**Chapter 01**

**Test Bank**

1. Life-span development covers the period from \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_.A. birth; middle adulthoodB. birth; old ageC. conception; early adulthood**D.** conception; death*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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 lasts through the human life spanB. the pattern or movement of change that begins at conception and forms an adult’s personality and physiologyC. the growth in skills and processes experienced from childhood through adolescenceD. the change in personality and perspective experienced by individuals between adolescence and adulthood*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Studying Life-Span Development*3. Life-span development is the study of human development from conception to death. Historically, however, most of the focus has been on which age group?**A.** birth to adolescenceB. young adulthoodC. adulthoodD. old age*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: RememberDifficulty Level: BasicLearning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Studying Life-Span Development*

4. The upper boundary of the human lifespan is \_\_\_\_\_\_\_\_\_\_ years.A. 105B. 117**C.** 122D. 131*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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.*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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–childhoodB. adolescence–early adulthoodC. middle-aged to late adulthood**D.** No single age group dominates development.*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: RememberDifficulty Level: BasicLearning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*7. Diana feels that her human development course overemphasizes the changes that occur from birth to adolescence and disregards the developmental issues of adulthood. Which developmental perspective would address her concerns?A. traditional**B.** life-spanC. ethologicalD. ecological*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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 aboutA. the plasticity of development.B. the multidimensional nature of development.**C.** whether development is lifelong.D. whether development is multidirectional.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*9. Baltes describes development as multidirectional. What does this mean?A. Development is not dominated by any single age period.B. Development consists of biological, cognitive, and socioemotional dimensions.**C.** Development is characterized by the expansion of some dimensions and the shrinking of others.D. Development needs psychologists, sociologists, biologists, and neuroscientists to work together in unlocking the mysteries of development.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: ModerateLearning 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. lifelong.B. multidirectional.**C.** multidimensional.D. plastic.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*11. Researchers increasingly study the development of adulthood. This implies that development is**A.** lifelong.B. multidisciplinary.C. multidirectional.D. contextual.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning 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' eight characteristics of the life-span perspective on development?A. lifelong and multidirectionalB. multidimensional and plasticC. contextual**D.** unidirectional*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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. multidisciplinary.**C.** multidirectional.D. contextual.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. Reasoning ability is biologically finite and cannot be improved through retraining.**B.** Parents in the United States are more likely to rear their children to be independent than parents in Japan.C. Older adults call on experience to guide their decision making.D. Intelligence may be studied by looking at genetics, anthropology, sociology, and other disciplines.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: UnderstandDifficulty Level: ModerateLearning 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. lifelong.B. multidisciplinary.C. multidirectional.**D.** contextual.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. multidimensional.**C.** contextual.D. plastic.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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 life event.**B.** normative history-graded influence.C. normative age-graded influence.D. nonnormative age-graded influence.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*

18. The fact that I use e-mail virtually every day and my mother has never sent or received an e-mail is an example of a difference in**A.** normative history-graded influences.B. nonnormative life events.C. normative age-graded influences.D. nonnormative age-graded influence.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: UnderstandDifficulty Level: ModerateLearning 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 age-graded influences.C. normative history-graded influences.D. normative contextual influences.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning 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 a**A.** nonnormative life event.B. normative age-graded influence.C. normative history-graded influence.D. normative contextual influence.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: DifficultLearning 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 onA. growth and maintenance.**B.** maintenance and regulation of loss.C. increasing plasticity.D. growth and regulation of loss.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: BasicLearning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*

22. Contemporary concerns in life-span development perspective includeA. health and well-being issues.B. parenting and education issues.C. sociocultural, ethnicity, gender, and policy issues.**D.** All of these answers are correct.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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 single-parent homes.C. in very rural or very urban environments.D. as part of a minority group.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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.** be in all these situations.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: ModerateLearning 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. only half as much as some other industrialized nations.**B.** more than twice as much as that in Canada.C. lowest among the industrial countries.D. not high enough to draw people’s concerns.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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. negative public attitudes and prejudices.B. the increase in elder abuse.**C.** access to health care and personal support.D. the need for funding public pensions.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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. ecologicalB. biologicalC. socioemotional**D.** cognitive*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. biological**C.** socioemotionalD. cognitive*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. abstract**B.** biologicalC. socioemotionalD. cognitive*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. These processes develop independently of one another.**B.** The development of these processes is intricately interwoven.C. Social development is independent of biological and cognitive development.D. Cognitive development sets the upper limits for biological and social development.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: DifficultLearning 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 called**A.** prenatal.B. infancy.C. early childhood.D. middle childhood.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. learns to dress herself.**C.** starts first grade.D. has mastered reading, writing, and arithmetic.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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.** middle childhoodB. late childhoodC. adolescenceD. primary years*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning Objective: Identify the most important processes, periods, and issues in development.Topic: Periods of Development*

