

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

- 1) The field of child development 1) _____
A) focuses primarily on children's cognitive and social development.
B) is devoted to understanding human constancy and change throughout the lifespan.
C) studies infants' and young children's perceptions of the world.
D) is part of a larger, interdisciplinary field known as developmental science.
- 2) Which of the following factors contributed to the study of child development in the twentieth century? 2) _____
A) High rates of childhood depression inspired new areas of research.
B) Pediatricians were pressured by insurance companies to improve children's health.
C) Parents were having more children and researchers became interested in the effects of family size on child well-being.
D) Public education led to a demand for knowledge about what and how to teach children of different ages.
- 3) The common goal of investigators who study child development is to 3) _____
A) describe and identify those factors that influence young people during the first two decades of life.
B) join the fields of psychology, sociology, anthropology, biology, and neuroscience.
C) analyze human behavior and its effects on family relationships.
D) predict academic success during adolescence.
- 4) Why is the field of child development considered interdisciplinary? 4) _____
A) Contributions from researchers and professionals in different fields help solve everyday problems concerning children.
B) Research was stimulated by social pressure to better children's lives.
C) Scientific curiosity is the prevailing factor that led to the study of children.
D) The beginning of public education led to a demand for knowledge about what to teach children.
- 5) The field of child development is often divided into what three broad domains? 5) _____
A) physical development, cognitive development, and emotional and social development
B) social development, cultural development, and historical development
C) verbal development, mathematical development, and conceptual development
D) biological development, social development, and intellectual development
- 6) The domains of development 6) _____
A) combine in an integrated and holistic fashion.
B) are distinct and unrelated.
C) operate independently of one another.
D) do not influence each other.

- 7) Changes in emotional and social development primarily affect 7) _____
 A) attention span, problem solving, language, and mental health.
 B) self-understanding, interpersonal skills, intimate relationships, and moral reasoning and behavior.
 C) intellectual abilities, memory, imagination, and creativity.
 D) functioning of body systems, appearance, and perceptual and motor capacities.
- 8) Besides distinguishing and integrating the three domains of development, researchers 8) _____
 A) choose only one specific area of social development to thoroughly study.
 B) measure all human behavior through weekly talk-therapy sessions.
 C) recruit children for behavioral studies through the public school system.
 D) divide the flow of time into sensible, manageable parts or age periods.
- 9) What period of human development brings the most rapid time of change? 9) _____
 A) early childhood
 B) middle childhood
 C) the prenatal period
 D) infancy and toddlerhood
- 10) During which period of development do children form their first intimate ties to others? 10) _____
 A) early childhood
 B) adolescence
 C) infancy and toddlerhood
 D) middle childhood
- 11) Of the following, which factor has contributed to the period of development called *emerging adulthood*? 11) _____
 A) Emerging adulthood begins with early-onset puberty.
 B) The transition to adult roles has become increasingly prolonged.
 C) Young people make enduring commitments following high school graduation.
 D) Teenagers from large families assume adult roles upon entering adolescence.
- 12) A good theory of child development _____ behavior. 12) _____
 A) reinforces, punishes, and modifies
 B) questions, reasons, and controls
 C) describes, explains, and predicts
 D) explains, modifies, and describes
- 13) During early childhood, 13) _____
 A) thought becomes abstract and idealistic and young people begin to establish autonomy from the family.
 B) dramatic changes in the body and brain support the emergence of a wide array of motor, perceptual, and intellectual capacities.
 C) children learn about the wider world and master new responsibilities that increasingly resemble those they will perform as adults.
 D) the body becomes longer and leaner, motor skills are refined, and children become more self-controlled and self-sufficient.
- 14) Theories differ from mere opinion and belief in that 14) _____
 A) their continued existence depends on scientific verification.
 B) they are not influenced by cultural values or belief systems.
 C) they provide the ultimate truth.
 D) they are usually too abstract to be used as a basis for practical action.

- 32) According to Locke, how should a teacher respond to a child who acts out in class? 32) _____
A) Give the child a time-out.
B) Use physical punishment to correct misbehavior.
C) Warmly explain classroom expectations to the child.
D) Offer the child money or sweets for good behavior.
- 33) Locke believed that development is _____ and largely influenced by _____. 33) _____
A) discontinuous; nurture
B) continuous; nature
C) continuous; nurture
D) discontinuous; nature
- 34) According to Rousseau's view of childhood, children 34) _____
A) follow the same general plan as the evolution of the species.
B) are born as blank slates to be filled by adult instruction.
C) must learn to redirect their naturally evil tendencies into socially acceptable behaviors.
D) are naturally endowed with a sense of right and wrong.
- 35) In contrast to Locke, Rousseau 35) _____
A) saw children as determining their own destinies.
B) saw children as empty containers to be filled by adult instruction.
C) viewed development as a continuous process.
D) believed that children's moral sense is learned through religious training.
- 36) Rousseau's philosophy characterized development as a 36) _____
A) discontinuous process that follows many courses of development.
B) foundation for training and structured discipline.
C) stagewise process that is mapped out by nature.
D) continuous process that is mapped out by nurture.
- 37) During his explorations to distant parts of the world, Darwin discovered that 37) _____
A) human development takes place during a sensitive period when the child is responsive to environmental influences.
B) certain baby birds will imprint on their mothers during a critical period.
C) early prenatal growth is strikingly similar in many species.
D) the development of human infant attachment is driven primarily by the baby's innate desire for closeness to the mother.
- 38) Charles Darwin is considered the forefather of scientific child study because 38) _____
A) he was the first to conduct experiments on children.
B) his theory prompted researchers to make careful observations of all aspects of children's behavior.
C) he constructed the first theory of human development.
D) he discovered that human prenatal growth differs markedly from that of other species.
- 39) Hall and Gesell's research 39) _____
A) launched the normative approach to development.
B) was based solely on interviews with parents.
C) was conducted on small samples of their own friends and relatives.
D) focused primarily on early motor development.

