**Chapter 01**

**Introduction**

**Multiple Choice Questions**

1.  Life-span development covers the period from \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_.
A.  birth; middle adulthood
B.  birth; old age
C.  conception; early adulthood
**D.**  conception; death

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Studying Life-Span Development*

2.  Which of the following gives the BEST description of how life-span psychologists describe "development"?
**A.**  growth and decline in skills and processes
B.  growth and decline in skills and processes from birth to adolescence
C.  growth in skills and processes
D.  decline in skills and processes

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APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Studying Life-Span Development*

3.  Life-span development is the study of human development from conception to death. Historically, however, most of the focus has been on which age group?
**A.**  children and adolescents
B.  young adults
C.  middle-aged adults
D.  the elderly

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APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Studying Life-Span Development*

4.  The upper boundary of the human lifespan is \_\_\_\_\_\_\_\_\_\_ years.
A.  105
B.  117
**C.**  122
D.  131

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APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

5.  Although the maximum life span of humans has not changed, during the twentieth century, life expectancy
A.  in the U.S. has increased by 15 years.
B.  in the world has increased by 15 years.
**C.**  in the U.S. has increased by 30 years.
D.  in the world has increased by 30 years.

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APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

6.  According to life-span development expert Paul Baltes, which age period dominates development?
A.  infancy–childhood
B.  adolescence–early adulthood
C.  middle-aged to late adulthood
**D.**  No single age group dominates development.

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APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

7.  Diana feels that her human development course overemphasizes the changes that occur from birth to adolescence and disregards the developmental issues of adulthood. Which developmental perspective would address her concerns?
A.  traditional
**B.**  life-span
C.  ethological
D.  ecological

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

8.  Some professors want to teach about the life-span approach in a Human Development course, whereas others want to keep the traditional developmental approach. They disagree about
A.  the plasticity of development.
B.  the multidimensional nature of development.
**C.**  whether development is lifelong.
D.  whether development is multidirectional.

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

9.  Baltes describes development as multidirectional. What does this mean?
A.  Development is not dominated by any single age period.
B.  Development consists of biological, cognitive, and socioemotional dimensions.
**C.**  Development is characterized by both growth and decline.
D.  Development needs psychologists, sociologists, biologists, and neuroscientists to work together in unlocking the mysteries of development.

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

10.  Kathy believes that life-span development cannot be studied without considering biological, social, and cognitive aspects. Kathy believes that development is
A.  lifelong.
B.  multidirectional.
**C.**  multidimensional.
D.  plastic.

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

11.  Researchers increasingly study the development of adulthood. This implies that development is
**A.**  lifelong.
B.  multidisciplinary.
C.  multidirectional.
D.  contextual.

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

12.  Which of the following is NOT one of Paul Baltes' eight characteristics of the life-span perspective on development?
A.  lifelong and multidirectional
B.  multidimensional and plastic
C.  contextual
**D.**  unidirectional

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

14.  The capacity for acquiring second and third languages decreases after early childhood, whereas experiential wisdom increases with age. This is an example of how development is
A.  lifelong.
B.  multidisciplinary.
**C.**  multidirectional.
D.  contextual.

*Page: 4-5
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

15.  Which of the following is an example of how development is contextual?
A.  Reasoning ability is biologically finite and cannot be improved through retraining.
**B.**  Parents in the United States are more likely to rear their children to be independent than parents in Japan.
C.  Older adults call on experience to guide their decision making.
D.  Intelligence may be studied by looking at genetics, anthropology, sociology, and other disciplines.

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APA Outcome: 1.3
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

16.  In the United States, most individuals begin school around age 5, whereas in Australia they start at 3. This is an illustration of how development is
A.  lifelong.
B.  multidisciplinary.
C.  multidirectional.
**D.**  contextual.

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

17.  Normative age-graded influences, normative history-graded influences, and nonnormative life events are all ways in which development can be classified as
A.  multidirectional.
B.  multidimensional.
**C.**  contextual.
D.  plastic.

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APA Outcome: 1.3
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

18.  Anna attributes her thriftiness to having been raised during the Great Depression. This is an example of a
A.  nonnormative life event.
**B.**  normative history-graded influence.
C.  normative age-graded influence.
D.  nonnormative age-graded influence.

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

19.  The fact that I use e-mail virtually every day and my mother has never sent or received an e-mail is an example of a difference in
**A.**  normative history-graded influences.
B.  nonnormative life events.
C.  normative age-graded influences.
D.  nonnormative age-graded influence.

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APA Outcome: 1.3
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

20.  Biological processes such as puberty and menopause are
A.  nonnormative life events.
**B.**  normative age-graded influences.
C.  normative history-graded influences.
D.  normative contextual influences.

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

21.  Neleh was on a popular reality TV show and got widespread exposure. This is an example of a
**A.**  nonnormative life event.
B.  normative age-graded influence.
C.  normative history-graded influence.
D.  normative contextual influence.

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Difficult
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

22.  Lauro is 83 years old. Much of his development will now focus on
A.  growth and maintenance.
**B.**  maintenance and regulation of loss.
C.  regulation of loss.
D.  growth and regulation of loss.

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

23.  Contemporary concerns in life-span development perspective include
A.  health and well-being issues.
B.  parenting and education issues.
C.  sociocultural, ethnicity, gender, and policy issues.
**D.**  All of these answers are correct.

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Contemporary Concerns*

24.  Of special consideration for social policy intervention are children who grow up
**A.**  in poverty.
B.  in single-parent homes.
C.  addicted to heroin.
D.  as part of a minority group.

