Psychology 465 / Educational Psychology 405 Personality and Social Development

University of Illinois at Urbana-Champaign FALL 2016

Exam #3 Stems

**1. According to Wolke et al. (2013), after controlling for childhood family hardships and childhood psychiatric problems, the long-term effects of bullying seemed to be worst for those children who were:**

Bully victims, but not bullies; controlling for childhood family adversity and psychiatric problems.

**2. Which of the following outcomes derive from our natural tendency to sort individuals into groups (i.e., social categorization):**

In-group favoritism: systematic tendency to evaluate more positively one’s own membership group or its members than a non-membership group or its members;

Out-group homogeneity: see members of the out-group as more similar to each other than they really are;

Stereotype: a belief about personal attributes shared by people in a particular social group, without appreciation that individuals within the group vary;

Prejudice: any attitude, emotion, or behavior toward members of a group, which directly or indirectly implied some negativity or antipathy toward that group.

Essentialism: the belief that all members of certain categories have an underlying, unchanging attribute or essence that determines that they belong to the group (attributing group diff. to natural, biological causes)

**3. In accordance with Olweus definition of bullying, long-term effects of peer victimization were worse when the bullying:**

Bully-victim: bullies who get bullied by others; bullied and was bullied

Olweus’ definition of bullying:

An unequal power dynamic

An intentional action

A chronic condition

**4. According to Coplan et al. (2013), peer problems seemed to be worst for those children who exhibited:**

high social avoidance and low social approach (avoidant children)

Both shyness and preference for solitude 🡪 socially withdrawn behaviors 🡪 peer difficulties;

Only shyness (but not preference for solitude) also displayed a direct path to peer difficulties.

**5. According to the Social Identity Theory, which of the following is NOT one of the stages of prejudice development:**

Stages:

Undifferentiated: before 2-3 years old – kids do not selectively discriminate between objects and people in the social world;

Ethnic awareness: from 3 – kids attend to ethnicity as a social category and begin to show ethic identification;

Ethnic preference: before 7 – strong need for positive ethnic identity leads kids to prefer in-group over out-group;

Ethnic prejudice: beyond 7 – the development of negative evaluations of the out-group is dependent on kids’ strength of ethnic identification, how much the out-group is perceived as threat, and whether the in-group norm is to who prejudice.

**6. Misperceptions about bullying in the media include all of the following EXCEPT:**

Bullying is an epidemic

Bullying-suicide are linked

Bullies are young criminals

Bullies need to be punished

Bullies derive from dysfunctional families

**7. According to Capsi et al. (2013), maltreated boys were more likely to exhibit anti-social behaviors during young adulthood when:**

They have low MAOA activity

**8. One of the key differences between aggressive behaviors and bullying is:**

Aggression: normally unintentional; generally, not repetitive; can be adaptive at times; an essential part of the life-preserving organization of instincts;

Bullying: direct; relational; largely intentional; repetitive; maladaptive all the time; involves perpetrators and victims;

**9. According to developmental intergroup theory (Bigler & Liben, 2006), which of the following practices would most likely lead to the development of prejudice?**

Establish psychological salience of person attributes:

1. Perceptual discriminability: Perceptually salient features such as race, gender, age, and attractiveness typically become the basis for their social stereotyping (Jews wearing yellow stars; male and female with different hair styles)
2. Proportional group size: minority groups are more likely to become the target of stereotype
3. Explicit labeling & Use (higher bias when groups were linked to positive traits): when adults label groups or group members, either as a matter of routine (e.g., beginning the day by stating ‘‘Good morning girls and boys’’ [or, ‘‘reds and blues’’]) or in the service of organizing the environment (e.g., assigning different desks or bulletin boards to each group;
4. Implicit use (higher bias when groups were linked to positive traits): de facto segregation – by fact not law; predominantly black school due to locating in a black neighborhood; children observe the characteristics along which humans are sorted. They notice perceptual similarities among those who live, work, and socialize together and then infer that the social divisions they observe must have been caused by meaningful, inherent differences between groups
5. Children see a dimension used and then construct hypotheses about its importance

Categorize encountered individuals by salient dimension:

1. Kids will classify encountered individuals into groups using those dimensions that are psychological salient.
2. The degree and way in which the categorization process operates will be affected by the individual child’s classification skill (which undergoes age-related change) and environmental experience (e.g., the number of encounters with exemplars).
3. The mere act of categorization triggers processes involved in the construction of social stereotypes.