- 40) The baby biographies of the late nineteenth and early twentieth centuries were 40) _____
A) day-to-day subjective descriptions and impressions of a single child's behavior.
B) developed from adults' memories of their own childhood experiences.
C) based on data from the first laboratory experiments on infants.
D) day-to-day accounts of the behavior of a large number of infants.
- 41) Psychologist Hall and his student Gesell 41) _____
A) wrote pioneering baby biographies about their own children.
B) constructed the first intelligence test.
C) regarded child development as a maturational process.
D) were the first theorists to devote equal roles to nature and nurture in development.
- 42) The most useful information that Gesell provided to parents was 42) _____
A) home remedies for common childhood illnesses.
B) specific parenting techniques for dealing with disruptive behavior.
C) descriptions of what to expect at each age of development.
D) a theory of child development with practical applications.
- 43) Binet and Simon's intelligence test was originally constructed to 43) _____
A) document developmental improvements in children's intellectual functioning.
B) identify children with learning problems who needed to be placed in special classes.
C) predict those children who would become adult geniuses.
D) measure individual differences among children with the same IQ.
- 44) Binet's effort to construct an intelligence test was unique because he 44) _____
A) developed elaborate questionnaires asking children everything about their fears, dreams, and friendships.
B) reduced intelligence to simple elements of reaction time and sensitivity to physical stimuli.
C) was the first to compute age-related averages based on measures taken from large numbers of children.
D) captured the complexity of children's thinking.
- 45) Baldwin believed that children's understanding of their physical and social worlds 45) _____
A) provides unique ways of thinking and feeling that could be harmed by adult interference.
B) reduces intelligence to elements of reaction time to physical and social stimuli.
C) begins with the simplest behavior patterns of the newborn infant and concludes with the adult's capacity to think abstractly and reflectively.
D) provides a score that successfully predicts school achievement.
- 46) Although he was long overlooked in the history of child development, Baldwin 46) _____
A) claimed that most human characteristics are due to both heredity and environment.
B) was among the first to make the child development process relevant to parents.
C) viewed development as a continuous process.
D) adapted Binet's intelligence test for use with English-speaking children.

- 47) In one nationally representative survey of American parents, more than half _____
 A) reported spending increasing time with their children in leisure activities.
 B) felt that they knew how to raise their children effectively.
 C) believed that they were doing a better job at child rearing than parents of previous generations.
 D) judged the job that they were doing in rearing their children as "fair" or "poor."
- 48) Of the following, which statement is TRUE regarding social change and the popular literature on parenting? _____
 A) Parents' efforts to rear competent, well-adjusted children are complicated by unfavorable cultural influences and contradictory parenting-advice literature.
 B) Research shows that employed fathers play a small role in a child's psychological development.
 C) Current publications emphasize the central role of mothers in healthy child development.
 D) Most experts affirm the need for greater peer involvement and athletic competition in children's lives.
- 49) In *Parents Under Siege*, Garbarino and Bedard admonish parents to _____
 A) follow Steinberg's ten basic parenting strategies.
 B) engage in make-believe play with their children.
 C) rely on the local community for help with discipline.
 D) provide a "moral compass of character."
- 50) The Society for Research in Child Development (SRCD) was established to _____
 A) eliminate the use of animals in research studies.
 B) eliminate ethnic bias and income-level discrimination in academic testing.
 C) protect research participants from deception and harmful conditions.
 D) promote interdisciplinary research, disseminate information, and apply research findings.
- 51) Freud constructed his psychosexual theory _____
 A) on the basis of interviews with institutionalized children and adolescents.
 B) by observing his own children.
 C) on the unconscious motivations of his patients.
 D) by documenting the dreams of emotionally troubled adults.
- 52) According to Freud, the _____ works to reconcile the demands of the _____ and the _____.
 A) id; conscience; subconsciousness
 B) ego; id; superego
 C) superego; id; ego
 D) id; ego; superego
- 53) During the oral psychosexual stage, if oral needs are not met appropriately, an individual may develop such habits as _____
 A) hostility toward the same-sex parent.
 B) extreme messiness and disorder.
 C) sexual promiscuity.
 D) fingernail biting and overeating.
- 54) According to Freud, the superego is formed during the _____ stage.
 A) anal
 B) latency
 C) phallic
 D) oral

