**Chapter 01Test Bank**1. Life-span development covers the period from \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_.A. conception; early adulthood**B.** conception; deathC. birth; old ageD. birth; middle adulthood*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 3Learning 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. the pattern of movement or change that begins at conception and forms an adult’s personality and physiologyB. the change in personality and perspective experienced by individuals between adolescence and adulthoodC. the growth in skills and processes experienced from childhood through adolescence**D.** the pattern of movement or change that begins at conception and lasts through the human life span*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 3Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Studying Life-Span Development*3. The study of 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. adulthoodB. young adulthood**C.** birth to adolescenceD. old age*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 3-4Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Studying Life-Span Development*4. The upper boundary of the human life span is \_\_\_\_\_\_\_\_\_\_ years.A. 105B. 117**C.** 122D. 131*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 4Learning 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 expectancyA. in the United States increased by 15 years.B. in the world increased by 15 years.**C.** in the United States increased by 30 years.D. in the world increased by 30 years.*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 4Learning 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 to childhoodB. adolescence to early adulthoodC. middle-aged to late adulthood**D.** No single age group dominates development.*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 5Learning 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. ethologicalB. traditionalC. ecological**D.** life-span*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 5Learning 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 most centrally aboutA. the multidimensional nature of development.B. whether development is multidirectional.**C.** whether development is lifelong.D. the plasticity of development.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 4-5Learning 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 consists of biological, cognitive, and socioemotional dimensions.B. Development is not dominated by any single age period.C. Psychologists, sociologists, biologists, and neuroscientists working together are needed to unlock the mysteries of development.**D.** Development is characterized by the expansion of some dimensions and the shrinking of others.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: ModerateGradable: automaticPage: 5Learning 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 isA. multidirectional.B. plastic.**C.** multidimensional.D. lifelong.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 5Learning 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 isA. multidirectional.B. multidisciplinary.**C.** lifelong.D. contextual.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 5Learning 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 among Paul Baltes' characteristics of the life-span perspective on development?A. contextualB. plasticC. lifelong**D.** unidirectional*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 5-6Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*13. 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 isA. lifelong.B. contextual.C. multidisciplinary.**D.** multidirectional.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 5Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*14. Which of the following is an example of how development is contextual?A. Intelligence may be studied by looking at genetics, anthropology, sociology, and other disciplines.B. Reasoning ability is biologically finite and cannot be improved through retraining.C. Older adults call on experience to guide their decision making.**D.** Parents in the United States are more likely to rear children to be independent than parents in Japan.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: ModerateGradable: automaticPage: 6Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*15. 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 isA. multidirectional.B. multidisciplinary.C. lifelong.**D.** contextual.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 6Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*16. Normative age-graded influences, normative history-graded influences, and nonnormative life events are all ways in which development can be classified asA. multidirectional.B. plastic.C. multidimensional.**D.** contextual.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 6Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*17. Anna attributes her thriftiness to having been raised during the Great Depression. This is an example of aA. nonnormative age-graded influence.B. normative age-graded influence.**C.** normative history-graded influence.D. nonnormative life event.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 6Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*18. The fact that I use email virtually every day and my mother has never sent or received an email is an example of a difference inA. normative age-graded influences.B. nonnormative age-graded influence.**C.** normative history-graded influences.D. nonnormative life events.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: ModerateGradable: automaticPage: 6Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*19. Biological processes such as puberty and menopause areA. nonnormative life events.B. normative contextual influences.**C.** normative age-graded influences.D. normative history-graded influences.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 6Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*20. Neleh was on a popular reality TV show and got widespread exposure. This is an example of aA. normative history-graded influence.B. normative contextual influence.**C.** nonnormative life event.D. normative age-graded influence.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: DifficultGradable: automaticPage: 6Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*21. Lauro is 83 years old. Much of his development will now focus on**A.** maintenance and regulation of loss.B. increasing plasticity.C. growth and regulation of loss.D. growth and maintenance.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: BasicGradable: automaticPage: 6Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*22. Contemporary concerns for researchers using the life-span perspective includeA. health and well-being issues.B. parenting and education issues.C. sociocultural, ethnicity, gender, and policy issues.**D.** All answer choices are correct.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 7-8Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Contemporary Concerns*23. Of special consideration for social policy intervention are children who grow up**A.** in poverty.B. in very rural or very urban environments.C. in single-parent homes.D. as part of a minority group.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 10Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Contemporary Concerns*24. Children living in poverty are more likely toA. be separated from a parent.B. be exposed to violence.C. be exposed to family turmoil.**D.** experience all these situations.