**10. Researchers studying the links between temperament and gender have generally concluded:**

Effortful Control:

Consistent evidence of girls’ greater ability to regulate attention and impulses

Boys demonstrated greater incidence of internalizing problems

Male maturation lag that persists throughout middle childhood

Negative Affectivity:

e.g., anger, frustration, emotional intensity, fear

Few gender differences

Surgency (reactivity, particularly related to positive affect):

Small gender differences

Boys are slightly more active, less shy, and derive more pleasure from high-intensity stimuli than girls

**11. Evidence supporting the notion that anti-social behavior (e.g., aggression) is relatively stable across the lifespan includes:**

Stability of aggression;

Marked individual diff. in habitual aggression level manifest themselves early in life, certainly by the age of 3;

Early adversity and later anti-social behavior

Predicting criminality for aggression

Social withdrawal and later childhood.

The degree of stability that exists in the area of aggression quite substantial; not much lower than the stability found in intelligence testing;

Marked individual differences in habitual aggression level manifest themselves early in life, certainly by the age of 3;

Age-8 aggression predicts criminality;

Different profiles or subtypes of socially withdrawn children demonstrate very different patterns of socio-emotional functioning in later childhood.

~~Research suggests that social approach and avoidance motivations are a basic aspect of personality and that the “conflict” between these motivations underlies shy and anxious behavior.~~

~~Evidence that there are social profiles which derive from combinations of approach and avoidance motivations but little is known about the impacts of these profiles in later childhood, when peers become increasingly important.~~

~~Coplan and colleagues (2013) sought to test a model linking social approach, avoidance, and withdrawn behaviors with peer problems in later childhood; they also wanted to compare the socio-emotional functioning of subgroups of withdrawn children.~~

**12. Although a traditional socialization approach to gender suggests that gender differentiation is a product of socialization (primarily by parents), Maccoby argues:**

The socialization account is not wrong – just too narrow, too limited. We know that there are powerful gender-linked phenomena that … cannot be understood in terms of sex-typed personality traits or dispositions inculcated in each individual child through the process of socialization … Sex-linked behavior turns out to be a pervasive function of the social context in which it occurs … the gendered aspect of an individual’s behavior is brought into play by the gender of others.

Sex differences in personality traits are not evident.

Gender differentiation must be examined within a developmental context.

**13. Which of the following best exemplifies essentialist thinking?**

The belief that all members of certain categories have an underlying, unchanging attribute or essence that determines that they belong to the category

– Switched-at-birth task

– Linked to stereotyping and attributing group differences to natural, biological causes

– Evident in children as young as 4 and found cross-culturally but varies by culture

‒ Tends to declines with age

**14. Sex and sex differences typically refer to an individual’s biological sex while gender and gender differences:**

Sex/sex differences:

-Typically refers to biological sex

- Marked by chromosomes, hormones, internal and external sex organs

Gender/gender differences:

-Typically describes characteristics and behaviors having to do with masculinity and femininity

-Shaped by societal messages and culture

**15. In their subgroup analyses of social avoidance and social withdrawal, Coplan et al. (2013) found that compared to all other subtypes, avoidant (i.e., shy and preference for solitude) children demonstrated:**

Shy: high social approach and high social avoidance – refraining from social contact because of fear/anxiety despite desire to affiliate;

Avoidant: high social avoidance, low social approach – have no desire to be in a social setting and prefer solitude;

Compared with other groups of kids, these avoidant kids reported the highest levels of negative affect, depressive symptoms, and social anxiety and the lowest levels of positive affect and overall well-being.