- 63) Psychoanalytic theorists are strongly committed to _____ 63) _____
 A) the experimental method.
 B) the in-depth study of individual children.
 C) correlational studies of preschool children.
 D) systematic observation.
- 64) Traditional behaviorists like Watson concluded that _____ is the supreme force in development. 64) _____
 A) heredity
 B) make-believe play
 C) sexuality
 D) environment
- 65) According to behaviorism, what is the appropriate focus of psychological study? 65) _____
 A) children's biological dispositions
 B) the adaptive value of behavior
 C) stagewise transformations
 D) directly observable events
- 66) Pavlov successfully taught dogs to salivate at the sound of a bell by using _____ 66) _____
 A) behavior modification.
 B) operant conditioning.
 C) classical conditioning.
 D) observational learning.
- 67) Of the following, which statement is TRUE regarding operant conditioning theory? 67) _____
 A) Positive behavior can be maintained by a gradual decrease in the number of familiar associations.
 B) A neutral stimulus can bring about a response if paired with a stimulus that produces a reflex.
 C) A reflexive response can bring about a neutral response when paired with a familiar stimulus.
 D) The frequency of a behavior can be increased by following it with a wide variety of reinforcers.
- 68) According to Skinner, _____ will increase the frequency of a behavior and _____ will decrease the frequency of a behavior. 68) _____
 A) punishment; reinforcement
 B) reinforcement; punishment
 C) socialization; isolation
 D) modeling; role playing
- 69) According to Bandura's social learning theory, children learn primarily through _____ 69) _____
 A) modeling.
 B) behavior modification.
 C) classical conditioning.
 D) operant conditioning.
- 70) During the middle of the twentieth century, North American psychology was dominated by _____ 70) _____
 A) evolutionary theory.
 B) behaviorism.
 C) neuroscience.
 D) cognitive development.
- 71) The most recent revision of Bandura's theory places such strong emphasis on how children think about themselves and other people that he calls it a _____ approach. 71) _____
 A) social-learning
 B) social-cognitive
 C) psychosocial
 D) behavior modification

- 72) According to social learning theory, as children grow older, 72) _____
 A) they become more selective in what they imitate.
 B) they are less likely to act to satisfy basic needs, such as hunger and thirst.
 C) they depend more on their parents than on their friends for reinforcement.
 D) operant conditioning is more effective than classical conditioning in influencing behavior.
- 73) Behavior modification has been used to relieve a wide range of serious developmental problems 73) _____
 by
 A) improving children's social settings, such as school and home.
 B) engaging children in group therapy sessions.
 C) having patients talk freely about painful childhood events.
 D) combining conditioning and modeling.
- 74) One important criticism of behaviorism is that it 74) _____
 A) underestimates children's contributions to their own development.
 B) only works in the laboratory, not in children's everyday lives.
 C) puts too much emphasis on children's genetic traits.
 D) cannot be effectively applied to infants or to small children.
- 75) Bandura is unique among learning theorists because he 75) _____
 A) believed that children's learning depends on reinforcers.
 B) emphasized the role of the unconscious on children's learning.
 C) granted children an active role in their own learning.
 D) focused on cultural influences on children's learning.
- 76) According to Piaget's cognitive–developmental theory, 76) _____
 A) development must be understood in relation to each child's culture.
 B) children gradually develop adaptive behaviors.
 C) rapid development occurs during a sensitive period.
 D) children actively construct knowledge as they manipulate and explore their world.
- 77) Piaget studied children and adolescents by 77) _____
 A) performing experiments in a laboratory setting.
 B) conducting open-ended clinical interviews.
 C) interviewing their parents.
 D) observing their responses to everyday problems.
- 78) At what age does children's reasoning become logical and better organized? 78) _____
 A) 7–11 years B) 2–5 years C) 5–7 years D) 4–6 years
- 79) Piaget believed that children eventually revise faulty logic in their ongoing efforts to 79) _____
 A) achieve an equilibrium between internal structures and information they encounter.
 B) reconcile advice from family, friends, and school.
 C) achieve equilibrium in their immediate organism–environmental relationship.
 D) gain knowledge from older members of society.

- 80) In Piaget's concrete operational stage, children _____
A) reason with symbols that do not refer to real-world objects.
B) consider all possible outcomes in a scientific problem.
C) develop the capacity for abstract thinking.
D) transform cognition into logical reasoning.
- 81) Piaget derived his early ideas about cognitive changes by _____
A) observing his own children. B) engaging in rigorous experiments.
C) conducting clinical interviews. D) summarizing baby biographies.
- 82) A Piagetian classroom emphasizes _____
A) adult teaching of basic concepts with the use of frequent subject tests.
B) directly rewarding children for the right answers.
C) children's discovery learning and direct contact with the environment.
D) allowing children to independently work through difficult tasks.
- 83) Research on Piaget's theory shows that _____
A) children's performance on Piagetian problems can be improved with training.
B) he overestimated the competencies of infants and young children.
C) children's performance on Piagetian tasks cannot be improved with training.
D) discovery learning facilitates learning better than adult teaching.
- 84) The information-processing approach views the mind as _____
A) the result of stimulus-response associations.
B) a system for manipulating symbols.
C) a socially constructed structure.
D) a mechanism of genetically programmed behaviors.
- 85) The information-processing perspective focuses on the _____ that occurs between input and output. _____
A) coding, transforming, and organizing of information
B) questioning of information
C) nature-nurture relationship
D) conditioned response
- 86) Information-processing researchers use flowcharts to _____
A) record stimulus-response pathways in the brain.
B) document the adaptive significance of developing neuronal connections.
C) build computers with humanlike circuitry.
D) map the precise steps individuals use to solve problems.
- 87) The information-processing approach has been used to _____
A) facilitate bilingual speech recognition.
B) map the differences between environment and learned behaviors.
C) predict school achievement and career success.
D) clarify the acquisition of gender-linked preferences and behaviors.

