioral development, and explain how genetic and epigenetic research informs our understanding of the interplay between heredity and environment in shaping developmental outcomes.

ANSWER: Neuroscience has provided critical insights into the mechanisms of brain plasticity, the brain's ability to change structurally and functionally in response to experience. Neuroscience has also shown that environmental factors, such as socioeconomic status and stress, can influence brain development. Genetics contributes to our understanding by identifying how inherited factors set the stage for development. Many aspects of brain formation and function are influenced by genetic makeup, with some traits showing moderate to high heritability. However, genetics does not act in isolation. Epigenetics, the study of how gene expression is regulated by environmental factors, has shown that factors such as nutrition, parenting style, and exposure to trauma can modify gene activity. In summary, neuroscience and genetics have impacted developmental psychology by providing a deep biological understanding of how humans grow and change. They highlight that while genetic factors provide a blueprint for development, brain plasticity and epigenetic mechanisms ensure that experience and environment play crucial roles in shaping who we become.

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

ANSWER: One way the two psychologists would agree is that the celebrity's behavior is the product of external forces. These external forces apply reinforcers and/or punishers that will influence the celebrity's behaviors by increasing or decreasing the number of select behaviors displayed. One area where the two psychologists would disagree is whether the reinforcers and/or punishers must be directly applied (slap on the wrist) or can be indirectly applied (see another celebrity receive a slap on the wrist). Example: A celebrity has been showing signs of substance use disorder. The operant conditioning psychologist believes that the substance use stemmed from the reinforcement received from early drinking experiences, such as having fun with friends and feeling less inhibited. The social learning psychologist believes that the substance use stemmed from observational learning, such as growing up with a parent who abused alcohol and other substances. Both psychologists may agree that imitating parents was reinforced.

145. Bronfenbrenner's ecological systems theory outlines five interrelated environmental systems that influence human development: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Explain how these systems interact to shape an individual's development, using specific examples to illustrate the influence of each system.

ANSWER: Bronfenbrenner's ecological systems theory explains human development as the result of interactions within a series of nested environmental systems, each influencing and being influenced by the others throughout the lifespan. Collectively, these five systems provide a comprehensive framework for understanding how context shapes individual growth. The microsystem consists of the people and objects in an individual's immediate environment. For example, a child's positive classroom environment can foster cognitive and emotional development. The mesosystem provides connections across microsystems. For instance, the relationship between a child's parents and teachers can affect the child's academic progress. The exosystem consists of

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social settings that a person may not experience firsthand but that still influence development. For example, community resources can influence the child's experiences at home, even though the child is not directly involved in those settings. The macrosystem consists of the cultures and subcultures in which the microsystem, mesosystem, and exosystem are embedded. Cultural attitudes toward education can shape expectations and opportunities available to individuals within a society. The chronosystem consists of the changes and continuities that occur over the lifespan and include life transitions and historical events. Major changes, such as the birth of a sibling, or societal shifts, like the advent of artificial intelligence, can have lasting impacts on development.

146. A high school history teacher is 55 years old and having a hard time balancing the demands of their recent promotion to half-time assistant principal and half-time classroom teacher. Describe the three key features of the selective optimization with compensation (SOC) model. Then, explain how the key features could apply to the teacher's being successful in their new position at the high school.

ANSWER: The selective optimization with compensation (SOC) model is based on the assumption that three processes (selection, compensation, and optimization) form a system of behavioral action that generates and regulates development and aging. The selection occurs for two main reasons: elective selection and loss-based selection. Compensation occurs when a person's skills have decreased, and optimization involves minimizing losses and maximizing gains. Example: Elective selection applies when the teacher stops participating in a book club to free up time for grading papers in the evening. Loss-based selection applies when the teacher starts eating lunch at their desk because there is no longer a scheduled lunch hour. Compensation applies when the teacher sells their house and moves closer to the high school because their ability to see while driving in the dark is decreasing. Optimization applies in how the teacher now has a higher salary and is making plans to travel to the beach during spring break.

