Psychology 465 / Educational Psychology 405 Personality and Social Development

University of Illinois at Urbana-Champaign Fall 2016

**Examination #1**

1. The following is an example of an evocative transaction:
2. **Evocative person–environment transactions** occur whenever individuals draw out or evoke certain kinds of responses from their social environments because of their personality attributes.
3. A warm and secure individual invites different kinds of responses from peers than a cold and aloof individual.
4. Low self-esteem reject complements and therefore feel even worse about themselves.
5. Infants giving negative reactions tend to be treated negatively by caregivers.
6. Bowlby avoided writing about the relationship between an infant and his or her caregiver as one of *dependency* for all of the following reasons, ***EXCEPT***:

For the fact that infant IS dependent on the mother because she feeds it

Dependence: the extent to which one individual relies on another for his existence (functional)

----> maximum at birth and diminishes more or less until maturity

Attachment: a form of behavior—is not evident until an infant is 6 months-old

1. Rothbart’s (2007) investigation of cross-cultural differences in *effortful control* (EC) suggests:
2. If EC is high in a western culture, negative affectivity will be low; if EC is high in an eastern culture, extraversion will be low.
3. According to Maccoby (2007), *socialization* refers to:
4. The process by which individuals are taught the skills, behaviors, values, etc. that are necessary to function appropriately in society.
5. Genetic essentialism suggests that our personality is:
6. Based solely on our genes;
7. Argues that genes give up unchangeable traits, and was fought for by people who believed that parenting did not matter.
8. Caspi (2000) claimed that temperamental qualities at age 3 predicted which of the following in early adulthood?
9. Under-controlled 3-year olds – impulsive, unreliable, antisocial, and conflict with peers and at work;
10. Inhibited 3-year olds: unassertive, depressed, and lack social support
11. Well-adjusted 3-year olds: normal young adults
12. Personality structure
13. Quality of interpersonal relationship
14. Availability of social support
15. Psychopathology (psychiatric disorders)
16. Criminal behavior
17. Unemployment in the transition to adulthood
18. Antisocial behavior
19. Alcohol dependence
20. Bronfenbrenner (1979) suggested that development occurs as a result of which of the following:
21. The power of proximal processes as the engine of development;
22. The systematic variation as a function of the characteristics of both person and context;
23. Process through which the growing person acquires a more extended, differentiated, and valid conception of the ecological environment, and becomes motivated and able to engage in activities that reveal the properties of, sustain, or restructure that environment
24. Both Fox and Henderson (1999) and Caspi (2000) described proactive transactions as:
25. Individuals select or create environments of their own (e.g., close friendships, peer groups);
26. Individuals move beyond their original environments to actively select and construct new environments
27. Which of the following is the most important argument that Caspi (2000) makes?
28. Traits are consistent within an individual over time (continuity)
29. Expressions of behaviors may change, but their overall personality remains coherent
30. Adult outcomes can be prevented at early intervention
31. Temperament is described as behavioral styles that (Fox and Henderson):
32. Emerge early;
33. Biologically driven
34. Reflect predictable responses to situations
35. In secondary drive explanations of attachment behavior, the primary drive is to be fed and the secondary drive is to be close (attachment; social relationship) ?
36. When using the dimensional approach to describe temperament, Thomas and Chess suggest that children:
37. React differently to different situations
38. Fall on a continuum of 9 dimensions:
    1. Sensitivity
    2. Intensity of reaction
    3. Activity level
    4. Adaptability
    5. Approach/withdrawal
    6. Persistence
    7. Rhythmicity
    8. Quality of mood
    9. distractibility
39. Bowlby said that approximately what percentage of caregivers fail to provide secure attachments to their infants?
40. 20% or one-fifth
41. During the 1960s, *authoritative* parenting was thought to produce well-socialized children for all of the following reasons ***EXCEPT***:

Reasons that this is effective:

1. Parents are responsive to kids’ needs, willing to listen to them and take their viewpoint into account, involving them in decisions whenever possible
2. Use reasoning and give children explanations of potential demands
3. Both assigned responsibilities and made room for children’s autonomy
4. Were affectionate and supportive of the child’s enterprise
5. Seen as a form of democratic parenting but combined with levels of strictness
6. The competence hypothesis suggests that children who are securely attached at age 1:
7. are later more cooperative, less aggressive/avoidant
8. more competent and more sympathetic in interaction with peers
9. display more intense exploratory interest
10. are more enthusiastic, more persistent, more curious, more self-directed, more ego resilient
11. tend to achieve better scores on both developmental tests and measures of language development
12. more interpersonally effective and at lower risk of experiencing psychopathology
13. Both Kagan and Fox & Henderson (1999) argued that an individual social behavior can be predicted from two types of temperament during infancy. These are:
14. High reactive/high negative: behavioral inhibition and social reluctance through pre-K years
15. High reactive/high positive: exuberance and positive social interaction through pre-K years
16. A child whose temperament is undercontrolled or difficult:
17. Impulsive, restless, resistant to direction, distractible, and their emotional responses were liable to change
18. High in intensity of response and considerable negative affect
19. Withdraws in response to novel situations
20. Limited or low adaptability
21. Irregular body function
22. Harry Harlow’s experiments with monkeys provided evidence:
23. The secondary driven is not always true – monkeys sought comfort from the wired terry cloth; contact is critical in mother/child relationships far better than being fed
24. Against driven deduction; supported evidence of the need of comfort-contact for young mammals
25. All of the following behaviors accurately describe secure attachment relationships **EXCEPT**:

