Psychology 465 / Educational Psychology 405 Personality and Social Development

University of Illinois at Urbana-Champaign Fall 2016

**Examination #2**

**1. Among the hallmarks of Piaget’s and Kohlberg’s approach to moral development is the idea that:**

\*As children progress across the stages of development, we see a shift form a focus on outcomes to a focus on intentions.

- they provided innovative and important theories about how moral reasoning develops

- rules are socially constructed and open to change

- Development is based more on cognitions and philosophy, rather than emotions and behaviors. The child arrives at choices of right and wrong rather than observing and learning from others.

- The ultimate goal is moral reasoning (and behaviors).

- Premoral (first few years): unaware of socially defined rules; no intent to win; pleasure is from playing, not winning;

- Heteronomous (4-7): **consider outcomes**; clear respect for rules; rules are from authority figures; rules seen as unchangeable; following rules is good; intention not considered;

- Autonomous (8-9): understanding that morality is not absolute; view rules as socially constructed and open to challenge; rules can be changed only with agreement of others; braking a rule for the larger good is acceptable; **consider intention**; punishment for transgression should be administered flexibly

**2. According to Cole et al. (2004), a key aspect of emotion regulation has to do with:**

\*Marked by changes in current emotion or changes in other related psychological processes

- Proposes to account for how and why emotions facilitate other psychological processes (like focus attention, promote problem solving, support relationship…);

- Account for why emotions can have negative effects on these processes (interrupt attention, interfere with problem solving…);

- EG has appeal in child development research because of its role in integrating and understanding of typical and atypical development

**3. Killen and Rutland (2011) refers to the false belief Theory of Mind task to show that when attributing blame:**

- Kids who failed the ToM test were more likely to attribute negative intentions to an accidental transgressor and to use moral reasons when blaming the accidental transgressor;

- Kids who failed the test viewed it as more acceptable to punish the accidental transgressor than those who passed;

- The study revealed that a kid’s ability o understand that others have different intentions from themselves is related to their attributions of intentional wrong-doings of peers

- Implication: kids who do not have false belief knowledge may be more likely to accuse their friends of wrong-doing unfairly (when the act is accidental)

- Results have provided insights into the domain specificity of social knowledge (moral knowledge being different from psychological knowledge of others’ minds); provided essential information that helps to explain kids’ interpersonal and interactions and social exchanges

**4. Supporting the development of positive emotion/self regulation during early childhood is important because:**

- ER/SR predict later adjustment and school readiness;

- Predict later risk taking;

- Predict later mental and physical health;

- Evidence of both within domain (cognitive SR predicting academic outcomes) and cross-domain (behavioral SR also predicting academic outcomes) associations;

- Dysregulation has been implicated in a range of negative outcomes (behavioral problems, depression, academic failure…)

**5. Definitions of the term *morality* emphasize concepts from the following fields:**

- Cognition: explicit concepts of right and wrong; reasoning about the right course of action; biases that influence moral thinking;

- Affect: feelings like guilt, concern for distress in others (empathy), predicting emotional consequences;

- Behavioral: how do we act when we: face moral dilemmas; judge others; face temptation to lie, cheat, steal…; (related: prosocial behavior and altruism)

**6. The main difference between the Social Intuitionist Model and Piaget or Kohlberg’s Theory of Moral Judgment is:**

\*Morality comes from intuition in social situations instead of from moral reasoning

- Social intuitionist model:

(1) Suggests that morality derives more from intuition in a given social situation than from moral reasoning (emotion response)

(2) Cognitive processes only come into play when we must justify our decisions; serves as a post hoc justification of our decisions

(3) Responses to many moral situations are automatic

-Piaget:

(1) Rationale or thought structure used to justify decision

(2) Stages; shift from a focus on outcomes to a focus on intentions

**7. According to Steinberg (2007), risk-taking occurs more often among adolescents than adults because:**

- During adolescence the socioemotional component is more dominant than cognitive control

-The presence of peers makes risky behavior and situations more rewarding

- By adulthood, when the cognitive control component has fully developed, it can override socio-emotional responses

- Risk taking in adolescence is normative and may be biologically driven

- Do not have the information they need to make appropriate decisions

- Use different information to make decisions

**8. Aggression is most accurately described by which of the following statements:**

- Commonly defined as a hostile or violent behavior or act towards another;

- Serves many purposes, including: domination, control of others, induce injury or pain upon the victim; there’s little or no advantage to the aggressor

- Affective aggression: aggression that is unplanned and uncontrolled

**9. Although we do not have a single, clear definition of emotions, there are a set of agreed upon features of emotion. Which of the following is reflected in that list?**

- Biologically based;

- Has evolved over time;

- Broadly labeled as a response system;

- Specifically described as a tool by which we appraise experiences, register the significance of the experience, and subsequently respond to the experience;

- Fluid and often unseen

- Emotion is a process: a constant interaction between an individual and his/her environment;

- Individual goals drive responses

- Perceptions drive responses

- Multiple behaviors can reflect a single emotion

- A single behavior can reflect multiple emotions

**10. Which of the following statements most accurately reflects emotion regulation:**

- Behaviors and skills, both conscious and unconscious, that modulate, inhibit, or enhance emotions and experiences as a means to accomplish goals and function and society.