147. You and a partner are given an assignment to conduct a study using systematic observation of children playing. You want to conduct the study using naturalistic observation; however, your partner wants to conduct the study using structured observation. Write a position statement that supports the use of naturalistic observation for the assignment and argues against the use of structured observation.

ANSWER: The case for using naturalistic observation for the study is that it is focused on specific behaviors, catches the spontaneity of human behavior, and is a real-life situation. The case against the use of structured observation is that it is artificial, the participants are given directions on what to do, so the behaviors are not spontaneous, and the play behaviors of the children might be unnatural or unrealistic.

148. A researcher is conducting a cross-sectional study of cognitive development in elementary school children. What problems could be avoided if they were to do a longitudinal study instead?

ANSWER: In a cross-sectional study, the researcher may encounter cohort effects or confounding variables. Cross-sectional studies compare different age groups at one time, which can confound developmental differences with generational or cohort differences. A longitudinal study follows the same individuals over time, eliminating cohort effects. Longitudinal studies reduce the risk that differences are due to unmeasured variables that differ between age groups, rather than developmental processes.

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

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

150. A researcher wants to conduct a correlational study on the relationship between the number of friends a child has and their likelihood of experiencing depressive symptoms. How might this research be conducted? What are the major disadvantages of this type of research approach?

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ANSWER: In a correlational study, two variables are studied as they exist in the natural world. In this study, the researcher might use surveys to measure both the number of close friendships and the presence of depressive symptoms among children. The analysis would determine whether there is a correlation – positive or negative – between these two variables. The main disadvantage is the inability to determine a cause-and-effect relationship between the number of friends a child has and their likelihood of experiencing depressive symptoms.

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Instructor Manual

Kail, Human Development, 10th Edition, 9798214156859; Chapter 1: The Study of Human Development

Table of Contents

Purpose and Perspective of the Chapter 2
Learning Objectives 2
Key Terms 2
What's New in This Chapter 6
Chapter Outline 6
Discussion Questions 14
Additional Activities and Assignments 16
Additional Resources 19
Video Resources 19
Internet Resources 20

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Purpose and Perspective of the Chapter

Chapter 1 defines the study of human development and establishes it as the multidisciplinary study of how people change and how they remain the same over time. Three unifying issues in human development are presented: (1) nature and nurture; (2) continuity and discontinuity; and (3) universal and context-specific development. The influence of nature and nurture on all aspects of human development and the increased understanding of the roles of genes and environment on development are emphasized. Students are introduced to the biopsychosocial framework, which focuses on four interactive forces that influence human development: biological forces, psychological forces, sociocultural forces, and life-cycle forces. The focus then turns to theories of human development: psychodynamic theory, learning theory, cognitive theory, ecological and systems theory, and the lifespan/selective optimization with compensation/life-course perspective. The chapter ends with a discussion on conducting developmental research, research methods used, responsibilities of researchers, and communicating results from research.

Learning Objectives

The following objectives are addressed in this chapter:

1.1 Identify issues and biopsychosocial forces in the study of life-span development.

1.2 Describe the theories used in the study of life-span psychology.

1.3 Describe the scientific methods used to conduct research in life-span development.

[return to top]

Key Terms

biological forces: all genetic and health-related factors that affect development

biopsychosocial framework: useful way to organize the biological, psychological, and sociocultural forces on human development

chronosystem: the changes and continuities that occur over the life span that influence development