- 88) When researchers identify how social problem solving and gender stereotyping arise in childhood, 88) _____
 A) ethnic bias in intelligence testing can be eliminated.
 B) behavior modification becomes the prevalent therapeutic approach for school-age children.
 C) society can construct academic learning institutions that are uniformly homogeneous.
 D) interventions can be designed that promote more favorable social development.
- 89) A great strength of the information-processing approach is its commitment to 89) _____
 A) rigorous research methods. B) structured observations.
 C) fieldwork. D) clinical interviews.
- 90) A criticism of the information-processing approach is that it 90) _____
 A) views children as blank slates.
 B) does not form a comprehensive theory.
 C) lacks scientific research.
 D) focuses on creativity and imagination, while ignoring other mental processes.
- 91) Which question would a neuroscientist most likely investigate? 91) _____
 A) Does actual brain size affect cognitive progress?
 B) How does nutrition affect overall brain growth and memory patterns?
 C) What is the best technique to measure intelligence?
 D) How do specific experiences at various ages influence the organization of the young child's brain?
- 92) The roots of ethology can be traced to the work of 92) _____
 A) Freud. B) Darwin. C) Piaget. D) Rousseau.
- 93) Observations of _____ led to the concept of _____ in child development. 93) _____
 A) imprinting; the critical period
 B) human infant-caregiver attachment; dynamic systems
 C) learned behaviors in dogs; the sensitive period
 D) young goslings; adaptation
- 94) During early childhood, language develops rapidly and children are responsive to conversational 94) _____
 interactions. Based on these observations, one could argue that
 A) early childhood is a sensitive period for language development.
 B) language acquisition is due to a genetic blueprint.
 C) language development begins in the womb.
 D) children play a passive role in language acquisition.
- 95) Of the following, which explanation of human infant-caregiver attachment did Bowlby advocate? 95) _____
 A) Infants become attached to their mothers because they are associated with the reduction of primary drives, such as hunger and thirst.
 B) Mothers' smiling, hugging, and vocalizing are used primarily to reinforce their infants' social engagement.
 C) Caregivers and infants are instinctively attached at birth.
 D) Smiling, babbling, grasping, and crying are built-in social signals that encourage caregiver interaction with the baby.

- 96) Dr. Genus studies the adaptive value of the newborn's visual preference for facelike stimuli. Dr. Genus's research is in the realm of _____ 96) _____
- A) ecological systems theory.
 - B) sociocultural theory.
 - C) dynamic systems psychology.
 - D) evolutionary developmental psychology.
- 97) Evolutionary developmental psychologists seek to understand the entire _____ system. 97) _____
- A) primate
 - B) organism–environment
 - C) social–cultural
 - D) genetic
- 98) Vygotsky believed that _____ are necessary for children to acquire the ways of thinking and behaving that make up a community's culture. 98) _____
- A) active, independent role–playing efforts
 - B) a series of nested environmental structures
 - C) the environmental influences that occur during a sensitive period
 - D) cooperative dialogues with more knowledgeable members of society
- 99) Of the following, which behavior is consistent with Vygotsky's sociocultural theory? 99) _____
- A) When his mother takes him to the store, Tom is well–behaved because he knows that he will be rewarded with a lollipop.
 - B) When working on a math assignment, Michelle tries several solutions before arriving at the correct answer.
 - C) When playing in her sandbox, Amy builds the same castle that she saw her friend build yesterday.
 - D) When building a tower with blocks, Ted produces the same guiding comments that his father used when helping him build block towers.
- 100) Unlike Piaget, Vygotsky viewed cognitive development as _____ 100) _____
- A) children's capacity to shape their own development.
 - B) emphasizing the bidirectional nature of child–environment relationships.
 - C) focusing on discontinuous change.
 - D) a socially mediated process in which children depend on assistance when tackling new challenges.
- 101) Cross–cultural research stimulated by Vygotsky's theory reveals that _____ 101) _____
- A) adults begin to encourage culturally valued skills as soon as children begin school.
 - B) children in every culture develop unique strengths.
 - C) children in industrial nations are intellectually superior to those in other cultures
 - D) the developmental sequences observed in Western cultures are universal.
- 102) Vygotsky's theory neglected _____ 102) _____
- A) the biological side of development.
 - B) cultural influences on cognitive development.
 - C) the importance of language development.
 - D) the changing nature of cognition.