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Contemporary Concerns*

25.  Children living in poverty are more likely to
A.  be separated from a parent.
B.  be exposed to violence.
C.  be exposed to family turmoil.
**D.**  be in all these situations.

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Contemporary Concerns*

26.  The U.S. percentage of children living in poverty is
A.  only half as much as some other industrialized nations.
**B.**  more than twice as much as that in Canada.
C.  lowest among the industrial countries.
D.  not high enough to draw people’s concerns.

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Contemporary Concerns*

27.  A primary concern in relation to social policy for older adults is the
A.  increasing numbers who live in poverty.
B.  increase in elder abuse.
**C.**  failure of the health care system to address their needs.
D.  need for funding public pensions.

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Contemporary Concerns*

28.  At age 3, Jillian is beginning to engage her imagination. This is the \_\_\_\_\_\_\_ process of Jillian's life-span development.
A.  ecological
B.  biological
C.  socioemotional
**D.**  cognitive

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APA Outcome: 1.1
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Cognitive Processes*

29.  Diego feels a strong happiness that he never had before as he holds his newborn child. This signifies development in the \_\_\_\_\_\_\_ process.
A.  neurological
B.  biological
**C.**  socioemotional
D.  cognitive

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Socioemotional Processes*

30.  Doctors measure and chart a baby's height, weight, and head growth at each medical checkup. What processes are being tracked?
A.  abstract
**B.**  biological
C.  socioemotional
D.  cognitive

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Biological Processes*

31.  Which of the following statements BEST describes the relationship between biological, cognitive, and socioemotional development?
A.  These processes develop independently of one another.
**B.**  The development of these processes is intricately interwoven.
C.  Social development is independent of biological and cognitive development.
D.  Cognitive development sets the upper limits for biological and social development.

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Biological Processes*

32.  The developmental period during which a being grows from a single cell to an organism complete with brain and behavioral capabilities in 9 months is called
**A.**  prenatal.
B.  infancy.
C.  early childhood.
D.  middle childhood.

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Periods of Development*

33.  Children in preschool years become more self-sufficient and can care for themselves. What period of development are they in?
A.  prenatal
B.  infancy
**C.**  early childhood
D.  middle/late childhood

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Periods of Development*

34.  Alec is almost completely dependent on his parents and is beginning to develop his language and sensorimotor coordination. What period of development is he most likely in?
A.  prenatal
**B.**  infancy
C.  early childhood
D.  middle/late childhood

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Periods of Development*

35.  The period of early childhood ends when the child
A.  is toilet trained.
B.  learns to dress herself.
**C.**  starts first grade.
D.  has mastered reading, writing, and arithmetic.

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Periods of Development*

36.  Jen has mastered the fundamental skills of how to read and write. What period of development is she most likely in?
**A.**  middle childhood
B.  late childhood
C.  adolescence
D.  primary years

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Periods of Development*

37.  Most traditional college students are considered to be in what developmental period?
A.  late childhood
**B.**  emerging adulthood
C.  early adulthood
D.  middle adulthood

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Periods of Development*

38.  Paulo is struggling to juggle school, work, and relationships while he is beginning to become more independent and responsible. What period of development is he most likely in?
A.  late childhood
B.  adolescence
**C.**  early adulthood
D.  middle adulthood

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Difficult
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Periods of Development*

39.  Len feels greatly contented in his career. He has more time to spend with his family, contribute to community activities, and mentor young people. What period of development is he most likely in?
A.  late adulthood
**B.**  middle adulthood
C.  early adulthood
D.  stability and regulation

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Periods of Development*

40.  Margaret spends a lot of time thinking about the choices she has made in her life and the events she has witnessed. However, she needs to pay more attention to her health condition. Margaret is most likely in
A.  late adolescence.
B.  early adulthood.
C.  middle adulthood.
**D.**  late adulthood.

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Periods of Development*

41.  At what age do most people claim to be happiest in the U.S.?
A.  19 years
B.  25 years
C.  42 years
**D.**  88 years

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Age and Happiness*

42. At what age do people enter the "oldest old" age group?
A. 50 years
B. 65 years
C. 75 years
**D.** 85 years

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Periods of Development*

43.  What developmental period is marked by sizeable losses in cognitive potential, chronic stress, and frailty?
**A.**  oldest old
B.  young old
C.  late adulthood
D.  middle adulthood

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Periods of Development*

44.  Each fall, the choir teacher faces the task of retraining the deepening voices of some of his male students. What period of development are these students most likely in?
A.  middle childhood
**B.**  adolescence
C.  young adulthood
D.  late childhood

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Periods of Development*

45.  Leo is 65 years old. He is coping well with his change of lifestyle and is highly motivated to learn new things. Leo is young in his \_\_\_\_\_\_\_\_\_\_ age.
A.  social
B.  biological
C.  chronological
**D.**  psychological

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Conceptions of Age*

46. Which of the following is NOT a commonly conceptualized way of viewing age?
A. biological age
**B.** cognitive age
C. social age
D. psychological age

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Conceptions of Age*

47.  Becoming a grandmother is an example of \_\_\_\_\_ age.
A.  biological
B.  cognitive
**C.**  social
D.  psychological

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Conceptions of Age*

49.  The functional capacities of a person's vital organ system indicate \_\_\_\_\_ age.
A.  chronological
**B.**  biological
C.  psychological
D.  social

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Conceptions of Age*

50.  Jerry is 60 years old and is training for his first marathon. He has strong muscles and is in perfect health. Jerry is relatively young in his \_\_\_\_\_ age.
A.  chronological
**B.**  biological
C.  psychological
D.  social

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Conceptions of Age*

51.  A person's adaptive capacities compared with those of other individuals of the same chronological age are called \_\_\_\_\_ age.
**A.**  psychological
B.  social
C.  biological
D.  coping

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Conceptions of Age*

52.  Brent has a son diagnosed with ADHD and believes that this is primarily due to genetics, given that his father had ADHD as well. Brent most likely believes that ADHD is primarily influenced by
**A.**  nature.
B.  nurture.
C.  stability.
D.  continuity.