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cohort effects: a problem with cross-sectional designs in which differences between age groups (cohorts) may result from environmental events, not from developmental processes

competence: people's abilities

continuity–discontinuity issue: concerns whether a particular developmental phenomenon represents a smooth progression throughout the life span (continuity) or a series of abrupt shifts (discontinuity)

correlation coefficient: an expression of the strength and direction of a relation between two variables

correlational study: investigation looking at relations between variables as they exist naturally in the world

cross-sectional study: study in which developmental differences are identified by testing people of different ages at the same time

dependent variable: the factor manipulated in an experiment

ecological theory: theory that considers human development as inseparable from the environmental contexts in which a person develops

environmental press: the demands put on people by the environment

epigenetic principle: means by which each psychosocial strength has its own special period of importance

exosystem: social settings that a person may not experience firsthand but that still influence development

experiment: a systematic way of manipulating the key factor(s) that the investigator thinks causes a particular behavior

human development: the multidisciplinary study of how people change and how they remain the same over time

imitation or observational learning: learning by watching those around us

independent variable: the factor manipulated in an experiment

information-processing theory: proposes that human cognition consists of mental hardware and mental software

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intersectionality: interaction of, for example, race and gender that results in unique life experiences beyond what might otherwise be predicted based on each aspect separately

life-course perspective: describes the ways in which various generations experience the biological, psychological, and sociocultural forces of development in their respective historical contexts

life-cycle forces: differences in how the same event affects people of different ages

life-span perspective: that human development is multiply determined and cannot be understood within the scope of a single framework

longitudinal study: a research design in which the same individuals are observed or tested repeatedly at different points

macrosystem: the cultures and subcultures in which the microsystem, mesosystem, and exosystem are embedded

mesosystem: provides connections across microsystems because what happens in one microsystem is likely to influence others

meta-analysis: a tool that enables researchers to synthesize the results of many studies to estimate relations between variables

microsystem: the people and objects in an individual's immediate environment

naturalistic observation: Observing people as they behave spontaneously in a real-life situation

nature–nurture issue: the degree to which genetic or hereditary influences (nature) and experiential or environmental influences (nurture) determine the kind of person you are

neuroscience: the study of the brain and the nervous system, especially in terms of brain–behavior relationships

operant conditioning: technique in which the consequences of a behavior determine whether a behavior is repeated in the future

populations: broad groups of people that are of interest to researchers

psychodynamic theories: hold that development is largely determined by how well people resolve conflicts they face at different ages

psychological forces: all perceptual, cognitive, emotional, and personality factors that affect development

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psychosocial theory: Erikson's theory that personality development is determined by the interaction of an internal maturational plan and external societal demands

punishment: a consequence that decreases the likelihood of the behavior that it follows

qualitative research: method that involves gaining in-depth understanding of human behavior and what governs it

reinforcement: a consequence that increases the likelihood of the behavior that it follows

reliability: the extent to which a measure provides a consistent index of a characteristic

sample: a subset of the population

selective optimization with compensation (SOC) model: perspective that selection, optimization, and compensation form a system of behavioral action that generates and regulates development and aging

self-efficacy: people's beliefs about their own abilities and talents

self-reports: people's answers to questions about the topic of interest

sequential design: developmental research design based on cross-sectional and longitudinal designs

sociocultural forces: interpersonal, societal, cultural, and ethnic factors that affect development

structured observations: method in which the researcher creates a setting that is likely to bring out the behavior of interest

systematic observation: watching people and carefully recording what they do or say

theory: an organized set of ideas that explains development

universal and context-specific development issue: concerns whether there is one path of development or several

validity: whether a measure actually measures what researchers think it measures

[return to top]

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WHAT'S NEW IN THIS CHAPTER

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

- Revised feature Diverse Perspectives: What Do You Think?
- Added key demographic group labels, age group, and generation names to new discussion of terminology (formerly in the Front Matter)
- Added 'socioeconomic status' to discussion of Sociocultural Forces of development
- Added 'genetics' to neuroscience introductory section as key perspective on human development
- New Real People feature on Chita Rivera
- Added Attachment Theory to theories of development section
- Added discussion regarding importance of replication in human development research

[return to top]

CHAPTER OUTLINE

I. Thinking About Development (1.1)

- **Human development** is the multidisciplinary study of how people change and how they remain the same over time. Four key components underlie the science of human development:
  - i. the complexity and uniqueness of each person and their experiences,
  - ii. commonalities and patterns across people,
  - iii. firmly grounded in theory,
  - iv. and seeks to understand human behavior.

