|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Topic |  | Factual | Conceptual | Applied |
| **INTRODUCTION** | Multiple Choice |  |  |  |
| True/False | 193, 196, 197 | 194, 195 |  |
| Fill-Ins |  |  |  |
| Essay |  |  |  |
| **LO 1.1: Define the field of lifespan development and describe what it encompasses.** | Multiple Choice | 1, 4 | 2 | 3 |
| True/False |  |  |  |
| Fill-Ins |  |  |  |
| Essay | 175 | 173-174 |  |
| **LO 1.2: Describe the areas that lifespan development specialists cover.** | Multiple Choice | 5, 8, 14, 16-20 | 11 | 6-7, 9-10, 12-13, 15, 21 |
| True/False | 200-201 |  |  |
| Fill-Ins |  |  |  |
| Essay |  |  |  |
| **LO 1.3: Describe basic influences on human development.** | Multiple Choice | 23, 26, 28, 30, 32 | 22, 25 | 24, 27, 29, 31 |
| True/False | 202-204 |  |  |
| Fill-Ins |  |  |  |
| Essay |  | 176-177 |  |
| **LO 1.4: Summarize four key issues in the field of lifespan development.** | Multiple Choice | 34-35, 37-40, 42-44 | 41, 45 | 33, 36, 46 |
| True/False | 198, 205-206 | 199 |  |
| Fill-Ins |  |  |  |
| Essay |  | 178-179 |  |
| **LO 1.5: Describe how the psychodynamic perspective explains lifespan development.** | Multiple Choice | 48-50, 52-54, 57, 59, 61-63, 65-68 | 47, 51, 55-56, 60, 69-70 | 58, 64, 72-75 |
| True/False | 207-208 |  |  |
| Fill-Ins |  |  |  |
| Essay |  | 180-181 |  |
| **LO 1.6: Describe how the behavioral perspective explains lifespan development.**  | Multiple Choice | 71, 77-78, 81-82, 85, 88, 89, 91, 94 | 76, 80, 83, 87, 92-93 | 79, 84, 86, 90 |
| True/False | 209 |  |  |
| Fill-Ins |  |  |  |
| Essay | 182 |  |  |
| **LO 1.7: Describe how the cognitive perspective explains lifespan development.**  | Multiple Choice | 96-97, 99-103, 106-109 | 95, 98, 104-105 |  |
| True/False | 210-211 |  |  |
| Fill-Ins |  |  |  |
| Essay |  | 183-184 |  |
| **LO 1.8: Describe how the humanistic perspective explains lifespan development.**  | Multiple Choice | 112-114 | 110-111 | 115 |
| True/False | 212 |  |  |
| Fill-Ins |  |  |  |
| Essay |  | 185 |  |

**Chapter 1**

**An Introduction to Lifespan Development**

**Total**

**Assessment**

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**Chapter 1**

**An Introduction to Lifespan Development**

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**Chapter 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Topic |  | Factual | Conceptual | Applied |
| **LO 1.9: Describe how the contextual perspective explains lifespan development.** | Multiple Choice | 119, 121-122, 124-126, 128, 130-131 | 116-118, 120, 129 | 123, 127 |
| True/False | 213 |  |  |
| Fill-Ins |  |  |  |
| Essay | 186 | 187-188 |  |
| **LO 1.10: Describe how the evolutionary perspective explains lifespan development.** | Multiple Choice | 133-134 | 132 |  |
| True/False |  | 214 |  |
| Fill-Ins |  |  |  |
| Essay |  | 189 |  |
| **LO 1.11: Discuss the value of applying multiple perspectives to lifespan development.** | Multiple Choice |  |  |  |
| True/False | 215 |  |  |
| Fill-Ins |  |  |  |
| Essay |  |  |  |
| **LO 1.12: Describe the role that theories and hypotheses play in the study of development.** | Multiple Choice | 135-137 |  |  |
| True/False |  |  |  |
| Fill-Ins |  |  |  |
| Essay | 190 |  |  |
| **LO 1.13: Compare the two major categories of lifespan development research.** | Multiple Choice | 138-139 |  | 140 |
| True/False |  |  |  |
| Fill-Ins |  |  |  |
| Essay |  |  |  |
| **LO 1.14: Identify different types of correlational studies and their relationship to cause and effect.** | Multiple Choice | 141-142, 144, 148-152 |  | 143, 145-147 |
| True/False | 216 |  |  |
| Fill-Ins |  |  |  |
| Essay |  |  |  |
| **LO 1.15: Explain the main features of an experiment.** | Multiple Choice | 153, 155-156, 158-160, 162-163 | 161 | 154, 157 |
| True/False | 217 |  |  |
| Fill-Ins |  |  |  |
| Essay | 191 |  |  |
| **LO 1.16: Distinguish between theoretical and applied research.** | Multiple Choice | 164-165 |  | 166 |
| True/False |  |  |  |
| Fill-Ins |  |  |  |
| Essay |  |  |  |
| **LO 1.17: Compare longitudinal research, cross-sectional research, and sequential research.** | Multiple Choice | 168, 170-171 |  | 167, 169 |
| True/False |  |  |  |
| Fill-Ins |  |  |  |
| Essay |  | 192 |  |
| **LO 1.18: Describe some ethical issues that affect psychological research.** | Multiple Choice |  | 172 |  |
| True/False |  |  |  |
| Fill-Ins |  |  |  |
| Essay |  |  |  |

**An Introduction to Lifespan Development**

**Multiple Choice**

1-1. \_\_\_\_\_\_\_ development is the field of study that examines patterns of growth, change, and stability in behavior that occurs throughout the entire lifespan.

 a) Biological

 b) Lifespan

 c) Psychological

 d) Research

Answer: B

Level: Easy

Page: 4

Skill: Factual

LO 1.1: Define the field of lifespan development and describe what it encompasses.

Bloom’s Taxonomy Level: Remember

1-2. In its study of growth, change, and stability, lifespan development takes a(n) \_\_\_\_\_\_ approach.

 a) intuitive

 b) scientific

 c) social

 d) environmental

Answer: B

Level: Medium

Page: 4

Skill: Conceptual

LO 1.1: Define the field of lifespan development and describe what it encompasses.

Bloom’s Taxonomy Level: Understand

1-3. A professor wants to examine the effectiveness of a new teaching approach. Her 9:00 a.m. class will be exposed to the new method of viewing teaching tapes while her 10:00 a.m. class will be exposed to traditional lectures. She will assess the students’ progress after six sessions. What method is the professor using to conduct her experiment?

 a) intuitive

 b) biological

 c) environmental

 d) scientific

Answer: D

Level: Difficult

Page: 4

Skill: Applied

LO 1.1: Define the field of lifespan development and describe what it encompasses.

Bloom’s Taxonomy Level: Apply

1-4. The vast majority of lifespan development focuses on

 a) nonhuman species.

 b) test tube babies.

 c) biological and environmental development.

 d) human development.

Answer: D

Level: Medium

Page: 4

Skill: Factual

LO 1.1: Define the field of lifespan development and describe what it encompasses.

Bloom’s Taxonomy Level: Remember

1-5. A lifespan developmentalist whose topical focus is the body’s makeup is interested in \_\_\_\_\_ development.

 a) cognitive

 b) physical

 c) personality

 d) social

Answer: B

Level: Medium

Page: 5-6

Skill: Factual

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Remember

1-6. A developmental researcher who is interested in studying which senses are used most often by a child or what the long-term results of premature birth are would be studying \_\_\_\_\_\_\_\_\_\_\_ development.

 a) social

 b) physical

 c) personality

 d) cognitive

Answer: B

Level: Medium

Page: 5-6

Skill: Applied

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Apply

1-7. A researcher working with college-age football players is conducting a longitudinal study to examine an athlete’s decline in physical performance as the athlete ages. What type of development would the researcher most likely be studying?

 a) cognitive

 b) personality

 c) physical

 d) social

Answer: C

Level: Easy

Page: 5-6

Skill: Applied

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Apply

1-8. \_\_\_\_\_\_\_\_ development involves the ways that growth and change in intellectual capabilities influence a person’s behavior.

 a) Cognitive

 b) Physical

 c) Personality

 d) Social

Answer: A

Level: Easy

Page: 5-6

Skill: Factual

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Remember

1-9. Researchers in the early learning department of a university are conducting a long-term study to see how problem-solving skills change over time as school-age students move from elementary school to high school to college. What type of development are the researchers most likely studying?

 a) cognitive

 b) personality

 c) social

 d) physical

Answer: A

Level: Medium

Page: 5-6

Skill: Applied

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Apply

1-10. Researchers who use intelligence quotient (IQ) testing as part of their research project with elementary age students are likely to be researching \_\_\_\_\_\_\_\_\_ development.

 a) personality

 b) cognitive

 c) social

 d) physical

Answer: B

Level: Medium

Page: 5-6

Skill: Applied

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Apply

1-11. What type of lifespan developmentalist is interested in how a person who experiences a significant or traumatic event early in life would remember that event later in life?

 a) physical

 b) social

 c) cognitive

 d) personality

Answer: C

Level: Difficult

Page: 5-6

Skill: Conceptual

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Understand

1-12. A researcher is interested in conducting a study to determine whether people who experienced a devastating event, such as a house fire where the family lost everything, suffer lasting effects from such devastation early in life. This researcher is interested in the \_\_\_\_\_\_\_\_ development of the subject(s).

 a) personality

 b) social

 c) cognitive

 d) physical

Answer: C

Level: Difficult

Page: 5-6

Skill: Applied

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Apply

1-13. If a developmental researcher is studying what the earliest memories that can be recalled from infancy are, or what the intellectual consequences of watching television are, in what developmental area is the researcher interested?

 a) social

 b) physical

 c) cognitive

 d) personality

Answer: C

Level: Medium

Page: 5-6

Skill: Applied

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Apply

1-14. \_\_\_\_\_\_\_\_ development involves the ways that the enduring characteristics that differentiate one person from another change over the life span.

 a) Cognitive

 b) Physical

 c) Personality

 d) Social

Answer: C

Level: Medium

Page: 5-6

Skill: Factual

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Remember

1-15. A student reads a flyer on the campus bulletin board that says a researcher is searching for students to volunteer for a long-term study. Participation includes completing testing that measures traits such as temperament, attitudes, and adaptability, as well as being available for follow-up for the next 10 years. The researcher who is developing this study is most likely interested in \_\_\_\_\_\_\_\_\_\_\_ development.

 a) personality

 b) social

 c) cognitive

 d) physical

Answer: A

Level: Difficult

Page: 5-6

Skill: Applied

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Apply

1-16. \_\_\_\_\_\_\_\_\_ development involves the way in which individuals’ interactions with others and their social relationships grow, change, and remain stable over the course of life.

 a) Cognitive

 b) Physical

 c) Personality

 d) Social

Answer: D

Level: Medium

Page: 5-6

Skill: Factual

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Remember

1-17. Lifespan developmentalists typically look at which of the following areas?

 a) a particular family

 b) a particular age range

 c) a particular town/city

 d) a particular country

Answer: B

Level: Medium

Page: 5

Skill: Factual

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Remember

1-18. A shared notion of reality that is widely accepted but is a function of society and culture at a given time is/are called

 a) topical areas of lifespan development.

 b) social construction.

 c) age ranges.

 d) social development.