36. Of the following developmental periods, most traditional undergraduate college students would be experiencingA. late childhood**B.** emerging adulthoodC. late adulthoodD. middle adulthood*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: ModerateLearning 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*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: DifficultLearning 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 adulthood**B.** middle adulthoodC. early adulthoodD. stability and regulation*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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.** oldest oldB. young oldC. late adulthoodD. middle adulthood*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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 childhood**B.** adolescenceC. young adulthoodD. late childhood*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. biologicalC. chronological**D.** psychological*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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 age**B.** cardiovascular ageC. social ageD. psychological age*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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. biologicalB. cognitive**C.** socialD. psychological*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning 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. chronological**B.** biologicalC. psychologicalD. social*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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. chronological**B.** biologicalC. psychologicalD. social*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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 called \_\_\_\_\_ age.**A.** psychologicalB. socialC. biologicalD. coping*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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 his father had ADHD as well. Brent most likely believes that ADHD is primarily influenced by**A.** nature.B. nurture.C. stability.D. continuity.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. age; environmentC. biological inheritance; behaviorD. environment; biological inheritance*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: ModerateLearning 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.** biology and environmentB. biologyC. environmentD. cognitive acuity and coping skills*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. stability and nature.**B.** stability and change.C. continuity and discontinuity.D. nature and nurture.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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 thatA. development is more continuous than discontinuous.B. for the most part, people can't change.C. nature is more important than nurture.**D.** development is influenced by nature and nurture, and is characterized by continuity and discontinuity, and also by stability and change.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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. stability**B.** changeC. natureD. nurture*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: ModerateLearning 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 a distinct period in a chrysalis, then emerges as a butterfly. In terms of development, this is**A.** discontinuity.B. continuity.C. gradual change.D. quantitative change.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. multidirectionalityB. multidimensionalityC. nature and nurture**D.** stability and change*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: UnderstandDifficulty Level: ModerateLearning 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.** plasticity.B. contextualism.C. multidimensionalism.D. multidirectionality.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning Objective: Identify the most important processes, periods, and issues in development.Topic: Characteristics of Life-Span PerspectiveTopic: Stability and Change*59. Conceptualize a problem to be studied, collect research information, analyze data, and draw conclusions. These steps describeA. discontinuity in development.**B.** the scientific method.C. a hypothesis.D. a theory.*Accessibility: Keyboard NavigationAPA Outcome: 2.2: Demonstrate psychology information literacyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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. Analyze the information she has gathered.B. Draw conclusions from the collected data.**C.** Conceptualize the problem to be studied.D. Begin to collect information.*Accessibility: Keyboard NavigationAPA Outcome: 2.2: Demonstrate psychology information literacyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning Objective: Describe the main theories of human development.Topic: Scientific Method*61. Which of the following statements is NOT true of a theory?A. A theory is an interrelated, coherent set of ideas that helps explain phenomena.B. A theory is an interrelated, coherent set of ideas that helps make predictions.**C.** When studying a topic, it is advisable to choose one developmental theory and disregard all others.D. A theory is an interrelated, coherent set of ideas that may suggest hypotheses.*Accessibility: Keyboard NavigationAPA Outcome: 2.2: Demonstrate psychology information literacyBloom's Taxonomy: UnderstandDifficulty Level: ModerateLearning Objective: Describe the main theories of human development.Topic: Scientific Method*

62. Psychoanalytic theories hold that development primarily depends on**A.** the unconscious mind.B. thinking, reasoning, language, and other cognitive processes.C. behavior's link to environment.D. biology and evolution.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning Objective: Describe the main theories of human development.Topic: Psychoanalytic Theory*63. Psychoanalytic theories stress what in development?A. the child’s cognitive creativityB. genes inherited from parentsC. late experiences with parents**D.** early experiences with parents*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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. phallicB. anal**C.** latencyD. oral*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: BasicLearning Objective: Describe the main theories of human development.Topic: Freud's Theory*65. Erikson's theory emphasizes which of the following stages of human development?A. experiences in early lifeB. psychosexualC. experiences in late life**D.** psychosocial*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning 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. developmental landmarks with increased vulnerability.**B.** developmental landmarks with both increased vulnerability and enhanced potentials.C. catastrophic events that toughen the individual for future crises.D. developmental landmarks with enhanced potentials.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning 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. industry versus inferiorityD. identity versus identity confusion*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning Objective: Describe the main theories of human development.Topic: Erikson's Psychosocial Theory*