a. Unifying Issues in Human Development

- **Nature and Nurture**
  - i. The degree to which genetic influences (nature) and experiential/environmental influences (nurture) determine one's developmental trajectory
  - ii. Theorists and researchers recognize that development is always shaped by both nature and nurture, which are mutually interactive influences

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- **Continuity and Discontinuity**
  i. Considers whether a particular developmental phenomenon represents a smooth progression throughout the life span (continuity) or a series of abrupt shifts (discontinuity)
- **Universal and Context-Specific Development**
  i. Does development follow the same general path in all people, or is it fundamentally different, depending on the sociocultural context?

b. Basic Forces in Human Development: The Biopsychosocial Framework. This framework emphasizes that four forces are mutually interactive; development cannot be understood by examining them in isolation.

- **Biological forces** include genetic and health-related factors
  i. Some biological forces, such as puberty and menopause, are universal
  ii. Others, such as diet or disease, affect people in specific generations or occur in a small number of people
- **Psychological forces** include all internal perceptual, cognitive, emotional, and personality factors that affect development
  i. These are most often used to describe the characteristics of a person, and have received the most attention
- **Sociocultural forces** include interpersonal, societal, cultural, and ethnic factors
  i. Culture refers to the knowledge, attitudes, and behaviors associated with a group of people
  ii. Sociocultural forces provide the context or backdrop for development
  iii. Consequently, there is a need for research on different cultural groups
- **Life-cycle forces** reflect differences in how the same event affects people of different ages.
  i. Reflects the influences of biological, psychological, and sociocultural forces at different points in the life span
  ii. The same event can have different effects depending on when it happens in a person's life

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iii. Life-cycle factors provide a context for understanding how people perceive their current situation and its effect on them

- By combining the four developmental forces, we have a view of human development that encompasses the life span, yet appreciates the unique aspects of each phase of life

c. Neuroscience and Genetics: Windows into Human Development

- **Neuroscience** is the study of the brain and the nervous system, especially in terms of brain–behavior relationships.
- **Genetics** influences development throughout the lifespan.

II. Developmental Theories (1.2)

- A **theory** is an organized set of ideas designed to explain development
- Theories organize knowledge to provide testable explanations of human behaviors and the ways in which they change over time
- No comprehensive theories of human development currently exist

a. **Psychodynamic theories**

- Hold that development is largely determined by how well people resolve the conflicts they face at different ages
- Sigmund Freud proposed that personality emerges from conflicts experienced in childhood
- Erik Erikson built upon Freud's idea and proposed the first comprehensive life-span view of psychosocial development

i. Identified eight universal stages, each characterized by a particular struggle

ii. The **epigenetic principle** holds that each psychosocial strength has its own special period of particular importance

b. Attachment theory emphasizes the need for an infant to form positive connection to an attachment figure

- The attachment figure is one who cares for the infant in such a way that increases the infant's chances of survival; typically, this is a parent
- A "caregiving" bond is the attachment of the caregiver to the infant

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- Attachment theory proposes to account for the nature of close relationships throughout one's life
- Critics of this theory argue that it may not apply to non-Western, middle-class, traditional families

c. **Learning theory** focuses on how learning influences a person's behavior.

- Emphasizes the role of experience and that people learn from watching others around them
- Two influential theories in this perspective are behaviorism and social learning theory
- Behaviorism focuses on the work of John B. Watson, who believed babies were born a "blank slate," and B. F. Skinner, who focused on **operant conditioning**
  - i. Operant conditioning is based on the notions of **reinforcement**, **punishment**, and environmental control of behavior
- Social learning theory proposes that people learn by observing others in what is called **imitation or observational learning**
- Albert Bandura based his social cognitive theory on both cognitive and social aspects
  - i. **Self-efficacy**—people's beliefs about their own abilities and talents—helps determine when people will imitate others

d. **Cognitive-developmental theory**

- Focuses on thought processes and the construction of knowledge
- The key is how people think and how thinking changes over time. This theory involves three distinct approaches:
- **Piaget's theory** proposes a four-stage universal sequence of cognitive development in which the child constructs knowledge in a new way in each stage.
- **Information-processing theory** proposes that human cognition consists of mental hardware and software.