- 103) !Kung adults do not interact with infants when they explore objects independently. However, they are highly responsive when a baby offers an object to another person. This is because 103) _____
- A) objects are valued as personal possessions, not as things to be shared.
 - B) the !Kung place great emphasis on acquiring highly valued possessions from other members of their culture.
 - C) exchanging objects is forbidden among the !Kung.
 - D) of their cultural emphasis on the interpersonal rather than physical aspects of existence.
- 104) In !Kung society, infants are 104) _____
- A) discouraged from interacting with nonrelatives.
 - B) provided with a diverse range of learning toys.
 - C) taught to value physical aspects of existence.
 - D) provided with natural objects, such as twigs, grass, stones, and nutshells.
- 105) After fighting with her husband, Elizabeth is less patient as her 4-year-old daughter, Sarah-Jean, attempts to tie her shoes. This is an example of 105) _____
- A) influences within the macrosystem.
 - B) third-party influences.
 - C) bidirectional interactions.
 - D) unidirectional interactions.
- 106) In the innermost level of the environment, Bronfenbrenner emphasized that 106) _____
- A) when reciprocal interactions occur often over time, they have an enduring impact on development.
 - B) the same environmental influences affect children in uniform ways.
 - C) children acquire culturally valued practices from interactions with adults.
 - D) reinforcement, punishment, and modeled behaviors are the most important environmental influences.
- 107) In Bronfenbrenner's ecological systems theory, interactions between a mother and her child occur in the 107) _____
- A) mesosystem.
 - B) exosystem.
 - C) microsystem.
 - D) macrosystem.
- 108) In Bronfenbrenner's ecological systems theory, 108) _____
- A) social networks have little influence on child development.
 - B) all social relationships are unidirectional.
 - C) development is controlled by environmental forces.
 - D) social settings in the exosystem do not contain children.
- 109) Three-year-old Zen is more compliant and social at child care after she has enjoyed a morning of positive interaction with her parents. This is an example of interactions within the 109) _____
- A) exosystem.
 - B) microsystem.
 - C) macrosystem.
 - D) mesosystem.
- 110) Of the following, which statement is TRUE regarding Bronfenbrenner's theory? 110) _____
- A) He applied ethological theory to interpreting the human infant-caregiver relationship.
 - B) His emphasis on culture and social experience led him to neglect the biological side of development.
 - C) He viewed children as actively making sense of their experiences and modifying their thinking in response to environmental demands.
 - D) He envisioned the environment as a series of nested structures.

- 119) Both _____ and _____ emphasize discontinuous development. 119) _____
 A) behaviorism; social learning theory
 B) information processing; Vygotsky's sociocultural theory
 C) Piaget's cognitive-developmental theory; psychoanalytic theory
 D) ethology; evolutionary developmental psychology
- 120) Of the following, which theory suggests that sound public policies are essential for protecting children's well-being? 120) _____
 A) ecological systems theory
 B) evolutionary developmental psychology
 C) dynamic systems perspective
 D) social learning theory
- 121) Public policy research has shown that 121) _____
 A) American and Canadian public policies safeguarding children and youths have lagged behind policies in other developed nations.
 B) both the United States and Canada have excellent systems in place for guaranteeing high-quality child care to all citizens.
 C) poverty is no longer a major problem affecting children's well-being in the United States and Canada.
 D) the United States and Canada rank above most Western countries on nearly all measures of children's well-being.
- 122) In the United States and Canada, the poverty rate for single mothers with infants and preschoolers is nearly _____ and _____ percent, respectively. 122) _____
 A) 15; 30
 B) 5; 10
 C) 30; 50
 D) 50; 30
- 123) Of all Western nations, _____ has the highest percentage of extremely poor children. 123) _____
 A) the United States
 B) the Czech Republic
 C) Australia
 D) Germany
- 124) _____ is the only industrialized nation in the world that does not have a universal, publicly funded health-care system. 124) _____
 A) Saudi Arabia
 B) The United States
 C) Canada
 D) The United Kingdom
- 125) In the United States and Canada, 125) _____
 A) 90 percent of adolescents graduate high school.
 B) low-income families receive a standard yearly government payment for each child.
 C) paid maternal and paternal leave for childbirth is mandated by the federal government.
 D) affordable child care is in short supply, and much of it is substandard in quality.
- 126) Researchers have suggested that one reason Americans have been slow to endorse government-supported benefits for all families is because the 126) _____
 A) United States is a highly complex society.
 B) United States is an individualistic society.
 C) governmental provision of family services has failed in other industrialized nations.
 D) United States is a relatively wealthy nation.