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: ModerateGradable: automaticPage: 10Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Contemporary Concerns*25. The U.S. percentage of children living in poverty isA. the lowest among the industrial countries.**B.** almost twice that of Canada.C. only half that of some other industrialized nations.D. not high enough to draw people’s concerns.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 10Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Contemporary Concerns*26. A primary concern in relation to social policy for older adults isA. the increase in elder abuse.**B.** access to health care and personal support.C. negative public attitudes and prejudices.D. the need for funding public pensions.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 10Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Contemporary Concerns*27. At age 3, Jillian is beginning to engage her imagination. This is the \_\_\_\_\_\_\_\_\_\_ process of Jillian's life-span development.A. socioemotional**B.** cognitiveC. biologicalD. ecological*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 13Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Cognitive Processes*28. Diego feels a strong happiness that he never had before as he holds his newborn child. This signifies development in the \_\_\_\_\_\_\_\_\_\_ process.A. neurologicalB. biologicalC. cognitive**D.** socioemotional*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 13Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Socioemotional Processes*29. Doctors measure and chart a baby's height, weight, and head growth at each medical checkup. What processes are being tracked?A. abstractB. cognitiveC. socioemotional**D.** biological*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 13Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Biological Processes*30. Which of the following statements *best* describes the relationship between biological, cognitive, and socioemotional development?A. Social development is independent of biological and cognitive development.B. Cognitive development sets the upper limits for biological and social development.C. These processes develop independently of one another.**D.** The development of these processes is intricately interwoven.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: DifficultGradable: automaticPage: 13Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Biological Processes*31. 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 calledA. middle childhood.B. infancy.C. early childhood.**D.** prenatal.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 13Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Periods of Development*32. Children in preschool years become more self-sufficient and can care for themselves. What period of development are they in?A. prenatalB. infancy**C.** early childhoodD. middle/late childhood*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 13Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Periods of Development*33. 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.** infancyC. early childhoodD. middle/late childhood*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 13Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Periods of Development*34. The period of early childhood typically ends when the childA. is toilet trained.B. has mastered reading, writing, and arithmetic.**C.** starts first grade.D. learns to dress.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 13Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Periods of Development* 35. Jen has mastered the fundamental skills of how to read and write. She is mostly likely in what stage of development?A. late childhood**B.** middle childhoodC. primary yearsD. adolescence*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 14Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Periods of Development*36. Most traditional undergraduate college students are experiencing which of the following developmental periods?A. late childhood**B.** emerging adulthoodC. middle adulthoodD. late adulthood*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: ModerateGradable: automaticPage: 14Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Periods of Development*37. Paulo is struggling to handle his first professional job and a new marriage while becoming more independent and responsible. What period of development is he most likely in?A. late childhoodB. adolescence**C.** early adulthoodD. middle adulthood*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: DifficultGradable: automaticPage: 15Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Periods of Development*38. 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 adulthoodB. stability and regulationC. early adulthood**D.** middle adulthood*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 15Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Periods of Development*39. 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 inA. late adolescence.B. early adulthood.C. middle adulthood.**D.** late adulthood.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 15Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Periods of Development*40. At which of the following ages did the highest percentage of people (in the United States) report that they were happy?A. 19 yearsB. 23 yearsC. 42 years**D.** 88 years*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 15Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Age and Happiness*41. On average, at what age do people enter the "oldest old" age group, as classified by Paul Baltes and Jacqui Smith?A. 50 yearsB. 65 yearsC. 75 years**D.** 85 years*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 15Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Periods of Development*42. What developmental period (as determined by Paul Baltes and Jacqui Smith) is marked by sizeable losses in cognitive potential, chronic stress, and frailty?A. middle adulthoodB. late adulthoodC. young old**D.** oldest old*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 15Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Periods of Development*43. 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 childhoodB. late childhood**C.** adolescenceD. young adulthood*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 14Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Periods of Development*44. 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. socialB. chronologicalC. biological**D.** psychological*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 17Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Conceptions of Age*45. Which of the following is NOT one of the conceptions of age as described in the text?A. biological ageB. psychological age**C.** cardiovascular ageD. social age*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 17Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Conceptions of Age*46. Becoming a grandmother is an example of \_\_\_\_\_\_\_\_\_\_ age.A. cognitiveB. psychological**C.** socialD. biological*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 17-18Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Conceptions of Age*47. The functional capacities of a person's vital organ system indicate \_\_\_\_\_\_\_\_\_\_ age.A. psychologicalB. chronologicalC. social**D.** biological*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 17Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Conceptions of Age*48. Jerry is 60 years old. He has strong muscles, excellent lung capacity, and very high cardiovascular health. Jerry is relatively young in his \_\_\_\_\_\_\_\_\_\_ age.A. social**B.