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i. Mental hardware refers to cognitive structures, including various brain structures

ii. Mental software includes organized sets of cognitive processes.

- **Vygotsky's sociocultural theory** focuses on the ways that adults convey to children the beliefs, customs, values, and skills of their culture.

  i. Vygotsky was one of the first theorists to emphasize that children's thinking is influenced by the sociocultural context in which they grow up.

e. **Ecological and systems approach**

- Proposes that human development is inseparable from the environmental contexts in which a person develops
- **Urie Bronfenbrenner**, one of the best-known ecological theorists, proposed that development occurs in the context of a series of complex, interconnected systems

  i. Bronfenbrenner identified five levels of the environment: (1) microsystem, (2) mesosystem, (3) exosystem, (4) macrosystem, and (5) chronosystem.

- **Competence–environmental press theory** suggests that there is an optimal "best fit" between one's abilities and the demands placed on a person by the environment.

  i. People adapt most effectively when there is a good match between their competence, or abilities, and the environmental press, or the demands put on them by the environment

f. **Life-span perspective, selective optimization with compensation, and life-course perspective**

- View development in terms of where a person has been and where they are heading
- The ***life-span perspective*** argues that human development is multiply determined and cannot be understood within the scope of a single framework

  i. Aging is a lifelong process of growing up and growing old, beginning with conception and ending with death

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ii. Paul Baltes and colleagues identified four key features of the life-span perspective:

(1) *Multidirectionality*—development involves both growth and decline.

(2) *Plasticity*—one's capacity is not predetermined or carved in stone.

(3) *Historical context*—development occurs within a particular set of circumstances determined by the historical time period and the culture in which we grew up.

(4) *Multiple causation*—how we develop results from biological, psychological, sociocultural, and life-cycle forces.

- The ***selective optimization with compensation (SOC) model*** is based on the assumption that three processes (selection, compensation, and optimization) form a system of behavioral action that generates and regulates development and aging.

  i. The selection occurs for two main reasons: elective selection and loss-based selection

  ii. Compensation occurs when a person's skills have decreased

  iii. Optimization involves minimizing losses and maximizing gains

- The ***life-course perspective*** describes the ways in which various generations experience the biological, psychological, and sociocultural forces of development in their respective historical contexts

- The key feature of the life-course perspective is the dynamic interplay between the individual and society, which involves three major factors:

  i. The individual timing of events

  ii. The synchronization of individual transitions

  iii. The impact of earlier life events

III. Doing Developmental Research (1.3)

a. Measurement in Human Development Research

- **Systematic observation**

  i. Involves watching people and recording what they do

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ii. Can be in a natural setting (naturalistic observation) or in a setting created by the researcher (structured observation)

- **Sampling behavior with tasks**

  i. Used when a behavior cannot be observed directly

- **Self-reports**

  i. People's answers to questions about the topic of interest

- **Physiological measures**

  i. Involve measuring people's physiological responses (i.e., heart rate, cortisol levels, and brain activity) to focus on a particular aspect of a behavior

- **Reliability and validity**

  i. Reliability - the extent to which a measure provides a consistent index of a characteristic

  ii. Validity – whether a measure really measures what it is proposed to measure

- **Representative sampling**

  i. Must reflect the characteristics of the population of interest

b. General Designs for Research

- **Correlational studies** allow the researcher to investigate relationships between variables

  i. A ***correlation coefficient*** expresses the strength and direction of a relation between two variables

  ii. The size or strength of a relation is measured by how much the correlation differs from 0, either positively (between 0 and 1) or negatively (between 0 and –1)