- 127) Of the following, which statement is TRUE regarding individualistic societies? 127) _____
- A) Individualism tends to increase as cultures become more complex.
 - B) Individualism tends to decrease as cultures become more complex.
 - C) Most Western European nations are strongly individualistic.
 - D) People are largely unconcerned about their own personal needs.
- 128) In the United States, 128) _____
- A) a state can prevent welfare payments from increasing if recipients have more children.
 - B) there is no time limit for a family on welfare.
 - C) all teenage mothers are guaranteed welfare benefits.
 - D) welfare recipients must engage in volunteer work while acquiring work skills.
- 129) Of the following, which statement is TRUE regarding Canadian welfare policy? 129) _____
- A) Canadian child care consumes more than 65 percent of a minimum wage -earner's income.
 - B) A Canadian family can be on welfare for 24 continuous months.
 - C) Canada offers working parents the least generous tax refunds of any industrial nation.
 - D) Generally, a Canadian family's benefits increase if family size increases.
- 130) Research on welfare-to-work shows that 130) _____
- A) moving off welfare is always beneficial for children.
 - B) poverty rarely has long-lasting consequences for young children.
 - C) welfare reform promotes children's development only when it results in a more adequate standard of living.
 - D) families who moved from welfare to a combination of welfare and work experienced a greater increase in children's behavior problems than families who moved to a total reliance on work.
- 131) Research on the importance of early experiences for children's intellectual development played a major role in the founding of 131) _____
- A) the National Association for the Education of Young Children.
 - B) the Children's Defense Fund.
 - C) Project Head Start.
 - D) the *Convention on the Rights of the Child*.
- 132) The field of child development now recognizes that _____ is among the most powerful tools for preventing developmental problems and enhancing children's quality of life. 132) _____
- A) family therapy
 - B) public policy
 - C) early IQ testing
 - D) a low divorce rate
- 133) The United Nations General Assembly drew up the *Convention on the Rights of the Child* in 133) _____
- A) 1997.
 - B) 1989.
 - C) 1978.
 - D) 1966.
- 134) Which statement is TRUE regarding the *Convention on the Rights of the Child*? 134) _____
- A) The United States is one of only two countries in the world whose legislature has not yet ratified it.
 - B) Canada's Parliament has not yet ratified the Convention.
 - C) The United States did not participate in drawing up the Convention.
 - D) Proponents of the Convention argue that its provisions would shift the burden of child rearing from the family to the state.

135) The Children's Defense Fund was founded by

- A) James Mark Baldwin.
- C) William Preyer.

- B) Marian Wright Edelman.
- D) G. Stanley Hall and Arnold Gesell.

135) _____

ESSAY. Write your answer in the space provided or on a separate sheet of paper.

- 136) Describe the three basic issues regarding the course of human development. Discuss the stance of information processing, ethology, and the dynamic systems perspective on each of these basic issues.
- 137) Describe Locke's and Rousseau's early philosophies of childhood, and name the twentieth-century theories foreshadowed by each.
- 138) Compare and contrast the terms "critical period" and "sensitive period," and discuss how observations of imprinting led to the development of these concepts.
- 139) Describe the similarities and differences between Piaget's cognitive-developmental theory and Vygotsky's sociocultural theory.
- 140) Name and describe the environmental structure in Bronfenbrenner's ecological systems theory.
- 141) Explain how each of the following theories regard children as active, purposeful beings who make sense of their world and contribute substantially to their own development: Bandura's social learning theory, Piaget's cognitive-developmental theory, information-processing theory, ethology, Vygotsky's sociocultural theory, ecological systems theory, and the dynamic systems perspective.
- 142) Compare the United States and Canada with other industrialized countries on several indicators of child health and well-being. Why have North American public policies safeguarding children and youths lagged behind policies in other developed nations?

Answer Key

Testname: UNTITLED1

- 1) D
Skill: Factual
- 2) D
Skill: Conceptual
- 3) A
Skill: Conceptual
- 4) A
Skill: Conceptual
- 5) A
Skill: Factual
- 6) A
Skill: Factual
- 7) B
Skill: Conceptual
- 8) D
Skill: Factual
- 9) C
Skill: Factual
- 10) C
Skill: Factual
- 11) B
Skill: Factual
- 12) C
Skill: Conceptual
- 13) D
Skill: Factual
- 14) A
Skill: Factual
- 15) C
Skill: Conceptual
- 16) A
Skill: Conceptual
- 17) A
Skill: Applied
- 18) D
Skill: Conceptual
- 19) A
Skill: Factual
- 20) D
Skill: Applied
- 21) D
Skill: Applied
- 22) C
Skill: Conceptual
- 23) C
Skill: Conceptual

Answer Key

Testname: UNTITLED1

- 24) D
Skill: Conceptual
- 25) C
Skill: Factual
- 26) A
Skill: Conceptual
- 27) C
Skill: Factual
- 28) B
Skill: Conceptual
- 29) D
Skill: Factual
- 30) D
Skill: Conceptual
- 31) B
Skill: Factual
- 32) C
Skill: Applied
- 33) C
Skill: Conceptual
- 34) D
Skill: Factual
- 35) A
Skill: Factual
- 36) C
Skill: Factual
- 37) C
Skill: Factual
- 38) B
Skill: Factual
- 39) A
Skill: Conceptual
- 40) A
Skill: Factual
- 41) C
Skill: Factual
- 42) C
Skill: Conceptual
- 43) B
Skill: Factual
- 44) D
Skill: Conceptual
- 45) C
Skill: Factual
- 46) A
Skill: Factual

Answer Key

Testname: UNTITLED1

- 47) D
Skill: Factual
- 48) A
Skill: Conceptual
- 49) D
Skill: Factual
- 50) D
Skill: Factual
- 51) C
Skill: Factual
- 52) B
Skill: Factual
- 53) D
Skill: Applied
- 54) C
Skill: Factual
- 55) D
Skill: Factual
- 56) D
Skill: Conceptual
- 57) D
Skill: Factual
- 58) D
Skill: Factual
- 59) B
Skill: Factual
- 60) A
Skill: Factual
- 61) D
Skill: Conceptual
- 62) D
Skill: Conceptual
- 63) B
Skill: Conceptual
- 64) D
Skill: Conceptual
- 65) D
Skill: Factual
- 66) C
Skill: Factual
- 67) D
Skill: Factual
- 68) B
Skill: Factual
- 69) A
Skill: Factual