** biologicalC. chronologicalD. psychological*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 17Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Conceptions of Age*49. A person's adaptive capacities compared with those of other individuals of the same chronological age are reflected in his or her \_\_\_\_\_\_\_\_\_\_ age.**A.** psychologicalB. copingC. biologicalD. social*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 17Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Conceptions of Age*50. Brent has a son diagnosed with ADHD and believes that this is primarily due to genetics, given that Brent's father had ADHD as well. Brent most likely believes that ADHD is primarily influenced byA. continuity.B. nurture.**C.** nature.D. stability.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 18Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Nature and Nurture*51. In the nature/nurture debate, one's \_\_\_\_\_\_\_\_\_\_ is related to "nature," while one's \_\_\_\_\_\_\_\_\_\_ is related to "nurture."**A.** biological inheritance;environmentB. environment; biological inheritanceC. biological inheritance; behaviorD. age; environment*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: ModerateGradable: automaticPage: 18Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Nature and Nurture*52. 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. environment**B.** biology and environmentC. cognitive acuity and coping skillsD. biology*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 18Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Nature and Nurture*53. Although Angie was somewhat irresponsible as a teen, she changed her ways when she entered college and leased her first apartment. This example most directly relates to the developmental issue ofA. continuity and discontinuity.**B.** stability and change.C. nature and nurture.D. stability and nature.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 18-19Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Stability and Change*54. In the final analysis, most developmentalists tend to believe that**A.** development is influenced by nature and nurture, and is it characterized by continuity and discontinuity and also by stability and change.B. nature is more important than nurture.C. for the most part, people can't change.D. development is more continuous than discontinuous.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 19Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Nature and NurtureTopic: Stability and Change*55. The life-span development concept of plasticity aligns most closely with which of the following?A. natureB. nurture**C.** changeD. stability*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: ModerateGradable: automaticPage: 19Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Characteristics of Life-Span PerspectiveTopic: Stability and Change*56. A caterpillar spends time as a caterpillar, then in a distinct period in a chrysalis, and then emerges as a butterfly. In terms of development, this isA. quantitative change.B. gradual change.**C.** discontinuity.D. continuity.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 19Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Stability and Change*57. Tammy was shy as a child but became more outgoing and confident when she attended a university far from her hometown. This relates most directly to which developmental issue?A. multidimensionality**B.** stability and changeC. nature and nurtureD. multidirectionality*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: ModerateGradable: automaticPage: 18-19Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Stability and Change*58. The controversy of stability versus change is closely linked to which of the following concepts?A. multidirectionality**B.** plasticityC. contextualismD. multidimensionalism*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 19Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Characteristics of Life-Span PerspectiveTopic: Stability and Change*59. Consider the following: Conceptualize a problem to be studied, collect research information, analyze data, and draw conclusions. These steps describeA. a theory.B. discontinuity in development.C. a hypothesis.**D.** the scientific method.*APA Outcome: 2.2: Demonstrate psychology information literacyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 20Learning Objective: Describe the main theories of human development.Topic: Scientific Method*60. 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. analyzing the information she has gatheredB. drawing conclusions from the collected dataC. beginning to collect information**D.** conceptualizing the problem to be studied*APA Outcome: 2.2: Demonstrate psychology information literacyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 20Learning Objective: Describe the main theories of human development.Topic: Scientific Method*61. Which of the following is NOT true of theories and the application of theories?A. A theory is an interrelated, coherent set of ideas that helps make predictions.B. A theory is an interrelated, coherent set of ideas that may suggest hypotheses.C. A theory is an interrelated, coherent set of ideas that helps explain phenomena.**D.** When studying a topic, it is advisable to choose one developmental theory and disregard all others.*APA Outcome: 2.2: Demonstrate psychology information literacyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: ModerateGradable: automaticPage: 20Learning Objective: Describe the main theories of human development.Topic: Scientific Method*62. Psychoanalytic theories hold that development primarily depends onA. thinking, reasoning, language, and other cognitive processes.B. biology and evolution.C. behavior's link to environment.**D.** the unconscious mind.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 20Learning Objective: Describe the main theories of human development.Topic: Psychoanalytic Theory*63. Psychoanalytic theories stress what in development?A. late experiences with parents**B.** early experiences with parentsC. the child’s cognitive creativityD. genes inherited from parents*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 20Learning Objective: Describe the main theories of human development.Topic: Psychoanalytic Theory*64. 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.** latencyB. analC. phallicD. oral*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: BasicGradable: automaticPage: 20Learning Objective: Describe the main theories of human development.Topic: Freud's Theory*65. Erikson's theory emphasizes which of the following aspects of human development?A. experiences in late lifeB. psychosexualC. experiences in early life**D.** psychosocial*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 21Learning Objective: Describe the main theories of human development.Topic: Erikson's Psychosocial Theory*66. Each stage in Erikson's theory presents a crisis that must be resolved. These crises areA. catastrophic events that toughen the individual for future crises.B. developmental turning points with increased vulnerability.C. developmental turning points with enhanced potentials.**D.** developmental turning points with both increased vulnerability and enhanced potentials.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 21Learning Objective: Describe the main theories of human development.Topic: Erikson's Psychosocial Theory*67. According to Erikson, a preschooler is in the \_\_\_\_\_\_\_\_\_\_ stage.A. trust versus mistrust**B.** initiative versus guiltC. identity versus identity confusionD. industry versus inferiority*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 21Learning Objective: Describe the main theories of human development.Topic: Erikson's Psychosocial Theory*68. At the airport, 4-year-old Kelly is encouraged by her mom to help with dragging the bags off the luggage carousel. According to Erikson's stage theory, Kelly's mom is helping Kelly developA. altruism.B. trust.C. her identity.**D.** initiative.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 21Learning Objective: Describe the main theories of human development.Topic: Erikson's Psychosocial Theory*69. The successful outcome of Erikson's stage of \_\_\_\_\_\_\_\_\_\_ results in assertion of a sense of independence.A. industry versus inferiority**B.** autonomy versus shame and doubtC. initiative versus guiltD. identity versus identity confusion*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 21Learning Objective: Describe the main theories of human development.Topic: Erikson's Psychosocial Theory*70. 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. stabilityB. nature**C.** discontinuityD. multidirectionality*APA Outcome: 2.2: Demonstrate psychology information literacyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: ModerateGradable: automaticPage: 19,22Learning Objective: Describe the main theories of human development.Topic: Piaget's Cognitive Development Theory*71. 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 but with very little consideration of social interaction, then you are mostly likely to believe the development theory ofA. Erikson.B. Vygotsky.**C.** Piaget.D. Freud.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: ModerateGradable: automaticPage: 22-23Learning Objective: Describe the main theories of human development.Topic: Piaget's Cognitive Development Theory*72. While maintaining that children actively construct their knowledge, Vygotsky focused on \_\_\_\_\_\_\_\_\_\_ in explaining child cognitive development.A. organization and adaptation**B.** social interactionC. concrete operationsD. formal operations*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 23Learning Objective: Describe the main theories of human development.Topic: Vygotsky's Sociocultural Cognitive Theory*73. Carlos is just starting to learn about the world. According to Vygotsky’s sociocultural cognitive theory, which of the following would be among the most important tools he will use to do this?A. mobilityB. physical toolsC. sensory perceptions**D.** language*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 23Learning Objective: Describe the main theories of human development.Topic: Vygotsky's Sociocultural Cognitive Theory*74. Which of the following identifies a cognitive theorist or a pair of cognitive theorists?A. FreudB. Erikson**C.** VygotskyD. Freud and Erikson*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 20-23Learning Objective: Describe the main theories of human development.Topic: Vygotsky's Sociocultural Cognitive Theory*75. Which of the following is a central focus of the information-processing approach?**A.** how individuals store and retrieve informationB. the influence of biology and evolution on an individual's developmentC. the influence of culture on developmentD. the stage-like advances in an individual’s capability to recognize internal cognitive processes*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 23-24Learning Objective: Describe the main theories of human development.Topic: Information-Processing Theory*76. Which of the following theories emphasizes that people manipulate and monitor information and strategize about it?**A.** information-processing theoryB. ethological theoryC. psychoanalytic theoryD. Piaget's cognitive development theory*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 23-24Learning Objective: Describe the main theories of human development.Topic: Information-Processing Theory*77. Which of the following theories is NOT a stage theory and claims that development is continuous rather than discontinuous?A. Piaget's theory of cognitive developmentB. Freud's theory of psychosexual development**C.** information-processing theoryD. Erikson's theory of psychosocial development*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 23-24Learning Objective: Describe the main theories of human development.Topic: Information-Processing Theory*78. Behaviorism argues that we should only study scientifically that which can be \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_.**A.** observed; measuredB. rewarded; punishedC. observed; changedD. learned; changed*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 24Learning Objective: Describe the main theories of human development.Topic: Skinner's Operant Conditioning*79. Nathan bites his hand frequently throughout the day. According to Skinner, the *best* way to solve this problem is to**A.** show disapproval responses whenever Nathan bites his hand, and provide encouragement when he refrains from doing so.B. explore experiences from Nathan's early childhood.C. administer an IQ test to determine Nathan's cognitive potential.D. determine how Nathan's expectations about success have led him to develop this behavior.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 24Learning Objective: Describe the main theories of human development.Topic: Skinner's Operant Conditioning*80. Which theory would provide the *best* support for your belief in using incentives and time-outs as ways to help children behave?A. Bronfenbrenner's ecological theoryB. Piaget's cognitive theory**C.** Skinner's behaviorismD. Erikson's psychosocial stages*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 24Learning Objective: Describe the main theories of human development.Topic: Skinner's Operant Conditioning*81. Which of the following is a criticism of behavioral and social cognitive theories?A. inadequate attention to how people learn**B.** inadequate attention to developmental changesC. inadequate attention to environmental determinantsD. inadequate attention to behavioral changes*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 25Learning Objective: Describe the main theories of human development.Topic: Bandura's Social Cognitive Theory*82. A major common characteristic shared by behavioral and social cognitive theories isA. the role of unconsciousness in behavior.**B.** environmental influences on behavior.C. an emphasis on the role of cognition in development.D. the limits of scientific research.*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 25Learning Objective: Describe the main theories of human development.Topic: Bandura's Social Cognitive TheoryTopic: Skinner's Operant Conditioning*83. Justine repeats a phrase she has heard older students use at recess. This is an example of**A.** Bandura's observational learning.B. Piaget's cognitive stages.C. Skinner's operant conditioning.D. Erikson's developmental crises.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 25Learning Objective: Describe the main theories of human development.Topic: Bandura's Social Cognitive Theory*84. Mrs. Jones uses spanking as the primary method of discipline in her household. The focus of Bandura’s early research, sometimes called modeling, suggests that her children will most likely**A.** learn to hit others in similar situations.B. become well-behaved people.C. rebel and become more disobedient.D. learn quickly not to disobey.*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: ModerateGradable: automaticPage: 25Learning Objective: Describe the main theories of human development.Topic: Bandura's Social Cognitive Theory*85. The process by which some organisms become attached to the first moving object they see is calledA. bonding.B. the sensitive period.**C.** imprinting.D. positive reinforcement.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 25Learning Objective: Describe the main theories of human development.Topic: Ethological Theory*86. Which theory most strongly emphasizes the role of biology and evolution in development?A. cognitive**B.** ethologicalC. ecologicalD. behavioral*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 25Learning Objective: Describe the main theories of human development.Topic: Ethological Theory*87. 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.** ethologicalB. cognitiveC. ecologicalD. behavioral*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 25Learning Objective: Describe the main theories of human development.Topic: Ethological Theory*88. Janice found that baby geese recognize the first thing they see as their mother. Which theory would this observation support?**A.** ethologicalB. social learningC. ecologicalD. cognitive*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: ModerateGradable: automaticPage: 25Learning Objective: Describe the main theories of human development.Topic: Ethological Theory*89. 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 consequence of this be?A. The infant will bond to the first moving object seen after birth.B. As long as the child is adopted by age 10, no negative effects will be experienced.C. The outcome will depend on the child's temperament.**D.** Life-span development will likely not be optimal.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: ModerateGradable: automaticPage: 25Learning Objective: Describe the main theories of human development.Topic: Ethological Theory*90. While ethology stresses biological factors in human development, ecological theory emphasizes the role ofA. evolution.B. cognition.**C.** the environment.D. parental genes.*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 26Learning Objective: Describe the main theories of human development.Topic: Ecological Theory*91. Ecological theory has been criticized for paying too little attention to**A.** biological and cognitive factors.B. social and cognitive factors.C. environmental settings.D. microdimensions of culture.*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 27Learning Objective: Describe the main theories of human development.Topic: Ecological Theory*92. 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 ecological systems, we are focusing on differences in theA. mesosystem.B. exosystem.**C.** microsystem.D. macrosystem.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 26Learning Objective: Describe the main theories of human development.Topic: Ecological Theory*93. Shawn's job requires lots of travel, and the demands of his job are affecting his marriage and his child’s relations with him. This relationship between Shawn’s job and his child’s development illustrates Bronfenbrenner's concept of a(n)**A.** exosystem.B. macrosystem.C. chronosystem.D. microsystem.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 26Learning Objective: Describe the main theories of human development.Topic: Ecological Theory*94. Which developmental theory most fully realizes Baltes’ assertion that development is contextual?A. psychoanalyticB. social cognitive**C.** ecologicalD. ethological*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 6, 26Learning Objective: Describe the main theories of human development.Topic: Ecological Theory*95. 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.** exosystem.B. mesosystem.C. macrosystem.D. microsystem.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 26Learning Objective: Describe the main theories of human development.Topic: Ecological Theory*96. An eclectic theoretical orientation assumes thatA. contemporary theories are more accurate than those created before 1950.B. the different developmental theories are all correct and complete within their own contexts.**C.** no single theory can account for all of human development.D. development is a predictable and rigid process.*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 27Learning Objective: Describe the main theories of human development.Topic: Eclectic Theoretical Orientation*97. 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.** eclecticB. ethologicalC. fragmentedD. dynamic*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: DifficultGradable: automaticPage: 27Learning Objective: Describe the main theories of human development.Topic: Eclectic Theoretical Orientation*98. The textbook states that no single theory can account for the complexity of human development. Which theoretical approach does this statement advocate?A. psychoanalyticB. life-spanC. social learning**D.** eclectic*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 27Learning Objective: Describe the main theories of human development.Topic: Eclectic Theoretical Orientation*99. A researcher uses a video camera to record children as they play on a school playground. This researcher is conducting a**A.** naturalistic observation.B. survey.C. standardized test.D. case study.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 29Learning Objective: Explain how research on life-span development is conducted.Topic: Observation*100. Which of the following is NOT a reason for conducting an observation in a natural setting rather than in a laboratory?A. A laboratory setting may unfairly represent certain populations.B. In a laboratory setting, the subjects likely know they are being observed.C. Participants will behave more naturally in a natural setting.**D.** The observation will be more controlled if done in a natural setting.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: ModerateGradable: automaticPage: 29Learning Objective: Explain how research on life-span development is conducted.Topic: Observation*101. 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 itA. shows how people behave when they know they are being observed.**B.** occurs in a real-world setting.C. allows for a great deal of control over the observational setting.D. involves a structured set of interview questions.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 29Learning Objective: Explain how research on life-span development is conducted.Topic: Naturalistic Observation*102. Which method is being used when market researchers call consumers on the telephone to ask about certain products used in the home?A. standardized testB. naturalistic observation**C.** interviewD. case study*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 29Learning Objective: Explain how research on life-span development is conducted.Topic: Survey and Interview*103. What is the main problem with survey research?A. It is expensive to conduct.B. It cannot be conducted in a laboratory setting.C. It is only biased or unclear.**D.** Participants may give inaccurate responses.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 30Learning Objective: Explain how research on life-span development is conducted.Topic: Survey and Interview*104. Which of the following is NOT a weakness associated with standardized tests?**A.** They allow an individual’s performance to be compared with that of another.B. People may behave differently in different settings.C. Their use assumes that people’s behaviors are consistent and stable.D. People’s performances may be influenced by their emotions in different settings.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 30Learning Objective: Explain how research on life-span development is conducted.Topic: Standardized Test*105. 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 unknown 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 that will help the researcher to understand the person’s mind and behavior.