- **Experimental studies** involve systematically manipulating key factor(s) that the investigator thinks cause a particular behavior

  i. ***Independent variable*** is the variable being manipulated (cause)

  ii. ***Dependent variable*** is the behavior being observed (effect or outcome)

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- The **qualitative research method** involves gaining in-depth understanding of behavior and what governs it, typically involving intensive observation of behavior over extended periods of time.

c. Designs for Studying Development

- **Longitudinal studies** observe or test the same individuals (a single cohort) repeatedly at different points in their lives
  - i. This approach studies development over time and is the most direct way to watch development occur
  - ii. Limitations of longitudinal studies include participant dropout and repeated testing effects
- **Cross-sectional designs** compare groups of people varying in age at one point in time
  - i. These studies only uncover age differences and are subject to the cohort effect
- **Cohort effects** are problems with cross-sectional designs in which differences between age groups (cohorts) may result as easily from environmental events as from developmental processes
- **Sequential designs** combine cross-sectional and longitudinal studies

d. Tools for doing and archiving developmental research

- Numerous online tools are available to assist with planning, collecting, analyzing, and archiving data
- The contributions of AI to research are growing
- Apps enable smartphones and webcams to be data collection devices and research tools

e. Replicating results and integrating findings from different studies

- **Meta-analysis** is a tool that allows researchers to synthesize the results of many studies to estimate relations between variables
- Meta-analysis enables scientists to determine if findings generalize across many studies
- Scientists need to be open and transparent in their research efforts

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f. Conducting Research Ethically

- Minimize risks to research participants
- Describe the research to potential participants
- Avoid deception
- Make results anonymous or confidential

g. Communicating Research Results

- At the completion of a study, the scientists prepare a written report
- This report is submitted for publication to an appropriate scientific journal

h. Applying Research Results: Social Policy

- Research on human development can influence social policy
- For example, some states in the United States have changed the way older drivers are screened when they renew their driving license because research on human development played a role in establishing these laws and regulations.
- Research on human development provides many insights into what makes people do the things they do and provides ways to improve quality of life.

[return to top]

Discussion Questions

1. **Discussion: The Biopsychosocial Approach to Human Development (1.1)**
   Duration 10–15 minutes.

   a. The biopsychosocial framework is complex and involves multiple aspects that students may not immediately grasp. To facilitate a deeper understanding of this framework, have students form pairs or groups and answer the following:

      i. What is human development? How does developmental psychology contribute to the overall science of human cognition, feeling, and behavior?

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ii. What is the biopsychosocial framework? How do biological, psychological, and sociocultural forces influence the life cycle?

iii. Two high school students were arrested for selling Adderall in the school's parking lot before class. How would the biopsychosocial framework explain the course of development of these two teens?

2. **Discussion: Interaction of Biological, Psychological, and Social Factors on Aging (1.1)** Duration 10-15 minutes.
   a. In what ways do biological, psychological, and social factors interact to influence the aging process? How can understanding these interactions help in developing interventions to improve the quality of life for older adults?

3. **Discussion: Developmental Theories—Compare and Contrast (1.2)** Duration 15–20 minutes.
   a. Have students form groups to discuss the similarities and differences between developmental theories using the following questions as a starting point:
      i. What are the three recurring themes in human development?
      ii. Describe Erikson's psychosocial theory. How is this theory related to the epigenetic principle?
      iii. What are the two influential theories associated with the learning theory perspective?
      iv. How might Piaget's theory be integrated into Bronfenbrenner's ecological and systems approach?
      v. How might parents use social learning theory to understand their teenager's interest in spending large amounts of time on their social media page?
      vi. If you had to choose a theory that best represents your own viewpoint of human development, would you choose a single theory? If so, which one would you choose, and why? Would you prefer to select certain components of several theories? Explain.

4. **Discussion: Explaining Developmental Changes Throughout the Lifespan (1.2)** Duration 10–15 minutes.
   a. How do the theories of Piaget, Erikson, and Vygotsky explain the processes of human growth? In what ways do these theories complement or contradict each other in understanding developmental changes throughout the lifespan?

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5. **Discussion: Ethics in Research (1.3)** Duration 5–10 minutes.
    a. Many students may enter this course with little to no research experience of their own. It is not uncommon for students to wonder why ethical standards are important to the research process. Have students form groups and discuss:
        i. Why is conducting research ethically so important?
        ii. How should ethical standards be set? By whom? Why?
6. **Discussion**: **Research Methods (1.3)** Duration 15–20 minutes.
    a. What are the key research methods used in developmental psychology, and what are the strengths and limitations of each when studying human development across the lifespan?

[return to top]

Additional Activities and Assignments

1. **Demonstrations:** Choose one of the following activities to provide students with an opportunity to explore chapter content via collaboration with classmates, individuals outside of the class, or dynamic media.
    a. *Group responses to operational definitions.* Divide the class into small groups. Assign each group a different experimental variable to operationalize (e.g., aggression). Direct the groups to develop an operational definition for the assigned variable and share their ideas with the large group. Discuss the challenges of applying their operational definition to different age groups. For example, they could consider aggression in childhood versus aggression in late adulthood.
    b. *Interview people of different generations.* Assign students the task of interviewing three adults from early, middle, and late adulthood. Instruct the class to pose questions about life experiences, education, work, and family lifestyle. The answers can be used to examine age and cohort differences and developmental processes.
    c. *Use theories to explain behavior.* Create a list of examples of behavior that represent some important observations about human development. Examples could include the following: Does interest in sex decline with age? How does child abuse harm children?
2. **Small Group Activities/Role Plays/Simulations:** Choose one of the following as an in-class activity or in a synchronous online class in breakout rooms.

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a. *Review developmental theories and theorists.* Have students complete an assignment matching theorists to their developmental theories. Review the responses with the whole class.

b. *Has childhood changed?* Have students work in small groups to debate changes in childhood. Are children today pushed into adulthood too fast? Or is adolescence prolonged, as is proposed by the term "emerging adulthood"? Emerging adulthood describes a period of development that spans from about ages 18–29, and it is experienced by most individuals in Westernized cultures. You can ask students to consider how changes in the culture, education, media, and family life relate to changes in the concept of childhood. Be sure to remind the class of the many differences there are among U.S. families, so that changes they observe may be limited to one segment of society.

c. *Define life stages.* Working in small groups, have students define some important life stages such as infancy, childhood, adolescence, adulthood, and senior age. If your class is small enough, assign one group to each life stage; otherwise, have several small groups work on each stage. For their definitions, students should include age boundaries, important events, milestones, or ages that signal the end of the stage and the onset of another stage. Your class discussion can focus on age- and event-based markers for life stages. When is age an important indicator of development? When are life events or milestones important indicators of development?

d. *Identify various life stages*. Bring in several objects from home that identify various life stages, and have students identify which life stage the article represents. Also, have students think about what other life stages a particular item represents—for example, a wedding photo may represent a bride in young adulthood and a father in later adulthood; a baby's blanket could identify infancy as well as adolescent parents or parents in midlife. Try to bring in at least 8 to 10 objects, such as a report card, a briefcase, a baby's first pair of shoes, and a stuffed animal. Working in small groups of four to five people, have students identify to which stage of the life cycle the item refers. Have them also think about what other life stages the article may represent. Once students have identified which life cycle the article could represent, you can identify which stage it actually does represent, offering a brief story/discussion about the object. Students can also bring in objects to add to the discussion.

e. *Analyze a research article*. Students should read a research article (either provide them or assign students to find one in the library and bring a copy to class) and be prepared to describe the research to the class. Working in groups, students should identify the purpose of the research and describe the method used.

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3. **Short Writing Assignments:** These out-of-class, brief writing assignments can help your students be more academically engaged with the course material by having them make real-world connections.

   a. *Family autobiography*. Students can write a family story, drawing either from their own knowledge or from an interview with an older family member. They should write no more than two pages of a descriptive summary and then use the material in Chapter 1 to analyze their story. In particular, they can use the biopsychosocial framework to explain critical events in their family story.