Answer Key

Testname: UNTITLED1

- 70) B
Skill: Factual
- 71) B
Skill: Factual
- 72) A
Skill: Conceptual
- 73) D
Skill: Conceptual
- 74) A
Skill: Conceptual
- 75) C
Skill: Factual
- 76) D
Skill: Factual
- 77) B
Skill: Factual
- 78) A
Skill: Factual
- 79) A
Skill: Conceptual
- 80) D
Skill: Factual
- 81) A
Skill: Factual
- 82) C
Skill: Applied
- 83) A
Skill: Conceptual
- 84) B
Skill: Conceptual
- 85) A
Skill: Factual
- 86) D
Skill: Factual
- 87) D
Skill: Factual
- 88) D
Skill: Applied
- 89) A
Skill: Factual
- 90) B
Skill: Conceptual
- 91) D
Skill: Applied
- 92) B
Skill: Factual

Answer Key

Testname: UNTITLED1

- 93) A
Skill: Conceptual
- 94) A
Skill: Conceptual
- 95) D
Skill: Factual
- 96) D
Skill: Applied
- 97) B
Skill: Factual
- 98) D
Skill: Factual
- 99) D
Skill: Conceptual
- 100) D
Skill: Factual
- 101) B
Skill: Conceptual
- 102) A
Skill: Conceptual
- 103) D
Skill: Conceptual
- 104) D
Skill: Factual
- 105) B
Skill: Applied
- 106) A
Skill: Factual
- 107) C
Skill: Factual
- 108) D
Skill: Conceptual
- 109) D
Skill: Applied
- 110) D
Skill: Conceptual
- 111) A
Skill: Applied
- 112) D
Skill: Factual
- 113) D
Skill: Applied
- 114) A
Skill: Conceptual
- 115) A
Skill: Conceptual

Answer Key

Testname: UNTITLED1

- 116) D
Skill: Factual
- 117) B
Skill: Conceptual
- 118) C
Skill: Factual
- 119) A
Skill: Conceptual
- 120) A
Skill: Conceptual
- 121) A
Skill: Factual
- 122) D
Skill: Factual
- 123) A
Skill: Factual
- 124) B
Skill: Factual
- 125) D
Skill: Factual
- 126) B
Skill: Conceptual
- 127) A
Skill: Conceptual
- 128) A
Skill: Factual
- 129) D
Skill: Factual
- 130) C
Skill: Factual
- 131) C
Skill: Factual
- 132) B
Skill: Conceptual
- 133) B
Skill: Factual
- 134) A
Skill: Factual
- 135) B
Skill: Factual

Answer Key

Testname: UNTITLED1

- 136) Almost all of the major twentieth-century theories take a stand on the following three basic issues of human development: (1) Is development a continuous or discontinuous process? (2) Is there one course of development or are there many courses? (3) What is the relative influence of nature and nurture on development?

Information processing assumes that: (1) development is continuous because children gradually improve in perception, attention, memory, and problem-solving skills; (2) there is one course of development because the thought processes studied are regarded as similar at all ages but present to a lesser or greater extent; and (3) both nature and nurture influence development because children are active, sense-making beings who modify their thinking as the brain develops and they confront new environmental demands.

Ethology holds that: (1) development is both continuous and discontinuous because children gradually develop a wide range of adaptive behaviors, and sensitive periods occur in which qualitatively distinct capacities emerge fairly suddenly; (2) there is one course of development because adaptive behaviors and sensitive periods apply to all members of a species; and (3) both nature and nurture influence development because evolution and heredity influence behavior, and learning lends flexibility and adaptiveness to it.

According to dynamic systems perspective: (1) development is both continuous and discontinuous because change in the system is always ongoing, but stagelike transformations occur as children reorganize their behavior so components of the system work as a functioning whole; (2) there are many possible courses of development because biological makeup, everyday tasks, and social experiences vary, yielding wide individual differences in specific skills; and (3) both nature and nurture influence development because the child's mind, body, and physical and social surroundings form an integrated system that guides mastery of new skills.

Skill:

- 137) Locke viewed the child as a tabula rasa, or blank slate. According to this idea, children begin as nothing at all; their characters are shaped entirely by experience. Locke saw parents as rational tutors who could mold the child in any way they wished through careful instruction, effective example, and rewards for good behavior. He was ahead of his time in recommending child-rearing practices that present-day research supports—for example, the use of praise and approval as rewards, rather than money or sweets. Locke opposed physical punishment, and his philosophy led to a change from harshness toward children to kindness and compassion. Locke's ideas laid the groundwork for twentieth-century behaviorism.