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 30Learning Objective: Explain how research on life-span development is conducted.Topic: Case StudyTopic: Physiological Measures*106. 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. naturalistic observation**B.** case studyC. standardized testD. questionnaire*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 30Learning Objective: Explain how research on life-span development is conducted.Topic: Case Study*107. Someone with an extremely rare psychological disorder would most likely be studied using what method?A. survey**B.** case studyC. questionnaireD. naturalistic observation*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 30Learning Objective: Explain how research on life-span development is conducted.Topic: Case Study*108. Assessment of hormones in the bloodstream is a type ofA. standardized test.**B.** physiological measure.C. naturalistic observation.D. case study.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 30Learning Objective: Explain how research on life-span development is conducted.Topic: Physiological Measures*109. Which research design aims to observe and record behavior?A. experimental**B.** descriptiveC. correlationalD. All answer choices are correct.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 31Learning Objective: Explain how research on life-span development is conducted.Topic: Descriptive Research*110. 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; correlationB. experimentation; causationC. causation; correlation**D.** correlation; causation*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: ModerateGradable: automaticPage: 31Learning Objective: Explain how research on life-span development is conducted.Topic: Correlational Research*111. 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 thatA. more negative parental feedback causes low self-esteem in children.**B.** more positive parental feedback is related to high self-esteem in children.C. more positive parental feedback causes high self-esteem in children.D. more positive parental feedback is related to low self-esteem in children.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 31Learning Objective: Explain how research on life-span development is conducted.Topic: Correlational Research*112. Which of the following correlation coefficients indicates the strongest relationship?A. +0.13**B.** −0.93C. +0.87D. −0.47*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 31Learning Objective: Explain how research on life-span development is conducted.Topic: Correlational Research*113. A correlation coefficient of 0 indicatesA. an inverse relationship between variables.B. a higher relationship between variables than if the coefficient is −1.C. a positive correlation between variables.**D.** no relationship between variables.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 31Learning Objective: Explain how research on life-span development is conducted.Topic: Correlational Research*114. Which research method is used to determine causality?A. descriptiveB. observationalC. correlational**D.** experimental*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 32Learning Objective: Explain how research on life-span development is conducted.Topic: Experimental Research*115. 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. descriptiveB. correlational**C.** experimentalD. longitudinal*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 32Learning Objective: Explain how research on life-span development is conducted.Topic: Experimental Research*116. Which of the following is manipulated during an experiment?A. dependent variableB. observed effect**C.** independent variableD. correlation coefficient*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 32Learning Objective: Explain how research on life-span development is conducted.Topic: Independent and Dependent Variables*117. 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 ofA. adults’ eye contacts with children is the dependent variable.**B.** adults’ eye contacts with children is the independent variable.C. children’s smiles is the independent variable.D. children’s smiles is the correlative variable.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 32Learning Objective: Explain how research on life-span development is conducted.Topic: Independent and Dependent Variables*118. 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 isA. the heart rate during the exercise program.**B.** the number of minutes participants spend comfortably on the treadmill.C. whether the participants are in the exercise program or not.D. whether the duration of the exercise program is 12 weeks or longer.*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 32Learning Objective: Explain how research on life-span development is conducted.Topic: Independent and Dependent Variables*119. In an experiment to determine the effects of an antidepressant medication, half 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. experimentalB. random**C.** controlD. correlation*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 32Learning Objective: Explain how research on life-span development is conducted.Topic: Experimental and Control Groups*120. Random assignment is used in experiments because researchers want to**A.** reduce the likelihood that the experiment's results will be due to any preexisting differences between the experimental and control groups.B. guarantee that the results will be statistically significant.C. ensure that the experimental results are not merely correlational.D. ensure that people from different social classes will be in separate groups.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 32Learning Objective: Explain how research on life-span development is conducted.Topic: Experimental and Control Groups*121. 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. neither cross-sectional nor longitudinal**B.** cross-sectionalC. both cross-sectional and longitudinalD. longitudinal*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: ModerateGradable: automaticPage: 33Learning Objective: Explain how research on life-span development is conducted.Topic: Cross-Sectional Approach*122. 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. both cross-sectional and longitudinalB. neither cross-sectional nor longitudinal**C.** longitudinalD. cross-sectional*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 33Learning Objective: Explain how research on life-span development is conducted.Topic: Longitudinal Approach*123. 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-sectionalB. experimental**C.** longitudinalD. naturalistic observation*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 33Learning Objective: Explain how research on life-span development is conducted.Topic: Longitudinal Approach*124. Cohort effects are due to all of the following EXCEPTA. a person's time of birth.B. a person's era.C. a person's generation.**D.** a person's actual age.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: BasicGradable: automaticPage: 33Learning Objective: Explain how research on life-span development is conducted.Topic: Cohort Effects*125. How do individuals of the generation Z/post-millennial generation differ from millennials?A. They are less ethnically diverse than millennials.B. They are less likely to have a college-educated parent.**C.** They are more likely to go to college.D. They are more likely to share the political views of their parents.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: AnalyzeDifficulty Level: ModerateGradable: automaticPage: 34Learning Objective: Explain how research on life-span development is conducted.Topic: Cohort EffectsTopic: Studying Life-Span Development*126. 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 ofA. debriefing.B. deception.C. confidentiality.**D.** informed consent.*APA Outcome: 3.1: Apply ethical standards to evaluate psychological science and practiceAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: ModerateGradable: automaticPage: 35Learning Objective: Explain how research on life-span development is conducted.Topic: Ethical Research*127. Which of the following is NOT a form of bias that is discussed in the textbook?A. ethnic**B.** socioeconomicC. culturalD. gender*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 35-36Learning Objective: Explain how research on life-span development is conducted.Topic: Gender Bias*128. The term *ethnic gloss* refers to a tendency to make ethnic groups appear toA. be more different than each other than they really are.B. commit more crimes than they actually do.**C.** be more homogeneous than they really are.D. be more diverse than they really are.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: automaticPage: 36Learning Objective: Explain how research on life-span development is conducted.Topic: Cultural and Ethnic Bias*129. 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.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: ModerateGradable: manualPage: 3Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Studying Life-Span Development*130. Describe how the traditional approach to development differs from the life-span approach.In the traditional approach, focus is placed on dramatic change occurring from birth to adolescence, with particular emphasis on infancy, little or no change in adult development, and decline in old age. In the life-span approach, developmental change takes place throughout the human life span.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: DifficultGradable: manualPage: 3-4Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Studying Life-Span Development*131. 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 expansion of some dimensions or components of dimensions and shrinking of others.Plasticity: Development includes the capacity 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.Growth, maintenance, and regulation of loss: Three aspects of development—growth, maintenance, and regulation of loss—will compete in differing quantities according to the developmental stage. Maintenance and regulation of loss will become more important in middle and old age.Co-construction of biology, culture, and the individual: Our genetic inheritance, our environment, and our own self-directed learning and decisions will work together to influence development.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: DifficultGradable: manualPage: 5-6Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*132. List the three types of contextual influences that affect development in Baltes’ contextual component of development, and give an example of each.1. Normative age-graded influences: puberty, menopause, entry into formal education, retirement2. Normative history-graded influences: economic changes (the Great Depression), war, the changing roles of women, the computer revolution, political upheaval and change3. Nonnormative life events: death of a parent when a child is young, pregnancy in early adolescence, a disaster, an accident, winning the lottery*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAPA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: DifficultGradable: manualPage: 6Learning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*133. 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.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: DifficultGradable: manualPage: 13Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Biological ProcessesTopic: Cognitive ProcessesTopic: Socioemotional Processes*134. 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 birth2. Biological age: a person's age in terms of biological health3. Psychological age: an individual's adaptive capacities compared to those of other individuals of the same chronological age4. Social age: social roles and social connectedness with others that a person adopts*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: DifficultGradable: manualPage: 17Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Conceptions of Age*135. Briefly discuss the nature-nurture issue.This issue involves the debate about whether development is influenced primarily by an individual’s genetic blueprint or biological inheritance (nature) or by environmental experiences (nurture).*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: DifficultGradable: manualPage: 18-19Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Nature and Nurture*136. Briefly discuss the stability-change issue.This issue concerns whether we become older renditions of our early experiences or whether we have the capacity to develop into something different based on experiences later in life. The relative weight of influence of early and late experiences is key to the debate between stability and change perspectives.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: DifficultGradable: manualPage: 18-19Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Stability and Change*137. Given the choices, identify which developmental issue is addressed in each of the following questions.1. Can enriched experiences in adolescence reduce or eclipse the negative effects of poverty and/or neglect in very early childhood?2. Is a girl less likely to do well in math because of a masculine bias in society, or would her biological or genetic aptitude primarily determine her skill in mathematics?3. Does development occur primarily in distinct stages or in a more gradual and cumulative manner?a. stability and changeb. continuity and discontinuityc. nature and nurture1: a, 2: c, 3: b*APA Outcome: 1.3: Describe applications of psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: ApplyDifficulty Level: DifficultGradable: manualPage: 19Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Developmental Issues*138. Briefly discuss the difference between developmentalists who favor stability and those who favor change in reference to the stability-change issue.Those who favor stability argue that infant and early childhood experiences are most important in shaping human development, whereas those who emphasize change believe that people are malleable throughout development and that later experiences are equally important in shaping development.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: DifficultGradable: manualPage: 19Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Stability and Change*139. 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).*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: DifficultGradable: manualPage: 20Learning Objective: Identify the most important processes, periods, and issues in development.Topic: Continuity and Discontinuity*140. 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 may be suggested by theories.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: ModerateGradable: manualPage: 20Learning Objective: Describe the main theories of human development.Topic: Developmental Issues*141. List Freud's psychosexual stages in order.oral, anal, phallic, latency, genital*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: ModerateGradable: manualPage: 20Learning Objective: Describe the main theories of human development.Topic: Freud's Theory*142. 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 and is thus more consistent with “nurture.”*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: DifficultGradable: manualPage: 25-27Learning Objective: Describe the main theories of human development.Topic: Ecological TheoryTopic: Ethological Theory*143. List three of the five systems in Bronfenbrenner's ecological theory, and give a brief definition of each.Microsystem: setting in which the individual livesMesosystem: relationships between microsystems or connections between contextsExosystem: interplay between an individual’s immediate social setting and another social setting in which the individual does not have an active roleMacrosystem: the culture in which individuals liveChronosystem: the patterning of environmental events and transitions over the life course, as well as sociohistorical circumstances*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: DifficultGradable: manualPage: 26-27Learning Objective: Describe the main theories of human development.Topic: Ecological Theory*144. 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.*APA Outcome: 2.1: Use scientific reasoning to interpret psychological phenomenaAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: DifficultGradable: manualPage: 27Learning Objective: Describe the main theories of human development.Topic: Eclectic Theoretical Orientation*145. 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 person-to-person, interview, through a questionnaire, on the telephone, or over the Internet. A disadvantage to this type of study is that participants may not answer questions accurately.Standardized testing: Standardized testing is an evaluative measure with uniform administration procedures that yields results that often allow participants to be compared to other participants.Case study: A case study is an in-depth look at a single individual. Case studies are performed when it may not be ethical or practical to induce a situation to be studied.Physiological measures: These are aspects of development that can be assessed medically, such as hormone levels in the body or neuroimaging to capture brain activity.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: DifficultGradable: manualPage: 28-31Learning Objective: Explain how research on life-span development is conducted.Topic: Case StudyTopic: ObservationTopic: Physiological MeasuresTopic: Standardized TestTopic: Survey and Interview*146. Briefly describe the cross-sectional approach to research.The cross-sectional approach is a research strategy that simultaneously compares individuals of different ages.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: BasicGradable: manualPage: 33Learning Objective: Explain how research on life-span development is conducted.Topic: Cross-Sectional Approach*147. 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.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: ModerateGradable: manualPage: 33Learning Objective: Explain how research on life-span development is conducted.Topic: Longitudinal Approach*148. 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 and, when possible, anonymous.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 (debriefing).*APA Outcome: 3.1: Apply ethical standards to evaluate psychological science and practiceAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: DifficultGradable: manualPage: 35Learning Objective: Explain how research on life-span development is conducted.Topic: Ethical Research*149. 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.*APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAccessibility: Keyboard NavigationBloom's Taxonomy: RememberDifficulty Level: ModerateGradable: manualPage: 36Learning Objective: Explain how research on life-span development is conducted.Topic: Cultural and Ethnic Bias*150. 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:–Many note the lack of scientific support for psychoanalytic theories.–Sexual underpinnings of development in Freud's theory are given too much importance.–Images of human beings are too negative.*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: DifficultGradable: manualPage: 20-22Learning Objective: Describe the main theories of human development.Topic: Psychoanalytic Theory*151. 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.*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: DifficultGradable: manualPage: 22-24Learning Objective: Describe the main theories of human development.Topic: Information-Processing TheoryTopic: Piaget's Cognitive Development TheoryTopic: Vygotsky's Sociocultural Cognitive Theory*152. 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.Criticisms:–Too little emphasis is placed on cognition (Skinner).–Inadequate attention is paid to developmental changes.*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: DifficultGradable: manualPage: 24-25Learning Objective: Describe the main theories of human development.Topic: Bandura's Social Cognitive TheoryTopic: Skinner's Operant Conditioning*153. 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.*APA Outcome: 1.2: Develop a working knowledge of psychology's content domainsAccessibility: Keyboard NavigationBloom's Taxonomy: UnderstandDifficulty Level: DifficultGradable: manualPage: 25-27Learning Objective: Describe the main theories of human development.Topic: Ecological TheoryTopic: Ethological TheoryCategory* *# of Questions*Accessibility: Keyboard Navigation 153APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology 69APA Outcome: 1.2: Develop a working knowledge of psychology's content domains 26APA Outcome: 1.3: Describe applications of psychology 53APA Outcome: 2.1: Use scientific reasoning to interpret psychological phenomena 1APA Outcome: 2.2: Demonstrate psychology information literacy 4APA Outcome: 3.1: Apply ethical standards to evaluate psychological science and practice 2Bloom's Taxonomy: Analyze 1Bloom's Taxonomy: Apply 50Bloom's Taxonomy: Remember 51Bloom's Taxonomy: Understand 51Difficulty Level: Basic 64Difficulty Level: Difficult 23Difficulty Level: Moderate 66Gradable: automatic 128Gradable: manual 25Learning Objective: Describe the main theories of human development. 49Learning Objective: Discuss the distinctive features of a life-span perspective on development. 30Learning Objective: Explain how research on life-span development is conducted. 35Learning Objective: Identify the most important processes, periods, and issues in development. 39Topic: Age and Happiness 1Topic: Bandura's Social Cognitive Theory 5Topic: Biological Processes 3Topic: Case Study 4Topic: Characteristics of Life-Span Perspective 22Topic: Cognitive Processes 2Topic: Cohort Effects 2Topic: Conceptions of Age 7Topic: Contemporary Concerns 5Topic: Continuity and Discontinuity 1Topic: Correlational Research 4Topic: Cross-Sectional Approach 2Topic: Cultural and Ethnic Bias 2Topic: Descriptive Research 1Topic: Developmental Issues 2Topic: Eclectic Theoretical Orientation 4Topic: Ecological Theory 9Topic: Erikson's Psychosocial Theory 5Topic: Ethical Research 2Topic: Ethological Theory 7Topic: Experimental and Control Groups 2Topic: Experimental Research 2Topic: Freud's Theory 2Topic: Gender Bias 1Topic: Independent and Dependent Variables 3Topic: Information-Processing Theory 4Topic: Longitudinal Approach 3Topic: Naturalistic Observation 1Topic: Nature and Nurture 5Topic: Observation 3Topic: Periods of Development 12Topic: Physiological Measures 3Topic: Piaget's Cognitive Development Theory 3Topic: Psychoanalytic Theory 3Topic: Scientific Method 3Topic: Skinner's Operant Conditioning 5Topic: Socioemotional Processes 2Topic: Stability and Change 8Topic: Standardized Test 2Topic: Studying Life-Span Development 6Topic: Survey and Interview 3Topic: Vygotsky's Sociocultural Cognitive Theory 4