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Nature and Nurture*

53.  In the nature/nurture debate, one's \_\_\_\_\_ is related to "nature," while one's \_\_\_\_\_ is related to "nurture."
**A.**  biological inheritance; environment
B.  age; environment
C.  biological inheritance; behavior
D.  environment; biological inheritance

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Nature and Nurture*

54.  During her intake interview, Jody's psychiatrist asks for a familial history of mental disorders, as well as for details about her childhood friends, neighborhood, and schools. The psychiatrist is gathering information related to the influence of \_\_\_\_\_ on development.
**A.**  biology and environment
B.  biology
C.  environment
D.  cognitive acuity and coping skills

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Nature and Nurture*

55.  Although Angie was somewhat irresponsible as a teen, she changed her ways when she entered college and leased her first apartment. This example relates to the developmental issue of
A.  stability and nature.
**B.**  stability and change.
C.  continuity and discontinuity.
D.  nature and nurture.

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Stability and Change*

56.  In the final analysis, most developmentalists tend to believe that
A.  development is more continuous than discontinuous.
B.  for the most part, people can't change.
C.  nature is more important than nurture.
**D.**  development is influenced by nature and nurture, and is characterized by continuity and discontinuity, and also by stability and change.

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Nature and Nurture
Topic: Stability and Change*

57.  The life-span development concept of plasticity aligns most closely with which of the following?
A.  stability
**B.**  change
C.  nature
D.  nurture

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Characteristics of Life-Span Perspective
Topic: Stability and Change*

58.  Reactive Attachment Disorder is thought to be a lifelong condition caused by a lack of nurturing care during the early years of life. This diagnosis aligns with the developmental issue of
**A.**  stability.
B.  change.
C.  nature.
D.  discontinuity.

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Stability and Change*

59.  Tammy was shy as a child but became more outgoing and confident when she attended a university far from her hometown. This is an example of which developmental issue?
A.  multidirectionality
B.  multidimensionality
C.  nature and nurture
**D.**  stability and change

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APA Outcome: 1.3
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Stability and Change*

60.  The controversy of stability versus change is closely linked to which of the following concepts?
**A.**  plasticity.
B.  contextualism.
C.  multidimensionalism.
D.  multidirectionality.

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Characteristics of Life-Span Perspective
Topic: Stability and Change*

61.  Conceptualize a problem to be studied, collect data, analyze data, and draw conclusions. These steps describe
A.  discontinuity in development.
**B.**  the scientific method.
C.  a hypothesis.
D.  a theory.

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APA Outcome: 2.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Scientific Method*

62.  Nala decides to explore teenage pregnancy prevention for her Master's thesis. According to the scientific method, what should be her first step in getting started?
A.  Analyze the information she has gathered.
B.  Draw conclusions from the collected data.
**C.**  Conceptualize the problem to be studied.
D.  Begin to collect information.

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APA Outcome: 2.2
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Scientific Method*

63.  Which of the following statements is NOT true of a theory?
A.  A theory is an interrelated, coherent set of ideas that helps explain phenomena.
B.  A theory is an interrelated, coherent set of ideas that helps make predictions.
**C.**  When studying a topic, it is advisable to choose one developmental theory and disregard all others.
D.  A theory is an interrelated, coherent set of ideas that suggests hypotheses.

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APA Outcome: 2.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Scientific Method*

64.  Psychoanalytic theories hold that development primarily depends on
**A.**  the unconscious mind.
B.  thinking, reasoning, language, and other cognitive processes.
C.  behavior's link to environment.
D.  biology and evolution.

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Psychoanalytic Theory*

65.  Psychoanalytic theories stress what in development?
A.  the child’s cognitive creativity
B.  genes inherited from parents
C.  late experiences with parents
**D.**  early experiences with parents

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Psychoanalytic Theory*

66.  Ben has repressed his sexual urges and has started to develop social and intellectual skills. Ben is in the psychosexual stage called the \_\_\_\_\_ stage.
A.  phallic
B.  anal
**C.**  latency
D.  oral

*Page: 18
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Freud's Theory*

67.  Erikson's theory emphasizes which of the following aspects of human development?
A.  experiences in early life
B.  psychosexual
C.  experiences in late life
**D.**  psychosocial

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Erikson's Psychosocial Theory*

68.  Each stage in Erikson's theory presents a crisis that must be resolved. These crises are
A.  developmental landmarks with increased vulnerability.
**B.**  developmental landmarks with both increased vulnerability and enhanced potentials.
C.  catastrophic events that toughen the individual for future crises.
D.  developmental landmarks with enhanced potentials.

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Erikson's Psychosocial Theory*

69.  According to Erikson, a preschooler is in the \_\_\_\_\_ stage.
A.  trust versus mistrust
**B.**  initiative versus guilt
C.  industry versus inferiority
D.  identity versus identity confusion

*Page: 18-19
APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Erikson's Psychosocial Theory*

70.  At the airport, 4-year-old Kelly’s mom encourages her to help with dragging the bags off the luggage carousel. According to Erikson's stage theory, Kelly's mom is helping Kelly develop
A.  trust.
B.  her identity.
**C.**  initiative.
D.  altruism.

*Page: 18-19
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Erikson's Psychosocial Theory*

71. The successful outcome of Erikson's stage of \_\_\_\_\_ results in a healthy sense of independence.
**A.** autonomy versus shame and doubt
B. initiative versus guilt
C. industry versus inferiority
D. identity versus identity confusion

*Page: 18-19
APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Erikson's Psychosocial Theory*

72.  Piaget theorized that children move through distinct stages of cognitive development, with each stage being qualitatively different from the one preceding. His theory reflects which aspect of developmental philosophy?
**A.**  discontinuity
B.  multidirectionality
C.  stability
D.  nature

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APA Outcome: 2.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Piaget's Cognitive Development Theory*

73.  If you believe that development occurs in stages, and you focus on cognitive development in an attempt to explain how children actively construct their own view of the world, then your personal theory is most similar to that of
A.  Vygotsky.
**B.**  Piaget.
C.  Erikson.
D.  Freud.

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Piaget's Cognitive Development Theory*

74.  While maintaining that children actively construct their knowledge, Vygotsky focused on \_\_\_\_\_ in explaining child cognitive development.
**A.**  social interaction.
B.  concrete operations.
C.  formal operations.
D.  organization and adaptation.

*Page: 20-21
APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Vygotsky's Sociocultural Cognitive Theory*

75.  Carlos is just starting to learn about the world. According to Vygotsky’s sociocultural cognitive theory, what is the most important tool he will use to do this?
A.  mobility
B.  sensory perceptions
**C.**  language
D.  information-processing

*Page: 20-21
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Vygotsky's Sociocultural Cognitive Theory*

76.  Who among the following is a cognitive theorist?
**A.**  Vygotsky
B.  Freud
C.  Erikson
D.  Both Freud and Erikson were cognitive theorists.

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APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Vygotsky's Sociocultural Cognitive Theory*

77.  The information-processing approach to development is mainly concerned with
A.  the influence of culture on development.
**B.**  how people interpret and use knowledge.
C.  the influence of age on learning.
D.  the influence of biology and evolution on an individual's development.

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APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Information-Processing Theory*

78.  Which of the following theories emphasizes that people manipulate and monitor information and strategize about it?
A.  ethological theory
B.  Piaget's cognitive development theory
**C.**  information-processing theory
D.  psychoanalytic theory

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APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Information-Processing Theory*

79.  Which of the following theories is NOT a stage theory and claims that development is continuous rather than discontinuous?
A.  Erikson's theory of psychosocial development
B.  Freud's theory of personality development
**C.**  the information-processing theory
D.  Piaget's theory of cognitive development

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Information-Processing Theory*

80.  Skinner claimed that we should only study that which can be \_\_\_\_\_ and \_\_\_\_\_.
**A.**  observed; measured
B.  observed; changed
C.  learned; changed
D.  rewarded; punished

*Page: 21-22
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Skinner's Operant Conditioning*

81.  Nathan bites his hand frequently throughout the day. According to Skinner, the BEST way to solve this problem is to
A.  explore experiences from Nathan's early childhood.
B.  administer an IQ test to determine Nathan's cognitive potential.
C.  determine how Nathan's expectations about success have led him to develop this behavior.
**D.**  show disapproval responses whenever Nathan bites his hand, and provide encouragement when he refrains from doing so.

*Page: 21-22
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Skinner's Operant Conditioning*

82.  Which theory would provide the BEST support for your belief in using incentives and time-outs as ways to help children behave?
**A.**  Skinner's behaviorism
B.  Piaget's cognitive theory
C.  Erikson's psychosocial stages
D.  Bronfenbrenner's ecological theory

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APA Outcome: 1.2
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Skinner's Operant Conditioning*

83.  Which of the following is a criticism of behavioral and social cognitive theories?
A.  devotes inadequate attention to environmental determinants
**B.**  devotes inadequate attention to developmental changes
C.  devotes inadequate attention to behavioral changes
D.  devotes inadequate attention to how people learn

*Page: 21-22
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Bandura's Social Cognitive Theory*

84.  A major common characteristic shared by behavioral and social cognitive theories is
A.  developmental changes.
**B.**  environmental influences on behavior.
C.  the role of unconsciousness in behavior.
D.  the role of cognition in development.

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APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Bandura's Social Cognitive Theory
Topic: Skinner's Operant Conditioning*

85.  Justine repeats a phrase she has heard older students use at recess. This is an example of
A.  Erikson's developmental crises.
B.  Piaget's cognitive stages.
C.  Skinner's operant conditioning.
**D.**  Bandura's social learning.

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Bandura's Social Cognitive Theory*

86.  Mrs. Jones uses spanking as the primary method of discipline in her household. A social cognitive theorist would say that her children will most likely
A.  learn quickly not to disobey.
**B.**  learn to hit others in similar situations.
C.  become well-behaved people.
D.  rebel and become more disobedient.

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APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Bandura's Social Cognitive Theory*

87.  The process by which some organisms become attached to the first moving object they see is called
A.  positive reinforcement.
B.  bonding.
C.  sensitive period.
**D.**  imprinting.