68. At the airport, 4-year-old Kelly’s mom encourages her to help with dragging the bags off the luggage carousel. According to Erikson's stage theory, Kelly's mom is helping Kelly developA. trust.B. her identity.**C.** initiative.D. altruism.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning Objective: Describe the main theories of human development.Topic: Erikson's Psychosocial Theory*69. The successful outcome of Erikson's stage of \_\_\_\_\_ results in a healthy sense of independence.**A.** autonomy versus shame and doubtB. initiative versus guiltC. industry versus inferiorityD. identity versus identity confusion*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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.** discontinuityB. multidirectionalityC. stabilityD. nature*Accessibility: Keyboard NavigationAPA Outcome: 2.2: Demonstrate psychology information literacyBloom's Taxonomy: UnderstandDifficulty Level: ModerateLearning 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, then you are mostly likely to believe the development theory ofA. Vygotsky.**B.** Piaget.C. Erikson.D. Freud.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: ModerateLearning 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.** social interaction.B. concrete operations.C. formal operations.D. organization and adaptation.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning 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. sensory perceptions**C.** languageD. physical tools*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning Objective: Describe the main theories of human development.Topic: Vygotsky's Sociocultural Cognitive Theory*

74. Who among the following is a cognitive theorist?**A.** VygotskyB. FreudC. EriksonD. both Freud and Erikson*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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. the influence of culture on development**B.** how individuals store and retrieve informationC. the stage-like advances in an individual’s capability to recognize internal cognitive processesD. the influence of biology and evolution on an individual's development*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning 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. ethological theoryB. Piaget's cognitive development theory**C.** information-processing theoryD. psychoanalytic theory*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning 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. Erikson's theory of psychosocial developmentB. Freud's theory of personality development**C.** the information-processing theoryD. Piaget's theory of cognitive development*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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. observed; changedC. learned; changedD. rewarded; punished*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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 toA. explore experiences from Nathan's early childhood.B. administer an IQ test to determine Nathan's cognitive potential.C. determine how Nathan's expectations about success have led him to develop this behavior.**D.** show disapproval responses whenever Nathan bites his hand, and provide encouragement when he refrains from doing so.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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.** Skinner's behaviorismB. Piaget's cognitive theoryC. Erikson's psychosocial stagesD. Bronfenbrenner's ecological theory*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. devotes inadequate attention to environmental determinants**B.** devotes inadequate attention to developmental changesC. devotes inadequate attention to behavioral changesD. devotes inadequate attention to how people learn*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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 limits of scientific research.**B.** environmental influences on behavior.C. the role of unconsciousness in behavior.D. an emphasis on the role of cognition in development.*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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 ofA. Erikson's developmental crises.B. Piaget's cognitive stages.C. Skinner's operant conditioning.**D.** Bandura's observational learning.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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, suggest that her children will most likelyA. learn quickly not to disobey.**B.** learn to hit others in similar situations.C. become well-behaved people.D. rebel and become more disobedient.*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: UnderstandDifficulty Level: ModerateLearning 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. positive reinforcement.B. bonding.C. sensitive period.**D.** imprinting.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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. ecologicalB. behavioralC. cognitive**D.** ethological*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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. cognitiveB. ecological**C.** ethologicalD. behavioral*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. ecologicalB. social learning**C.** ethologicalD. cognitive*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: UnderstandDifficulty Level: ModerateLearning 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 consequences of this be?A. The infant will bond to the first moving object seen after birth.**B.** Life-span development will likely not be optimal.C. As long as the child is adopted by age 10, no negative effects will be experienced.D. The outcome will depend on the child's temperament.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: ModerateLearning 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. cognition.B. parental genes.**C.** the environment.D. evolution.*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning Objective: Describe the main theories of human development.Topic: Ecological Theory*91. Ecological theory has been criticized for paying too little attention toA. environmental settings.**B.** biological foundations.C. social considerations.D. microdimensions of culture.*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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 their ecological systems, we are focusing on the difference in**A.** microsystem.B. mesosystem.C. exosystem.D. macrosystem.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. microsystem.**B.** exosystem.C. chronosystem.D. macrosystem.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning 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'sA. microsystem.B. mesosystem.**C.** exosystem.D. macrosystem.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning Objective: Describe the main theories of human development.Topic: Ecological Theory*

96. An eclectic theoretical orientation assumes thatA. development is a predictable and rigid process.**B.** no single theory can account for all of human development.C. the different developmental theories are all correct and complete within their own contexts.D. contemporary theories are more accurate than those created before 1950.*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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. dynamic**B.** eclecticC. fragmentedD. ethological*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: DifficultLearning 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.** eclecticB. life-spanC. psychoanalyticD. social learning*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning 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 aA. case study.**B.** naturalistic observation.C. standardized test.D. survey.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. In a laboratory setting, the subjects likely know they are being observed.**B.** The observation will be more controlled if done in a natural setting.C. participants will behave more naturally in a natural setting.D. A laboratory setting may unfairly represent certain populations.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: ModerateLearning 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 it**A.** occurs in a real-world setting.B. involves a structured set of interview questions.C. allows for a great deal of control over the observational setting.D. shows how people behave when they know they are being observed.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. case studyB. standardized testC. naturalistic observation**D.** interview*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning 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.** Participants may give inaccurate responses.C. It is only biased or unclear.D. It cannot be conducted in a laboratory setting.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning 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. People may behave differently in different settings.B. Their use assumes that people’s behaviors are consistent and stable.C. People’s performances may be influenced by their emotions in different settings.**D.** They allow an individual’s performance to be compared with that of another.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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 limited reliability.C. Conclusions drawn from case studies are unique and cannot be generalized to other members of a population.**D.** It may focus on nearly any aspect of the participant’s life that will help the researcher to understand the person’s mind and behavior.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning 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.** case studyB. questionnaireC. standardized testD. naturalistic observation*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. questionnaireB. survey**C.** case studyD. naturalistic observation*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning Objective: Explain how research on life-span development is conducted.Topic: Case Study*

108. Assessment of hormones in the bloodstream is a type of**A.** physiological measure.B. standardized test.C. case study.D. naturalistic observation.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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 of these answers are correct.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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; causationB. experimentation; correlationC. causation; correlation**D.** correlation; causation*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: UnderstandDifficulty Level: ModerateLearning 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 causes high self-esteem in children.C. more positive parental feedback is related to low self-esteem in children.**D.** more positive parental feedback is related to high self-esteem in children.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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.** –0.93B. +0.87C. +0.13D. –0.47*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning Objective: Explain how research on life-span development is conducted.Topic: Correlational Research*113. A correlation coefficient of 0 indicates**A.** no relationship between variables.B. a positive correlation between variables.C. an inverse relationship between variables.D. a higher relationship between variables than if the coefficient is –1.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning Objective: Explain how research on life-span development is conducted.Topic: Correlational Research*

114. Which research method is used to determine causality?A. correlational**B.** experimentalC. observationalD. descriptive*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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. descriptive**B.** experimentalC. longitudinalD. correlational*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. correlation coefficient**C.** independent variableD. observed effect*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning 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. children’s smiles is the independent variable.B. adults’ eye contacts with children is the dependent variable.**C.** adults’ eye contacts with children is the independent variable.D. children’s smiles is the correlative variable.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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 is**A.** the number of minutes participants spend comfortably on the treadmill.B. whether the participants are in the exercise program or not.C. the heart rate during the exercise program.D. whether the duration of the exercise program is 12 weeks or longer.*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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 of the subjects receive the medication and half receive a placebo, which is a harmless sugar pill without any medication effects. The group of people who receive the placebo is the \_\_\_\_\_ group.A. random**B.** controlC. experimentalD. correlation*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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 toA. guarantee that the results will be statistically significant.B. ensure that people from different social classes will be in separate groups.C. ensure that the experimental results are not merely correlational.**D.** reduce the likelihood that the experiment's results will be due to any preexisting differences between the experimental and control groups.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning 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.** cross-sectionalB. longitudinalC. both cross-sectional and longitudinalD. neither cross-sectional nor longitudinal*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: UnderstandDifficulty Level: ModerateLearning 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. cross-sectional**B.** longitudinalC. both cross-sectional and longitudinalD. neither cross-sectional nor longitudinal*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning 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. naturalistic observation**C.** longitudinalD. experimental*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning Objective: Explain how research on life-span development is conducted.Topic: Longitudinal Approach*

124. Cohort effects are NOT due to which of the following?A. a person's time of birthB. a person's era**C.** a person's actual ageD. a person's generation*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: BasicLearning Objective: Explain how research on life-span development is conducted.Topic: Cohort Effects*125. 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. deception.B. debriefing.C. confidentiality.**D.** informed consent.*Accessibility: Keyboard NavigationAPA Outcome: 3.1: Apply ethical standards to evaluate psychological science and practiceBloom's Taxonomy: ApplyDifficulty Level: ModerateLearning Objective: Explain how research on life-span development is conducted.Topic: Ethical Research*

126. Which of the following is NOT a form of bias that is discussed in the textbook?A. gender**B.** socioeconomicC. culturalD. ethnic*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning Objective: Explain how research on life-span development is conducted.Topic: Gender Bias*127. The term "ethnic gloss" refers to a tendency to make ethnic groups appear to**A.** be more homogeneous than they really are.B. be more diverse than they really are.C. commit more crimes than they actually do.D. be more different than each other than they really are.*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning Objective: Explain how research on life-span development is conducted.Topic: Cultural and Ethnic Bias*

128. 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.

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: ModerateLearning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Studying Life-Span Development*129. Describe how the traditional approach to development differs from the life-span approach.

In the traditional approach, focus is placed on dramatic change occuring 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.

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: DifficultLearning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Studying Life-Span Development*

130. 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.Plastic: 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 inheritence, our environment, and our own self-directed learning and decisions will work together to influence development.

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: DifficultLearning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*131. 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, retirement.2. Normative history-graded influences: economic changes (the Great Depression), war, the changing roles of women, the computer revolution, political upheaval and change.3. Nonnormative life events: death of a parent when a child is young, pregnancy in early adolescence, a disaster, an accident, winning the lottery.

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: DifficultLearning Objective: Discuss the distinctive features of a life-span perspective on development.Topic: Characteristics of Life-Span Perspective*

132. 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.

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: DifficultLearning Objective: Identify the most important processes, periods, and issues in development.Topic: Biological ProcessesTopic: Cognitive ProcessesTopic: Socioemotional Processes*133. Identify and briefly describe the four ways that age has been conceptualized.

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

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: DifficultLearning Objective: Identify the most important processes, periods, and issues in development.Topic: Conceptions of Age*

134. Briefly discuss the nature-nurture 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).

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: DifficultLearning Objective: Identify the most important processes, periods, and issues in development.Topic: Nature and Nurture*135. 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.

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: DifficultLearning Objective: Identify the most important processes, periods, and issues in development.Topic: Stability and Change*

136. 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 nurture

1: a, 2: c, 3: b

*Accessibility: Keyboard NavigationAPA Outcome: 1.3: Describe applications of psychologyBloom's Taxonomy: ApplyDifficulty Level: DifficultLearning Objective: Identify the most important processes, periods, and issues in development.Topic: Developmental Issues*137. Briefly discuss the difference between developmentalists who favor stability vs. developmentalists who favor change in 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 later experiences are equally important in shaping development.

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: DifficultLearning Objective: Identify the most important processes, periods, and issues in development.Topic: Stability and Change*

138. 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).

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: DifficultLearning Objective: Identify the most important processes, periods, and issues in development.Topic: Continuity and Discontinuity*139. 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.

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: ModerateLearning Objective: Describe the main theories of human development.Topic: Developmental Issues*

140. List Freud's psychosexual stages in order.

oral, anal, phallic, latency, genital

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: RememberDifficulty Level: ModerateLearning Objective: Describe the main theories of human development.Topic: Freud's Theory*141. 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.”

*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: UnderstandDifficulty Level: DifficultLearning Objective: Describe the main theories of human development.Topic: Ecological TheoryTopic: Ethological Theory*

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

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

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: DifficultLearning Objective: Describe the main theories of human development.Topic: Ecological Theory*143. 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.

*Accessibility: Keyboard NavigationAPA Outcome: 2.1: Use scientific reasoning to interpret psychological phenomenaBloom's Taxonomy: UnderstandDifficulty Level: DifficultLearning Objective: Describe the main theories of human development.Topic: Eclectic Theoretical Orientation*

144. 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: An evaluative measure with uniform administration procedures that yields results that often allow participants to be compared to other participants.Case study: An in-depth look at a single individual. These are performed when it may not be ethical or practical to induce a situation to be studied.Physiological measures: These are aspects of development that can be assessed medically, such as hormone levels in the body or neuroimaging to capture brain activity.

