Psychology 465 / Educational Psychology 405 Personality and Social Development

University of Illinois at Urbana-Champaign FALL 2015

**Examination #2 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:

Controlling for childhood family adversity and psychiatric problems, only bully-victims continued to exhibit poor adult outcomes; pure bullies were not at increased risk for poor outcomes.

2. Bub and colleagues (under review) examined the long-term benefits of self-regulation for body mass index and general health and found:

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.

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

Children who did not pass the false belief ToM task were more likely to attribute negative intentions to an accidental transgressor than children who passed the false belief ToM task, and to use moral reasons when blaming the accidental transgressor. In addition, children who did not pass false belief ToM viewed it as more acceptable to punish the accidental transgressor than did participants who passed false belief ToM. Thus, this study revealed that a child’s ability to understand that others have different intentions from the self is related to their attributions of intentional wrong-doing of peers. An implication is that children who do not have false belief knowledge may be more likely to accuse their friends of wrong-doing unfairly (when the act is accidental). These findings provide insights into the domain specificity of social knowledge (moral knowledge being different from psychological knowledge of others’ minds) and provide essential information that helps to explain children’s interpersonal interactions and social exchanges.

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

Bullying:

Commonly described as a systematic abuse of power and defined as repeated aggression against another person that is intentional and involves an imbalance of power

Direct, relational, involves perpetrators and victims

Aggression:

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

[A]ggression, far from being the diabolical, destructive principle that classical psychoanalysis makes it out to be, is really an essential part of the life-preserving organization of instincts. Though by accident it may function in the wrong way and cause destruction, the same is true of practically any functional part of any system.

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

Cognition: explicit concepts of right and wrong, reasoning about the right courses of action, biases that influence moral thinking

Affect: feelings like guilt, concern for distress in others, predicting emotional consequences

Behavior: how do we act

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

Judgment is:

Views moral development not as a developmental progression per se but instead as process that derives both from moral cognition/understanding and the social context, especially the peer context

The Social Intuitionist Model:

Suggests that morality derives more from intuition in a given social situation than from moral reasoning

Cognitive processes only come into play when we must justify our decisions

Responses to many moral situations are automatic

Piaget:

As children progress across the stages of development, we see a shift from a focus on outcomes to a focus on attentions

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

Irrational, Unaware, Inattentive, Invisible

Do not have the information they need to make appropriate decisions

Use different information to make decisions

Risk-taking in adolescence is thought to be the product of two aspects of the brain:

One that is sensitive to social and emotional stimuli and is reshaped by pubertal changes (socio-emotional)

One that promotes executive functions (e.g., planning and self regulation) and matures gradually (cognitive control)

During adolescence, the socio-emotional component is more dominant

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

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

The Olweus definition of bullying:

An unequal power dynamic

An intentional action

A chronic condition

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

“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

Emotions are not pure and are thus not unregulated

Emotion regulation can occur before an emotion is experienced, can prevent an emotion from occurring, or can change the quality of an emotion

Emotions can both regulate responses or behaviors to a situation and can be regulated such that the activated emotion changes in some way.

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

10. Logical reasoning reaches maturity at approximately years old, while psychosocial development reaches maturity at approximately years old.

15

Young adulthood (25)

11. 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

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

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

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13. 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 marginalized bullies “may be fighting against a social system that keeps them on the periphery”

Rodkin (2015): 313-314

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

Particularly interested in children’s conceptions of rules

Premoral Period :

Children are often unaware of socially-defined rules

There is not yet a systematic intent to “win”

Pleasure is derived from playing the game, taking turns, etc.

Heteronomous Morality:

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

Autonomous Morality

Characterized by increasing relativism

View rules as socially constructed and therefore open to challenge

Rules can now be changed but only with the agreement of others

Breaking a rule in service of the larger good is seen as acceptable

The intentions of those involved are considered

Punishment for transgressions should be administered flexibly

Tasks involved giving children and adults (mostly white males) moral dilemmas that involved a choice between:

Obeying a rule, law, or person in charge

Breaking a rule or law in order to help others

Preconventional Morality

(1) What is rewarded is right and what is punished is bad.

Focus is on outcomes not intent

Generally marked by an anti-theft attitude

(2) What is good for me is good for you – reciprocity of needs.

Generally marked by a pro-theft attitude

Conventional Morality

(3) What is good is socially approved.

Intentions and “meaning well” matter

Generally marked by a pro-theft attitude

(4) Morality means following the rules of society.

Laws/rules maintain order and thus should be obeyed

Generally marked by a pro-theft attitude

Postconventional Morality

(5) Laws that are fair and maximize social welfare must be followed.

Generally marked by a pro-theft attitude

(6) Moral decisions are made on the basis of abstract moral principles.