*Page: 22-23
APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Ethological Theory*

88.  Which theory most strongly emphasizes the role of biology and evolution in development?
A.  ecological
B.  behavioral
C.  cognitive
**D.**  ethological

*Page: 22-23
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Ethological Theory*

89.  Amy will be having her first child soon. She insists that she be the first to see and hold her baby after delivery in order to foster bonding. Her belief is consistent with which theory?
A.  cognitive
B.  ecological
**C.**  ethological
D.  behavioral

*Page: 22-23
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Ethological Theory*

90.  Janice found that baby geese recognize the first thing they see as their mother. Which theory would this observation support?
A.  ecological
B.  social learning
**C.**  ethological
D.  cognitive

*Page: 22-23
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Ethological Theory*

91.  Infants raised in orphanages may not develop a positive and secure attachment to a caregiver in their first year of life. According to John Bowlby, what might the consequences of this be?
A.  The infant will bond to the first moving object seen after birth.
**B.**  Life-span development will likely not be optimal.
C.  As long as the child is adopted by age 10, no negative effects will be experienced.
D.  The outcome will depend on the child's temperament.

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Ethological Theory*

92.  While ethology stresses biological factors in human development, ecological theory emphasizes the role of
A.  cognition.
B.  parental genes.
**C.**  the environment.
D.  evolution.

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APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Ecological Theory*

93.  Ecological theory has been criticized for paying too little attention to
A.  environmental settings.
**B.**  biological foundations.
C.  social considerations.
D.  microdimensions of culture.

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APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Ecological Theory*

94.  Joe is the second of seven children in his very conservative family. Jackie is the only child of liberal parents. When we compare such differences in studying their ecological systems, we are focusing on the difference in \_\_\_\_\_.
**A.**  microsystem
B.  mesosystem
C.  exosystem
D.  macrosystem

*Page: 23-24
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Ecological Theory*

95.  Shawn's job requires lots of travel, and the demands of his job are affecting his marriage and his child’s attachment relations with him. This type of interaction illustrates Bronfenbrenner's concept of a
A.  microsystem.
**B.**  exosystem.
C.  chronosystem.
D.  macrosystem.

*Page: 23-24
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Ecological Theory*

96.  Baltes' assertion that development is contextual best fits with which developmental theory?
A.  psychoanalytic
B.  social cognitive
**C.**  ecological
D.  ethological

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APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Ecological Theory*

97.  Recent changes in the Medicare system have affected the quality of health care that David's elderly mother receives. These changes do not affect David directly, but Bronfenbrenner would say they affect David's development because they are part of David's
A.  microsystem.
B.  mesosystem.
**C.**  exosystem.
D.  macrosystem.

*Page: 23-24
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Ecological Theory*

98.  An eclectic theoretical orientation assumes that
A.  development is a predictable and rigid process.
**B.**  no single theory can account for all of human development.
C.  the different developmental theories are all correct and complete within their own contexts.
D.  contemporary theories are more accurate than those created before 1950.

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APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Eclectic Theoretical Orientation*

99.  A social worker is helping Brody by applying Skinner's theory to reward Brody for his efforts, Erikson's theory to understand the identity and intimacy crises that Brody is facing, and Bronfenbrenner's theory to understand how environmental contexts and interactions will affect Brody's development. What theoretical approach is the social worker using?
A.  dynamic
**B.**  eclectic
C.  fragmented
D.  ethological

*Page: 24-25
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Difficult
Learning Objective: Describe the main theories of human development.
Topic: Eclectic Theoretical Orientation*

100.  The textbook states that no single theory can account for the complexity of human development. Which theoretical approach does this statement advocate?
**A.**  eclectic
B.  life-span
C.  psychoanalytic
D.  social learning

*Page: 24-25
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Describe the main theories of human development.
Topic: Eclectic Theoretical Orientation*

101.  A researcher uses a video camera to record children as they play on a school playground. This researcher is conducting a
A.  case study.
**B.**  naturalistic observation.
C.  standardized test.
D.  survey.

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Observation*

102.  Which of the following is NOT a reason for conducting an observation in a natural setting rather than in a laboratory?
A.  In a laboratory setting, the subjects likely know they are being observed.
**B.**  The observation will be more controlled if done in a natural setting.
C.  participants will behave more naturally in a natural setting.
D.  A laboratory setting may unfairly represent certain populations.

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Observation*

103.  Dr. Sam collects data on how often strangers approach one another by sitting at the park on weekend afternoons and jotting down what people do. One strength of this observational approach is that it
**A.**  occurs in a real-world setting.
B.  involves a structured set of interview questions.
C.  allows for a great deal of control over the observational setting.
D.  shows how people behave when they know they are being observed.

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Naturalistic Observation*

104.  Which method is being used when market researchers call consumers on the telephone to ask about certain products used in the home?
A.  case study
B.  standardized test
C.  naturalistic observation
**D.**  interview

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*APA Outcome: 1.3
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Survey and Interview*

105.  What is the main problem with survey research?
A.  It is expensive to conduct.
**B.**  Participants may give inaccurate responses.
C.  It is only biased or unclear.
D.  It cannot be conducted in a laboratory setting.

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Survey and Interview*

106.  Which of the following is NOT a weakness associated with standardized tests?
A.  People may behave differently in different settings.
B.  Their use assumes that people’s behaviors are consistent and stable.
**C.**  People’s performances may be influenced by their emotions in different settings.
D.  They allow an individual’s performance to be compared with that of another.

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Standardized Test*

107.  Which of the following is NOT a drawback of using a case study to explore a developmental issue?
A.  The unique aspects of one person’s life cannot be tested in other individuals.
B.  Conclusions of case studies have limited reliability.
C.  Conclusions drawn from case studies are unique and cannot be generalized to other members of a population.
**D.**  It may focus on nearly any aspect of the participant’s life for the researcher to understand the person’s mind and behavior.