Answer: B

Level: Difficult

Page: 5-6

Skill: Factual

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Remember

1-19. The concept of childhood as a special period did not exist during the \_\_\_\_\_\_\_\_ century.

 a) sixteenth

 b) seventeenth

 c) nineteenth

 d) twentieth

Answer: B

Level: Difficult

Page: 6

Skill: Factual

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Remember

1-20. In Western culture, what age is typically considered to be the beginning of young adulthood?

 a) 16

 b) 18

 c) 21

 d) 20

Answer: D

Level: Easy

Page: 6

Skill: Factual

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Remember

1-21. Walter is a college student who is about to graduate from college. At what age would he most likely consider that a substantial change is occurring in his life?

 a) when he turned 20 years of age

 b) when he leaves college and enters the workforce at age 22

 c) when he finished his junior year of high school at age 17

 d) when he turns 26 years old

Answer: B

Level: Difficult

Page: 6

Skill: Applied

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Apply

1-22. When discussing developmental diversity, what characteristic of good parenting do Mayan mothers consider essential?

 a) laying their infants down

 b) constant contact between themselves and their infant children

 c) constant nourishment of their children

 d) allowing their infants to cry

Answer: B

Level: Difficult

Page: 8

Skill: Conceptual

LO 1.3: Describe some of the basic influences on human development.

Bloom’s Taxonomy Level: Understand

1-23. Race is what kind of a concept?

 a) cognitive

 b) cultural

 c) biological

 d) social

Answer: C

Page: 8

Level: Medium

Skill: Factual

LO 1.3: Describe some of the basic influences on human development.

Bloom’s Taxonomy Level: Remember

1-24. When Allison was completing her medical forms in the doctor’s office, she was asked to indicate her race. What may be an appropriate reason(s) for the question on the forms?

 a) to establish her skin color

 b) to establish her ethnic/cultural heritage

 c) to establish her religion

 d) to establish biological factors

Answer: D

Level: Difficult

Page: 8

Skill: Applied

LO 1.3: Describe some of the basic influences on human development.

Bloom’s Taxonomy Level: Apply

1-25. The concept of race is exceedingly imprecise for which of the following reasons?

 a) There is a clear and universal number of identifiable races.

 b) Each race is genetically distinct.

 c) The question of race seems comparatively insignificant because 99.9 percent of humans’ genetic makeup is identical.

 d) Names can best reflect different races and ethnic groups.

Answer: C

Level: Difficult

Page: 8

Skill: Conceptual

LO 1.3: Describe some of the basic influences on human development.

Bloom’s Taxonomy Level: Understand

1-26. A group of people who are born around the same time in the same place is called a(n)

 a) race.

 b) cohort.

 c) ethnic group.

 d) normative group.

Answer: B

Level: Medium

Page: 7

Skill: Factual

LO 1.3: Describe some of the basic influences on human development.

Bloom’s Taxonomy Level: Remember

1-27. People who lived in New York City during the 9/11 terrorist attack on the World Trade Center experienced shared challenges due to the attack that are called \_\_\_\_\_\_\_\_ effects.

 a) biological

 b) environmental

 c) cohort

 d) Millennial Generation

Answer: C

Level: Medium

Page: 7

Skill: Applied

LO 1.3: Describe some of the basic influences on human development.

Bloom’s Taxonomy Level: Apply

1-28. Biological and environmental influences that are similar for individuals in a particular age group, regardless of where they are raised, are called \_\_\_\_\_\_ influences.

 a) age-graded

 b) history-graded

 c) biological

 d) environmental

Answer: A

Level: Medium

Page: 7

Skill: Factual

LO 1.3: Describe some of the basic influences on human development.

Bloom’s Taxonomy Level: Remember

1-29. Biological and environmental factors that are associated with a certain historical event, such as the bombing of Pearl Harbor, can be considered

 a) age-graded influences.

 b) history-graded influences.

 c) sociocultural-graded influences.

 d) non-normative life events.

Answer: B

Level: Easy

Page: 7

Skill: Applied

LO 1.3: Describe some of the basic influences on human development.

Bloom’s Taxonomy Level: Apply

1-30. A biological universal event that occurs at relatively the same time throughout all societies is an example of

 a) young adulthood.

 b) puberty.

 c) adulthood.

 d) death.

Answer: B

Level: Easy

Page: 7

Skill: Factual

LO 1.3: Describe some of the basic influences on human development.

Bloom’s Taxonomy Level: Remember

1-31. Alice’s symptoms of menopause include hot flashes and the cessation of her monthly menstrual cycle. Alice’s doctor tells her she is experiencing a(n)

 a) non-normative life event.

 b) age-graded influence.

 c) history-graded influence.

 d) sociocultural-graded influence.

Answer: B

Level: Difficult

Page: 7

Skill: Applied

LO 1.3: Describe some of the basic influences on human development.

Bloom’s Taxonomy Level: Apply

1-32. When social and cultural factors affect an individual at a particular time and include such variables as ethnicity, social class, and subcultural membership, these factors are called

 a) age-graded influences.

 b) non-normative life events.

 c) history-graded influences.

 d) sociocultural-graded influences.

Answer: D

Level: Easy

Page: 8

Skill: Factual

LO 1.3: Describe some of the basic influences on human development.

Bloom’s Taxonomy Level: Remember

1-33. Mark believes his infant daughter is going through very distinct stages of development and is suddenly, upon turning six months old, able to do far more than she could at 5 ½ months. This perspective is congruent with a \_\_\_\_\_\_ approach to development.

1. continuous change
2. discontinuous change
3. sensitive periods
4. nurture

Answer: B

Level: Medium

Page 9

Skill: Applied

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Apply

1-34. In \_\_\_\_\_\_\_\_\_\_\_, development is \_\_\_\_\_\_\_\_, with achievements at one level building on those of previous levels.

 a) discontinuous change; distinct

 b) continuous change; gradual

 c) discontinuous change; gradual

 d) continuous change; distinct

Answer: B

Level: Difficult

Page: 9

Skill: Factual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Remember

1-35. In \_\_\_\_\_\_\_\_\_\_\_\_ development, each stage is \_\_\_\_\_\_\_\_.

 a) discontinuous change; distinct

 b) continuous change; distinct

 c) distinct change; discontinuous

 d) distinct change; gradual

Answer: A

Level: Difficult

Page: 9

Skill: Factual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Remember

1-36. Consider a situation where a woman comes down with a case of rubella (German measles) in the eleventh week of pregnancy, as opposed to the thirtieth week of pregnancy. The difference in the way rubella would affect the unborn child at these two times is an example of

 a) continuous change.

 b) discontinuous change.

 c) a critical period.

 d) a sensitive period.

Answer: C

Level: Difficult

Page: 10

Skill: Applied

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Apply

1-37. Development that occurs in distinct steps or stages, with each stage bringing about behavior that is assumed to be qualitatively different from behavior at earlier stages is called \_\_\_\_\_\_\_\_\_ change.

 a) discontinuous

 b) continuous

 c) critical

 d) natural

Answer: A

Level: Medium

Page: 9

Skill: Factual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Remember

1-38. A specific time during development when a particular event has its greatest consequences, and the presence of certain kinds of environmental stimuli is necessary for development to proceed normally, is called

 a) discontinuous change.

 b) continuous change.

 c) critical period.

 d) natural change.

Answer: C

Level: Difficult

Page: 10

Skill: Factual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Remember

1-39. In a \_\_\_\_\_\_, organisms are particularly susceptible to certain kinds of stimuli in their environments, but the absence of those stimuli does not always produce irreversible consequences.

 a) sensitive period

 b) continuous change

 c) critical period

 d) discontinuous change

Answer: A

Level: Difficult

Page: 10

Skill: Factual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Remember

1-40. Early developmentalists focused their attention on

 a) infancy to preschool years.

 b) preschool to adolescence.

 c) infancy and adolescence.

 d) adolescence and adulthood.

Answer: C

Level: Medium

Page: 10

Skill: Factual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Remember

1-41. What issue has dominated much work in lifespan development?

 a) Which area(s) of lifespan development are the most important?

 b) How much of people’s behavior is due to their genetically determined nature and how much is due to nurture?

 c) What are the historical roots of developmentalists and life span development?

 d) How are developmental research studies developed?

Answer: B

Level: Medium

Page: 11

Skill: Conceptual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Understand

1-42. “Nature” refers to

 a) traits, abilities, and capacities inherited from parents.

 b) biological forces within the environment that affect change.

 c) how people’s growth and change is affected at the cellular level.

 d) socioeconomic surroundings that affect people’s growth and change.

Answer: A

Level: Easy

Page: 11

Skill: Factual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Remember

1-43. The predetermined unfolding of genetic information is/are known as

 a) nurture.

 b) influences of the physical and social environment.

 c) maturation.

 d) conception.

Answer: C

Level: Easy

Page 11

Skill: Factual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Remember

1-44. Environmental influences that shape behavior are referred to as

 a) nurture.

 b) maturation.

 c) nature.

 d) social evolution.

Answer: A

Level: Medium

Page: 11

Skill: Factual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Remember

1-45. Genetically determined traits not only directly influence a child’s \_\_\_\_\_\_, but also indirectly shape the child’s \_\_\_\_\_\_\_\_\_.

 a) behavior; environment

 b) environment; behavior

 c) maturation; circumstances

 d) circumstances; maturation

Answer: A

Level: Difficult

Page: 11

Skill: Conceptual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Understand

1-46. Bob and Marion’s high level of responsivity to their baby’s persistent crying demonstrates a(n) \_\_\_\_\_\_\_ influence on the baby’s development.

 a) genetic

 b) environmental

 c) maturation

 d) social

Answer: B

Level: Medium

Page: 11

Skill: Applied

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Apply

1-47. Advocates of the \_\_\_\_\_\_\_\_\_\_ perspective believe that much of behavior is motivated by inner forces, memories, and conflicts of which a person has little awareness or control.

 a) psychodynamic

 b) psychosocial

 c) behavioral

 d) psychosexual

Answer: A

Level: Medium

Page: 13

Skill: Conceptual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-48. Freud proposed a theory that suggests that unconscious forces act to influence personality and behavior. This is called the \_\_\_\_\_\_ perspective.

 a) psychosocial

 b) psychosexual

 c) psychoanalytic

 d) behavioral

Answer: C

Level: Easy

Page: 14

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-49. The psychodynamic perspective is closely associated with

 a) Freud.

 b) Erikson.

 c) Skinner.

 d) Piaget.

Answer: A

Level: Easy

Page: 13

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-50. Sigmund Freud is responsible for revolutionary ideas and the \_\_\_\_\_\_\_\_\_\_ theory.

 a) behavioral

 b) psychoanalytic

 c) phallic

 d) reality

Answer: B

Level: Easy

Page: 13-14

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-51. Which of the following suggests that unconscious forces act to determine personality and behavior?

 a) psychosexual development

 b) pleasure principle

 c) reality principle

 d) psychoanalytic theory

Answer: D

Level: Medium

Page: 14

Skill: Conceptual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-52. Freud believed that the \_\_\_\_\_\_\_\_\_ contains infantile wishes, desires, demands, and needs that are hidden from conscious awareness because they are disturbing.

 a) superego

 b) id

 c) ego

 d) unconscious

Answer: D

Level: Medium

Page: 14

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-53. The approach stating that behavior is motivated by inner forces, memories, and conflicts that are generally beyond people’s awareness and control is called the

 a) clinical approach.

 b) investigative approach.

 c) psychodynamic perspective.

 d) analytical perspective.

Answer: C

Level: Medium

Page: 13-14

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-54. According to Freud, which part of everyone’s personality operates according to the “pleasure principle”?

 a) unconscious

 b) ego

 c) superego

 d) id

Answer: D

Level: Medium

Page: 15

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-55. Freud believed that the goal of the pleasure principle was to

 a) reduce satisfaction and maximize tension.

 b) maximize satisfaction and reduce tension.

 c) reduce inhibition and maximize unconscious awareness.

 d) increase inhibition and reduce unconscious awareness.

Answer: B

Level: Difficult

Page: 14

Skill: Conceptual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-56. Freud believed that the \_\_\_\_\_ is the part of the personality that is rational and reasonable.

 a) id

 b) superego

 c) conscious

 d) ego

Answer: D

Level: Medium

Page: 14

Skill: Conceptual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-57. Freud believed that the ego operates on the

 a) unconscious.

 b) reality principle.

 c) pleasure principle.

 d) conscious.

Answer: B

Level: Medium

Page: 14

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-58. If a child develops into a person who integrates into society and maintains a good awareness of safety, Freud may say that person has a well-developed

 a) id.

 b) superego.

 c) consciousness.

 d) ego.

Answer: D

Level: Medium

Page: 14

Skill: Applied

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Apply

1-59. The \_\_\_\_\_\_\_\_ is Freud’s representation of incorporating the distinction between right and wrong.

 a) conscious

 b) id

 c) superego

 d) unconscious

Answer: C

Level: Difficult

Page: 14

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-60. To Freud, “superego” and “\_\_\_\_\_\_\_\_” would be considered interchangeable terms.

 a) conscience

 b) ego

 c) unconscious

 d) conscious

Answer: A

Level: Difficult

Page: 14

Skill: Conceptual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-61. Freud believed that the \_\_\_\_\_\_ begins to develop around ages five or six and is learned from significant authority figures.

 a) id

 b) superego

 c) conscious

 d) ego

Answer: B

Level: Medium

Page: 14

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-62. According to Freud, a series of stages that children pass through in which pleasure, or gratification, is focused on a particular biological function and body part is called

 a) psychosexual development.

 b) the psychosexual approach.

 c) the psychoanalytic theory.

 d) the psychoanalytical approach.

Answer: A

Level: Easy

Page: 14

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-63. The latency stage spans the majority of time children spend in elementary school. This stage is characterized by

a) a lack of concerns related to sexuality.

b) an increased concern about sexuality.

c) an aversion to super-ego development.

d) increased aggression toward the same-sex parent.

Answer: A

Level: Easy

Page: 14

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-64. Adults demonstrating excessive activities such as eating, talking, or chewing gum may be experiencing a(n) \_\_\_\_\_\_\_\_\_\_ fixation.

 a) anal

 b) oral

 c) phallic

 d) psychosexual

Answer: B

Level: Easy

Page: 14-15

Skill: Applied

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Apply

1-65. Freud believed that if children are unable to gratify themselves in a particular stage of development, or if they are over-gratified in a particular stage of development, \_\_\_\_\_\_ may occur.

 a) fixation

 b) conflict

 c) stages

 d) patterns

Answer: A

Level: Medium

Page: 14-15

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-66. Psychoanalyst \_\_\_\_\_\_\_\_ provided an alternative psychodynamic view in his theory of psychosocial development.

 a) Skinner

 b) Freud

 c) Erikson

 d) Piaget

Answer: C

Level: Medium

Page: 15

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-67. Erikson proposed a \_\_\_\_\_\_\_\_\_\_\_\_ theory, which emphasized that society and culture influence and shape us.

 a) psychosocial

 b) psychodynamic

 c) psychoanalytic

 d) behavioral

Answer: A

Level: Medium

Page: 15

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-68. Erikson’s psychosocial theory of development proposes \_\_\_\_\_\_\_\_ distinct stages.

 a) 3

 b) 5

 c) 8

 d) 2

Answer: C

Level: Easy

Page: 15

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-69. Erikson argued that each of his stages presents a(n) \_\_\_\_\_\_\_\_ that the individual must resolve.

 a) crisis

 b) fixation

 c) dilemma

 d) interaction

Answer: A

Level: Difficult

Page: 15

Skill: Conceptual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-70. Erikson’s theory differs from Freud’s in that Erikson believed that development

1. is completed in infancy.
2. is completed in early childhood.
3. is completed by adolescence.

 d) continues throughout the lifespan.

Answer: D

Level: Easy

Page: 15

Skill: Conceptual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-71. The \_\_\_\_\_\_\_\_\_\_ suggests that keys to understanding development are observable actions and outside stimuli in the environment.

 a) psychodynamic perspective

 b) behavioral perspective

 c) psychoanalytic theory

 d) psychosocial theory

Answer: B

Level: Difficult

Page: 16

Skill: Factual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-72. Thom is an adolescent who has an awareness of the uniqueness of self and knowledge of roles to be followed. He can be said to have passed through Erikson’s \_\_\_\_\_\_\_\_ stage of psychosocial development.

 a) trust vs. mistrust

 b) initiative vs. guilt

 c) industry vs. inferiority

 d) identity vs. role diffusion

Answer: D

Level: Difficult

Page: 14-15

Skill: Applied

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Apply

1-73. Kimberly is a young woman who has a fear of relationships with others. She can be said to have had a negative outcome in Erikson’s \_\_\_\_\_\_\_\_ stage of psychosocial development.

1. initiative vs. guilt
2. autonomy vs. shame and doubt
3. intimacy vs. isolation
4. generativity vs. isolation

Answer: C

Level: Easy

Page: 14-15

Skill: Applied

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Apply

1-74. As Warren looks back over his long life, he feels a sense of unity in his life’s accomplishments. He can be said to be in Erikson’s \_\_\_\_\_\_\_\_ stage of psychosocial development.

1. industry vs. inferiority
2. ego-integrity vs. despair
3. identity vs. role diffusion
4. generativity vs. stagnation

Answer: B

Level: Medium

Page: 14-15

Skill: Applied

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Apply

1-75. Suri identifies with her mother as a role model. She has passed through Freud’s \_\_\_\_\_\_\_

stage of psychosexual development.

 a) anal

 b) oral

 c) phallic

 d) latent

Answer: C

Level: Difficult

Page: 14-16

Skill: Applied

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Apply

1-76. \_\_\_\_\_\_\_\_ theories assume that people are affected by the environmental stimuli to which they are exposed, and developmental change is

 a) Psychodynamic; qualitative.

 b) Psychosocial; quantitative.

 c) Developmental; qualitative.

 d) Behavioral; quantitative.

Answer: D

Level: Difficult

Page: 16

Skill: Conceptual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-77. A type of learning in which an organism responds in a particular way to a neutral stimulus that normally does not bring about that type of response is called

 a) classical conditioning.

 b) behavioral perspective.

 c) operant conditioning.

 d) psychodynamic approach.

Answer: A

Level: Difficult

Page: 16

Skill: Factual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-78. Who was one of the first American psychologists to advocate a behavioral approach to development?

 a) Skinner

 b) Watson

 c) Piaget

 d) Erikson

Answer: B

Level: Medium

Page: 16

Skill: Factual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-79. Judy was bitten by a small brown and white dog when she was a little girl, and now every time she sees a small dog approaching her, she is fearful. Watson would say that Judy’s reaction is a result of \_\_\_\_\_\_\_\_\_ conditioning.

 a) behavioral

 b) classical

 c) reinforcement

 d) psychosocial

Answer: B

Level: Difficult

Page: 16

Skill: Applied

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Apply

1-80. \_\_\_\_\_\_\_\_\_ conditioning, in which the response being conditioned is voluntary and purposeful, differs from \_\_\_\_\_\_\_\_\_ conditioning, where the response is automatic.

 a) Social-cognitive; operant

 b) Operant; classical

 c) Classical; operant

 d) Operant; social-cognitive

Answer: B

Level: Difficult

Page: 16-17

Skill: Conceptual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-81. A form of learning in which a voluntary response is strengthened or weakened by its association with positive or negative consequences is called

 a) the behavioral perspective.

 b) the psychodynamic perspective.

 c) operant conditioning.

 d) classical conditioning.

Answer: C

Level: Difficult

Page: 16-17

Skill: Factual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-82. Operant conditioning was formulated and championed by

 a) Freud.

 b) Skinner.

 c) Bandura.

 d) Rogers.

Answer: B

Level: Easy

Page: 17

Skill: Factual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-83. Behavior modification depends upon what principle?

 a) operant conditioning

 b) social-cognitive conditioning

 c) classical conditioning

 d) stimulus conditioning

Answer: A

Level: Difficult

Page: 17

Skill: Conceptual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-84. Susan learned at a young age that developing good study habits, such as doing her homework, brought about good grades and made her want to work harder in school. This sort of encouraging outcome of an action is called

 a) learning.

 b) classical conditioning.

 c) reinforcement.

 d) social-cognition.

Answer: C

Level: Difficult

Page: 17

Skill: Applied

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Apply

1-85. The introduction of an unpleasant or painful stimulus or the removal of a desirable stimulus that decreases the probability that a preceding behavior will occur in the future is considered \_\_\_\_\_\_\_\_.

 a) classical conditioning

 b) punishment

 c) social-cognitive affecting

 d) reinforcement

Answer: B

Level: Easy

Page: 17

Skill: Factual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-86. Alice used to do her math homework regularly and studied hard for tests, although she continued to have difficulty getting passing grades. Disheartened, Alice began to put less effort into her math homework, and eventually she failed math. This is an example of what type of behavior?

 a) reinforcement

 b) classical

 c) social-cognition

 d) punishment

Answer: D

Level: Difficult

Page: 17

Skill: Applied

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Apply

1-87. Behavior that receives no reinforcement or is punished is likely to be

 a) continued.

 b) intermittent.

 c) extinguished.

 d) accelerated.

Answer: C

Level: Medium

Page: 17

Skill: Conceptual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-88. \_\_\_\_\_\_ is a formal technique for promoting the frequency of desirable behaviors and decreasing the incidence of unwanted ones.

 a) Punishment modification

 b) Reinforcement modification

 c) Classical modification

 d) Behavior modification

Answer: D

Level: Medium

Page: 17

Skill: Factual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-89. What is the learning approach that emphasizes modeling, which involves learning by observing the behavior of another person?

 a) classical conditioning

 b) behavior modification

 c) social-cognitive learning

 d) operant conditioning

Answer: C

Level: Easy

Page: 17

Skill: Factual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-90. Ralph watches the other kindergarten students receive stickers and other rewards from the teacher for sitting at their desks and completing their work. Soon, Ralph begins to behave like the other kindergarten students. This is what type of learning?

 a) modeling

 b) reinforcement

 c) extinction

 d) schematizing

Answer: A

Level: Easy

Page: 17

Skill: Applied

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Apply

1-91. Which developmental psychologist developed an approach that emphasizes learning by observing the behavior of another person, called a model?

 a) Skinner

 b) Freud

 c) Bandura

 d) Watson

Answer: C

Level: Easy

Page: 17-18

Skill: Factual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-92. According to classical and operant conditioning, with their “black box” analyses, people and other organisms’ behavior and learning are understood in terms of \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_ stimuli.

 a) insignificant; external

 b) observable; external

 c) significant; internal

 d) unobservable; internal

Answer: B

Level: Difficult

Page: 18

Skill: Conceptual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-93. Social-cognitive learning theorists argue that the difference between people and animals is the occurrence of

 a) classical conditioning.

 b) operant conditioning.

 c) mental activity.

 d) reinforcement/punishment.

Answer: C

Level: Difficult

Page: 18

Skill: Conceptual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-94. Which form of the behavioral perspective learning styles has come to a predominant position in recent decades and is based on learning through imitation?

 a) classical

 b) social-learning theory

 c) operant

 d) reinforcement

Answer: B

Level: Medium

Page: 18

Skill: Factual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-95. \_\_\_\_\_\_\_\_\_\_ focuses on the processes that allow people to know, understand, and think about the world.

 a) Classical conditioning

 b) The behavioral perspective

 c) Operant conditioning

 d) The cognitive perspective

Answer: D

Level: Medium

Page: 18

Skill: Conceptual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-96. Who is considered the predominant theorist in cognitive development?

 a) Piaget

 b) Skinner

 c) Bandura

 d) Freud

Answer: A

Level: Easy

Page: 18-19

Skill: Factual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-97. \_\_\_\_\_\_\_\_\_ is/are a theory of how human thinking is organized into mental patterns that represent behaviors and actions.

 a) Assimilation

 b) Schemes

 c) Accommodation

 d) Assessments

Answer: B

Level: Medium

Page: 19

Skill: Factual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-98. Piaget’s two basic principles of growth in children’s understanding of the world are

 a) reward and punishment.

 b) schemas and assessment.

 c) assimilation and accommodation.

 d) cognitive and behavior.

Answer: C

Level: Difficult

Page: 19

Skill: Conceptual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-99. What did Piaget call the process in which people understand an experience in terms of their current stage of cognitive development and way of thinking?

 a) cognition

 b) accommodation

 c) schemes

 d) assimilation

Answer: D

Level: Difficult

Page: 19

Skill: Factual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-100. What did Piaget call the process in which changes occur in the existing way a child thinks in response to encounters with new stimuli or events?

 a) assimilation

 b) accommodation

 c) cognition

 d) schemes

Answer: B

Level: Difficult

Page: 19

Skill: Factual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-101. What has become an important alternative to Piagetian approaches?

 a) behavioral modification

 b) classical conditioning

 c) information processing

 d) social-cognitive learning

Answer: C

Level: Medium

Page: 19

Skill: Factual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-102. Which type of approach grew out of the development of electronic processing of information, where even complex behavior such as learning, remembering, categorizing, and thinking can be broken down into a series of individual, specific steps?

 a) information processing

 b) social-cognitive learning

 c) classical conditioning

 d) behavioral modification

Answer: A

Level: Easy

Page: 19

Skill: Factual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-103. What learning model seeks to identify the ways individuals take in, use, and store information?

 a) Piaget

 b) neo-Piaget

 c) information processing

 d) social-cognitive

Answer: C

Level: Medium

Page: 19

Skill: Factual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-104. Piaget’s view assumes that thinking undergoes \_\_\_\_\_\_\_\_ advances, but the information-processing approach assumes that development is marked by \_\_\_\_\_\_\_\_ advantages.

 a) quantitative; qualitative

 b) quantitative; discontinuous

 c) qualitative; quantitative

 d) continuous; discontinuous

Answer: C

Level: Difficult

Page: 20

Skill: Conceptual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-105. An information-processing approach that builds on Piaget’s research is known as \_\_\_\_\_\_\_ theory because it considers cognition as made up of different types of individual skills.

 a) behavioral

 b) operant

 c) classical

 d) neo-Piagetian

Answer: D

Level: Medium

Page: 20

Skill: Conceptual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-106. What approach builds on Piaget’s research, and views cognition as made up of different types of individual skills, while using terminology from information-processing approaches?

 a) neo-Piagetian

 b) information processing

 c) social-cognitive learning theory

 d) cognitive perspective

Answer: A

Level: Difficult

Page: 20

Skill: Factual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-107. What type of developmental approach is cutting edge and at the forefront of research when working with genes associated with mental health disorders such as autism and schizophrenia?

 a) behavior modification

 b) social-cognitive

 c) cognitive neuroscience

 d) neo-Piagetian

Answer: C

Level: Difficult

Page: 20-21

Skill: Factual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-108. Which developmental approach looks at cognitive development through the lens of brain processes by considering internal mental processes focused on the neurological activity that underlies thinking, problem solving, and cognitive behavior?

 a) neo-Piagetian

 b) behavioral

 c) information processing

 d) cognitive neuroscience

Answer: D

Level: Medium

Page: 20-21

Skill: Factual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-109. What approach examines cognitive development through the lens of brain processes?

 a) humanistic

 b) cognitive neuroscience

 c) neo-Piaget

 d) Piaget

Answer: B

Level: Easy

Page: 20-21

Skill: Factual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-110. What theory contends that people have a natural capacity to make decisions about their lives?

 a) psychoanalytic

 b) behavioral

 c) humanistic

 d) social-cognitive learning theory

Answer: C

Level: Medium

Page: 21

Skill: Conceptual

LO 1.8: Describe how the humanistic perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-111. The \_\_\_\_\_\_\_\_ perspective contends that people have a natural capacity to control their behavior.

 a) behavioral

 b) social-cognitive

 c) cognitive neuroscience

 d) humanistic

Answer: D

Level: Medium

Page: 21

Skill: Conceptual

LO 1.8: Describe how the humanistic perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-112. According to this perspective, the ability of humans to make choices and come to decisions about their lives is called

 a) free will.

 b) societal standards.

 c) positive regard.

 d) self-actualization.

Answer: A

Level: Medium

Page: 21

Skill: Factual

LO 1.8: Describe how the humanistic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-113. Who was a major proponent of the humanistic perspective and suggested that all people need positive regard that results from an underlying wish to be loved and respected?

 a) Bandura

 b) Rogers

 c) Maslow

 d) Freud

Answer: B

Level: Medium

Page: 21

Skill: Factual

LO 1.8: Describe how the humanistic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-114. Which theorist(s) championed the idea of self-actualization?

 a) Freud and Erikson

 b) Skinner and Piaget

 c) Rogers and Maslow

 d) Bandura

Answer: C

Level: Medium

Page: 21

Skill: Factual

LO 1.8: Describe how the humanistic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-115. Eleanor Roosevelt, Abraham Lincoln, and Albert Einstein are used as examples of

 a) self-actualization.

 b) social role.

 c) social causation.

 d) self-efficacy.

Answer: A

Level: Difficult

Page: 21

Skill: Applied

LO 1.8: Describe how the humanistic perspective explains lifespan development.

Bloom’s Taxonomy Level: Apply

1-116. Which perspective contains the two major theories of Bronfenbrenner’s bioecological approach and Vygotsky’s sociocultural theory?

 a) cognitive

 b) humanistic

 c) behavioral

 d) contextual

Answer: D

Level: Difficult

Page: 22

Skill: Conceptual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-117. Which perspective considers the relationship between individuals and their physical, cognitive, personality, and social worlds?

 a) humanistic

 b) contextual

 c) cognitive

 d) behavioral

Answer: B

Level: Difficult

Page: 22

Skill: Conceptual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-118. What is the perspective that suggests that different levels of the environment simultaneously influence individuals?

 a) cognitive neuroscience

 b) humanistic perspective

 c) contextual perspective

 d) bioecological approach

Answer: D

Level: Difficult

Page: 22

Skill: Conceptual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-119. Which of Bronfenbrenner’s levels addresses the everyday, immediate environment in which children lead their daily lives?

 a) mesosystem

 b) exosystem

 c) microsystem

 d) macrosystem

Answer: C

Level: Difficult

Page: 22

Skill: Factual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-120. Which approach to development suggests that there are five levels of the environment that simultaneously influence individuals?

 a) Piaget’s cognitive approach

 b) Bronfenbrenner’s bioecological approach

 c) Skinner’s behavioral approach

 d) Freud’s psychoanalytical approach

Answer: B

Level: Difficult

Page: 22

Skill: Conceptual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-121. Which of Bronfenbrenner’s five levels provides the connections between the various aspects of the person’s life, like links in a chain, to bind children to parents, students to teachers, employees to bosses, and friends to friends?

 a) exosystem

 b) mesosystem

 c) microsystem

 d) macrosystem

Answer: B

Level: Difficult

Page: 22-23

Skill: Factual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-122. Which of Bronfenbrenner’s five levels represents broader influences, including societal institutions such as local government, community, schools, places of worship, and the local media?

 a) microsystem

 b) macrosystem

 c) mesosystem

 d) exosystem

Answer: D

Level: Difficult

Page: 22-23

Skill: Factual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-123. Jose and Maria are preparing for the arrival of their first child, and are considering moving from their small rural town to a larger city to gain access to more social services, better schools, and a greater variety of local newspapers and television stations. This is an example of which of Bronfenbrenner’s five levels?

 a) macrosystem

 b) exosystem

 c) microsystem

 d) mesosystem

Answer: B

Level: Difficult

Page: 22-23

Skill: Applied

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Apply

1-124. Which of Bronfenbrenner’s five levels represents the larger cultural influences on an individual?

 a) macrosystem

 b) microsystem

 c) exosystem

 d) mesosystem

Answer: A

Level: Difficult

Page: 22-23

Skill: Factual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-125. Bronfenbrenner’s bioecological approach suggests that society, types of governments, religious value systems, political value systems, and other broad factors are parts of what system?

 a) mesosystem

 b) microsystem

 c) exosystem

 d) macrosystem

Answer: D

Level: Difficult

Page: 22-23

Skill: Factual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-126. Within Bronfenbrenner’s bioecological approach, which system underlies each of his system levels and involves the way the passage of time, including historical events, affects children’s development?

 a) macrosystem

 b) microsystem

 c) chronosystem

 d) exosystem

Answer: C

Level: Difficult

Page: 22-23

Skill: Factual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-127. An historical event, such as the terrorist attacks in New York on September 11, 2001, would be considered by Bronfenbrenner to fall within which system?

 a) macrosystem

 b) mesosystem

 c) exosystem

 d) chronosystem

Answer: D

Level: Difficult

Page: 22-23

Skill: Applied

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Apply

1-128. What term refers to the notion that the well-being of the group is more important than that of the individual?

 a) individualism

 b) humanistic

 c) collectivism

 d) bioecological approach

Answer: C

Level: Easy

Page: 23

Skill: Factual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-129. Which theory emphasizes how cognitive development proceeds as a result of social interactions between members of a culture?

 a) interconnectedness

 b) sociocultural

 c) bioecological

 d) contextual

Answer: B

Level: Difficult

Page: 24

Skill: Conceptual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-130. Who was one of the first to recognize, acknowledge the importance of, and help us understand the importance of culture’s influence on development?

 a) Rogers

 b) Bandura

 c) Vygotsky

 d) Bronfenbrenner

Answer: C

Level: Difficult

Page: 24

Skill: Factual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-131. The concept of “reciprocal transaction” is attributed to which developmentalist and theory?

 a) Vygotsky; sociocultural

 b) Freud; psychoanalytic

 c) Skinner: behavioral

 d) Rogers; humanistic

Answer: A

Level: Difficult

Page: 24

Skill: Factual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-132. Which perspective seeks to identify behavior that is the result of our genetic inheritance from our ancestors?

 a) evolutionary

 b) cognitive neuroscience

 c) bioecological

 d) humanistic

Answer: A

Level: Medium

Page: 25

Skill: Conceptual

LO 1.10: Describe how the evolutionary perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-133. Who wrote the groundbreaking work titled *On the Origin of Species* and is responsible for the birth of the evolutionary perspective?

 a) Bronfenbrenner

 b) Vygotsky

 c) Darwin

 d) Lorenz

Answer: C

Level: Easy

Page: 25

Skill: Factual

LO 1.10: Describe how the evolutionary perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-134. The evolutionary perspective draws from the field of ethology, which examines the ways in which our biological makeup can influence our behavior. Who is/was a primary proponent of ethology?

 a) Darwin

 b) Vygotsky

 c) Bronfenbrenner

 d) Lorenz

Answer: D

Level: Difficult

Page: 25

Skill: Factual

LO 1.10: Describe how the evolutionary perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-135. What is the name of the process of posing and answering questions using careful, controlled techniques that include systematic, orderly observation and the collection of data?

 a) theories

 b) hypotheses

 c) scientific method

 d) research

Answer: C

Level: Easy

Page: 28

Skill: Factual

LO 1.12: Describe the role that theories and hypotheses play in the study of development.

Bloom’s Taxonomy Level: Remember

1-136. A \_\_\_\_\_\_\_ is a prediction stated in a way that permits it to be tested.

 a) hypothesis

 b) theory

 c) conclusion

 d) scientific method

Answer: A

Level: Medium

Page: 28

Skill: Factual

LO 1.12: Describe the role that theories and hypotheses play in the study of development.

Bloom’s Taxonomy Level: Remember

1-137. What type of evidence is based on careful, systematic procedures?

 a) scientific

 b) experimental

 c) anecdotal

 d) unethical

Answer: A

Level: Easy

Page: 28

Skill: Factual

LO 1.12: Describe the role that theories and hypotheses play in the study of development.

Bloom’s Taxonomy Level: Remember

1-138. In \_\_\_\_\_\_\_\_\_ research, the researcher can tell if an association or relationship between two factors exists.

 a) scientific

 b) correlational

 c) hypothetical

 d) experimental

Answer: B

Level: Medium

Page: 28-29

Skill: Factual

LO 1.13: Compare the two major categories of lifespan development research.

Bloom’s Taxonomy Level: Remember

1-139. \_\_\_\_\_\_\_\_ research is designed to discover causal relationships between various factors.

 a) Correlational

 b) Hypothetical

 c) Experimental

 d) Scientific

Answer: C

Level: Difficult

Page: 28-29

Skill: Factual

LO 1.13: Compare the two major categories of lifespan development research.

Bloom’s Taxonomy Level: Remember

1-140. Researchers who are interested in the relationship between televised aggression and subsequent behavior have found that children who watch a good deal of televised aggression (murders, crime shows, shootings, etc.) tend to be more aggressive than those who watch little of this type of television programming. This is an example of a(n) \_\_\_\_\_\_\_\_\_\_\_\_ study.

 a) scientific

 b) experimental

 c) theoretical

 d) correlational

Answer: D

Level: Difficult

Page: 28-29

Skill: Applied

LO 1.13: Compare the two major categories of lifespan development research.

Bloom’s Taxonomy Level: Apply

1-141. What is the observation of a naturally occurring behavior, without intervention in the situation?

 a) correlation

 b) ethnography

 c) naturalistic observation

 d) experiment

Answer: C

Level: Easy

Page: 31

Skill: Factual

LO 1.14: Identify different types of correlational studies and their relationship to cause and effect.

Bloom’s Taxonomy Level: Remember

1-142. What is the method of research borrowed from the field of anthropology and used to investigate cultural questions?

 a) ethnography

 b) case study

 c) natural observation

 d) experimentation

Answer: A

Level: Difficult

Page: 31

Skill: Factual

LO 1.14: Identify different types of correlational studies and their relationship to cause and effect.

Bloom’s Taxonomy Level: Remember

1-143. Mary is researching the factors related to alcohol use among college students, so she goes to live in a college dorm for a month to observe students and conduct in-depth interviews. This is an example of what type of research?

 a) experimental

 b) ethnography

 c) case study

 d) survey research

Answer: B

Level: Medium

Page: 33

Skill: Applied

LO 1.14: Identify different types of correlational studies and their relationship to cause and effect.

Bloom’s Taxonomy Level: Apply

1-144. What is the method of research that involves extensive, in-depth interviews with a particular individual or small group of individuals?

 a) experimentation

 b) case study

 c) natural observation

 d) ethnography

Answer: B

Level: Medium

Page: 32

Skill: Factual

LO 1.14: Identify different types of correlational studies and their relationship to cause and effect.

Bloom’s Taxonomy Level: Remember

1-145. William is participating along with a group of adolescents trying to lose weight. One of his assignments is to keep a diary of his food intake and the times that he eats daily. This can be considered an example of what type of research?

 a) experimental

 b) ethnography

 c) case study

 d) survey research

Answer: C

Level: Difficult

Page: 32

Skill: Applied

LO 1.14: Identify different types of correlational studies and their relationship to cause and effect.

Bloom’s Taxonomy Level: Apply

1-146. Professor Smythe wants to conduct a study in a virtual charter school. She wants to examine and describe the comparative differences on cognitive development in students attending the charter school with students attending more traditional schools. Ultimately, she plans to describe what, if any, changes are occurring, and why the changes create social difficulty. This is an example of what type of research?

 a) quantitative

 b) survey

 c) naturalistic observation

 d) qualitative

Answer: D

Level: Difficult

Page: 31

Skill: Applied

LO 1.14: Identify different types of correlational studies and their relationship to cause and effect.

Bloom’s Taxonomy Level: Apply

1-147. In order to learn about children’s toy preferences, researchers interview children at a local preschool and base their inferences on the children’s responses. This is an example of \_\_\_\_\_\_\_ research.

 a) experimental

 b) ethnography

 c) case study

 d) survey

Answer: D

Level: Medium

Page: 32

Skill: Applied

LO 1.14: Identify different types of correlational studies and their relationship to cause and effect.

Bloom’s Taxonomy Level: Apply

1-148. When a group of people are chosen to represent a larger population and are asked about their attitudes, behaviors, or thinking on a given topic, this is considered \_\_\_\_\_\_\_\_\_ research.

 a) ethnographic

 b) case study

 c) experimental

 d) survey

Answer: D

Level: Easy

Page: 32

Skill: Factual

LO 1.14: Identify different types of correlational studies and their relationship to cause and effect.

Bloom’s Taxonomy Level: Remember

1-149. The device that uses electrodes placed on the outside of the skull to record electrical activity within the brain, and is used in psychophysiological research, is called a(n) \_\_\_\_\_\_\_\_\_\_.

 a) CAT scan

 b) fMRI scan

 c) EEG

 d) experience

Answer: C

Level: Medium

Page: 32-33

Skill: Factual

LO 1.14: Identify different types of correlational studies and their relationship to cause and effect.

Bloom’s Taxonomy Level: Remember

1-150. The device where a computer constructs an image of the brain by combining thousands of individual x-rays taken at slightly different angles is called a(n) \_\_\_\_\_\_\_\_\_.

 a) CAT scan

 b) EEG

 c) psychophysiological scan

 d) fMRI scan

Answer: A

Level: Medium

Page: 32-33

Skill: Factual

LO 1.14: Identify different types of correlational studies and their relationship to cause and effect.

Bloom’s Taxonomy Level: Remember

1-151. The device that provides a detailed, three-dimensional computer-generated image of brain activity by aiming a powerful magnetic field at the brain is called a(n) \_\_\_\_\_\_.

 a) EEG

 b) psychophysiological scan

 c) CAT scan

 d) fMRI scan

Answer: D

Level: Difficult

Page: 32-33

Skill: Factual

LO 1.14: Identify different types of correlational studies and their relationship to cause and effect.

Bloom’s Taxonomy Level: Remember

1-152. What is the type of research method that focuses on the relationship between physiological processes and behavior?

 a) psychophysiological

 b) ethnography

 c) experimental

 d) case study

Answer: A

Level: Easy

Page: 32-33

Skill: Factual

LO 1.14: Identify different types of correlational studies and their relationship to cause and effect.

Bloom’s Taxonomy Level: Remember

1-153. When an investigator typically devises two different conditions and then studies and compares the outcomes of the participants exposed to those two different conditions in order to see how behavior is affected, this is called a(n)

 a) hypothesis.

 b) experiment.

 c) theory.

 d) treatment.

Answer: B

Page: 33

Level: Easy

Skill: Factual

LO 1.15: Explain the main features of an experiment.

Bloom’s Taxonomy Level: Remember

1-154. Researchers conduct an experiment in which group A is exposed to a particular treatment and group B is given no treatment. If group A is designated as the treatment group, then group B is the

 a) independent variable.

 b) dependent variable.

 c) control group.

 d) treatment group.

Answer: C

Level: Difficult

Page: 33

Skill: Applied

LO 1.15: Explain the main features of an experiment.

Bloom’s Taxonomy Level: Apply

1-155. The group of participants chosen to receive the independent variable is called a(n)

 a) control group.

 b) experimental group.

 c) statistical group.

 d) sample.

Answer: B

Level: Medium

Page: 33

Skill: Factual

LO 1.15: Explain the main features of an experiment.

Bloom’s Taxonomy Level: Remember

1-156. In an experiment, the \_\_\_\_\_\_ is what researchers manipulate.

 a) experimental control

 b) independent variable

 c) control group

 d) dependent variable

Answer: B

Level: Medium

Page: 34

Skill: Factual

LO 1.15: Explain the main features of an experiment.

Bloom’s Taxonomy Level: Remember

1-157. Researchers conduct an experiment in which one group is exposed to Treatment A and the other group is exposed to Treatment B. The treatments are the

 a) independent variable.

 b) dependent variable.

 c) control group.

 d) treatment group.

Answer: A

Level: Medium

Page: 34

Skill: Applied

LO 1.15: Explain the main features of an experiment.