Secure attachment is:

1. Securely attached infants use mothers as a secure base from which to explore in pre-separation episodes
2. Attachment behavior is greatly intensified by the separation of episodes so that exploration is diminished as stress is likely; but they are able to compose themselves and do something knowing that their mothers will return
3. In reunion episode, they seek contact with, proximity to, or at least interaction with mother
4. Seek attachment figures when tired, hungry, ill or alarmed, and also when they are uncertain of where the figure is; when the figure is found, they may also want to remain in proximity or be held/cuddled
5. Seek playmate when in good spirits and confident of where the figure is; when playmate is found, they want to engage in playful interaction with them
6. In writing about the fictitious Harold and his mother Julia, Brooks writes that “parents just have to be good enough” -- but then he goes on to state that good parents should really provide their children with:
7. Stable and predictable rhythms; they need to be able to fall in tune with their kids needs, combining warmth and discipline
8. Establish strong and secure emotional bonds that kids can fall back on in times of stress
9. Give examples of how to cope with the problem of the real world so that the kids can develop unconscious models in their heads
10. Socialization is a product of which of the following:

The results of a variety of processes:

1. Reinforcement: regular reinforcement of desired behaviors and punishment for undesired behaviors by parents and other key adults
2. Impulse control: socialization starts with parents as external agents of the kid’s self/impulse control and eventually shifts the child him/herself – kids imitate adult behaviors
3. Parenting style: parents may use different styles to foster behaviors, skills, and values
4. Bidirectional relationship: kids influence their parents’ socialization practices, which, in turn, influence kids’ behaviors, sills, and values
5. Context: socialization practices vary depending on settings, circumstance, and international – parents may handle tantrums different in public than they do at home
6. What do we mean when we say a trait or characteristic is “continuous”?
7. Reflects the idea that a given trait of characteristic is consistent across time
8. While expressions of behaviors may change, their overall personality remains coherent
9. This is in contrast to discontinuity which claims that certain traits diminish into adulthood
10. Historically, *genetic determinism* suggested that adaptive human traits could be improved upon by:
11. Claims that we can be born with certain traits that are a result of our DNA, but our environment can help to shape those traits
12. We can **improve in the right environment** even if we have genetic predispositions to develop in other ways
13. For example: if you are born with a low IQ, you can improve if you are placed in an environment to succeed 🡪 going to school vs. not getting the the opportunity to become more educated
14. Bowlby reviewed Bob Cairns’ research on attachment in lambs, which showed that:
15. Despite mistreatment or abuse of a lamb by dog, it will go back to the thing that makes it feel comfortable such as the T.V. or dog. **Results being that attachment can still be created despite negative abuse**
16. Lambs attachment can develop with nothing more than visual and auditory exposure to an object and without any physical interaction with it (**contact comfort led to attachment, not food**)
17. **Support Harlow’s monkey study**
18. What is the strongest determinant of language development?
19. The amount of words spoken to children by their parents
20. SES has a large impact on (1)
21. Historical perspectives on the importance of the mother-child bond suggest all of the following **EXCEPT**:

Facts about mother-child bond:

1. The original mother-child bond is the wellspring for all the infant’s subsequent attachments
2. It is the formative relationship in the course of which the child develops a sense of himself
3. Throughout his lifetime the strength and character of his attachment will influence the quality of all future bonds to other individuals
4. Individuals who are negative and impulsive in childhood commonly experience which of the following in adulthood:
5. Children who are negative, impulsive and unregulated tend to have poor relations and get in trouble with the law
6. They are also difficult partners and roommates
7. Which of the following behaviors characterize pre-attachment?
8. **Limited discrimination (i.e., socialization towards strangers)**
9. Built-in signals, such as crying and cooing, bring a newborn baby into close proximity with their caregiver
10. Babies recognize a caregiver’s smell and voice and are comforted by these things
11. When the caregiver picks up the baby or smiles at her, the beginnings of attachment are forming
12. However **complete attachment has not yet occurred, so the baby is till comfortable being left with an unfamiliar person**
13. In their investigation of gene-environment interactions, Bakermans-Kranenburg and van Ijzendoorn (2006) found:
14. Children with the 7-repeat DRD4 and insensitive mothers displayed significantly more externalizing behaviors than children with 7-repeat DRD4 with sensitive mothers and than children without the DRD4 7-repeat, irrespective of maternal sensitivity
15. Which of the following is ***FALSE*** about mammalian attachment?
16. A monkey deprived from comfort and food developed no coping mechanism
17. Synchrony between the actions and physiological states of mother and of the infant
    1. A reciprocal relationship becomes established (social/biological needs become mutually supportive), which creates positive attachment relationship
    2. Proximity and physical closeness, along with mutual engagement between mother and children promote the establishment of social attachment; separation triggers disorganization, distress and disruption in both the infant and the mother
    3. Intense social attachment can be established under diverse conditions (absence of milk or contact comfort)
    4. Maturational changes (change in the life course) trigger modifications in the nature and the quality of attachment