Rousseau viewed children as noble savages, naturally endowed with a sense of right and wrong and with an innate plan for orderly, healthy growth. Unlike Locke, Rousseau believed that children's built-in moral sense and unique ways of thinking and feeling would only be harmed by adult training. His philosophy includes two influential concepts. The first is the concept of stage or qualitative changes in thinking, feeling, and behaving that characterize specific periods of development. The second is the concept of maturation, which refers to a genetically determined, naturally unfolding course of growth. Rousseau saw children as determining their own destinies; his was a child-centered philosophy in which adults should be receptive to the child's needs at each of four stages: infancy, childhood, late childhood, and adolescence. Rousseau's ideas are found in Piaget's cognitive-developmental theory.

Skill:

Answer Key

Testname: UNTITLED1

- 138) Watching diverse animal species in their natural habitats, Lorenz and Tinbergen observed behavior patterns that promote survival. The best known of these is imprinting, the early following behavior of certain baby birds, such as geese, which ensures that the young will stay close to the mother and be fed and protected from danger. Imprinting takes place during an early, restricted time period of development. If the mother goose is absent during this time but an object resembling her in important features is present, young goslings may imprint on it instead.

Lorenz's and Tinbergen's observations of imprinting led to the concept of the critical period. It refers to a limited time during which the child is biologically prepared to acquire certain adaptive behaviors but needs the support of an appropriately stimulating environment. A sensitive period refers to a time that is optimal for certain capacities to emerge and in which the individual is especially responsive to environmental influences. However, its boundaries are less well defined than those of a critical period. Development can occur later, but it is harder to induce. The term sensitive period applies better to human development than the strict notion of a critical period.

Skill:

- 139) According to Piaget's cognitive–developmental theory, children actively construct knowledge as they manipulate and explore their world. Vygotsky agreed with Piaget that children are active, constructive beings. But whereas Piaget emphasized children's independent efforts to make sense of their world, Vygotsky viewed cognitive development as a socially mediated process in which children depend on assistance from adults and more–expert peers as they tackle new challenges.

Although Piaget and Vygotsky agreed that children move through a sequence of developmental stages, Vygotsky's theory includes each culture's unique influence upon each stage. He believed that language acquisition, schooling, and dialogues with expert members of society lead to continuous stagewise changes that vary from culture to culture. Unlike Piaget, Vygotsky emphasized that children in every culture develop unique strengths that are not present in other cultures. He argued that different cultures select and value different tasks for children's learning. Piaget, unlike Vygotsky, recognized the importance of heredity and brain growth and their role in cognitive change.

Skill:

- 140) According to Bronfenbrenner's ecological systems theory, the innermost level of the environment is the microsystem, which consists of activities and interaction patterns in the child's immediate surroundings. The second level is the mesosystem, which encompasses connections between microsystems, such as home, school, neighborhood, and child–care center. The third level, the exosystem, consists of social settings that do not contain children but that nevertheless affect children's experiences in immediate settings. These can be formal organizations, such as parents' workplaces, or informal supports, such as friends and extended–family members. The outermost level is the macrosystem, which consists of cultural values, laws, customs, and resources.

Bronfenbrenner called the temporal dimension of his structure the chronosystem, which is not a specific context. Instead, it refers to the dynamic, everchanging nature of the person's environment.

Skill:

Answer Key

Testname: UNTITLED1

- 141) Bandura argues that children gradually become more selective in what they imitate. From watching others engage in self-praise and self-blame and through feedback about the worth of their own actions, children develop personal standards for behavior and a sense of self-efficacy; the belief that their own abilities and characteristics will help them succeed.

Piaget believed that children actively construct knowledge as they manipulate and explore their world. In Piaget's view, children revise incorrect ideas about the world in their ongoing efforts to achieve equilibrium, or balance, between internal structures and external information.

Information-processing theorists regard children as actively making sense of their experiences and as modifying their own thinking in response to environmental demands.

Ethologists believe that children have built-in social signals that encourage parental involvement and stimulation necessary for healthy growth. Ethologists also argue that there are certain time spans in development in which children are biologically prepared to acquire certain adaptive behaviors, given the support of an appropriately stimulating environment.

Vygotsky argued that through cooperative dialogues with adults and more knowledgeable peers, children actively internalize the ways of thinking and behaving that make up a community's culture. As children internalize the essential features of these dialogues, they can use the language within them to guide their own thought and actions and to acquire new skills.

According to ecological systems theory, development is neither controlled by environmental circumstances nor driven solely by inner dispositions. Rather children are both products and active producers of their environments. In other words, the child and the environment form a network of interdependent effects.

The dynamic systems perspective holds that when a change happens in any level of the integrated developmental system, the child actively reorganizes his or her behavior so that the various components of the system work together again, but in a more complex and effective way.

Skill:

- 142) Although the United States and Canada are among the wealthiest of nations with the broadest knowledge base for intervening effectively in children's lives, children do not fare well compared to those living in other industrialized countries on a range of childhood social indicators. For example, the United States and Canada have high percentages of children living in poverty, infant deaths in the first year of life, and teenage birth rates. Both the United States and Canada have been slow to move toward national standards and funding for child care.

North American public policy has lagged behind that of other nations because of the cultural value of individualism, competition of public interest groups for political influence, the inadequacy of federally funded child services, limited social programs, lack of involvement of researchers in the policy-making process, and a public that has been slow to endorse government-supported benefits for all families.

Skill: