Psychology 465 / Educational Psychology 405 Personality and Social Development

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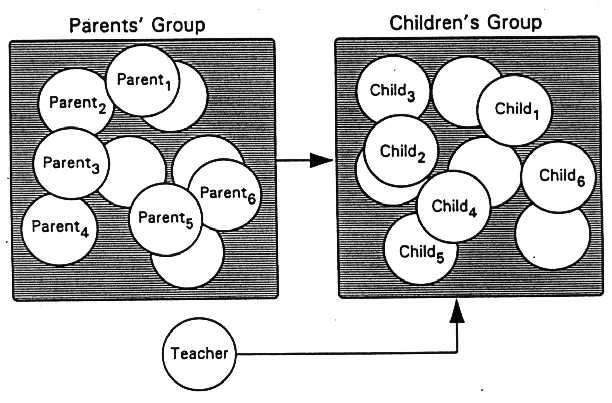
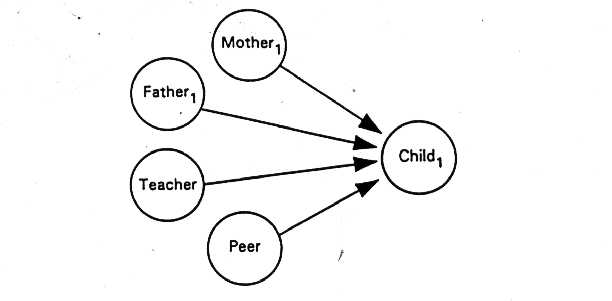
**Examination #3 Stems**

1. Which of the following parents exhibit an authoritarian parenting style?

* Punishment, rigid, obedience, autocratic, directive, rules, structure, because I said so, I’m the boss, status, low responsiveness, warmth, and supportiveness, high behavioral control and demandingness

2. Which of the following is among Harris’ main points on parenting?

* Parents don’t matter as much as peers.
* Parents’ importance to their children’s development is limited to:
* Genetic contributions
* Choosing children’s contexts
* Socialization is group based.
* Parents’ groups influence children’s groups
* Group processes are critical in ontogeny (development of an organism) and phylogeny (development of a group)
* The parenting “industry” serves a great demand but no purpose
* Group socialization theory implies that children would develop into the same sort of adults if we left them in their homes, their schools, their neighborhoods, and their cultural or sub-cultural groups, but switched all the parents around.

3. All of the following statements about same-sex peer preferences are true ***EXCEPT***:

* Appear to emerge in preschool.
* More opportunities to interact with same-age peers
* Shift from parallel play to more interactive or shared play; play becomes more complex
* Overall just more social experience
* Continue to grow through middle childhood.
* By 6 ½ same-sex preferences are even stronger
* Suggests social categorization exists and may persist even longer with gender than race/ethnicity
* Cross- cultural phenomenon.
* Preschool children across a range of cultures displayed consistent same-sex preferences
* Despite the fact that play is central to both sexes in preschool, there is a clear gender divergence in styles of play.
* Boys: Roughness, dominance, aggression (verbal and physical), activity
* Girls: Cooperative, more negotiating
* For boys…
* Appear to be establishing a dominance hierarchy
* Beginning to show concerns about appearing weak
* Developing a stronger desire/preference for competition rather than the more typical turn-taking seen among girls
* For girls….
* See a shift towards relational aggression to establish their hierarchy
* Socially alienating other children
* Withdrawing friendship
* Intentionally excluding others
* For both sexes….
* Divergence in interests and play themes

4. Imagine you are a prominent scholar in the field of parenting. You are most likely to describe parenting in terms of what two dimensions?

* low responsiveness, warmth, and supportiveness
* behavioral control and demandingness

5. According to Lansford et al. (2005), parents’ physical discipline of children is ***NOT*** strongly related to child maladjustment (e.g., aggression, anxiety) in countries where physical discipline is:

* The link between mothers’ use of physical discipline and child adjustment is moderated by both perceived and actual normativeness.
* [M]ore frequently experiencing physical discipline was associated with higher levels of anxiety regardless of whether physical discipline was perceived as being normative, and children who perceived the use of physical discipline as being highly normative had higher levels of YSR aggression (p. 1241).
* Interviews were conducted with 336 mother – child dyads (children’s ages ranged from 6 to 17 years; mothers’ ages ranged from 20 to 59 years) in China, India, Italy, Kenya, the Philippines, and Thailand to examine whether normativeness of physical discipline moderates the link between mothers’ use of physical discipline and children’s adjustment. Multilevel regression analyses revealed that physical discipline was less strongly associated with adverse child outcomes in conditions of greater perceived normativeness, but physical discipline was also associated with more adverse outcomes regardless of its perceived normativeness. Countries with the lowest use of physical discipline showed the strongest association between mothers’ use and children’s behavior problems, but in all countries higher use of physical discipline was associated with more aggression and anxiety

6. 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

7. The research by Yunger et al. (2004) focused primarily on understanding the relationship between:

* Gender Identity (the X variables)
* Typicality
* Contentedness
* Felt pressure
* Membership knowledge
* Intergroup bias
* Well-being (the Y variable)
* Global self-worth
* Internalizing problems
* Externalizing problems
* Social Preference

8. 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.

9. 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

10. What is a zone of proximal development?

* “[S]trict subordination to rules is quite impossible in life, but in play it does become possible: thus, play creates a zone of proximal development… a child always behaves beyond his average age, above his daily behavior; in play it is as though he were a head taller than himself…. [P]lay contains all developmental tendencies in a condensed form and is itself a major source of development.”
* Through learning how to restraint themselves, children learn self-control
* Looking at the matter from the opposite perspective, could one suppose that a child's behavior is always guided by meaning, that a preschooler's behavior is so arid that he never behaves spontaneously simply because he thinks he should behave otherwise? It is strict subordination to rules is quite impossible in life, but in play it does become possible: thus, play creates a zone of proximal development of the child. In play a child always behaves beyond his average age, above his daily behavior; in play it is as though he were a head taller than himself. As in the focus of a magnifying glass, play contains all developmental tendencies in a condensed form and is itself a major source of development.

11. According to Vygotsky, the developmental *origins* of play reside in:

* Play originates from unrealizable desires

12. Bateson (2005) writes that play serves all of the following functions, ***EXCEPT***:

* Evolutionary perspective
* Apparent lack of serious purpose or immediate goal
* The antithesis of adult “work”
* Index of relaxation and health:
* It is the first activity to disappear if the animal is stressed, anxious, hungry, or ill.
* Biological Functions:
* Simulating adult skills
* Active engagement with environment
* Creativity and innovation
* Roles of Play in Evolution:
* Organic selection:
* “[A]nimals are able to modify their behavior in response to changed conditions; this flexibility allows evolutionary change... Play might likely be involved... as organic selection... [T]hose aspects of play that are creative or break out of local optima are especially promising candidates for driving evolution.”

13. Vygotsky believed that the most developmentally complex forms of play:

* At the end of development, rules emerge, and the more rigid they are the greater the demands on the child's application, the greater the regulation of the child's activity, the more tense and acute play becomes. Simply running around without purpose or rules is boring and does not appeal to children. Consequently, a complex of originally undeveloped features comes to the fore at the end of play development features that had been secondary or incidental in the beginning occupy a central position at the end, and vice versa.
* Play in an imaginary situation is essentially impossible for a child under three in that it is a novel form of behavior liberating the child from constraints.
* Action in the imaginative sphere, in an imaginary situation, the creation of voluntary intentions, and the formation of real-life plans and volitional motives-all appear in play and make it the highest level of preschool development.
* Imagination without action
* No need props; abstract thinking, fantasy; can fully separate meanings from actions/objects

14. According to Vygotsky, Lewin’s demonstration that a small child has a difficulty to understand that she must first turn her back to sit on a stone suggests that:

* Lewin's demonstration of the great difficulty a small child has in realizing that he must first turn his hack to a stone in order to sit on it illustrates the extent to which a very young child is bound in every action by situational constraints. It is hard to imagine II greater contrast to Lewin's experiments showing the situational constraints on activity than what we observe in play. It is here that the child learns to act in a cognitive, rather than an externally visual, realm by relying on internal tendencies and motives and not on incentives supplied by external things.