Socially avoidant (i.e., high in both shyness and unsociability) children reported the most pervasive socioemotional difficulties

Avoidant children evidenced the most social anxiety and negative affect (along with shy-conflicted children)

Avoidant children reported a significantly greater level of depressive bias (i.e., lower scores) in their attributions than did shy-conflicted children

Avoidant children scored highest on indices of depression, and similar to the findings for indices of anxiety

**16. Hughes et al. (2006) made the argument that racial socialization and ethnic socialization broadly reflect parents’ efforts to transmit to children information about race and ethnicity. They describe a range of practices that parents might use to accomplish this goal, including:**

Cultural socialization: parental practices that teach children about their racial or ethnic heritage and history; that promote cultural customs and traditions; and that promote children’s cultural, racial, and ethnic pride, either deliberately or implicitly;

Preparation for bias: parents’ efforts to promote their children’s awareness of discrimination and prepare them to cope with it;

Promotion of mistrust: practices that emphasize the need for wariness and distrust in interracial interactions; mistrust may be communicated in parents’ cautions or warnings to children about other racial groups or in their cautions about barriers to success;

Egalitarianism and silence about race: explicitly encourage their children to value individual qualities over racial group membership or avoid any mention of race in discussions with their children.

Mainstream socialization: rather than orienting youths toward their native culture or toward their minority status, orient youths toward developing skills and characteristics needed to thrive in settings that are part of the mainstream, or dominant, culture.

**17. Rodkin, Espelage, and Hanish (2015) describe aggression as being both maladaptive and adaptive. This is because:**

Maladaptive: aggressive kids endanger others and themselves at risk for a host of serious adjustment problems

Adaptive: often successful in changing others’ behaviors and can be used to acquire resources and maintain group boundaries

**18. All of the following were true of Sherif (1956), *EXCEPT:***

This is the Robbers Cave study, with the homogeneous group of boys;

Group formations with a horizontal structure of roles, niches and specialization, a certain structure of social status;

Something about hostility and in-group out-group behavior;

Boys put aside their differences when working toward a common goal (harmony task) but when there was competition there was escalated violence (conflict task).

* Group Formation
* Horizontal structure – roles, niches, specialization
* Vertical structure – social status
* Group Conflict
* Conditions of competition
* Escalation of violence
* Transitions in group structure and measurement
* Group Harmony
* Pursuit of a superordinate common goal
* Intergroup conflict
* In the dining-hall line they shoved each other aside, and the group that lost the contest for the head of the line shouted “Ladies first!” at the winner. They threw paper, food and vile names at each other at the tables. An Eagle bumped by a Rattler was admonished by his fellow Eagles to brush “the dirt” off his clothes.

**19. The contact hypothesis, as articulated by Allport, asserts that inter-group prejudice may be reduced by interpersonal contact, especially when members of the majority and minority:**

Prejudice (unless deeply rooted in the character structure of the individual) may be reduced by equal status contact between majority and minority groups in the pursuit of common goals.

The effect is greatly enhanced if this contact is sanctioned by institutional supports (i.e., by law, custom or local atmosphere), and provided it is of a sort that leads to the perception of common interests and common humanity between members of the two groups.

… [A] home that is suppressive, harsh, or critical—where the parents’ word is law—is more likely to prepare the groundwork for group prejudice… [I]t seems very likely that rejective, neglectful, and inconsistent styles of training tend to lead to the development of prejudice… [C]onversely, children from more relaxed and secure homes, treated permissively and with affection, are more likely to develop tolerance.

**20. According to Raabe & Beelman’s meta-analysis, the development of prejudice towards higher status outgroups (i.e., how the minority views the majority) typically increases most rapidly during which of the following age periods:**

5-7.

**21. The most important finding in Caspi, et al. (2002) was:**

Maltreated children with a genotype conferring high levels of MAOA expression were less likely to develop antisocial problems. These findings may partly explain why not all victims of maltreatment grow up to victimize others, and they provide epidemiological evidence that genotypes can moderate children's sensitivity to environmental insults

**22. Children who show an *implicit bias* towards minorities are:**

Adolescents do not passively adopt implicit biases within their everyday interactions, rather they consciously interpret and reason about them and form judgments…

Implicit associations formed early in life may establish the potential for biases, but whether these biases turn into prejudices and behavior that excludes others is dependent on how children learn to reason about and judge issues of morality and group identity in everyday encounters

Biases – both explicit and implicit – are influenced by inter-ethnic contact and the status of different social groups within a given culture

23. Wilson and Rodkin (2011) found that interpersonal tensions between African- and European-

**American children were highest in classrooms that were:**

With a sample of African American and European American 3rd- and 4th-grade children (N = 486, ages 8–11 years), this study examined classroom ethnic composition, peer social status (i.e., social preference and perceived popularity as nominated by same- and cross-ethnicity peers), and patterns of ethnic segregation (i.e., friendship, peer group, and cross-ethnicity dislike).