- Simply put, emotion regulation is a process of increasing (i.e., up-regulating) or decreasing (i.e., down-regulating) our positive and/or negative emotions in response to a situation.

**11. Logical reasoning reaches maturity at approximately 16 years old, while psychosocial development reaches maturity at approximately 25 years old.**

**12. According to Piaget’s stages of moral development, the progression from the heteronomous stage to the autonomous stage is best characterized by which of the following:**

- Shift from the focus on outcome to the focus on intention

**13. Emotion/self regulation is a developmental process that is best described by which of the following processes:**

- A constant interaction between the individual and environment

- Emotion is commonly described as a tool by which we appraise experiences, register the significance of the experience, and subsequently respond to the experience

- Processes by which individuals influence which emotions they have, when they have them, and how they experience and express their emotions” (Gross, 1998)

- A set of processes involving the generation of an emotion followed by the management of that emotion (Campos, Frankel, & Camras, 2004)

- Modification of a process that generates emotion or its behavioral manifestation - e.g., crying, tantrum, etc. (Campos, Frankel, & Camras, 2004)

- Marked by changes in a current emotion or changes in other related psychological processes (Cole, Martin, & Dennis, 2004)

- Behaviors and skills, both conscious and unconscious, that modulate, inhibit, or enhance emotions and experiences as a means to accomplish goals and function and society- Emotion regulation is a process by which emotions are altered.

- Alternatively, emotions and emotion regulation co-occur such that the emotion influences the regulatory behavior and simultaneously, the regulatory behavior shapes the emotion.

Simply put, emotion regulation is a process of increasing (i.e., up-regulating) or decreasing (i.e., down- regulating) our positive and/or negative emotions in response to a situation.

**14. Piaget outlined three stages of moral development, including the “premoral”, “heteronomous”, and “autonomous” stages. Which of the following best describes the heteronomous stage?**

- Children have developed a clear respect for rules;

- View rules as stemming from authority figures;

- Rules are seen as unchangeable Following rules is good, breaking rules is bad;

- The intentions of those involved are not considered;

**15. Although there is no single definition of morality, markers of moral development include which of the following:**

- Knowing right from wrong;

- Behaving in accordance with these values;

- Feeling good about our behaviors or feeling guilty about failing to live up to moral standards;

- Premoral period;

- Heteronomous morality;

- Autonomous morality;

OR

- Pre-conventional (1,2)

- Conventional (3,4)

- Post-conventional (5,6)

**16. Bub and colleagues (in press) examined the long-term benefits of self-regulation for body mass index and general health and found:**

- It’s consistently related to weight gain/obesity;

- Individuals who are better able to delay gratification tend to gain weight more slowly and are less likely to be obese;

- Findings suggest that there are long-term benefits of self-regulation, indexed by multiple dimensions, for children’s health and sleep problems;

- Children with better self-regulatory skills demonstrated smaller increases in BMI and maintained greater overall health across childhood and adolescence;

- Further, better self-regulation predicted fewer sleep problems in third and sixth grade but not during adolescence. No moderation by sex, race, or income was found;

**17. Killen and Rutland (2011) link the development of morality with which of the following:**

- The origins of morality, how moral concepts are related to concepts about authority and punishment, the relation of moral judgments to moral emotions, the role of peer interactions and groups on morality, how family interactions and relationships contribute to moral; understanding, and the social predispositions that contribute to the emergence of morality

- Judgments, emotions;

- Moral judgment emerges out of social interactions, and these interactions involve information about the emotional, mental, and motivational states of others;

- Social relationships, preferences, predispositions, and mindreading Social interactions and relationships;

- Social-cognitive preferences and intentionality;

- Early peer group interactions;

- There’s underlying assumption about intergroup relationships in moral developmental theories to the extent that morality is about being impartial and applying concepts of justice and right to everyone, regardless of group membership;

- How morality is related to prejudice, group identity, and intergroup attitudes is a more recent focus for research;

**18. Which of the following aggression-reduction strategies is most clearly derived from social information processing perspectives?**

- Child’s mental state: past social experiences, social expectancies, knowledge of social rules

- Encode social cues

- Interpret social cues

- Formulate social goals

- Generate problem-solving strategies

- Evaluate the likely effectiveness of strategies and select a response

- Enact/implement a response

- Peer evaluation and response

**19. Kochanska et al. (1996) examined associations between inhibitory control and internalization and found:**

- Inhibitory control measures are highly associated with internalization behaviors later in life;

- Girls surpassed boys at both ages;

- The implications for considering children's temperament as a significant, yet often neglected contributor to developing internalization are discussed;

- Individual children's performance was significantly correlated across both assessments, indicating stable individual difference;

- Individual differences in kids’ inhibitory control, that may, in part, have biological underpinnings, contribute to the development of conscience, above and beyond the contribution of parental influence;

- Different parental socialization strategies and orientations may be effective in promoting internalization in children with different temperaments

**20. Which of the following Kohlberg’s stages of moral development would most adults in the US fall into?**

- Stage 4 under conventional morality: morality means following the rules of society: laws/rules maintain order and thus should be obeyed (e.g., Heinz should steal because it is **his duty** as a husband to save his wife, but if he gets caught, he should be ready to accept the consequence for breaking the rules).