Bloom’s Taxonomy Level: Apply

1-158. In an experiment, researchers manipulate the \_\_\_\_\_\_, and the variable that the researchers measure to see if it changes is the \_\_\_\_\_\_.

 a) dependent variable; independent variable

 b) independent variable; dependent variable

 c) control group; treatment group

 d) treatment group; control group

Answer: B

Level: Medium

Page: 34

Skill: Factual

LO 1.15: Explain the main features of an experiment.

Bloom’s Taxonomy Level: Remember

1-159. In an experiment, the \_\_\_\_\_\_\_\_ is what researchers measure and expect to change as a result of manipulation.

 a) treatment group

 b) independent variable

 c) control group

 d) dependent variable

Answer: D

Level: Medium

Page: 34

Skill: Factual

LO 1.15: Explain the main features of an experiment.

Bloom’s Taxonomy Level: Remember

1-160. The procedure that experimenters need to use to make sure that participants in both the treatment and control groups are not aware of the purpose of the experiment is known as the

 a) independent variable.

 b) dependent variable.

 c) random assignment.

 d) statistical law.

Answer: C

Page: 34

Level: Difficult

Skill: Factual

LO 1.15: Explain the main features of an experiment.

Bloom’s Taxonomy Level: Remember

1-161. What technique ensures that personal characteristics that might affect the outcome of the experiment are divided proportionally among the participants in the different groups, making groups equivalent?

 a) dependent variables

 b) random assignment

 c) independent variables

 d) statistics

Answer: B

Level: Difficult

Page: 34

Skill: Conceptual

LO 1.15: Explain the main features of an experiment.

Bloom’s Taxonomy Level: Understand

1-162. Using a real-world setting for an experiment is the hallmark of a(n)

 a) field study.

 b) control group.

 c) experimental group.

 d) sample group.

Answer: A

Level: Medium

Page: 35

Skill: Factual

LO 1.15: Explain the main features of an experiment.

Bloom’s Taxonomy Level: Remember

1-163. What kind of research investigation is conducted in a controlled setting explicitly designed to hold events constant?

 a) control group

 b) experimental group

 c) field study

 d) laboratory study

Answer: D

Level: Medium

Page: 35

Skill: Factual

LO 1.15: Explain the main features of an experiment.

Bloom’s Taxonomy Level: Remember

1-164. What type of research is designed specifically to test some developmental explanation and expand scientific knowledge?

 a) experimental

 b) hypothetical

 c) theoretical

 d) applied

Answer: C

Page: 35

Level: Medium

Skill: Factual

LO 1.16: Distinguish between theoretical and applied research.

Bloom’s Taxonomy Level: Remember

1-165. What type of research is designed to provide practical solutions to immediate problems?

 a) hypothetical

 b) applied

 c) experimental

 d) theoretical

Answer: B

Page: 35-36

Level: Medium

Skill: Factual

LO 1.16: Distinguish between theoretical and applied research.

Bloom’s Taxonomy Level: Remember

1-166. If the focus of a research study is to examine the ways in which college professors can help students to remember information more easily, such as a study would represent \_\_\_\_\_\_\_\_ research.

 a) applied

 b) experimental

 c) theoretical

 d) hypothetical

Answer: A

Page: 35-36

Level: Difficult

Skill: Applied

LO 1.16: Distinguish between theoretical and applied research.

Bloom’s Taxonomy Level: Apply

1-167. If a researcher was interested in learning how children’s moral development changes between the ages of 3 and 15, the researcher may follow them until they are 15, testing them periodically. This research strategy is known as \_\_\_\_\_\_\_\_\_ research.

 a) developmental

 b) longitudinal

 c) sequential

 d) cross-sectional

Answer: B

Page: 37

Level: Difficult

Skill: Applied

LO 1.17: Compare longitudinal research, cross-sectional research, and sequential research.

Bloom’s Taxonomy Level: Apply

1-168. When the behavior of one or more study participants is measured as they age, this is called \_\_\_\_\_\_\_\_ research.

 a) longitudinal

 b) developmental

 c) cross-sectional

 d) sequential

Answer: A

Level: Difficult

Page: 37-38

Skill: Factual

LO 1.17: Compare longitudinal research, cross-sectional research, and sequential research.

Bloom’s Taxonomy Level: Remember

1-169. In a study of the behavioral adjustment of a group of children placed in foster care, the children were assessed once a year over a period of 10 years. This is an example of a \_\_\_\_\_\_ study.

 a) cross-sectional

 b) developmental

 c) longitudinal

 d) sequential

Answer: C

Level: Difficult

Page: 37-38

Skill: Applied

LO 1.17: Compare longitudinal research, cross-sectional research, and sequential research.

Bloom’s Taxonomy Level: Apply

1-170. What is the type of research in which people of different ages are compared at the same point in time?

 a) longitudinal

 b) sequential

 c) developmental

 d) cross-sectional

Answer: D

Level: Medium

Page: 38

Skill: Factual

LO 1.17: Compare longitudinal research, cross-sectional research, and sequential research.

Bloom’s Taxonomy Level: Remember

1-171. Which type of research study is a compromise technique that essentially examines a number of different age groups at several points in time, and permits developmental researchers to tease out the consequences of age change versus age difference?

 a) longitudinal

 b) sequential

 c) cross-sectional

 d) experimental

Answer: B

Level: Difficult

Page: 39

Skill: Factual

LO 1.17: Compare longitudinal research, cross-sectional research, and sequential research.

Bloom’s Taxonomy Level: Remember

1-172. What kind of evidence is based on one or two instances of a phenomenon, haphazardly discovered or encountered?

 a) scientific

 b) experimental

 c) anecdotal

 d) unethical

Answer: C

Level: Medium

Page: 40

Skill: Conceptual

LO 1.18: Describe some ethical issues that affect psychological research.

Bloom’s Taxonomy Level: Understand

**ESSAY QUESTIONS**

1-173. For which issues do lifespan developmental experts seek information?

Answer: Lifespan development experts study the way human beings change and grow, and how this process continues through the lifetime. Lifespan developmental experts seek to understand universal principles of development, and cultural, racial, and ethnic differences that affect the course of human development. They seek to understand the unique aspects of individuals, looking at traits and characteristics that differentiate one person from another.

Level: Medium

Page: 4-5

Skill: Conceptual

LO 1.1: Define the field of lifespan development and describe what it encompasses.

Bloom’s Taxonomy Level: Understand

1-174. Explain the differences between how a developmentalist who is specializing in personality and a developmentalist who is specializing in social development go about their work.

Answer: Developmentalists interested in personality development might ask whether there are stable, enduring personality traits throughout the lifespan, while a specialist in social development might examine the effects of marriage or divorce on development.

Level: Medium

Page: 5-6

Skill: Conceptual

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Understand

1-175. Lifespan is usually divided into which specific broad-age ranges?

Answer: Prenatal Period (conception to birth); Infancy and Toddlerhood (birth to age 3); Preschool Period (ages 3-6) Middle Childhood (ages 6-12); Adolescence (ages 12-20); Young Adulthood (ages 20-40); Middle Adulthood (ages 40-60); and Late Adulthood (age 60 to death).

Level: Medium

Page: 6

Skill: Factual

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Remember

1-176. Briefly explain the differences between the terms “race” and “ethnic group.”

Answer: Race is a biological concept, which should be employed to refer to classifications based on physical and structural characteristics of species. In contrast, ethnic group and ethnicity are broader terms, referring to cultural background, nationality, religion, and language.

Level: Medium

Page: 8

Skill: Conceptual

LO 1.3: Describe some basic influences on human development.

Bloom’s Taxonomy Level: Understand

1-177. Explain the three different types of cohort effects.

Answer: History-graded influences are biological and environmental influences associated with a particular historical moment in time. Age-graded influences are biological and environmental influences that are similar for individuals in a particular age group, regardless of when or where they are raised (examples: puberty and menopause). Sociocultural-graded influences are the social and cultural factors present at a particular time for a particular individual dependent upon such variables as ethnicity, social class, and subcultural membership.

Level: Medium

Page: 8

Skill: Conceptual

LO 1.3: Describe some basic influences on human development.

Bloom’s Taxonomy Level: Understand

1-178. Identify the four important issues of lifespan development that have been debated since lifespan development became established as a separate field.

Answer: 1) Continuity versus discontinuity; 2) the importance of critical periods; 3) whether to focus on certain periods or on the entire life span; and 4) the nature versus nurture controversy.

Level: Difficult

Page: 9-11

Skill: Conceptual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Understand

1-179. Provide reasons why today’s developmentalists believe the entire life span is important.

Answer: 1) There has been a discovery that developmental growth and change continue during every part of life. 2) A person’s social environment is affected by the influences on his/her social environments. 3) Paul Baltes points out that development across the lifespan involves both gains and losses. People also change how they invest their resources (motivation, energy, and time) at different points during the life span.

Level: Medium

Page: 9-11

Skill: Conceptual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Understand

1-180. Provide reason(s) why Freud’s principles of psychoanalytic theory have been called into question.

Answer: 1) There is lack of validation by subsequent research; in particular, the idea that people pass through stages in childhood that determine adult personality. 2) Freud’s theory was based on a limited population of upper-middle-class Austrians living in a strict, puritanical era, and the application of Freud’s theory to a broad, multicultural population is questionable. 3) Freud’s theory focuses primarily on male development, has been criticized as sexist, and may be interpreted as devaluing women.

Level: Difficult

Page: 15-16

Skill: Conceptual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-181. Provide reasons why Erikson’s principles of psychosocial theory have been called into question.

Answer: 1) Erikson’s theory focuses more on men’s than women’s development. 2) The theory is vague, in some aspects making it difficult for researchers to test. 3) This theory makes it difficult to make predictions about an individual’s behavior.

Level: Difficult

Page: 14-15

Skill: Conceptual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-182. List and briefly explain three types of learning derived from the behavioral perspective.

Answer: 1) Classical conditioning occurs when an organism learns to respond to a neutral stimulus that normally does not evoke that type of response. 2) Operant conditioning is learning in which a voluntary response is strengthened or weakened by its association with positive or negative consequences. 3) Social-cognitive learning theory is an approach that emphasizes learning by observing the behavior of another person, called a model.

Level: Medium

Page: 16

Skill: Factual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-183. Briefly explain why developmental researchers would employ the cognitive perspective.

Answer: The cognitive perspective emphasizes how people internally represent and think about their world. The cognitive perspective would help researchers understand how people process information and how thinking and understanding affect their behavior. It also gives insight into how people’s cognitive abilities change, both quantitatively and qualitatively, as people develop, and sheds light on how cognitive abilities are related to one another.

Level: Difficult

Page: 18-19

Skill: Conceptual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-184. What is the greatest criticism of the Piagetian perspective?

Answer: The greatest criticism is that cognitive development is not as discontinuous as represented in Piaget’s four distinct stages theory. Other researchers argue that growth is more continuous, e.g., as in the information-processing approach, which focuses on learning, memory, and thinking throughout a life span.

Level: Medium

Page: 19

Skill: Conceptual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-185. Provide insight as to why the humanistic perspective has not had a major impact upon the field of lifespan development.

Answer: The lack of influence of the humanistic perspective is primarily due to its inability to identify a broad developmental change that is the result of increasing age or experience.

Level: Medium

Page: 21

Skill: Conceptual

LO 1.8: Describe how the humanistic perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-186. Briefly explain the first level of Bronfenbrenner’s bioecological approach.

Answer: The first level of Bronfenbrenner’s bioecological approach is the microsystem, which includes the home, caregivers, friends, and teachers who all influence the child’s microsystem.

Level: Medium

Page: 22-23

Skill: Factual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-187. Briefly explain why Bronfenbrenner’s bioecological approach emphasizes the interconnectedness of the influences on development. Give an example.

Answer: Because the levels of the bioecological approach are related to one another, a change in one part of the system affects other parts of the system. Example: A parent’s loss of employment can impact a child’s microsystem.

Level: Difficult

Page: 23

Skill: Conceptual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-188. Why has Vygotsky’s sociocultural theory become increasingly influential?

Answer: The reason is the growing acknowledgment of the importance of cultural factors in development. Children do not develop in a cultural vacuum, and their attention is directed by society to certain areas, which affects what particular skills they develop.

Level: Medium

Page: 24-25

Skill: Conceptual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-189. Provide some criticism of the evolutionary perspective.

Answer: 1) The evolutionary perspective pays insufficient attention to the environmental and social factors affecting people’s behavior; and 2) there is no good way experimentally to test theories derived from the evolutionary approach because they happened a long time ago.

Level: Medium

Page: 25-26

Skill: Conceptual

LO 1.10: Describe how the evolutionary perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-190. Briefly list and describe the 3 major steps of the scientific method.

Answer: 1) Identifying questions of interest; 2) formulating an explanation; and 3) carrying out research that either lends support to the explanation or refutes it.

Level: Medium

Page: 28

Skill: Factual

LO 1.12: Describe the role that theories and hypotheses play in the study of development.

Bloom’s Taxonomy Level: Remember

1-191. Briefly describe some of the hallmarks that distinguish a field study.

Answer: 1) A field study is research carried out in a naturally occurring setting. 2) Field studies capture behavior in real-life settings where participants may behave more naturally than they would if they were brought into a laboratory. 3) Field studies may be used in both correlational studies and experiments. 4) It is often difficult to run an experiment in real-world settings where it is hard to exert control over the situation and environment. 5) Field studies are more typical of correlational designs than experimental designs.

Level: Difficult

Page: 35

Skill: Factual

LO 1.15: Explain the main features of an experiment.

Bloom’s Taxonomy Level: Remember

1-192. Briefly describe some drawbacks of utilizing longitudinal research studies.

Answer: 1) Longitudinal research requires a tremendous investment of time as researchers wait for participants to grow older. 2) Participants drop out over the course of the research because they may move away, become ill, or die as the research proceeds. 3) Participants may become “test wise” and perform better each time they are assessed as they become more familiar with the procedure. 4) Experimental participants may be affected by the repeated presence of an experimenter or observer.

Level: Difficult

Page: 37-38

Skill: Conceptual

LO 1.17: Compare longitudinal research, cross-sectional research, and sequential research.

Bloom’s Taxonomy Level: Understand

**TRUE/FALSE**

1-193. Despite individual and specific differences, each and every one of us is traversing the territory known as lifespan development.

Answer: True

Level: Easy

Page: 4

Skill: Factual

LO: Introduction

Bloom’s Taxonomy Level: Remember

1-194. Louise Brown’s conception in the lab is not one of the brave new worlds of the twenty-first century.

Answer: False

Level: Easy

Page: 3

Skill: Conceptual

LO: Introduction

Bloom’s Taxonomy Level: Understand

1-195. Specialists in lifespan development share one concern: understanding the growth and change that occur during the course of life.

Answer: True

Level: Easy

Page: 4

Skill: Conceptual

LO: Introduction

Bloom’s Taxonomy Level: Understand

1-196. Developmentalists study how both our biological inheritance and the environment in which we live jointly affect our behavior.

Answer: True

Level: Easy

Page: 5

Skill: Factual

LO: Introduction

Bloom’s Taxonomy Level: Remember

1-197. All developmental specialists acknowledge that neither heredity nor environment alone can account for the full range of human development and change.

Answer: True

Level: Easy

Page: 9-11

Skill: Factual

LO: Introduction

Bloom’s Taxonomy Level: Remember

1-198. Lifespan development is the field of study that examines patterns of growth, change, and stability in behavior that occurs throughout the entire lifespan.

Answer: True

Level: Easy

Page: 10-11

Skill: Factual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Remember

1-199. Lifespan developmentalists believe that people continue to grow and change in every aspect of their lives up to the end of their lives.

Answer: False

Level: Medium

Page: 10-11

Skill: Conceptual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Understand

1-200. The age ranges within a period—and even the periods themselves—are steadfast and unchanging.

Answer: False

Level: Medium

Page: 5-6

Skill: Factual

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Remember

1-201. All people reach their developmental milestones at the exact same time.

Answer: False

Level: Easy

Page: 6-7

Skill: Factual

LO 1.2: Describe the areas that lifespan development specialists cover.

Bloom’s Taxonomy Level: Remember

1-202. Different cultures and subcultures have their own views of appropriate and inappropriate childrearing, just as they have different developmental goals for their children.

Answer: True

Level: Easy

Page: 8

Skill: Factual

LO 1.3: Describe some of the basic influences on human development.

Bloom’s Taxonomy Level: Remember

1-203. The terms “race” and “ethnic group” are interchangeable.

Answer: False

Level: Easy

Page: 8

Skill: Factual

LO 1.3: Describe some of the basic influences on human development.

Bloom’s Taxonomy Level: Remember

1-204. In the years ahead, it is likely that lifespan development will move from a discipline primarily focused on North America and Europe to encompass development around the globe.

Answer: True

Level: Easy

Page: 8

Skill: Factual

LO 1.3: Describe some of the basic influences on human development.

Bloom’s Taxonomy Level: Remember

1-205. Developmentalists reject the notion that behavior is the sole result of either nature or nurture.

Answer: True

Level: Easy

Page: 9-11

Skill: Factual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Remember

1-206. Intelligence is solely determined by inherited, genetic factors.

Answer: False

Level: Difficult

Page: 11

Skill: Factual

LO 1.4: Summarize four key issues in the field of lifespan development.

Bloom’s Taxonomy Level: Remember

1-207. Erikson believed that each of the 8 stages of psychosocial development must be addressed in order to move on to the next stage.

Answer: True

Level: Medium

Page: 14-15

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-208. Freud and Erikson agreed that development is relatively complete by adolescence.

Answer: False

Level: Medium

Page: 14-15

Skill: Factual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-209. Classical conditioning is the only type of learning derived from the behavioral perspective.

Answer: False

Level: Easy

Page: 16-17

Skill: Factual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-210. By and large, based upon thousands of investigations, Piaget’s broad view of the sequence of cognitive development is accurate.

Answer: True

Level: Easy

Page: 18-19

Skill: Factual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-211. Using information-processing terminology, neo-Piagetian theory suggests that cognitive development proceeds at the same rate for all areas (i.e., reading vs. abstract computational abilities).

Answer: False

Level: Medium

Page: 20-21

Skill: Factual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-212. The humanistic perspective has had a major impact upon the field of lifespan development.

Answer: False

Level: Medium

Page: 21

Skill: Factual

LO 1.8: Describe how the humanistic perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-213. In the first of Bronfenbrenner’s five levels of bioecological approach, the child has an active role in shaping his/her environment.

Answer: True

Level: Medium

Page 21-23

Skill: Factual

LO 1.9: Describe how the contextual perspective explains lifespan development.

Bloom’s Taxonomy Level: Remember

1-214. Some evolutionary developmentalists suggest that behaviors such as shyness and jealousy are produced in part by genetic causes because they helped increase the survival rates of humans’ ancient relatives.

Answer: True

Level: Medium

Page: 25-26

Skill: Conceptual

LO 1.10: Describe how the evolutionary perspective explains lifespan development.

Bloom’s Taxonomy Level: Understand

1-215. All claims and theories derived from the various perspectives are accurate.

Answer: False

Level: Medium

Page: 26-27

Skill: Factual

LO 1.11: Discuss the value of applying multiple perspectives to lifespan development.

Bloom’s Taxonomy Level: Remember

1-216. A correlational study can conclude that the viewing of television aggression causes more aggressive behavior in children.

Answer: False

Level: Medium

Page: 29-31

Skill: Factual

LO 1.14: Identify different types of correlational studies and their relationship to cause and effect.

Bloom’s Taxonomy Level: Remember

1-217. In an experiment, one group, the treatment or experimental group, is exposed to the treatment variable being studied; the other, the control group, is not.

Answer: True

Level: Easy

Page: 33

Skill: Factual

LO 1.15: Explain the main features of an experiment.

Bloom’s Taxonomy Level: Remember

**REVEL QUIZ QUESTIONS**

**EOM Quiz Question 1.1.1**

Lifespan development examines patterns of growth, change, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in human behavior across the life span.

a) diversity

b) evolution

c) stability

d) socialization

Answer: C

Difficulty: 1

Topic: An Orientation to Lifespan Development

Skill: Conceptual

LO 1.1: Define the field of lifespan development and describe what it encompasses.

**EOM Quiz Question 1.1.2**

Developmentalists who study the effects of home schooling on academic performance are examining \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ development.

a) physical

b) cognitive

c) social

d) personality

Answer: B

Difficulty: 1

Topic: An Orientation to Lifespan Development

Skill: Factual

LO 1.2: Describe the areas that lifespan development specialists cover.

**EOM Quiz Question 1.1.3**

Robin grew up in a public housing project in Chicago. Grant grew up at the same time in an affluent suburb of Chicago. When Robin and Grant meet in college, we can expect that in general they will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

a) share similar non-normative life events

b) share sociocultural-graded influences but differ in history-graded influences

c) differ significantly in age-graded influences

d) share history-graded influences but differ in sociocultural-graded influences

Answer: D

Difficulty: 3

Topic: An Orientation to Lifespan Development

Skill: Applied

LO 1.3: Describe some of the basic influences on human development.

**EOM Quiz Question 1.1.4**

Compared to young children, adults have a much harder time learning a new language. Researchers studying this phenomenon are mainly addressing which key issue in development?

a) continuous versus discontinuous change

b) critical versus sensitive periods

c) lifespan approaches versus particular periods

d) nature versus nurture

Answer: B

Difficulty: 2

Topic: An Orientation to Lifespan Development

Skill: Conceptual

LO 1.4: Summarize four key issues in the field of lifespan development.

**EOM Quiz Question 1.1.5**

In the nature-versus-nurture discussion, the term *nurture* refers to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

a) environmental influences

b) historical traits

c) genetic factors

d) inherited characteristics

Answer: A

Difficulty: 1

Topic: An Orientation to Lifespan Development

Skill: Factual

LO 1.4: Summarize four key issues in the field of lifespan development.

**EOM Quiz Question 1.2.1**

Proponents of which major theoretical perspective believe that behavior is largely motivated by subconscious inner forces and memories?

a) psychodynamic

b) behavioral

c) cognitive

d) evolutionary

Answer: A

Difficulty: 2

Topic: Theoretical Perspectives on Lifespan Development

Skill: Conceptual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

**EOM Quiz Question 1.2.2**

Proponents of which major theoretical perspective believe that the keys to understanding development are observable behavior and outside stimuli in the environment?

a) psychodynamic

b) behavioral

c) cognitive

d) evolutionary

Answer: B

Difficulty: 2

Topic: Theoretical Perspectives on Lifespan Development

Skill: Conceptual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

**EOM Quiz Question 1.2.3**

According to Piaget, human thought is arranged in organized mental patterns, called \_\_\_\_\_\_\_\_\_\_, that represent behaviors and actions.

a) stages

b) steps

c) schemes

d) sequences

Answer: C

Difficulty: 1

Topic: Theoretical Perspectives on Lifespan Development

Skill: Factual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

**EOM Quiz Question 1.2.4**

Vygotsky’s sociocultural theory emphasizes how cognitive development proceeds as a result of \_\_\_\_\_\_\_\_\_\_ between members of a culture.

a) behavior modifications

b) operant conditioning

c) social interactions

d) classical conditioning

Answer: C

Difficulty: 1

Topic: Theoretical Perspectives on Lifespan Development

Skill: Factual

LO 1.9: Describe how the contextual perspective explains lifespan development.

**EOM Quiz Question 1.2.5**

The \_\_\_\_\_\_\_\_\_\_\_\_ perspective identifies behaviors that are the result of genetic inheritance.

a) contextual

b) cognitive

c) psychodynamic

d) evolutionary

Answer: D

Difficulty: 1

Topic: Theoretical Perspectives on Lifespan Development

Skill: Factual

LO 1.10: Describe how the evolutionary perspective explains lifespan development.

**EOM Quiz Question 1.3.1**

The \_\_\_\_\_\_\_\_\_\_ is the process of posing and answering research questions using controlled techniques that include systematic, orderly observation and the collection of data.

a) scientific method

b) research program

c) theoretical orientation

d) development of hypotheses

Answer: A

Difficulty: 1

Topic: Research Methods

Skill: Factual

LO 1.12: Describe the role that theories and hypotheses play in the study of development.

**EOM Quiz Question 1.3.2**

\_\_\_\_\_\_\_\_\_\_\_\_ studies seek to identify whether an association or relationship exists between two factors.

a) Experimental

b) Correlational

c) Qualitative

d) Survey

Answer: B

Difficulty: 1

Topic: Research Methods

Skill: Factual

LO 1.13: Compare the two major categories of lifespan development research.

**EOM Quiz Question 1.3.3**

The strength and direction of a relationship between two factors is represented by a(n) \_\_\_\_\_\_\_\_\_\_\_\_.

a) experimental factor

b) associative coefficient

c) correlation coefficient

d) predictable factor

Answer: C

Difficulty: 1

Topic: Research Methods

Skill: Factual

LO 1.14: Identify different types of correlational studies and their relationship to cause and effect.

**EOM Quiz Question 1.3.4**

In an experiment, the group receiving the treatment is called the treatment group, while the group not receiving treatment or receiving an alternative treatment is called the \_\_\_\_\_\_\_\_\_\_\_\_.

a) test case

b) experimental group

c) case study

d) control group

Answer: D

Difficulty: 1

Topic: Research Methods

Skill: Factual

LO 1.15: Explain the main features of an experiment.

**EOM Quiz Question 1.3.5**

\_\_\_\_\_\_\_\_\_\_\_\_ is designed specifically to test some developmental explanation and expand scientific knowledge, whereas \_\_\_\_\_\_\_\_\_\_\_\_ is meant to provide practical solutions to immediate problems.

a) Applied research; theoretical research

b) Theoretical research; applied research

c) Qualitative research; theoretical research

d) Qualitative research; applied research

Answer: B

Difficulty: 2

Topic: Research Methods

Skill: Conceptual

LO 1.16: Distinguish between theoretical research and applied research.

**EOC Quiz Question 1.1**

\_\_\_\_\_\_\_\_\_\_ studies patterns of growth, change, and stability from conception through the end of life.

a) Genetics

b) Lifespan development

c) Evolution

d) Behaviorism

Answer: B

Difficulty: 1

Topic: An Orientation to Lifespan Development

Skill: Factual

LO 1.1: Define the field of lifespan development and describe what it encompasses.

**EOC Quiz Question 1.2**

Which of the following is a primary topic of lifespan development research?

a) correlational development

b) racial development

c) personality development

d) sequential development

Answer: C

Difficulty: 1

Topic: An Orientation to Lifespan Development

Skill: Factual

LO 1.2: Describe the areas that lifespan development specialists cover.

**EOC Quiz Question 1.3**

The financial crisis of the 2010s will exert what type of effect on the cohort of children growing up during this period?

a) sociocultural-graded influences

b) non-normative life event influences

c) history-graded influences

d) age-graded influences

Answer: C

Difficulty: 2

Topic: An Orientation to Lifespan Development

Skill: Conceptual

LO 1.3: Describe some of the basic influences on human development.

**EOC Quiz Question 1.4**

Shalise believes that child development is a process of continuous change. Her classmate Evan says that development follows a pattern of discontinuous change. Who is correct?

a) Shalise: A child’s increasing height proves that development is continuous.

b) Both: A child’s development is marked by both continuous and discontinuous change.

c) Evan: A child’s increasing height proves that development is discontinuous.

d) Shalise: The growth of cognitive ability proves that development is continuous.

Answer: B

Difficulty: 3

Topic: An Orientation to Lifespan Development

Skill: Applied

LO 1.4: Summarize four key issues in the field of lifespan development.

**EOC Quiz Question 1.5**

Erikson’s \_\_\_\_\_\_\_\_\_\_\_\_ theory was created as an alternative psychodynamic view emphasizing social interaction with other people.

a) psychosocial development

b) humanistic potential

c) behavioral perspective

d) social-cognitive

Answer: A

Difficulty: 2

Topic: Theoretical Perspectives on Lifespan Development

Skill: Conceptual

LO 1.5: Describe how the psychodynamic perspective explains lifespan development.

**EOC Quiz Question 1.6**

What developmental theorist is known for operant conditioning?

a) Bandura

b) Erikson

c) Vygotsky

d) Skinner

Answer: D

Difficulty: 1

Topic: Theoretical Perspectives on Lifespan Development

Skill: Factual

LO 1.6: Describe how the behavioral perspective explains lifespan development.

**EOC Quiz Question 1.7**

Which perspective emphasizes how people internally represent and think about the world?

a) cognitive perspective

b) psychodynamic perspective

c) behavioral perspective

d) evolutionary perspective

Answer: A

Difficulty: 1

Topic: Theoretical Perspectives on Lifespan Development

Skill: Factual

LO 1.7: Describe how the cognitive perspective explains lifespan development.

**EOC Quiz Question 1.8**

Which perspective contends that people have a natural capacity to make decisions about their lives?

a) cognitive perspective

b) psychodynamic perspective

c) behavioral perspective

d) humanistic perspective

Answer: D

Difficulty: 1

Topic: Theoretical Perspectives on Lifespan Development

Skill: Factual

LO 1.8: Describe how the humanistic perspective explains lifespan development.

**EOC Quiz Question 1.9**

What is the key factor guiding developmental perspectives that consider the relationship between individuals and their physical, cognitive, personality, and social worlds?

a) conditioning

b) contextual factors

c) genetics

d) habituation

Answer: B

Difficulty: 2

Topic: Theoretical Perspectives on Lifespan Development

Skill: Conceptual

LO 1.9: Describe how the contextual perspective explains lifespan development.

**EOC Quiz Question 1.10**

Which perspective seeks to identify behavior that is the result of our genetic inheritance?

a) cognitive perspective

b) psychodynamic perspective

c) behavioral perspective

d) evolutionary perspective

Answer: D

Difficulty: 2

Topic: Theoretical Perspectives on Lifespan Development

Skill: Conceptual

LO 1.10: Describe how the evolutionary perspective explains lifespan development.

**EOC Quiz Question 1.11**

Some lifespan developmentalists use a(n) \_\_\_\_\_\_\_\_\_\_\_\_ approach, drawing on several perspectives

a) cognitive

b) correlational

c) behavioral

d) eclectic

Answer: D

Difficulty: 1

Topic: Theoretical Perspectives on Lifespan Development

Skill: Factual

LO 1.11: Discuss the value of applying multiple perspectives to lifespan development.

**EOC Quiz Question 1.12**

A(n) \_\_\_\_\_\_\_\_\_\_\_\_ is a prediction stated in a way that permits it to be tested.

a) proposition

b) experiment

c) theory

d) hypothesis

Answer: D

Difficulty: 1

Topic: Research Methods

Skill: Factual

LO 1.12: Describe the role that theories and hypotheses play in the study of development.

**EOC Quiz Question 1.13**

\_\_\_\_\_\_\_\_\_\_\_\_ research seeks to identify whether an association or relationship between two factors exists.

a) Correlational

b) Experimental

c) Theoretical

d) Hypothetical

Answer: A

Difficulty: 1

Topic: Research Methods

Skill: Factual

LO 1.13: Compare the two major categories of lifespan development research.

**EOC Quiz Question 1.14**

Alan has decided to conduct a naturalistic observation of children and friendships. Which location would produce the most accurate results?

a) a school principal’s office

b) a laboratory setting designed like a classroom

c) a hospital emergency room

d) a playground

Answer: D

Difficulty: 3

Topic: Research Methods

Skill: Applied

LO 1.14: Identify different types of correlational studies and their relationship to cause and effect.

**EOC Quiz Question 1.15**

In an experiment, the \_\_\_\_\_\_\_\_\_\_\_\_ is exposed to the treatment variable being studied; the \_\_\_\_\_\_\_\_\_\_\_\_ is not.

a) control group; experimental group

b) treatment group; experimental group

c) control group; treatment group

d) treatment group; control group

Answer: D

Difficulty: 2

Topic: Research Methods

Skill: Conceptual

LO 1.15: Explain the main features of an experiment.

**EOC Quiz Question 1.16**

A scientist is interested in the processes of cognitive change during childhood and decides to see how many words children of various ages can remember after one exposure to a list of words. What type of research is this scientist conducting?

a) theoretical research

b) applied research

c) evolutionary-response research

d) treatment-specific research

Answer: A

Difficulty: 3

Topic: Research Methods

Skill: Applied

LO 1.16: Distinguish between theoretical research and applied research.

**EOC Quiz Question 1.17**

In \_\_\_\_\_\_\_\_\_\_\_\_, the behavior of one or more study participants is measured as they age.

a) longitudinal research

b) cross-sectional research

c) sequential research

d) evolutionary research

Answer: A

Difficulty: 1

Topic: Research Methods

Skill: Factual

LO 1.17: Compare longitudinal research, cross-sectional research, and sequential research.

**EOC Quiz Question 1.18**

Researchers must obtain \_\_\_\_\_\_\_\_\_\_\_\_ from participants before their involvement in a study.

a) proxy permission

b) informed consent

c) comprehensive guidelines

d) ethical understanding

Answer: B

Difficulty: 1

Topic: Research Methods

Skill: Factual

LO 1.18: Describe some ethical issues that affect psychological research.