15. The narrators of the Vygotsky video argued for which of the following when discussing adult involvement in children’s play?

* Despite the poor state of evidence on pretend play’s benefits, research does not advocate what is often offered as the only alternative to a playful approach in educational settings: adult-centered instruction. Research in U.S. schools has clearly shows that adult-centered learning environments are less positive for young children than more active, child-centered approaches dubbed “playful” learning, like Reggio Emilia, Montessori, and Tools of the Mind. Developmental science does not support young children sitting in desks while teachers lecture at them.

16. According to Vygotsky, the *paradox of play* is that children:

* “[the child] … learns to follow the line of greatest resistance by subordinating herself to rules and thereby renouncing what she wants, since subjection to rules and renunciation of impulsive action constitute the path to maximum pleasure in play… the essential attribute of play is a rule that has become a desire.”
* Paradox of play: to achieve the maximum pleasure in play, children must follow the rules
* The creation of an imaginary situation is not a fortuitolls fact in a child's life, but is rather the first manifestation of the child's emancipation from situational constraints. The primary paradox of play is that the child operates with an alienated meaning in a real situation. The second paradox is that in play she adopts the line of least resistance-she does what she most feels like doing because play is connected with pleasure -and at the Same time she learns to follow the line of greatest resistance by subordinating herself to rules and thereby renouncing what she wants, since subjection to rules and renunciation of impulsive action constitute the path to maximum pleasure in play.

17. The Tools of the Mind curriculum stresses:

* Tools of the Mind:
* a program dedicated to improve the self-regulation abilities of young children, based on the teaching of Lev Vygotsky, and teaching math and literacy skills at the same time in a way that is socially mediated by peers and teachers
* Tools curriculum:
* improved classroom quality and fewer problem behaviors
* improved language development, but not statistically different from control classrooms

18. Which of the following claims did Clark et al. (1952) make in their brief to the Supreme Court?

* … [S]egregation, prejudices and discriminations, and their social concomitants potentially damage the personality of all children-- the children of the majority group in a somewhat different way than the more obviously damaged children of the minority group…
* …as minority group children learn the inferior status to which they are assigned-- as they observe the fact that they are almost always segregated and kept far apart from others who are treated with more respect by society as a whole-- they often react with feelings of inferiority and a sense of personal humiliation. Many of them become confused about their own personal worth. This conflict and confusion leads to self-hatred and rejection of his own group.
* Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system.
* Social categorization
* Awareness of social categories that divide people into different groups
* Prejudice
* Negative evaluation of an individual because they belong to a specific social group
* Stereotypes
* Traits assigned to individuals based soles on group membership, without consideration of other factors

19. 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
* Reflects parental practices that teach children about their racial or ethnic history and heritage; promote racial and ethnic pride, explicitly and implicitly (Hughes et al., 2006)
* Preparation for Bias
* Reflects parents’ efforts to promote awareness of discrimination and help prepare children to cope with it (Hughes et al., 2006)
* Promotion of Mistrust
* Reflects parents’ practices that highlight the need for wariness or distrust of “out-groups” or other racial/ethnic interactions; encourages vigilance (Hughes et al., 2006)
* Egalitarianism and Silence about Race
* Reflects parents’ encouragement to value individual qualities over racial group membership or to avoid mention of race (Hughes et al., 2006)

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

* 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.

21. 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:

… [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.

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.

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) measured interpersonal tensions between African- and European Americans by:

* Dependent variables: Same- and cross-ethnicity social status
* Perceived popularity (popular – not popular)
* Social preference (liked most – liked least)
* Independent variables:
* Predictors of interest: Peer group segregation, cross-ethnicity dislike
* Control variables: Gender, prosocial, overt/relational aggression

24. 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.

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

* 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.

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 to 5 Identify things as appropriate for either males or females
* Age 6 to 10 Perceptions of gender become less rigid
* Age 12 to 16 Perceptions of gender become more rigid – gender intensification

27. Research clearly suggests that play is a key developmental task for preschool children but that there are distinct gender differences in styles of play. Which of the following most accurately describes these differences.

* Boys: Roughness, dominance, aggression (verbal and physical), activity
* Girls: Cooperative, more negotiating
* Also see a divergence in play spaces
* For boys…
* Appear to be establishing a dominance hierarchy
* Beginning to show concerns about appearing weak
* Developing a stronger desire/preference for competition rather than the more typical turn taking seen among girls
* For girls….
* See a shift towards relational aggression to establish their hierarchy
* Socially alienating other children
* Withdrawing friendship
* Intentionally excluding others
* For both sexes….
* Divergence in interests and play themes

28. Traditional socialization theory would suggest that one of the primary tasks of parents and families is to:

* Socialization is a process by which children learn standards of behavior, attitudes, skills deemed appropriate for their society
* [I]f children are to be adequate adults, they must acquire skills, values, and motives that will enable them to:
* Avoid deviant behaviors…that disrupt or place undue burden on the functioning of other persons
* Support the self and family economically
* Form and sustain close relationships with others
* Be able to rear children in their turn
* Parental directing reflects parents’ efforts to guide their children’s peer relationships by encouraging friendships with prosocial peers and discouraging friendships with deviant peers
* At the core of parenting is the teaching of right from wrong so that children can grow up to be well-adjusted and self-regulated adults.
* The types of disciplinary practices used are often regarded as defining features of how a child is reared.

29. Results from Tu et al. (2014) provided evidence of the importance of a person-environment fit by showing that:

* Children with low stress reactivity: high parental directing leads to better friendship quality, not for high reactivity
* Low reactivity: high parental directing leads to more positive peer affiliation, not for high reactivity
* Parental directing can have benefits for adolescent peer adjustment but both the manner in which the directing is done (e.g., parenting style) and the adolescent’s individual characteristics (e.g., physiological reactivity) influence the outcomes.

30. Espelage and colleagues (2014) extended existing research on family violence and adolescent adjustment by doing all of the following ***EXCEPT***:

* Espelage et al. (2014) sought to investigate whether the links between family dynamics and adolescent substance use might be explained by bullying and/or fighting behaviors
* Pattern of findings was s
* Similar for bullying perpetration
* Specifically, association between family violence and substance use was mediated by bullying perpetration for boys (overall indirect effect = .09, p<.05) but not girls
* A comparison of the mediating paths for bullying and fighting (for boys) indicates that the effects did not differ, suggesting they operate as similar mediators despite the fact that they are distinct constructs
* Family violence provides a salient context in which to understand links between peer aggression and substance use.
* i.e., bullying and fighting offer two potential mechanisms by which family violence predicts substance use among males but not females.
* Greater exposure to family violence appears to lead to increased peer aggression and increased aggression may lead to higher substance use over time.
* Why only boys?
* Peer aggression may simply be another antisocial precursor to substance use.
* Peer aggression and substance use may both stem from negative peer experiences, perhaps driven by factors such as limited self-control, peer rejection, and peer exclusion.
* Parental directing can be beneficial assuming a good fit with the individual.
* Physical discipline does not always predict maladjustment.
* Negative family dynamics may provide a critical context for the development of deviant behaviors; for boys, these links are partially explained by peer aggression.