4. **Longer Writing Assignments:** This out-of-class writing assignment can help your students think more deeply about the topic.

   a. *Contemporary advice to parents*. Students should read one or two articles from popular magazines or websites. Examples could be weaning, sleeping arrangements, use of day care, discipline, homework problems, sexuality education, or coping with divorce. In this assignment, students should summarize the advice given and compare it to the theoretical views in Chapter 1. Does this advice have any significant relationship to current psychological approaches to development? A more complex paper assignment would have students use psychological journals to analyze the quality of the advice given in the popular press articles they found. Is there any research available to support the advice given in the article(s)? To examine generational differences, students can look for historical advice on the same child-rearing topic from the 1960s, 1950s, and 1940s. How did these earlier articles define the problem and give advice? What does this suggest about changes in child rearing? Is there any relationship to the theories of human development described in Chapter 1?

5. **Projects/Collaborative Activities:** Have students form pairs or groups to complete the following tasks to build mastery of core chapter concepts.

   a. *Observational research*. Organize the class into groups of four or five students. Assign each group a research topic suitable for observational research. Possible topics are interpersonal behavior (e.g., touching and looking) of couples across age groups, time spent studying in the library, parental discipline in public places (e.g., shopping malls), play activities of boys and girls, and gender differences in adult conversational behavior.

      In preparation, discuss how to develop a behavioral taxonomy, starting with clear operational definitions of all behaviors to be observed, making sure each behavior is defined such that it is mutually exclusive of every other behavior, and making sure that each target behavior can be observed and does not need to be inferred from other behaviors or events. You will also want to discuss how to measure behaviors, either by frequency count or by timing their duration. Each student group should create the behavioral

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taxonomy for their topic and develop a plan for observation. You should review these plans before the observations take place. You can have each student write an independent research report using the group's data, collect a group report, or have each group give a five-minute report to the class on their project.

b. *Observation of children or adolescents in real-life settings*. Observing children and adolescents in a real-life setting can be a very useful activity. Assign students the task of observing children or teenagers for about 30 minutes in a setting of their choosing. The setting can be either natural (home, the mall, church, movie theater, park, sporting event, cultural event, etc.) or structured (day care, school, etc.). If students choose a structured setting, they must obtain permission first and make arrangements to visit on their own time. If there is a Child Development Center on campus, this may be a wonderful opportunity for students to acquaint themselves with it and gain access to a structured environment in which they can observe children in toddlerhood and early childhood. After observing a child or adolescent, students should submit a typed, one-page summary of their observations, including the place visited, date and time, who and what was observed, and reactions to the observation. In their observational write-up, students are expected to comment on cognitive development, physical development, and emotional and social development of the individuals observed (as much as they can). Have students share their observations in small groups and possibly with the entire class.

[return to top]

Additional Resources

Video Resources

- **The Attachment Theory: How Childhood Affects Life.** (2018). 7 minutes. Available on YouTube.
- **Healthy Aging.** (2022). 3 minutes. Available on YouTube.
- **Disney Pixar and Erik Erikson's Eight Stages of Development.** (2016). 6 minutes. Available on YouTube.
- **Piaget's Developmental Theory: An Overview.** (1989). Alexander Street. 27 minutes.
- **Psychological Research—Crash Course Psychology #2.** 11 minutes. Available on YouTube.

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- **InBrief: The Science of Early Childhood Development**. (2011). 4 minutes. Available on YouTube.
- **Laura Schultz: The Surprisingly Logical Minds of Babies**. (2025). 20 minutes. Available on YouTube.

Internet Resources

- The CDC maintains resources for **child development**.
- The **Center on the Developing Child** provides resources, including a library, webinars, and policy insights, focused on ensuring all children and their caregivers can thrive.
- The **National Council on Aging** provides resources for aging well, including the areas of physical health, prevention, health & wellness, and financial well-being.

[return to top]

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