African American—but not European American—children had more segregated relationships and were more disliked by cross-ethnicity peers when they had fewer same-ethnicity classmates.

African American children’s segregation was positively associated with same ethnicity social preference and perceived popularity and with cross-ethnicity perceived popularity.

European American children’s segregation was positively associated with same-ethnicity social preference but negatively associated with cross-ethnicity social preference and perceived popularity.

However, classroom ethnic context differentially predicted children’s segregation levels.

African Americans had more segregated friendships and peer groups with fewer same-ethnicity peers in the classroom (i.e., in mostly European American classrooms).

Conversely, European American children disliked more of their African American peers in classrooms that were mostly European American (see also Rodkin et al., 2007).

In addition, perceived relational aggression positively predicted African American children’s segregation, but perceived prosocial behavior positively predicted European American children’s segregation.

**24. According to Rodkin et al (2015), bullies are often described as being socially integrated or socially marginalized. All of the following describe socially marginalized youth EXCEPT:**

Socially integrated bullies: may use aggression to control others

Socially marginalized bullies:

may be fighting against a social system that keeps them on the periphery;

fail to raise their own social status or to dominate others via coercive strategies;

effort in bringing a small grp of equally marginalized youth to support attacks;

peer rejection framework;

mostly boys; clear deficits in developmental functioning;

aggression impulsive and overly reactive to real of perceived slights;

at-risk kids;

holding greatly negative attitudes and beliefs about herself and others;

poor social competence, social problem-solving skills, grades; rejected by and negatively influenced by peers he interacts with;

often shunted into peer groups with other bullies, and sometimes even with the kids they harass;

have a host of problems of which bullying behavior is but one manifestation;

their bullying might stem from an inability to control their hostile actions, or from a desire to gain a preferred status that generally eludes them.

**25. According to Killen and Rutland (2011), the extent of adolescent intergroup bias:**

Kids attributed more negative intentions to a Black child than to a White child in potential ambiguous peer encounters.

Also rated a Black child's next action and friendship potential more negatively than that of a White child.

This bias was only revealed by European-American children in racially homogeneous (i.e., racially non-mixed) schools.

European- American children of the same age, in the same school district, and enrolled in heterogeneous (i.e., racially mixed) schools did not attribute more positive intentions to their ingroup than the outgroup; in fact, race was not used to attribute negative intentions...

While school composition and intergroup contact was related to children's attributions of negative intentions in intergroup contexts, other findings from the same studies indicated that European-American children enrolled in both heterogeneous and homogeneous schools were less likely to view interracial dyad peers as likely to be friends than were ethnic minority children. This suggests that European-American children used race to attribute the potential for friendship, and more so than did ethnic minority children in heterogeneous schools. Thus, race was not used by ethnic majority children in heterogeneous schools to attribute negative intentions but it was used in their judgments about interracial friendship potential."

**26. According to Kohlberg’s cognitive developmental theory of gender, which of the following statements is TRUE?**

?? Sex differences in personality traits are not evident.

?? Gender differentiation must be examined within a developmental context

Age 3: understand themselves as being either male or female

Age 4-5: identify things as appropriate for either males or females

Age 6-10: perceptions of gender become less rigid

Age 12-16: perceptions of gender become more rigid- gender intensification

**27. Wilson and Rodkin (2011) measured interpersonal tensions between African- and European-**

**Americans by:**

DV:

perceived popularity (popular to not popular)

social preference (liked most to liked least)

IV:

predictors of interest: peer group segregation, cross-ethnicity dislike

Control variables: gender, prosocial, over/relational aggression

**28. Which argument is *NOT* made by Halpern et al. (2011) in “the Pseudoscience of Single-Sex Schooling”:**