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Case Study
Topic: Physiological Measures*

108.  A researcher chooses to study one pregnant teen in great detail by taking frequent measures of her behavior, thoughts, and feelings. Which method does this researcher use?
**A.**  case study
B.  questionnaire
C.  standardized test
D.  naturalistic observation

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Case Study*

109.  Someone with an extremely rare condition, like lycanthropy, would most likely be studied using what method?
A.  questionnaire
B.  survey
**C.**  case study
D.  naturalistic observation

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APA Outcome: 1.3
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Case Study*

110.  Assessment of hormones in the bloodstream is a type of
**A.**  physiological measure.
B.  standardized test.
C.  case study.
D.  naturalistic observation.

*Page: 27-28
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Physiological Measures*

111.  Which research design aims to observe and record behavior?
A.  experimental
**B.**  descriptive
C.  correlational
D.  All of these answers are correct.

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Descriptive Research*

112.  If it is shown that people who eat bananas are more likely to have diabetes, it does not necessarily mean that bananas cause diabetes because \_\_\_\_\_ does not equal \_\_\_\_\_.
A.  experimentation; causation
B.  experimentation; correlation
C.  causation; correlation
**D.**  correlation; causation

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APA Outcome: 1.3
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Correlational Research*

113.  If a researcher finds that the number of positive statements parents say to their children is positively correlated with the children's self-esteem, the researcher could correctly conclude that
A.  more negative parental feedback causes low self-esteem in children.
B.  more positive parental feedback causes high self-esteem in children.
C.  more positive parental feedback is related to low self-esteem in children.
**D.**  more positive parental feedback is related to high self-esteem in children.

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Correlational Research*

114.  Which of the following correlation coefficients indicates the strongest relationship?
**A.**  –0.93
B.  +0.87
C.  +0.13
D.  –0.47

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Correlational Research*

115.  A correlation coefficient of 0 indicates
**A.**  no relationship between variables.
B.  a positive correlation between variables.
C.  an inverse relationship between variables.
D.  a higher relationship between variables than if the coefficient is –1.

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Correlational Research*

116.  Which research method is used to determine causality?
A.  correlational
**B.**  experimental
C.  observational
D.  descriptive

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Experimental Research*

117.  Dr. Lewis wants to determine the physical effects of ADHD medication dosages on children aged 8 to 15. What kind of study will he most likely conduct?
A.  descriptive
**B.**  experimental
C.  longitudinal
D.  correlational

*Page: 28-29
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Experimental Research*

118.  Which of the following is manipulated during an experiment?
A.  dependent variable
B.  correlation coefficient
**C.**  independent variable
D.  observed effect

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Independent and Dependent Variables*

119.  A psychologist designs an experiment to determine if the number of adults’ eye contacts with children would increase the number of children's smiles. In this study, the number of
A.  children’s smiles is the independent variable.
B.  adults’ eye contacts with children is the dependent variable.
**C.**  adults’ eye contacts with children is the independent variable.
D.  children’s smiles is the correlative variable.

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Independent and Dependent Variables*

120.  A researcher studies the effect of exercise on stamina. Participants are randomly assigned to be in an exercise or no-exercise group for 12 weeks. Stamina is then measured by how long participants can walk comfortably on a treadmill. In this study, the dependent variable is
**A.**  the number of minutes on the treadmill.
B.  whether the participants are in the exercise program or not.
C.  the heart rate during the exercise program.
D.  whether the duration of the exercise program is 12 weeks or longer.

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Independent and Dependent Variables*

121.  In an experiment to determine the effects of an antidepressant medication, half of the subjects receive the medication and half receive a placebo, which is a harmless sugar pill without any medication effects. The group of people who receive the placebo is the \_\_\_\_\_ group.
A.  random
**B.**  control
C.  experimental
D.  correlation

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Experimental and Control Groups*

122.  Random assignment is used in experiments because researchers want to
A.  guarantee that the results will be statistically significant.
B.  ensure that people from different social classes will be in separate groups.
C.  ensure that the experimental results are not merely correlational.
**D.**  reduce the likelihood that the experiment's results will be due to any preexisting differences between the experimental and control groups.

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Experimental and Control Groups*

123.  To chart the development of gross motor coordination over the life span, researchers tested individuals ranging in age from childhood to old age. Which approach did they take?
**A.**  cross-sectional
B.  longitudinal
C.  both cross-sectional and longitudinal
D.  neither cross-sectional nor longitudinal

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APA Outcome: 1.3
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Cross-Sectional Approach*

124.  Professor Fischer observes a group of participants over a period of 10 years to chart changes in memory. What kind of research is this?
A.  cross-sectional
**B.**  longitudinal
C.  both cross-sectional and longitudinal
D.  neither cross-sectional nor longitudinal

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Longitudinal Approach*

125.  Sheri answered a life satisfaction rating survey every 5 years between the ages of 20 and 65. What type of study was this?
A.  cross-sectional
B.  naturalistic observation
**C.**  longitudinal
D.  experimental

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APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Longitudinal Approach*

126.  Cohort effects are NOT due to which of the following?
A.  a person's time of birth
B.  a person's era
**C.**  a person's age
D.  a person's generation

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Cohort Effects*

127.  Before his study begins, Dr. Holly lets the subjects know that their participation will include a small, weekly time commitment and may arouse negative thoughts and feelings about past academic experiences. This is an example of
A.  deception.
B.  debriefing.
C.  confidentiality.
**D.**  informed consent.

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APA Outcome: 3.1
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Ethical Research*

128.  Which of the following is NOT a form of bias that is discussed in the textbook?
A.  gender
**B.**  socioeconomic
C.  cultural
D.  ethnic

*Page: 32-34
APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Gender Bias*

129.  The term "ethnic gloss" refers to a tendency to make ethnic groups appear to
**A.**  be more homogeneous than they really are.
B.  be more diverse than they really are.
C.  commit more crimes than they actually do.
D.  be more different than each other than they really are.

*Page: 32-33
APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Cultural and Ethnic Bias*

**Short Answer Questions**

130.  Define development and discuss the period it encompasses.

 Development is the pattern of movement or change that begins at conception and continues through the human life span until death.

*Page: 3
APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Studying Life-Span Development*

131.  Describe how the traditional approach to development differs from the life-span approach.

 In the traditional approach, dramatic change is thought to occur in infancy and early childhood, while little or no change takes place in adult development. In the life-span approach, developmental change takes place throughout the human life span.

*Page: 3-4
APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Studying Life-Span Development*

132.  Describe each of Paul Baltes' life-span development characteristics.

 Lifelong: No one age period dominates development. Issues are worthy of study from birth until death.
 Multidimensional: Biological, cognitive, and socioemotional components comprise development.
 Multidirectional: Development is characterized by growth and decline.
 Plastic: Development includes the potential for change across the life span.
 Multidisciplinary: Understanding development requires the study of many subjects—psychology, anthropology, neuroscience, medicine, and so on.
 Contextual: Individuals are changing beings in a changing world. Environment and situation affect development.
 These also include growth, maintenance, and regulation of loss. Three aspects of development will compete in differing quantities according to the developmental stage.

*Page: 4-6
APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

133.  List the three types of contextual influences that affect development in the contextual view, and give an example of each.

 1. Normative age-graded influences: puberty, menopause, entry into formal education, retirement.
 2. Normative history-graded influences: economic changes (the Great Depression), war, the changing roles of women, the computer revolution, political upheaval and change.
 3. Nonnormative life events: death of a parent when a child is young, pregnancy in early adolescence, a disaster, an accident, winning the lottery.

*Page: 5-6
Page: APA Outcome: 1.1
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Bloom's Taxonomy: Remember
Difficulty Level: Difficult
Learning Objective: Discuss the distinctive features of a life-span perspective on development.
Topic: Characteristics of Life-Span Perspective*

134.  Briefly define biological processes, cognitive processes, and socioemotional processes.

*Biological processes* involve changes in the individual's physical nature.
 *Cognitive processes* involve changes in the individual's thought, intelligence, and language. *Socioemotional processes* involve changes in the individual's relationships with other people, emotions, and personality.

*Page: 10-11
APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Biological Processes
Topic: Cognitive Processes
Topic: Socioemotional Processes*

135.  Identify and briefly describe the four ways that age has been conceptualized.

 1. Chronological age: the number of years that have elapsed since a person's birth.
 2. Biological age: a person's age in terms of biological health.
 3. Psychological age: an individual's adaptive capacities compared to those of other individuals of the same chronological age.
 4. Social age: social roles and social connectedness with others that a person adopts.

*Page: 14-15
APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Difficult
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Conceptions of Age*

136.  Briefly discuss the nature-nurture issue.

 Involves the debate about whether development is influenced primarily by maturation (the genetic blueprint or biological inheritance) or by environmental experiences.

*Page: 15-16
APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Nature and Nurture*

137.  Briefly discuss the stability-change issue.

 This issue concerns whether we become older renditions of our early experience or whether we develop into something different from what we were at an earlier point in development. The basic theme is whether development is best described by stability or by change.

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Stability and Change*

138.  Identify which developmental issue is addressed in each of the following questions.

 1. Can enriched experiences in adolescence remove the negative effects of poverty and/or neglect in childhood?
 2. Are girls less likely to do well in math because of a masculine bias in society?
 3. Does development occur primarily in distinct stages or in a more gradual and cumulative manner?

 a. stability and change
 b. continuity and discontinuity
 c. nature and nurture

 1. a, 2. c, 3. b

*Page: 15-16
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Difficult
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Developmental Issues*

139.  Briefly discuss the early-experience versus later-experience issue.

 Early-experience theorists argue that infant and early childhood experiences are most important in shaping human development, whereas later-experience theorists believe that people are malleable throughout development and later experiences are equally important in shaping development.

*Page: 16
APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Stability and Change*

140.  Briefly discuss the continuity-discontinuity issue.

 The focus of this issue is on whether development involves gradual, cumulative change from conception to death (continuity), or whether development occurs in distinct stages or phases across the life span (discontinuity).

*Page: 16
APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Identify the most important processes; periods; and issues in development.
Topic: Continuity and Discontinuity*

141.  What is the difference between a theory and a hypothesis?

 A theory is an interrelated, coherent set of ideas that helps explain phenomena and make predictions. A hypothesis is a specific assertion and prediction that can be tested. Hypotheses are usually based on theories or are aimed at developing them.

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APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Developmental Issues*

142.  List Freud's psychosexual stages in order.

 oral, anal, phallic, latency, genital

*Page: 17-18
Page: APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Describe the main theories of human development.
Topic: Freud's Theory*

143.  In what way do the ethological and ecological theories of development relate to the nature-nurture issue?

 The ethological theory of development stresses biological factors in development or the influence of nature. Ecological theory emphasizes environmental contexts in which development takes place or the influence of nurture.