**21. Self-regulation is best described by all of the following EXCEPT:**

- The ability to manage emotions, focus attention, and inhibit some behaviors while activating others in accordance with social expectations and specific goals

- Others describe is as the ability to inhibit a dominant response in favor of a subdominant one – referred to as effortful

- A set of cognitive skills (e.g., attention focusing, working memory) and a set of behavioral skills (e.g., impulse control

**22. Piaget’s and Kohlberg’s models of moral development suggested that early moral reasoning is largely mandated by rules handed down from figures of authority (e.g., parents, teachers, the government). Social Domain Theory (Smetana’s work) challenged this idea by showing that:**

- Young children view the social world as consisting of distinct domains of social rules and knowledge: moral, conventional, and personal domains

- Moral transgressions: toddlers – serious; what deserves punishment; not context dependent

- Conventional transgressions: adults – more permissible when no rules

- Kids are aware that some stuff is wrong, regardless of rules or authority figures

**23. Which of the following statements most accurately reflect historical and contemporary perspectives on why individuals engage in aggressive behavior:**

- 1950: Frustration-aggression: frustration creates a motive to aggress; fear of punishment or disapproval for aggression against the source of frustration (friends no show) can cause the aggressive drive to be displaced against some other target or even oneself (sister who’s teasing)

- 1959: Aggression-dependency model: originated primarily from disruption of a child’s dependency relationship to his parents – therefore no internalized controls;

- 1994: Social information processing model: kids’ mental state: past social experience; social expectancies; knowledge of social rules:

- encode social cues

- interpret social cues

- formulate social goals

- generate problem-solving strategies

- evaluate the likely effectiveness of strategies and select a response

- enact a response

- peer evaluation and response (then back to encode social cues)

- 2002: Gene-environment interactions and aggression:

- childhood maltreatment is a universal risk factor (but there are considerable individual differences)

- Interaction between MAOS (gene) and childhood maltreatments: low MAOS activity + severe childhood maltreatment 🡪 highest antisocial; low MAOS + non maltreatment = lowest antisocial;

- **low** MAOS + severe maltreatment > high MAOS + severe maltreatment 🡪 leading to a gene-environment interaction that low MAOS leads to a worse outcome for maltreated children.

**24. Kohlberg’s pre-conventional stage of moral development is best described by which of the following statements:**

**-** What is rewarded is right and what is punished is wrong

- Focus on outcomes not intent

- For example: Heinz should not steal the medicine because he’ll be put in prison

- What is good for me is good for you – reciprocity of needs

- For example: Heinz should steal because he will be really happy if he saves his wife’s life

**25. According to the Infant Morality Study, the idea that even infants have a sense of morality derives from findings suggesting:**

- Moral intuition/emotion precedes (and determines) moral reasoning

- Kids understand morality a much younger age and isn’t determined wholly by adult rules

- Even infants/toddlers seem to have a rich set of cogni2ve tools and behavioral proclivi2es that allow them to understand complex social concepts (e.g., inten2on, sharing) and behave prosocially

- Infants like the nice bunny – can tell right and wrong; babies have simple understanding of good and bad

**26. Which of the following would NOT be considered a predictor of aggression:**

- Predictors:

- frustration and fear of punishment and disapproval of aggression;

- childhood maltreatment (early social adversity)

- low MAOS activity (gene susceptibility)

- lack of dependency relationship with parents;

- neurobiological deficits

- disinhibited cognitive and emotional functioning

**27. Which of the following NOT a limitation of Kohlberg’s theory of moral development:**

**- Limitations:**

**-** Later stages of development are rarely found among people in traditional or rural communities; eventually had to drop level 6 (moral decisions are made on the basis of abstract moral principles – e.g., preserving human life is a higher moral obligation than preserving property)

- Developed his theory based primarily on the white men he studied early on

- Viewed moral development as a steady upward march (i.e., when someone reaches a higher stage, he is not likely to reason at a lower stage)

- Along with Piaget, viewed very young kids as dependent on adult authority (may be asking the wrong questions) – underestimated children’s ability

**28. According to Steinberg (2007), which of the following would be the most effective way to prevent risky behaviors among adolescents?**

- Changing the contexts in which risky behavior occurs may be more successful than changing the way adolescents think about risk – the presence of peers make risky behaviors and situations more rewarding