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: DifficultLearning Objective: Explain how research on life-span development is conducted.Topic: Case StudyTopic: ObservationTopic: Physiological MeasuresTopic: Standardized TestTopic: Survey and Interview*145. Briefly describe the cross-sectional approach to research.

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

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: BasicLearning Objective: Explain how research on life-span development is conducted.Topic: Cross-Sectional Approach*

146. 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.

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: UnderstandDifficulty Level: ModerateLearning Objective: Explain how research on life-span development is conducted.Topic: Longitudinal Approach*147. 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).

*Accessibility: Keyboard NavigationAPA Outcome: 3.1: Apply ethical standards to evaluate psychological science and practiceBloom's Taxonomy: UnderstandDifficulty Level: DifficultLearning Objective: Explain how research on life-span development is conducted.Topic: Ethical Research*

148. 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.

*Accessibility: Keyboard NavigationAPA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychologyBloom's Taxonomy: RememberDifficulty Level: ModerateLearning Objective: Explain how research on life-span development is conducted.Topic: Cultural and Ethnic Bias*149. 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.

*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: UnderstandDifficulty Level: DifficultLearning Objective: Describe the main theories of human development.Topic: Psychoanalytic Theory*

150. 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.

*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: UnderstandDifficulty Level: DifficultLearning Objective: Describe the main theories of human development.Topic: Information-Processing TheoryTopic: Piaget's Cognitive Development TheoryTopic: Vygotsky's Sociocultural Cognitive Theory*151. 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.

*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: UnderstandDifficulty Level: DifficultLearning Objective: Describe the main theories of human development.Topic: Bandura's Social Cognitive TheoryTopic: Skinner's Operant Conditioning*

152. 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.

*Accessibility: Keyboard NavigationAPA Outcome: 1.2: Develop a working knowledge of psychology's content domainsBloom's Taxonomy: UnderstandDifficulty Level: DifficultLearning Objective: Describe the main theories of human development.Topic: Ecological TheoryTopic: Ethological Theory*

*Category* *# of Questions*

Accessibility: Keyboard Navigation 152

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology 68

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains 26

APA Outcome: 1.3: Describe applications of psychology 53

APA Outcome: 2.1: Use scientific reasoning to interpret psychological phenomena 1

APA Outcome: 2.2: Demonstrate psychology information literacy 4

APA Outcome: 3.1: Apply ethical standards to evaluate psychological science and practice 2

Bloom's Taxonomy: Apply 50

Bloom's Taxonomy: Remember 51

Bloom's Taxonomy: Understand 51

Difficulty Level: Basic 64

Difficulty Level: Difficult 23

Difficulty Level: Moderate 65

Learning Objective: Describe the main theories of human development. 49

Learning Objective: Discuss the distinctive features of a life-span perspective on development. 30

Learning Objective: Explain how research on life-span development is conducted. 34

Learning Objective: Identify the most important processes, periods, and issues in development. 39

Topic: Age and Happiness 1

Topic: Bandura's Social Cognitive Theory 5

Topic: Biological Processes 3

Topic: Case Study 4

Topic: Characteristics of Life-Span Perspective 22

Topic: Cognitive Processes 2

Topic: Cohort Effects 1

Topic: Conceptions of Age 7

Topic: Contemporary Concerns 5

Topic: Continuity and Discontinuity 1

Topic: Correlational Research 4

Topic: Cross-Sectional Approach 2

Topic: Cultural and Ethnic Bias 2

Topic: Descriptive Research 1

Topic: Developmental Issues 2

Topic: Eclectic Theoretical Orientation 4

Topic: Ecological Theory 9

Topic: Erikson's Psychosocial Theory 5

Topic: Ethical Research 2

Topic: Ethological Theory 7

Topic: Experimental and Control Groups 2

Topic: Experimental Research 2

Topic: Freud's Theory 2

Topic: Gender Bias 1

Topic: Independent and Dependent Variables 3

Topic: Information-Processing Theory 4

Topic: Longitudinal Approach 3

Topic: Naturalistic Observation 1

Topic: Nature and Nurture 5

Topic: Observation 3

Topic: Periods of Development 12

Topic: Physiological Measures 3

Topic: Piaget's Cognitive Development Theory 3

Topic: Psychoanalytic Theory 3

Topic: Scientific Method 3

Topic: Skinner's Operant Conditioning 5

Topic: Socioemotional Processes 2

Topic: Stability and Change 8

Topic: Standardized Test 2

Topic: Studying Life-Span Development 5

Topic: Survey and Interview 3

Topic: Vygotsky's Sociocultural Cognitive Theory 4