*Page: 22-24
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Describe the main theories of human development.
Topic: Ecological Theory
Topic: Ethological Theory*

144.  List three of the five systems in Bronfenbrenner's ecological theory, and give a brief definition of each.

 Microsystem: setting in which the individual lives.
 Mesosystem: relationships between microsystems or connections between contexts.
 Exosystem: interplay between an individual’s immediate social setting and another social setting in which the individual does not have an active role.
 Macrosystem: the culture in which individuals live.
 Chronosystem: the pattern of environmental events and transitions over the life course, as well as sociohistorical circumstances.

*Page: 23-24
APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Difficult
Learning Objective: Describe the main theories of human development.
Topic: Ecological Theory*

145.  What is an eclectic approach and why is it recommended for studying life-span development?

 An eclectic orientation does not follow any one theoretical approach completely but selects and uses what is considered the best in each theory. No single theory has been able to account for all aspects of life-span development, but each theory has made important contributions to our understanding of development. Different theories contain many ideas that are complimentary and explain different aspects and issues in development.

*Page: 24-25
APA Outcome: 2.1
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Describe the main theories of human development.
Topic: Eclectic Theoretical Orientation*

146.  Briefly describe observation, survey and interview, standardized testing, case study, and physiological measures as types of data collecting in research.

 Observation: Observation includes watching participants and being scientifically alert to the behavior to be studied. Observations must be systematic and can occur in natural or laboratory settings.
 Survey and Interview: Participants answer questions either through an interview or a paper questionnaire. Questions can be open-ended or closed. A disadvantage to this type of study is that participants may not answer questions accurately.
 Standardized testing: It is an evaluative measure with uniform administration procedures that yields results that allow participants to be compared to other participants.
 Case study: An in-depth look at a single individual. These are performed when it may not be ethical or practical to induce a situation to be studied.
 Physiological measures: These are things that can be assessed medically, such as hormone levels and biochemical activity in the body. Caution should be exercised with results of these measures because many factors can influence and determine responses.

*Page: 25-28
APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Difficult
Learning Objective: Explain how research on life-span development is conducted.
Topic: Case Study
Topic: Observation
Topic: Physiological Measures
Topic: Standardized Test
Topic: Survey and Interview*

147.  Briefly describe the cross-sectional approach to research.

 The cross-sectional approach is a research strategy that simultaneously compares individuals of different ages.

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APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Explain how research on life-span development is conducted.
Topic: Cross-Sectional Approach*

148.  Briefly describe the longitudinal approach to research.

 The longitudinal approach is a research strategy in which the same individuals are studied over a period of time, usually several years or more.

*Page: 30-31
APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Longitudinal Approach*

149.  Describe three ethical concerns regarding research.

 Informed consent: Participants must know what their participation will involve and what risks might develop.
 Confidentiality: The psychologist must keep all data gathered on individuals confidential.
 Debriefing: The researcher must inform participants of the purpose and methods used in a study after the study has been completed.
 Deception: In some circumstances, researchers may mislead participants as to the purpose of a study. In all cases of deception, the psychologist must ensure that the deception will not harm the participants, and that the participants will be told the actual nature of the study as soon as possible after the study is completed.

*Page: 31-32
APA Outcome: 3.1
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Explain how research on life-span development is conducted.
Topic: Ethical Research*

150.  Explain the concept of ethnic gloss.

 Ethnic gloss involves using an ethnic label in a superficial way that portrays an ethnic group as being more homogeneous than it really is. This can cause researchers to obtain samples of ethnic groups that are not representative of the group's diversity, which can lead to overgeneralization and stereotyping.

*Page: 32-33
APA Outcome: 1.1
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Explain how research on life-span development is conducted.
Topic: Cultural and Ethnic Bias*

151.  List one contribution and one criticism of psychoanalytic theories.

 Contributions:
 –Early experiences play an important part in development.
 –Family relationships are a central aspect of development.
 –Unconscious aspects of the mind need to be considered.
 –Erikson's theory acknowledges development during adulthood as well as during childhood.

 Criticisms:
 –Data often comes from an individual's reconstruction of the past and is of unknown accuracy.
 –Sexual underpinnings of development in Freud's theory are given too much importance.
 –Images of human beings are too negative.

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APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Describe the main theories of human development.
Topic: Psychoanalytic Theory*

152.  List one contribution and one criticism of cognitive theories of development.

 Contributions:
 –An individual's active construction of understanding and developmental changes in thinking is emphasized.

 Criticisms:
 –Inadequate attention is devoted to individual differences in development.
 –There is skepticism about the pureness of Piaget’s stages.

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APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Describe the main theories of human development.
Topic: Information-Processing Theory
Topic: Piaget's Cognitive Development Theory
Topic: Vygotsky's Sociocultural Cognitive Theory*

153.  List one contribution and one criticism of behavioral and social cognitive theories of development.

 Contributions:
 –Scientific research is emphasized.
 –Environmental determinants of behavior are addressed.
 –Personal and cognitive factors are emphasized.

 Criticisms:
 –Too little emphasis is placed on cognition (Skinner).
 –Inadequate attention is paid to developmental changes.

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APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Describe the main theories of human development.
Topic: Bandura's Social Cognitive Theory
Topic: Skinner's Operant Conditioning*

154.  Compare and contrast ethological and ecological theories.

 Ethological theory holds that behavior is strongly influenced by biology and evolution. Ecological theory puts more emphasis on the environmental contexts in which development occurs and less on biology.

*Page: 22-24
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Describe the main theories of human development.
Topic: Ecological Theory
Topic: Ethological Theory*