Generally marked by a pro-theft attitude

15. In their subgroup analyses of social avoidance and social withdrawal, Coplan et al. (2012) found that compared to all other subtypes, avoidant (i.e., shy and preference for solitude) children demonstrated:

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. 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 a response

Peer evaluation and response

17. 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?

Individual goals drive responses

Perceptions drive responses

Multiple behaviors can reflect a single emotion

A single behavior can reflect multiple emotions

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

Despite substantial differences among them, they share a neo-Darwinian influence, viewing emotions as biologically prepared capabilities that evolved and endured in humans because of their extraordinary value for survival. Emotions are a kind of radar and rapid response system, constructing and carrying meaning across the flow of experience. Emotions are the tools by which we appraise experience and prepare to act on situations.

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

Caspi and colleagues (2002) studied antisocial behavior by examining why some children who are maltreated develop aggressive/violent behaviors while others do not.

Diathesis Stress Model with a genetic twist…

Behaviors/disorders derive from an interaction between predetermined vulnerabilities (i.e., genetic factors) and environmental factors (i.e., stressors)

Childhood maltreatment is a universal risk factor:

But there are considerable individual differences

The monoamine oxidase A (MAOA) gene:

Encodes MAOA enzyme and renders inactive other genes, including NE, 5-HT, and DA

There does not seem to be a general relationship between MAOA and aggression

19. According to Coplan et al. (2012), peer problems seemed to be worst for those children who exhibited:

Among the results, both shyness and preference for solitude were associated with socially withdrawn behaviors, which in turn predicted peer difficulties. However, only shyness (but not preference for solitude) also displayed a direct path to peer difficulties

20. 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

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

We examined inhibitory control as a quality of temperament that contributes to internalization. Children were assessed twice, at 26-41 months (N = 103) and at 43-56 months (N = .99), on repeated occasions, in multiple observational contexts and using parental reports. Comprehensive behavioral batteries incorporating multiple tasks were designed to measure inhibitory control at toddler and preschool age. They had good internal consistencies, corresponded with maternal ratings, and were developmentally sensitive. Individual children's performance was significantly correlated across both assessments, indicating stable individual differences. Girls surpassed boys at both ages. Children's internalization was observed while they were alone with prohibited objects, with a mundane chore, playing games that occasioned cheating, being induced to violate standards of conduct, and assessed using maternal reports. Inhibitory control was significantly associated with internalization, both contemporaneously and as a predictor in the longitudinal sense. The implications for considering children's temperament as a significant, yet often neglected contributor to developing internalization are discussed.

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

Common belief that we only need emotion regulation to manage or minimize our negative emotions

Assume that the display of negative emotions indicates a lack of emotion regulation

The case of the temper tantrum

A focus on the negative as a means to attain optimal functioning equates ER with psychological health and well-being

SR has considerable implications for a wide range of developmental outcomes not just in childhood but adulthood

SR predicts later adjustment and school readiness (e.g., Bub & Birmingham, revise-resubmit)

Predicts later risk taking behavior (e.g., Steinberg, 2007)

Predicts later mental (e.g., Xiao & Bub, in preparation) and physical health (e.g., Bub, Robinson, & Curtis, revision under review)

Evidence of both within-domain (e.g., cognitive regulation predicting academics) and cross-domain (e.g., behavioral regulation predicting academics) associations (e.g., Jones, Bub, & Raver, 2014)

Behavioral dysregulation has been implicated in a variety of negative outcomes.

e.g., behavior problems, depressive symptoms, mental health problems, poor physical health, academic failure, etc

Findings highlight the need to consider early interventions aimed not only at improving sleep quality and consistency but also self-regulatory skills as a means to improve early school success

23. 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 (Duckworth & Kerns, 2011; Kochanska & Kim, 2013; Rothbart & Bates, 1998)

Others describe is as the ability to inhibit a dominant response in favor of a subdominant one – referred to as effortful control (Rothbart & Bates, 1998; 2006; Blair & Razza, 2007).

Still others have suggested self regulation is best described as a set of cognitive skills (e.g., attention focusing, working memory) and a set of behavioral skills (e.g., impulse control) ( Blair & Razza, 2007; Raver et al., 2011).

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

The degree of stability that exists in the area of aggression [is] quite substantial; it was, in fact, not much lower than the stability typically found in the domain of 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

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.

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

25. 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

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

Marked by changes in a current emotion or changes in other related psychological processes

27. 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

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

What makes aggression maladaptive is all too obvious: Aggressive children endanger others and are themselves at risk for a host of serious adjustment problems

Aggression is often successful in changing other’s behavior and can be used to acquire resources and maintain group boundaries

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

Heteronomous Morality

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

30. According to Pinker (2008), which of the following is **NOT** considered a universal moral theme derived from extensive cross-cultural and cross-context research:

Harm, fairness, community (or group loyalty), authority and purity

31. According to Capsi et al. (2002), maltreated boys were more likely to exhibit anti-social behaviors during young adulthood when:

High MAOA activity