|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. *Developmental psychology* is defined as   |  |  |  | | --- | --- | --- | |  | a. | an early school of thought in psychology that used introspection to reveal the structure of the human mind. | |  | b. | the view that psychology should be an objective science that studies behavior without reference to mental processes. | |  | c. | the branch of psychology that systematically focuses on the physical, cognitive, and social changes that occur throughout the human life span. | |  | d. | the science of behavior and mental processes. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. Bree has always been interested in learning about people’s personality development and how they change over time. Based on this, she might be interested in   |  |  |  | | --- | --- | --- | |  | a. | clinical psychology. | |  | b. | social psychology. | |  | c. | nursing. | |  | d. | developmental psychology. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. Developmental psychologists study physical, cognitive, and \_\_\_\_\_\_\_\_ development across the life span.   |  |  |  | | --- | --- | --- | |  | a. | zygotic | |  | b. | embryonic | |  | c. | genetic | |  | d. | social |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4. Dr. Dhawan’s major research interest is the development of children’s ability to focus their attention. It is most likely that Dr. Dhawan is a \_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | cognitive | |  | b. | developmental | |  | c. | biological | |  | d. | psychodynamic |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. A cross-sectional study is one in which   |  |  |  | | --- | --- | --- | |  | a. | the same people are retested over a period of years. | |  | b. | different age groups are tested at the same time. | |  | c. | different characteristics of a given individual are assessed at the same time. | |  | d. | the behavior of a group is assessed by different researchers. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6. Professor Tejada compared the thinking and learning of one group of children, a second group of adolescents, and a third group of adults by assessing their reactions to a variety of moral dilemmas. Professor Tejada conducted a \_\_\_\_\_\_\_\_ study.   |  |  |  | | --- | --- | --- | |  | a. | longitudinal | |  | b. | social clock | |  | c. | cross-sectional | |  | d. | neurogenesis |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7. The same people are retested over a long period in a \_\_\_\_\_\_\_\_ study.   |  |  |  | | --- | --- | --- | |  | a. | terminal decline | |  | b. | longitudinal | |  | c. | life-span | |  | d. | cross-sectional |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8. Professor Gordon first studied the social interactions of first-grade children. He has now studied these same people, who are now in their forties, at different times in their life span. Professor Gordon conducted a \_\_\_\_\_\_\_\_ study.   |  |  |  | | --- | --- | --- | |  | a. | longitudinal | |  | b. | habituation | |  | c. | cross-sectional | |  | d. | epigenetic |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9. Researchers studied the effects of exercise on the physical health of more than 5000 residents in one locale throughout their middle and late adulthoods. The research best illustrates   |  |  |  | | --- | --- | --- | |  | a. | life-span development. | |  | b. | a cross-sectional study. | |  | c. | a computer-based training program. | |  | d. | a longitudinal study. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10. Which of the following is NOT a major issue in developmental psychology?   |  |  |  | | --- | --- | --- | |  | a. | nature and nurture | |  | b. | continuity and stages | |  | c. | predictability and unpredictability | |  | d. | stability and change |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11. Psychologists who study the interactive influences of inborn temperament and cultural variations in child raising on the social development of children are most central to the major issue of   |  |  |  | | --- | --- | --- | |  | a. | stability and change. | |  | b. | conception and prenatal development. | |  | c. | continuity and stages. | |  | d. | nature and nurture. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 12. The understanding that biological, psychological, and social-cultural forces interact in development supports which major issue in developmental psychology?   |  |  |  | | --- | --- | --- | |  | a. | continuity and stages | |  | b. | conception and prenatal development | |  | c. | stability and change | |  | d. | nature and nurture |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 13. Dr. Pacia has devoted his career to investigating the influence of genetic and environmental factors on developmental processes. Which major issue in developmental psychology is he most interested in?   |  |  |  | | --- | --- | --- | |  | a. | nature and nurture | |  | b. | continuity and stages | |  | c. | predictability and unpredictability | |  | d. | stability and change |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 14. In the nature and nurture issue in developmental psychology, which of the following is an example of nature?   |  |  |  | | --- | --- | --- | |  | a. | the school you attended as a child | |  | b. | moving to a new city as a child | |  | c. | the genes you inherited from both parents | |  | d. | the household in which you grew up |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 15. In the nature and nurture issue in developmental psychology, which of the following is an example of nurture?   |  |  |  | | --- | --- | --- | |  | a. | the school you attended as a child | |  | b. | the genes you inherited from your father | |  | c. | the genes you inherited from your mother | |  | d. | your mother’s egg that engulfed your father’s sperm |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 16. Arsan, who lives in an affluent neighborhood, is almost 6 feet tall at the age of 12. His height is most likely   |  |  |  | | --- | --- | --- | |  | a. | the result of heredity only. | |  | b. | a sign of a stable home life. | |  | c. | the product of both nature and nurture. | |  | d. | the result of continuity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 17. One of the three major concerns of developmental psychology involves a focus on   |  |  |  | | --- | --- | --- | |  | a. | conception and prenatal development. | |  | b. | continuity and stages. | |  | c. | embryonic and fetal development. | |  | d. | stimulation and habituation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 18. Distinguishing between very gradual and very abrupt developmental changes over the life span is most central to the major issue of   |  |  |  | | --- | --- | --- | |  | a. | prenatal and postnatal development. | |  | b. | stability and change. | |  | c. | continuity and stages. | |  | d. | nature and nurture. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 19. Psychologists who view the developmental process as a slow, continuous shaping process   |  |  |  | | --- | --- | --- | |  | a. | believe that although the order of stages is the same for everyone, the timing may be different. | |  | b. | emphasize experience and learning. | |  | c. | believe in clear-cut stages of psychological development. | |  | d. | contend that our temperament changes throughout the life span. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 20. Researchers who emphasize learning and experience tend to view development as \_\_\_\_\_\_\_\_; those who emphasize maturation tend to view development as \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | stable; likely to change | |  | b. | likely to change; stable | |  | c. | occurring in stages; continuous | |  | d. | continuous; occurring in stages |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 21. Researchers who emphasize experience and learning typically see development as   |  |  |  | | --- | --- | --- | |  | a. | occurring in stages. | |  | b. | stable and consistent. | |  | c. | a slow and continuous process. | |  | d. | a result of genetic predispositions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22. Abigail believes that physical development is a slow, continuous shaping process. Her viewpoint is most directly relevant to the issue of   |  |  |  | | --- | --- | --- | |  | a. | nature and nurture. | |  | b. | genes and environment. | |  | c. | continuity and stages. | |  | d. | stability and change. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 23. Alane believes that cognitive development is a matter of gradual and almost imperceptible changes over time. Her viewpoint is most directly relevant to the issue of   |  |  |  | | --- | --- | --- | |  | a. | nature and nurture. | |  | b. | genes and environment. | |  | c. | continuity and stages. | |  | d. | stability and change. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 24. Psychologists who view the developmental process as a sequence of distinct stages generally believe that \_\_\_\_\_\_\_\_ is (are) the same for everyone.   |  |  |  | | --- | --- | --- | |  | a. | both the order and the timing of the stages | |  | b. | the order but not the timing of the stages | |  | c. | the timing but not the order of the stages | |  | d. | neither the order nor the timing of the stages |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 25. Professor Johnson generally views development as resulting from biological maturation. He is most likely to view development as   |  |  |  | | --- | --- | --- | |  | a. | occurring in stages. | |  | b. | slow and continuous. | |  | c. | stable across time. | |  | d. | heavily influenced by the environment. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26. Erik Erikson advanced a stage theory on   |  |  |  | | --- | --- | --- | |  | a. | biological development. | |  | b. | cognitive development. | |  | c. | moral development. | |  | d. | psychosocial development.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27. Theories of human development have been most susceptible to criticism for overemphasizing   |  |  |  | | --- | --- | --- | |  | a. | discrete age-linked stages. | |  | b. | the interaction of nature and nurture. | |  | c. | maturation during adolescent development. | |  | d. | cognitive changes during adult development. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28. A belief that adult personality is completely determined in early childhood would be most relevant to the issue of   |  |  |  | | --- | --- | --- | |  | a. | stability and change. | |  | b. | nature and nurture. | |  | c. | cognition and morality. | |  | d. | conception and prenatal development. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29. Which of the following is the best conclusion regarding the issue of stability and change in development?   |  |  |  | | --- | --- | --- | |  | a. | Stability is more likely to explain development. | |  | b. | Change is more likely to explain development. | |  | c. | Both stability and change can be used to explain development. | |  | d. | Neither stability nor change helps explain development. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30. According to research in Canada, adults who were less likely to earn high salaries were   |  |  |  | | --- | --- | --- | |  | a. | inattentive kindergarteners. | |  | b. | repeatedly cruel to animals as children. | |  | c. | less likely to smile as children. | |  | d. | out-of-control children. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. Which of the following people is most likely to become a violent adult?   |  |  |  | | --- | --- | --- | |  | a. | Mary, who was an introvert as a child | |  | b. | Brandon, who was an extravert as a child | |  | c. | Suan, who has always been a loner | |  | d. | Racquel, who was repeatedly cruel to animals as a child |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32. Which of the following people is most likely to enjoy an enduring marriage?   |  |  |  | | --- | --- | --- | |  | a. | Kiana, who smiled all the time as a child | |  | b. | Michael, who was an introvert as a child | |  | c. | Niko, who exhibited conduct problems as a teen | |  | d. | Christina, who started dating when she was 16 years old |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 33. A child’s temperament is likely to be   |  |  |  | | --- | --- | --- | |  | a. | difficult to observe. | |  | b. | stable over time. | |  | c. | a product of parenting style. | |  | d. | a reflection of his or her thinking. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 34. James is repeatedly cruel to the family pet. Based on recent research, we can predict that James may   |  |  |  | | --- | --- | --- | |  | a. | become a violent adult. | |  | b. | become a successful adult. | |  | c. | experience depression. | |  | d. | experience increased academic achievement. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 35. Amelia has been caught pulling the cat’s tail and hitting it on the head. It is most likely that Amelia will   |  |  |  | | --- | --- | --- | |  | a. | marry in early adulthood. | |  | b. | experience divorce by the age of 40. | |  | c. | have difficulty keeping a job. | |  | d. | be violent as an adult. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 36. The question of whether happy and well-adjusted adults were ever once unhappy and poorly adjusted adolescents is most relevant to the issue of   |  |  |  | | --- | --- | --- | |  | a. | continuity and stages. | |  | b. | egocentrism and conservation. | |  | c. | stability and change. | |  | d. | object permanence and stranger anxiety. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 37. Questions about whether anxious children will grow up to be fearful or relaxed adults most directly highlight the issue of   |  |  |  | | --- | --- | --- | |  | a. | continuity and stages. | |  | b. | stability and change. | |  | c. | identity and temperament. | |  | d. | nature and nurture. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38. The fact that many happy and well-adjusted adults were once rebellious and unhappy as adolescents is most relevant to the issue of   |  |  |  | | --- | --- | --- | |  | a. | continuity and stages. | |  | b. | childhood and life-span development. | |  | c. | stability and change. | |  | d. | habituation and attention. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 39. Brenda’s senior photos show her with a wide smile. When comparing these photos with earlier ones, we see the same wide smile. What may be expected as Brenda moves through life?   |  |  |  | | --- | --- | --- | |  | a. | She is likely to have a long, enduring marriage as an adult. | |  | b. | She is likely to be popular at work. | |  | c. | She is likely to get along well with both her immediate and extended family. | |  | d. | She is likely to marry in her early twenties. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 40. The text notes that \_\_\_\_\_\_\_\_ provides our identity, whereas \_\_\_\_\_\_\_\_ allows us to adapt and grow with experience.   |  |  |  | | --- | --- | --- | |  | a. | nature; nurture | |  | b. | continuity; stages | |  | c. | predictability; unpredictability | |  | d. | stability; change |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 41. People generally assume that they will change very little as they get older, while recognizing how they have already changed. This demonstrates the   |  |  |  | | --- | --- | --- | |  | a. | nature versus nurture debate. | |  | b. | stage-like sequence of development. | |  | c. | continuous nature of development. | |  | d. | end of history illusion. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42. Human females begin forming all the immature eggs they will ever have during   |  |  |  | | --- | --- | --- | |  | a. | conception. | |  | b. | prenatal development. | |  | c. | early childhood. | |  | d. | puberty. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 43. As compared with the production of egg cells, sperm cell production   |  |  |  | | --- | --- | --- | |  | a. | begins later in life. | |  | b. | involves a jellylike outer covering. | |  | c. | begins earlier in life. | |  | d. | occurs at a slower rate. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 44. Human sperm cells \_\_\_\_\_\_\_\_ than egg cells.   |  |  |  | | --- | --- | --- | |  | a. | are larger | |  | b. | contain more genes | |  | c. | are smaller | |  | d. | contain fewer genes |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 45. After one sperm has broken through the egg’s coating and has entered the egg,   |  |  |  | | --- | --- | --- | |  | a. | the sperm releases enzymes to close the entrance. | |  | b. | the egg’s surface blocks out other sperm from entering the egg. | |  | c. | multiple other sperm also enter the egg. | |  | d. | one additional sperm enters the egg. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 46. The digestive enzymes released by the sperm entering a mature egg   |  |  |  | | --- | --- | --- | |  | a. | release teratogens to close the entrance. | |  | b. | eat away the egg’s protective coating. | |  | c. | are not strong enough to enable fusion. | |  | d. | make room for more sperm to enter.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 47. Within half a day after the sperm enters the egg   |  |  |  | | --- | --- | --- | |  | a. | the egg releases enzymes to close the entrance. | |  | b. | the sperm prevents other eggs from being fertilized. | |  | c. | the egg nucleus and sperm nucleus fuse. | |  | d. | at least one additional sperm enters the egg. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 48. A zygote is a(n)   |  |  |  | | --- | --- | --- | |  | a. | agent that can harm prenatal development. | |  | b. | developing organism from about 2 weeks after fertilization through the second month. | |  | c. | developing organism from 9 weeks after conception to birth. | |  | d. | fertilized egg. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 49. During the course of successful prenatal development, a human organism begins as a(n)   |  |  |  | | --- | --- | --- | |  | a. | zygote and finally develops into an embryo. | |  | b. | embryo and finally develops into a fetus. | |  | c. | zygote and finally develops into a fetus. | |  | d. | fetus and finally develops into an embryo. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 50. Cell division and differentiation begin during the \_\_\_\_\_\_\_\_ stage of prenatal development.   |  |  |  | | --- | --- | --- | |  | a. | fetal | |  | b. | placental | |  | c. | zygotic | |  | d. | embryonic |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 51. The zygote attaches to the uterine wall of the pregnant mother about \_\_\_\_\_\_\_\_ after conception.   |  |  |  | | --- | --- | --- | |  | a. | 2 days | |  | b. | 5 days | |  | c. | 10 days | |  | d. | 2 months |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 52. The zygote’s inner cells   |  |  |  | | --- | --- | --- | |  | a. | form the placenta. | |  | b. | become the embryo. | |  | c. | become the heart of the organism. | |  | d. | attach to the uterine wall. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 53. The placenta develops from many of the outer cells of the   |  |  |  | | --- | --- | --- | |  | a. | ovary. | |  | b. | zygote. | |  | c. | fetus. | |  | d. | embryo. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 54. The organ that transfers nutrients and oxygen from mother to embryo is called the   |  |  |  | | --- | --- | --- | |  | a. | ovary. | |  | b. | zygote. | |  | c. | placenta. | |  | d. | teratogen. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 55. When a placenta is first developed, it transfers nutrients and oxygen from mother to   |  |  |  | | --- | --- | --- | |  | a. | egg cell. | |  | b. | fetus. | |  | c. | embryo. | |  | d. | zygote. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 56. During a routine prenatal exam, Ilene’s obstetrician detected the heartbeat of her future baby. If this was the earliest time the heart began beating, the developing person would be referred to as a(n)   |  |  |  | | --- | --- | --- | |  | a. | embryo. | |  | b. | zygote. | |  | c. | genome. | |  | d. | fetus. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 57. The fetus is the   |  |  |  | | --- | --- | --- | |  | a. | agent that can harm prenatal development. | |  | b. | developing organism from about 2 weeks after fertilization through the second month. | |  | c. | developing organism from 9 weeks after conception to birth. | |  | d. | fertilized egg. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 58. Newborns prefer their mother’s voice to their father’s voice. This demonstrates that   |  |  |  | | --- | --- | --- | |  | a. | genes alone determine the relationship between mother and child. | |  | b. | genetic and environmental factors affect our development even before birth. | |  | c. | environment is a factor only after birth. | |  | d. | newborns show a preference for higher-pitched voices. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 59. Immediately after birth, newborns prefer their own mother’s voice to another woman’s voice. This is best explained by the interaction of heredity and environment that takes place inside the   |  |  |  | | --- | --- | --- | |  | a. | mother’s egg. | |  | b. | placenta. | |  | c. | teratogen. | |  | d. | uterus. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 60. A preference for our mother’s voice over our father’s voice has been detected   |  |  |  | | --- | --- | --- | |  | a. | during embryonic development. | |  | b. | immediately after birth. | |  | c. | one week after birth. | |  | d. | one month after birth. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 61. Day-old American and Swedish newborns were observed to pause more in their pacifier sucking when listening to   |  |  |  | | --- | --- | --- | |  | a. | familiar vowels from their mother’s language. | |  | b. | unfamiliar words from their father’s language. | |  | c. | the voice sounds of a sibling. | |  | d. | musical instruments over a radio. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 62. Just after birth, the cries of newborns typically bear the intonation of   |  |  |  | | --- | --- | --- | |  | a. | identity. | |  | b. | an epigenetic effect. | |  | c. | habituation. | |  | d. | their mother’s native language. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 63. A teratogen is a(n)   |  |  |  | | --- | --- | --- | |  | a. | fertilized egg that undergoes rapid cell division. | |  | b. | unborn child with one or more physical defects or abnormalities. | |  | c. | chromosomal abnormality. | |  | d. | substance that can cross the placental barrier and harm an unborn child. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 64. When alcohol enters a pregnant woman’s bloodstream and that of her fetus, it   |  |  |  | | --- | --- | --- | |  | a. | causes the release of digestive enzymes. | |  | b. | creates stress hormones. | |  | c. | reduces activity in both their central nervous systems. | |  | d. | reduces the fetus’ desire for alcohol. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 65. Against her doctor’s advice, Becky continued to drink during her pregnancy. As a result, her baby was born with congenital disabilities and lower intelligence. In this instance, the alcohol was clearly a   |  |  |  | | --- | --- | --- | |  | a. | stress hormone. | |  | b. | digestive enzyme. | |  | c. | teratogen. | |  | d. | zygote. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 66. One of the most consistently damaging teratogens is   |  |  |  | | --- | --- | --- | |  | a. | blood. | |  | b. | oxygen. | |  | c. | testosterone. | |  | d. | alcohol. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 67. When pregnant rats drink alcohol, their young offspring later display a(n)   |  |  |  | | --- | --- | --- | |  | a. | immunity to fetal alcohol syndrome. | |  | b. | aversion to the taste of alcohol. | |  | c. | unusually rapid development of bladder control. | |  | d. | liking for the taste and odor of alcohol. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 68. The symptoms of fetal alcohol syndrome are most likely to include   |  |  |  | | --- | --- | --- | |  | a. | visual impairments. | |  | b. | mental abnormalities. | |  | c. | habituation. | |  | d. | hearing problems. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 69. Alcohol may cause fetal damage by leaving chemical marks on DNA that switch genes abnormally on or off. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | habituation. | |  | b. | reflexive rooting. | |  | c. | an epigenetic effect. | |  | d. | neural networking. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 70. Melvin drank contaminated water, which contained toxic molecules that blocked the expression of some of his genes. As a result, he is now highly allergic to certain foods. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | digestive enzymes. | |  | b. | stress hormones. | |  | c. | epigenetic marks. | |  | d. | natural selection. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 71. If a pregnant woman experiences extreme stress, the stress hormones flooding her body may threaten survival of the fetus and trigger a premature birth. In this situation, the mother’s stress hormones are most clearly   |  |  |  | | --- | --- | --- | |  | a. | enzymes. | |  | b. | neural networks. | |  | c. | placentas. | |  | d. | teratogens. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 72. Iris smoked marijuana when she was pregnant with Ana. As a result, Ana may experience an increased vulnerability to stress. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | digestive enzymes. | |  | b. | stress hormones. | |  | c. | epigenetic marks. | |  | d. | habituation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 73. Research regarding the use of alcohol or marijuana while pregnant has concluded that   |  |  |  | | --- | --- | --- | |  | a. | even light drinking, occasional binge drinking, or marijuana smoke can affect the fetal brain. | |  | b. | moderate use does not negatively impact fetal development. | |  | c. | light drinking or occasional marijuana use does not influence prenatal development. | |  | d. | only excessive use can have a negative impact on prenatal development. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 74. Approximately \_\_\_\_\_\_\_\_ children in the United States show visible effects of fetal alcohol spectrum disorder.   |  |  |  | | --- | --- | --- | |  | a. | 1 in 5 | |  | b. | 1 in 15 | |  | c. | 1 in 30 | |  | d. | 2 in 50 |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 75. A child was born with fetal alcohol syndrome. What is one physical sign that is an indicator?   |  |  |  | | --- | --- | --- | |  | a. | They may wear glasses because of visual impairments. | |  | b. | They may have noticeable abnormalities, such as a small, out-of-proportion head. | |  | c. | They may have difficulties hearing and communicating due to hearing problems. | |  | d. | He experiences high levels of anxiety when meeting new people. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 76. Tayshia ate contaminated food, which contained toxic chemicals that blocked the expression of some of her genes. As a result, she is now highly allergic to certain foods. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | digestive enzymes. | |  | b. | stress hormones. | |  | c. | epigenetic marks. | |  | d. | natural selection. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 77. During prenatal development, Amanda’s mom experienced poverty, including food scarcity, resulting in prenatal stress. How is this likely to effect Amanda in later life?   |  |  |  | | --- | --- | --- | |  | a. | She is likely to have higher intelligence. | |  | b. | She is more likely to go to college. | |  | c. | She is more likely to report high well-being. | |  | d. | She is at an increased risk for health problems. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 78. A reflex refers to   |  |  |  | | --- | --- | --- | |  | a. | an emotional tie to another person. | |  | b. | an epigenetic effect that is observable at birth. | |  | c. | an automatic response to sensory stimulation. | |  | d. | the consistency of temperament over time. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 79. Babies are born with several reflexes for getting food. One of these is to   |  |  |  | | --- | --- | --- | |  | a. | withdraw a limb to escape pain. | |  | b. | turn the head away from a cloth placed over the face. | |  | c. | open the mouth in search of a nipple when touched on the cheek. | |  | d. | look longer at face-like images. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 80. Genevieve is holding her girlfriend’s 2-month-old baby. She caresses the baby’s cheek, and the baby turns their head toward the touch and opens their mouth. The baby will next   |  |  |  | | --- | --- | --- | |  | a. | suck on Genevieve’s hand. | |  | b. | extend theirarms and legs. | |  | c. | cry. | |  | d. | root for a nipple. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 81. Mr. McDonald triggered a rooting reflex in his infant son by touching him on the   |  |  |  | | --- | --- | --- | |  | a. | foot. | |  | b. | knee. | |  | c. | arm. | |  | d. | cheek. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 82. Infants’ tendency to automatically grasp objects placed in their hands best illustrates   |  |  |  | | --- | --- | --- | |  | a. | habituation. | |  | b. | temperament. | |  | c. | a reflex response. | |  | d. | an epigenetic effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 83. Habituation refers to the   |  |  |  | | --- | --- | --- | |  | a. | tendency to prefer a mother’s voice over a father’s voice. | |  | b. | decreasing responsiveness to a stimulus to which one is repeatedly exposed. | |  | c. | the harm caused by a chemical or virus during prenatal development. | |  | d. | tendency to gaze longer at face-like images. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 84. After having been exposed to a vibrating, honking device placed on its mother’s abdomen, a fetus demonstrates   |  |  |  | | --- | --- | --- | |  | a. | habituation. | |  | b. | a stress response. | |  | c. | an epigenetic effect. | |  | d. | impulsiveness. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 85. Three-month-old Marcus is repeatedly allowed to play with a bright blue ball. After several presentations, Marcus shows less interest in the ball. This decreasing responsiveness best illustrates   |  |  |  | | --- | --- | --- | |  | a. | an epigenetic effect. | |  | b. | a reflex. | |  | c. | habituation. | |  | d. | fetal alcohol syndrome. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 86. Infant visual preferences have been discovered by assessing infants’   |  |  |  | | --- | --- | --- | |  | a. | reflexes. | |  | b. | habituation. | |  | c. | genetic inheritance. | |  | d. | stage of development. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 87. Newborns have been observed to show the greatest visual interest in a   |  |  |  | | --- | --- | --- | |  | a. | rectangular shape. | |  | b. | circular shape. | |  | c. | bull’s-eye pattern. | |  | d. | face-like image. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 88. When placed between a gauze pad from their nursing mother’s bra and one from another nursing mother, week-old nursing babies are likely to   |  |  |  | | --- | --- | --- | |  | a. | move their eyes in a visual search for their mother. | |  | b. | turn their head toward the smell of their mother’s pad. | |  | c. | open their mouth in a vigorous search for a nipple. | |  | d. | habituate more quickly to the smell of the pad taken from another nursing mother. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 89. French toddlers preferred playing with chamomile-scented toys if   |  |  |  | | --- | --- | --- | |  | a. | they had never before smelled chamomile. | |  | b. | they had been diagnosed with fetal alcohol syndrome. | |  | c. | their mothers had once used a skin balm with a chamomile scent. | |  | d. | their fathers were devoted chamomile tea drinkers. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 90. Our preference for face-like images has been demonstrated as early as   |  |  |  | | --- | --- | --- | |  | a. | shortly after birth. | |  | b. | 2 months of age. | |  | c. | during the late-stage fetal period. | |  | d. | 3 months of age. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 91. Maturation refers to   |  |  |  | | --- | --- | --- | |  | a. | the acquisition of socially acceptable behaviors. | |  | b. | biological growth processes that are relatively uninfluenced by experience. | |  | c. | any learned behavior patterns that accompany personal growth and development. | |  | d. | the physical and sexual development of childhood. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 92. The tendency of toddlers to use nouns, then verbs is an illustration of   |  |  |  | | --- | --- | --- | |  | a. | maturation. | |  | b. | change. | |  | c. | stability. | |  | d. | nurture. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 93. The tendency of babies to stand before walking is an illustration of   |  |  |  | | --- | --- | --- | |  | a. | maturation. | |  | b. | change. | |  | c. | stability. | |  | d. | nurture. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 94. Maturation is to education as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | accommodation; assimilation | |  | b. | nature; nurture | |  | c. | conservation; object permanence | |  | d. | environment; learning |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 95. Which of the following is true of your brain on the day you were born?   |  |  |  | | --- | --- | --- | |  | a. | You had most of the brain cells you would ever have, and your nervous system was already mature. | |  | b. | Your brain cells, which were just beginning to form, would develop over the next six years. | |  | c. | You had most of the brain cells you would ever have, but your nervous system was immature. | |  | d. | Your brain cells would form only if you had adequate stimulation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 96. After birth, your abilities had a wild growth spurt. This growth spurt was enabled by   |  |  |  | | --- | --- | --- | |  | a. | the development of schemas. | |  | b. | accommodation. | |  | c. | the increasing complexity of neural networks. | |  | d. | epigenetic marks. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 97. When 12-year-old Danielle repeatedly practices the precise motor skills involved in chatting with her friends online, the cortical areas directly controlling these motor skills are likely to develop more complex   |  |  |  | | --- | --- | --- | |  | a. | epigenetic marks. | |  | b. | neural networks. | |  | c. | object permanence. | |  | d. | formal operations. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 98. From ages 3 to 6, the brain’s neural networks are sprouting most rapidly in the   |  |  |  | | --- | --- | --- | |  | a. | frontal lobes. | |  | b. | hypothalamus. | |  | c. | cerebellum. | |  | d. | brainstem. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 99. From ages 3 to 6, your ability to control your attention and make plans developed rapidly thanks to rapid brain growth in the   |  |  |  | | --- | --- | --- | |  | a. | temporal lobes. | |  | b. | frontal lobes. | |  | c. | occipital lobes. | |  | d. | parietal lobes. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 100. The parts of the brain linked to thinking, memory, and language, which are the last to fully develop, are known as the   |  |  |  | | --- | --- | --- | |  | a. | reticular formation. | |  | b. | limbic system. | |  | c. | association areas. | |  | d. | somatosensory cortex. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 101. The association areas are the last cortical areas to fully develop their   |  |  |  | | --- | --- | --- | |  | a. | schemas. | |  | b. | theory of mind. | |  | c. | neural networks. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 102. A failure to practice important motor skills can result in a loss of agility because unused neural connections   |  |  |  | | --- | --- | --- | |  | a. | become insecurely attached. | |  | b. | assimilate. | |  | c. | accommodate. | |  | d. | are pruned. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 103. Compared with rats raised in solitary confinement without playthings, those rats housed in enriched environments with playthings developed significantly more   |  |  |  | | --- | --- | --- | |  | a. | expanded schemas. | |  | b. | secure attachments. | |  | c. | cerebral cortex. | |  | d. | epigenetic marks. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 104. As compared with rats in an impoverished environment, rats in an enriched environment experienced a dramatic increase in   |  |  |  | | --- | --- | --- | |  | a. | secondary sex characteristics. | |  | b. | brain synapse connections. | |  | c. | Y chromosomes. | |  | d. | gender schemas.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 105. Who raised young rats in a solitary or social environment and then compared their brain cortices to determine the effect of environmental conditions on development?   |  |  |  | | --- | --- | --- | |  | a. | Gopnik | |  | b. | Rosenzweig and Krech | |  | c. | Rovee-Collier | |  | d. | Plomin |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 106. Premature infants who are regularly touched or massaged are more likely to show signs of   |  |  |  | | --- | --- | --- | |  | a. | reduced brain neuroplasticity. | |  | b. | an uninhibited temperament. | |  | c. | an epigenetic effect. | |  | d. | rapid weight gain. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 107. Cora was born prematurely. Which of the following would aid her development?   |  |  |  | | --- | --- | --- | |  | a. | overstimulation | |  | b. | an individualist culture | |  | c. | touch and massage | |  | d. | isolation |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 108. A critical period is a length of time early in life during which   |  |  |  | | --- | --- | --- | |  | a. | children frequently disobey and resist their parents. | |  | b. | children become able to think hypothetically and reason abstractly. | |  | c. | parents frequently show impatience with a child’s slowness in becoming toilet trained. | |  | d. | exposure to certain experiences is needed for proper development. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 109. Kiril was born with cataracts. As a child, his vision was so bad that he was considered legally blind. As a young adult, Kiril is considering surgery to restore his vision, but his physician has explained that Kiril's visual perceptions will never be 20/20. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | the maturation of vision. | |  | b. | the process of visual development. | |  | c. | how cognition is related to visual perception. | |  | d. | a critical period for vision. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 110. Dr. Sali believes that infants who are not visually stimulated during the first four months of life will never develop normal visual perception. Clearly, Dr. Sali believes that this phase of development is a(n)   |  |  |  | | --- | --- | --- | |  | a. | epigenetic mark. | |  | b. | critical period. | |  | c. | cognitive schema. | |  | d. | teratogen. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 111. The brain’s development of new neural connections in response to experience is said to demonstrate what is known as   |  |  |  | | --- | --- | --- | |  | a. | assimilation. | |  | b. | imprinting. | |  | c. | conservation. | |  | d. | neuroplasticity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 112. Devin is learning how to play basketball. As his brain incorporates new learning related to this skill, he performs with increasing skill. This is related to   |  |  |  | | --- | --- | --- | |  | a. | neuroplasticity. | |  | b. | pruning. | |  | c. | critical periods. | |  | d. | assimilation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 113. Infant motor development is typically characterized by individual differences in \_\_\_\_\_\_\_\_ of the major developmental milestones.   |  |  |  | | --- | --- | --- | |  | a. | both the sequence and the age-related timing | |  | b. | the sequence but not the age-related timing | |  | c. | the age-related timing but not the sequence | |  | d. | neither the sequence nor the age-related timing |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 114. Alexander, the youngest child of a high school gym teacher, was able to roll over at 3 months, crawl at 6 months, and walk at 12 months. This ordered sequence of motor development was largely due to   |  |  |  | | --- | --- | --- | |  | a. | the baby’s temperament. | |  | b. | maturation. | |  | c. | responsive parenting. | |  | d. | secure attachment. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 115. Shelly’s baby is 12 months old and is not walking yet. What should you say to her parents?   |  |  |  | | --- | --- | --- | |  | a. | “Ninety percent of babies walk by the time they are 12 months old. Perhaps you should have the pediatrician check on her motor-skill development.” | |  | b. | “Perhaps her fine motor skills are behind schedule.” | |  | c. | “This is perfectly normal. While 50 percent of babies walk shortly after they are 12 months old, many don’t walk until they are 15 months old.” | |  | d. | “Don’t worry about it! Only 25 percent of babies walk by the time they are 12 months old.” |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 116. Putting babies to sleep on their backs to reduce the risk of crib death has been associated with a slight delay in children’s   |  |  |  | | --- | --- | --- | |  | a. | walking. | |  | b. | crawling. | |  | c. | bladder control. | |  | d. | stranger anxiety. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 117. The recommended position for putting babies to sleep is   |  |  |  | | --- | --- | --- | |  | a. | on their stomachs. | |  | b. | on their backs. | |  | c. | on their sides. | |  | d. | in a nearly upright sitting position. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 118. The concept of maturation is most relevant to understanding the absence of   |  |  |  | | --- | --- | --- | |  | a. | secure attachments among infants. | |  | b. | bowel control among 2-year-olds. | |  | c. | self-esteem among kindergarten students. | |  | d. | moral behavior among adolescents. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 119. Our earliest conscious memories seldom predate our fourth birthday. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | imprinting. | |  | c. | assimilation. | |  | d. | infantile amnesia. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 120. Three-year-old Stan can’t remember any events from a family cruise to Bermuda when he was 1 year old. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | stranger anxiety. | |  | b. | an insecure attachment. | |  | c. | infantile amnesia. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 121. Conscious recall of lasting memories most directly depends on the childhood maturation of the   |  |  |  | | --- | --- | --- | |  | a. | hypothalamus. | |  | b. | amygdala. | |  | c. | hippocampus. | |  | d. | thalamus. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 122. Three-year-old Annette can’t remember traveling with her parents to California when she was 18 months old. This is best explained by the fact that   |  |  |  | | --- | --- | --- | |  | a. | the trauma of birth interferes with the early formation of memories. | |  | b. | most brain cells do not yet exist at the time of birth. | |  | c. | experiences shortly after birth are a meaningless blur of darkness and light. | |  | d. | the hippocampus and frontal lobes are immature during early infancy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 123. The psychologist who showed that infants can learn and remember with experiments involving moving a crib mobile was   |  |  |  | | --- | --- | --- | |  | a. | Mark Rosenzweig. | |  | b. | Carolyn Rovee-Collier. | |  | c. | Jean Piaget. | |  | d. | Janet Astington. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 124. Babies who learned that their own kicking moves a mobile retained that learning without later practice for as long as \_\_\_\_\_\_\_\_ month(s).   |  |  |  | | --- | --- | --- | |  | a. | 1 | |  | b. | 3 | |  | c. | 6 | |  | d. | 12 |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 125. One study found that English-speaking British adults could, up to age 40, relearn subtle sound contrasts in the Hindi or Zulu language they had spoken as children even though they had no \_\_\_\_\_\_\_\_ the language they had once spoken.   |  |  |  | | --- | --- | --- | |  | a. | personal curiosity about | |  | b. | conscious memory of | |  | c. | basic trust regarding | |  | d. | schemas associated with |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 126. Cognition refers to   |  |  |  | | --- | --- | --- | |  | a. | an emotional tie linking one person with another. | |  | b. | the mental activities associated with thinking, knowing, remembering, and communicating. | |  | c. | any process that facilitates the physical development of the brain. | |  | d. | any process of change that accompanies maturation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 127. Which psychologist was most influential in shaping our understanding of cognitive development?   |  |  |  | | --- | --- | --- | |  | a. | Konrad Lorenz | |  | b. | Jean Piaget | |  | c. | Sigmund Freud | |  | d. | Erik Erikson |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 128. Piaget was convinced that the mind of a child   |  |  |  | | --- | --- | --- | |  | a. | is like a blank slate at birth. | |  | b. | is not heavily influenced by maturation. | |  | c. | develops through a series of stages. | |  | d. | is heavily dependent on the child’s personality. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 129. According to Piaget, schemas are   |  |  |  | | --- | --- | --- | |  | a. | fixed sequences of cognitive developmental stages. | |  | b. | children’s ways of coming to terms with their sexuality. | |  | c. | people’s conceptual frameworks for understanding their experiences. | |  | d. | problem-solving strategies that are typically not developed until the formal operational stage. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 130. Little Jada’s belief that dropping her hated vegetables on the floor will make them disappear best illustrates   |  |  |  | | --- | --- | --- | |  | a. | an epigenetic mark. | |  | b. | a critical period. | |  | c. | a schema. | |  | d. | an insecure attachment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 131. According to Piaget, interpreting new experiences in terms of existing schemas is called   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | assimilation. | |  | c. | imprinting. | |  | d. | accommodation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 132. The first time that 5-year-old Vishal saw Annabelle play an accordion, he thought it was simply a small piano. Vishal’s initial understanding of the accordion best illustrates the process of   |  |  |  | | --- | --- | --- | |  | a. | assimilation. | |  | b. | conservation. | |  | c. | accommodation. | |  | d. | maturation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 133. Incorporating new information into existing theories is to \_\_\_\_\_\_\_\_ as modifying existing theories in light of new information is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | conservation; egocentrism | |  | b. | imprinting; maturation | |  | c. | sensorimotor stage; preoperational stage | |  | d. | assimilation; accommodation |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 134. According to Piaget, accommodation refers to   |  |  |  | | --- | --- | --- | |  | a. | parental efforts to include new children in the existing family structure. | |  | b. | incorporating new experiences into existing schemas. | |  | c. | developmental changes in a child’s behavior that facilitate social acceptance by family and peers. | |  | d. | adjusting current schemas in order to make sense of new experiences. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 135. Agha thought that all doctors were old men until a young woman doctor took care of him. Agha’s altered conception of a “doctor” illustrates the process of   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | assimilation. | |  | c. | accommodation. | |  | d. | attachment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 136. Which of the following is the correct order of Piaget’s stages of cognitive development?   |  |  |  | | --- | --- | --- | |  | a. | preoperational, concrete operational, formal operational, sensorimotor | |  | b. | sensorimotor, preoperational, formal operational, concrete operational | |  | c. | sensorimotor, preoperational, concrete operational, formal operational | |  | d. | preoperational, sensorimotor, concrete operational, formal operational |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 137. In Piaget’s theory of cognitive development, the \_\_\_\_\_\_\_\_ stage lasts from birth to nearly age 2. During this stage, infants know their world in terms of motor activities and sensory impressions.   |  |  |  | | --- | --- | --- | |  | a. | preoperational | |  | b. | formal operational | |  | c. | sensorimotor | |  | d. | concrete operational |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 138. According to Piaget, during the sensorimotor stage babies take in the world primarily by looking, hearing, touching, mouthing, and grasping. This stage occurs   |  |  |  | | --- | --- | --- | |  | a. | from age 1 until age 3. | |  | b. | between birth and nearly age 2. | |  | c. | between age 2 and 4. | |  | d. | after age 3.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 139. Skye understands her environment primarily by looking, touching, and mouthing. Skye is clearly in Piaget’s \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | preoperational | |  | b. | concrete operational | |  | c. | sensorimotor | |  | d. | formal operational |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 140. Object permanence is the understanding that   |  |  |  | | --- | --- | --- | |  | a. | developmental stages occur in a predictable sequence. | |  | b. | biological growth processes enable orderly development. | |  | c. | things continue to exist even when they are not perceived. | |  | d. | the mass and volume of objects remain the same despite changes in their form. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 141. When Tommy’s mother hides his favorite toy under a blanket, he acts as though it no longer exists and makes no attempt to retrieve it. According to Piaget, Tommy is clearly near the beginning of the \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | sensorimotor | |  | b. | formal operational | |  | c. | concrete operational | |  | d. | preoperational |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 142. According to Piaget, a person develops an awareness that things continue to exist even when they are not perceived during the \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | sensorimotor | |  | b. | preoperational | |  | c. | concrete operational | |  | d. | formal operational |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 143. Jazmine has been playing with a toy as she sits in her swing. She accidently drops the toy. Rather than look for the toy, she starts playing with another nearby toy. It is as if the toy she dropped no longer exists. According to Piaget, how old is she likely to be?   |  |  |  | | --- | --- | --- | |  | a. | less than 6 months of age | |  | b. | 8 months of age | |  | c. | between 8 and 10 months of age | |  | d. | at least 10 months of age |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 144. Sebastian is sitting on the living room floor, playing with his toy car. He accidently drops the toy but immediately begins looking for it. According to Piaget, how old is he likely to be?   |  |  |  | | --- | --- | --- | |  | a. | less than 3 months of age | |  | b. | 5 months of age | |  | c. | 6 months of age | |  | d. | at least 8 months of age |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 145. Infants accustomed to a Daffy Duck puppet jumping three times on stage showed surprise when the puppet jumped only twice. This suggests that Piaget   |  |  |  | | --- | --- | --- | |  | a. | overestimated the continuity of cognitive development. | |  | b. | underestimated the young children’s competence. | |  | c. | overestimated the impact of culture on children’s intelligence. | |  | d. | underestimated the impact of object permanence on attachment. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 146. When researcher Karen Wynn showed 4-month-old infants a numerically impossible outcome, the infants   |  |  |  | | --- | --- | --- | |  | a. | stared longer at the outcome. | |  | b. | displayed rapid imprinting. | |  | c. | demonstrated an obvious lack of object permanence. | |  | d. | showed signs of formal operational reasoning. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 147. According to Piaget, children can represent things with words and images but cannot perform mental operations during the \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | concrete operational | |  | b. | sensorimotor | |  | c. | formal operational | |  | d. | preoperational |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 148. Sarah is in the preoperational stage of development. Which of the following is NOT characteristic of this stage?   |  |  |  | | --- | --- | --- | |  | a. | pretend play | |  | b. | egocentrism | |  | c. | a lack of conservation | |  | d. | abstract reasoning |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 149. According to Piaget, imagining an action and mentally reversing it would be an example of a   |  |  |  | | --- | --- | --- | |  | a. | pruning process. | |  | b. | critical period. | |  | c. | mental operation. | |  | d. | sensorimotor action. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 150. If children cannot grasp the principle of conservation, they are unable to   |  |  |  | | --- | --- | --- | |  | a. | deal with the discipline of toilet training. | |  | b. | see things from the point of view of another person. | |  | c. | recognize that the quantity of a substance remains the same despite changes in its shape. | |  | d. | retain earlier schemas when confronted by new experiences. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 151. Mrs. Jones cut Lorena’s sausage into six pieces and Jenn’s into four pieces. Jenn cried because she felt she wasn’t getting as much sausage as Lorena. Piaget would say that Jenn doesn’t understand the principle of   |  |  |  | | --- | --- | --- | |  | a. | object permanence. | |  | b. | conservation. | |  | c. | egocentrism. | |  | d. | accommodation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 152. Three-year-olds were shown a model of a room with a miniature stuffed dog placed behind a miniature couch. By using the model to locate an actual stuffed dog behind a couch in a real room, the children demonstrated their capacity for   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | symbolic thinking. | |  | c. | conservation. | |  | d. | concrete operational reasoning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 153. Using a cardboard box to symbolize a sailboat and broomsticks with cloth attached at the top as sails, Bob and Pradip imagined themselves sailing across a lake. The children are most clearly demonstrating   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | role confusion. | |  | c. | pretend play. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 154. The egocentrism of preschoolers was most strongly emphasized by   |  |  |  | | --- | --- | --- | |  | a. | the Harlows’ attachment theory. | |  | b. | Lorenz’s imprinting theory. | |  | c. | Piaget’s cognitive development theory. | |  | d. | Erikson’s psychosocial development theory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 155. According to Piaget, egocentrism refers to   |  |  |  | | --- | --- | --- | |  | a. | a sensorimotor need for self-stimulation, as evidenced by thumb sucking. | |  | b. | young children’s exaggerated interest in themselves and their own pleasure. | |  | c. | the difficulty of perceiving things from another person’s point of view. | |  | d. | a failure to realize that things continue to exist even when they are not visible. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 156. Three-year-old Andie mistakenly believes that his father would like to receive a toy fire truck as a Christmas present. This best illustrates Piaget’s concept of   |  |  |  | | --- | --- | --- | |  | a. | accommodation. | |  | b. | object permanence. | |  | c. | conservation. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 157. Barry is 4 years old and is playing hide and seek with his older siblings. When it is his turn to hide, he puts his hands over his eyes. He is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | egocentric behavior. | |  | b. | pretend play. | |  | c. | conservatism. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 158. Derick’s father wants to watch a baseball game but Derick, who is 5 years old, is standing in front of the TV watching the game. Derick doesn’t realize that he is blocking his father’s view. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | egocentric behavior. | |  | b. | pretend play. | |  | c. | conservatism. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 159. Incorrectly assuming that something that is clearly understood by us will also be clearly understood by others illustrates   |  |  |  | | --- | --- | --- | |  | a. | basic trust. | |  | b. | the curse of knowledge. | |  | c. | object permanence. | |  | d. | imprinting. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 160. According to Piaget, the ability to think logically about events first develops during the \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | sensorimotor | |  | b. | formal operational | |  | c. | concrete operational | |  | d. | preoperational |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 161. According to Piaget, children come to understand that the volume of a substance remains constant despite changes in its shape during the \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | sensorimotor | |  | b. | preoperational | |  | c. | concrete operational | |  | d. | formal operational |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 162. Chris piled six bricks one on top of another. When his brother knocked the pile over and the bricks separately dropped to the floor, Chris knew that there were still six bricks. This indicates that Chris has reached the \_\_\_\_\_\_\_\_ stage of development.   |  |  |  | | --- | --- | --- | |  | a. | sensorimotor | |  | b. | concrete operational | |  | c. | preoperational | |  | d. | formal operational |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 163. According to Piaget, a person first comprehends that division is the reverse of multiplication during the \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | preoperational | |  | b. | concrete operational | |  | c. | formal operational | |  | d. | sensorimotor |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 164. According to Piaget, during the formal operational stage people begin to   |  |  |  | | --- | --- | --- | |  | a. | reason abstractly. | |  | b. | adhere to social norms. | |  | c. | distinguish between helpful and harmful behaviors. | |  | d. | experience object permanence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 165. Claudine is a high school senior and needs to take an advanced placement course this year. She has chosen physics. Her parents aren’t surprised that physics is introduced to Claudine now because when children enter the \_\_\_\_\_\_\_\_, they are able to engage in abstract thinking, can consider hypothetical propositions, and can deduce consequences.   |  |  |  | | --- | --- | --- | |  | a. | concrete operational stage | |  | b. | preoperational stage | |  | c. | formal operational stage | |  | d. | sensorimotor stage |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 166. According to Piaget, egocentrism is to conservation as the \_\_\_\_\_\_\_\_ stage is to the \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | concrete operational; preoperational | |  | b. | sensorimotor; preoperational | |  | c. | concrete operational; formal operational | |  | d. | preoperational; concrete operational |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 167. Specific accomplishments during the concrete operational stage of cognitive development include   |  |  |  | | --- | --- | --- | |  | a. | logic and moral reasoning. | |  | b. | object permanence and stranger anxiety. | |  | c. | pretend play and egocentrism. | |  | d. | conservation and mathematical transformations. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 168. Jamaal is 14 years old. Key milestones for people his age include   |  |  |  | | --- | --- | --- | |  | a. | logic and the potential for mature moral reasoning. | |  | b. | object permanence and stranger anxiety. | |  | c. | pretend play and egocentrism. | |  | d. | conservation and mathematical transformations. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 169. Contemporary researchers have been able to   |  |  |  | | --- | --- | --- | |  | a. | confirm the accuracy of Piaget’s theory. | |  | b. | identify conceptual abilities that Piaget did not. | |  | c. | dispute almost all of Piaget’s ideas about cognitive development. | |  | d. | research cognitive development but not come to any solid conclusions. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 170. Preschoolers are not completely egocentric, and they can exhibit some understanding of conservation. This indicates that Piaget may have underestimated the   |  |  |  | | --- | --- | --- | |  | a. | importance of critical periods in early life. | |  | b. | role of motivation in cognitive development. | |  | c. | continuity of cognitive development. | |  | d. | importance of early attachment experiences. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 171. Based on Piaget’s theory of cognitive development, which of the following people would benefit most from understanding young children?   |  |  |  | | --- | --- | --- | |  | a. | Bob, who is a preschool teacher | |  | b. | Mary, who is an attorney | |  | c. | Steven, who is an accountant | |  | d. | Khalil, who is a personal assistant |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 172. For optimal cognitive development. Piaget stressed the importance of a child’s interaction with \_\_\_\_\_\_\_\_, whereas Vygotsky stressed the importance of a child’s interaction with \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | both parents; extended family, such as grandparents | |  | b. | the physical environment; the social environment | |  | c. | public education and instruction; peers of similar ages | |  | d. | adult teachers; other children |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 173. If Piaget pictured the developing child as a young \_\_\_\_\_\_\_\_, Vygotsky pictured the developing child as a young \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | assimilator; accommodator | |  | b. | postoperational child; preoperational child | |  | c. | scientist; apprentice | |  | d. | athlete; artist |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 174. We now refer to Vygotsky’s framework that offers children temporary support as they develop higher levels of thinking as   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | a theory of mind. | |  | c. | a scaffold. | |  | d. | a schema. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 175. Vygotsky suggested that new words provide a temporary \_\_\_\_\_\_\_\_ from which children can step to higher levels of thinking.   |  |  |  | | --- | --- | --- | |  | a. | preoperational stage | |  | b. | neural network | |  | c. | critical period | |  | d. | scaffold |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 176. The Russian psychologist Lev Vygotsky suggested that children’s ability to solve problems is enhanced by   |  |  |  | | --- | --- | --- | |  | a. | basic trust. | |  | b. | inner speech. | |  | c. | conservation. | |  | d. | imprinting. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 177. According to Vygotsky, parents who say “No, no, Margie!” when pulling her hand away from a jar of candy are giving their child a tool for   |  |  |  | | --- | --- | --- | |  | a. | pretend play. | |  | b. | self-control. | |  | c. | object permanence. | |  | d. | a secure attachment. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 178. Six-year-old Anne effectively restrained herself from touching the cookies that her mother had just taken out of the oven by inaudibly whispering the word “hot.” The advantage of her verbal self-control tactic was most clearly highlighted by   |  |  |  | | --- | --- | --- | |  | a. | Erik Erikson. | |  | b. | Lev Vygotsky. | |  | c. | Jean Piaget. | |  | d. | Harry Harlow. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 179. Ideas about one’s own and others’ feelings, perceptions, and thoughts, along with the behaviors these might predict, are said to constitute   |  |  |  | | --- | --- | --- | |  | a. | formal operational thinking. | |  | b. | a theory of mind. | |  | c. | the principle of conservation. | |  | d. | a secure attachment. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 180. Evidence that preschoolers develop a theory of mind suggests that Piaget overestimated young children’s   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | infantile amnesia. | |  | c. | stranger anxiety. | |  | d. | sense of object permanence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 181. Five-year-old Canadian children who were surprised to discover that a Band-Aid box contained pencils were able to anticipate their friend’s false belief about the contents of the box. This best illustrates that the children had developed a   |  |  |  | | --- | --- | --- | |  | a. | secure attachment. | |  | b. | conventional morality. | |  | c. | theory of mind. | |  | d. | concept of conservation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 182. Chloe can clearly sense whether her sister’s teasing is intended to be friendly fun or a hostile put-down. This best illustrates that Chloe has developed a(n)   |  |  |  | | --- | --- | --- | |  | a. | sense of object permanence. | |  | b. | insecure attachment. | |  | c. | concept of conservation. | |  | d. | theory of mind. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 183. Philip has difficulty understanding that another’s state of mind differs from his own. He likely is displaying characteristics of   |  |  |  | | --- | --- | --- | |  | a. | stranger anxiety. | |  | b. | insecure attachment. | |  | c. | autism spectrum disorder. | |  | d. | a poor self-concept. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 184. Kailey is now 5 months of age. She should be able to   |  |  |  | | --- | --- | --- | |  | a. | walk while holding on to furniture. | |  | b. | show signs of stranger anxiety when exposed to new adults. | |  | c. | demonstrate a clear-cut attachment to caregivers. | |  | d. | distinguish between familiar and unfamiliar languages. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 185. Beginning by about 8 months, children are more likely to react unfamiliar people by crying and reaching for a parent or caregiver. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | assimilation. | |  | b. | insecure attachment. | |  | c. | egocentrism. | |  | d. | stranger anxiety. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 186. Lenny, who is 9 months old, plays happily while his father is cooking dinner. When a neighbor joins them and tries to talk to Lenny, however, Lenny begins to cry. Lenny’s behavior best illustrates   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | stranger anxiety. | |  | c. | sense of self-awareness. | |  | d. | understanding of conservation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 187. Lilianne is beginning to develop a fear of strangers and will reach for her mother when she sees someone who is unfamiliar. It is likely that Lilianne has also just   |  |  |  | | --- | --- | --- | |  | a. | mastered the principle of conservation. | |  | b. | overcome the limitation of egocentrism. | |  | c. | developed a sense of object permanence. | |  | d. | lost her sense of secure attachment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 188. Infants develop a fear of strangers at about 8 months of age because they can’t assimilate unfamiliar faces into their   |  |  |  | | --- | --- | --- | |  | a. | schemas. | |  | b. | insecure attachments. | |  | c. | impaired theory of mind. | |  | d. | critical period. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 189. The powerful survival impulse that leads infants to seek closeness to their caregivers is called   |  |  |  | | --- | --- | --- | |  | a. | attachment. | |  | b. | conservation. | |  | c. | egocentrism. | |  | d. | pruning. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 190. Ten-month-old Kim will play with children she doesn’t know only if her mother first reassures her that it is okay to do so. This best illustrates the adaptive value of   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | attachment. | |  | c. | egocentrism. | |  | d. | authoritarian parenting. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 191. Infants normally become attached to caregivers who are comfortable and   |  |  |  | | --- | --- | --- | |  | a. | who provide nourishment. | |  | b. | mature. | |  | c. | secure. | |  | d. | familiar. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 192. Studies of monkeys raised with artificial mothers suggest that mother-infant emotional bonds result primarily from mothers providing infants with   |  |  |  | | --- | --- | --- | |  | a. | adequate nourishment. | |  | b. | body contact. | |  | c. | the opportunity to explore. | |  | d. | permissive parenting. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 193. The Harlows’ infant monkeys used an artificial cloth mother as a secure base for   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | delay of gratification. | |  | c. | exploration. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 194. Which of the following is NOT true of parental affection?   |  |  |  | | --- | --- | --- | |  | a. | It feels good to the infant. | |  | b. | It is associated with attachment deprivation. | |  | c. | It is associated with brain development. | |  | d. | It is associated with cognitive ability. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 195. Physicians have advised Marisa, a new mother, to show affection to her infant by touching her. This type of affection has been shown to   |  |  |  | | --- | --- | --- | |  | a. | aid brain development and cognitive ability. | |  | b. | decrease parent-child attachment formation. | |  | c. | lead to problematic adult relationships in later life. | |  | d. | hinder social relationships in childhood. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 196. Responsive parents provide \_\_\_\_\_\_\_\_ to their children.   |  |  |  | | --- | --- | --- | |  | a. | a secure base | |  | b. | a safe haven | |  | c. | a secure base and a safe haven | |  | d. | neither a secure base nor a safe haven |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 197. For many animals, attachments based on contact and \_\_\_\_\_\_\_\_ need to form during a critical period.   |  |  |  | | --- | --- | --- | |  | a. | nourishment | |  | b. | maturation | |  | c. | heredity | |  | d. | familiarity |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 198. Ten-year-old Marjorie, who was born with cataracts, will soon have surgery to remove them. The surgery is unlikely to restore full visual acuity, however, because Marjorie's visual development has passed the   |  |  |  | | --- | --- | --- | |  | a. | concrete operational stage. | |  | b. | critical period. | |  | c. | cognitive schema. | |  | d. | epigenetic mark. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 199. Who examined the imprinting of ducklings?   |  |  |  | | --- | --- | --- | |  | a. | Carolyn Rovee-Collier | |  | b. | Jean Piaget | |  | c. | Konrad Lorenz | |  | d. | Lev Vygotsky |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 200. The process of imprinting involves the formation of a(n)   |  |  |  | | --- | --- | --- | |  | a. | attachment. | |  | b. | identity. | |  | c. | epigenetic effect. | |  | d. | theory of mind. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 201. Which of the following is an example of imprinting?   |  |  |  | | --- | --- | --- | |  | a. | A 2-year-old poodle approaches a stranger who calls it. | |  | b. | A 4-year-old boy imitates aggression he sees on television. | |  | c. | A duckling demonstrates attachment to a bouncing ball. | |  | d. | A 3-year-old girl is simultaneously learning two languages. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 202. Hayley is distressed because post-childbirth complications prevented her from being in close physical contact with her child during its first few hours of life. Hayley should be told that   |  |  |  | | --- | --- | --- | |  | a. | human infants do not have well-defined critical periods for the formation of a mother-infant attachment. | |  | b. | physical contact with her infant immediately after birth would not contribute to the development of mother-infant attachment. | |  | c. | infants should be left physically undisturbed during the first few hours of life so they can rest. | |  | d. | as long as she can breast-feed her baby, no lasting damage will be done. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 203. Unlike ducklings, children do not imprint. Their fondness for certain people, however, is fostered by   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | egocentrism. | |  | c. | mere exposure. | |  | d. | infantile amnesia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 204. To assess attachment differences among infants, Mary Ainsworth placed them in a laboratory setting called a   |  |  |  | | --- | --- | --- | |  | a. | formal operation stage. | |  | b. | secure base. | |  | c. | strange situation. | |  | d. | safe haven. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 205. Providing children with a safe haven in times of stress contributes most directly to   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | stranger anxiety. | |  | c. | object permanence. | |  | d. | secure attachment. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 206. In a pleasant but unfamiliar setting, infants with a secure maternal attachment are most likely to   |  |  |  | | --- | --- | --- | |  | a. | act as though their mothers are of little importance to them. | |  | b. | use their mothers as a base from which to explore the new surroundings. | |  | c. | cling to their mothers and ignore the new surroundings. | |  | d. | show hostility when their mothers approach them after a brief absence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 207. Adriana is 1 year old and is generally not afraid of people she does not know, but she clearly prefers having her mother hold her. Her behavior best illustrates   |  |  |  | | --- | --- | --- | |  | a. | accommodation. | |  | b. | secure attachment. | |  | c. | conservation. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 208. Infants in a pleasant but strange situation who respond to their mother’s departure with extreme anxiety or to their mother’s return with avoidance are showing signs of   |  |  |  | | --- | --- | --- | |  | a. | infantile amnesia. | |  | b. | object permanence. | |  | c. | insecure attachment. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 209. In the strange situation experiment, toddlers with an anxious attachment to their mothers were most likely to   |  |  |  | | --- | --- | --- | |  | a. | cling to their mothers and ignore their new surroundings. | |  | b. | show relief when their mothers momentarily departed from them. | |  | c. | show indifference when their mothers returned after a brief absence. | |  | d. | show anger when their mothers approached them after a brief absence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 210. Infants in a strange situation who appear not to notice or care about their mother’s departure or return show signs of   |  |  |  | | --- | --- | --- | |  | a. | object permanence. | |  | b. | basic trust. | |  | c. | avoidant attachment. | |  | d. | imprinting. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 211. Suzanne refuses to engage with the other children at preschool and resists her teachers' attempts to involve her in activities or encourage her to explore the classroom. She cries and clings to her parents at drop-off and remains upset until their return several hours later. Suzanne may be displaying   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | egocentrism. | |  | c. | insecure attachment. | |  | d. | accommodation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 212. Emelita cried when her mother left her at their neighbor’s house, and she was not reassured or comforted by her mother’s return a short while later. Emelita showed signs of   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | assimilation. | |  | c. | conservation. | |  | d. | insecure attachment. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 213. Some mothers feed their infants when they show signs of hunger, whereas others fail to respond predictably to their infants’ demands for food. These different maternal feeding practices are most likely to contribute to differences in infant   |  |  |  | | --- | --- | --- | |  | a. | accommodation. | |  | b. | attachment. | |  | c. | conservation. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 214. A mother who is slow in responding to her infant’s cries of distress is most likely to encourage   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | insecure attachment. | |  | c. | object permanence. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 215. Which of the following factors contributes most positively to the development of secure attachment between human infants and their mothers?   |  |  |  | | --- | --- | --- | |  | a. | egocentrism | |  | b. | responsive parenting | |  | c. | stranger anxiety | |  | d. | authoritarian discipline |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 216. Two-year-old Selwyn perceives his parents as cold and rejecting. This is most indicative of   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | egocentrism. | |  | c. | infantile amnesia. | |  | d. | insecure attachment. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 217. Children’s sense that their parents are trustworthy and dependable is most indicative of   |  |  |  | | --- | --- | --- | |  | a. | maturation. | |  | b. | accommodation. | |  | c. | secure attachment. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 218. When placed in strange situations without their artificial mothers, the Harlows’ infant monkeys demonstrated signs of   |  |  |  | | --- | --- | --- | |  | a. | insecure attachment. | |  | b. | egocentrism. | |  | c. | basic trust. | |  | d. | curiosity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 219. People’s characteristic emotional reactivity and intensity is called their   |  |  |  | | --- | --- | --- | |  | a. | social identity. | |  | b. | temperament. | |  | c. | maturation level. | |  | d. | critical period. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 220. An infant’s temperament refers most directly to its   |  |  |  | | --- | --- | --- | |  | a. | ability to learn. | |  | b. | shared family environment. | |  | c. | emotional excitability. | |  | d. | physical health.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 221. Myron is an emotionally intense infant and unpredictable in his sleeping schedule. Justin is a very relaxed infant and predictable in his sleeping schedule. The two children most clearly differ in   |  |  |  | | --- | --- | --- | |  | a. | epigenetic marks. | |  | b. | theory of mind. | |  | c. | temperament. | |  | d. | attachments.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 222. Jane is normally irritable and unpredictable; Shelly is usually cheerful and relaxed. The two children most clearly differ in   |  |  |  | | --- | --- | --- | |  | a. | maturation. | |  | b. | egocentrism. | |  | c. | temperament. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 223. Babies who are generally cheerful, relaxed, and have predictable feeding and sleeping schedules are considered to have a(n) \_\_\_\_\_\_\_\_ temperament.   |  |  |  | | --- | --- | --- | |  | a. | difficult | |  | b. | easy | |  | c. | fearless | |  | d. | outgoing |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 224. Which of the following babies would be most likely to form a secure attachment with their primary caregiver?   |  |  |  | | --- | --- | --- | |  | a. | Mark, who is an only child | |  | b. | Vince, who is his parents’ first child | |  | c. | Stacey, who has an easy temperament | |  | d. | Nadene, who has a difficult temperament |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 225. Danah has two children, both of whom are girls. Her oldest is 3 years old and the youngest is now 9 months old. Danah is amazed at how different they are. The oldest is shy and quiet. Her youngest is happy and smiling most of the time. These differences can be attributed to   |  |  |  | | --- | --- | --- | |  | a. | differences in temperament. | |  | b. | differences in gene expression. | |  | c. | differences in parenting style. | |  | d. | a shared genome.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 226. The labels “easy” and “difficult” are used to refer to differences among infants in   |  |  |  | | --- | --- | --- | |  | a. | maturation. | |  | b. | cognition. | |  | c. | temperament. | |  | d. | attachment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 227. Fidgety babies with an intense and very emotionally reactive temperament tend to be   |  |  |  | | --- | --- | --- | |  | a. | intelligent and imaginative. | |  | b. | irritable and unpredictable. | |  | c. | fearless and assertive. | |  | d. | extraverted and cheerful. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 228. Who are likely to show the greatest similarity in temperament?   |  |  |  | | --- | --- | --- | |  | a. | Ruth and Ramona, identical twins | |  | b. | Philippe and Paul, fraternal twins | |  | c. | Janak and Kaira, brother and sister | |  | d. | Vincent Sr. and Vincent Jr., father and son  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 229. Simona is an emotionally reactive newborn. As she grows older, she will be   |  |  |  | | --- | --- | --- | |  | a. | an emotionally intense preschooler. | |  | b. | an intense young adult. | |  | c. | a reactive 9-month-old. | |  | d. | reserved and hesitant at 3 years of age.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 230. One study of 1037 New Zealanders found that a brief assessment of 3-year-olds could predict if they would receive welfare benefits, abandon their own children, or commit crimes as an adult. Which of the following was NOT included in their brief assessment?   |  |  |  | | --- | --- | --- | |  | a. | frustration tolerance | |  | b. | sociability | |  | c. | impulsivity | |  | d. | intelligence |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 231. When considering the development of secure attachments, nature is to nurture as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | secure attachment; imprinting | |  | b. | heredity; maturation | |  | c. | accommodation; assimilation | |  | d. | temperament; responsive parenting  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 232. Kevin has a difficult temperament. Which of the following would be exceptionally beneficial to his development?   |  |  |  | | --- | --- | --- | |  | a. | positive parenting | |  | b. | insecure attachment | |  | c. | imprinting | |  | d. | authoritative parenting |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 233. One analysis of 21,000 American children between the ages of 4 and 17 found that children from   |  |  |  | | --- | --- | --- | |  | a. | same-sex parents had lower levels of well-being when compared to children from heterosexual parents. | |  | b. | cohabiting parents had higher levels of well-being when compared to children from intact homes. | |  | c. | unmarried parents had higher levels of well-being when compared to children from intact homes. | |  | d. | same-sex parents had similar levels of well-being when compared to children from heterosexual parents. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 234. Patty is very close with her father, who has always been very involved in her upbringing. Which of the following is something we should NOT expect regarding Patty?   |  |  |  | | --- | --- | --- | |  | a. | She will do better in school. | |  | b. | She is less likely to engage in risky sexual behavior. | |  | c. | She is more likely to expect respect from men. | |  | d. | She is more likely to experience parental separation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 235. Nearly 100 studies worldwide have concluded that \_\_\_\_\_\_\_\_ in predicting an offspring’s health and well-being.   |  |  |  | | --- | --- | --- | |  | a. | mother care is more important than father care | |  | b. | father care is more important than mother care | |  | c. | both father care and mother care are important | |  | d. | neither father care nor mother care is important |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 236. After controlling for all of the following EXCEPT \_\_\_\_\_\_\_\_, children co-parented by two married parents experience a lower rate of school problems.   |  |  |  | | --- | --- | --- | |  | a. | parents’ income | |  | b. | race | |  | c. | parenting style | |  | d. | parents’ education |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 237. Evidence that easy, relaxed infants develop secure attachments more readily than difficult, emotionally intense babies would illustrate the importance of   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | temperament. | |  | c. | conservation. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 238. Juan is a difficult baby who is often anxious and withdrawn. It is most likely that Juan   |  |  |  | | --- | --- | --- | |  | a. | has a reactive nervous system. | |  | b. | is usually cheerful and relaxed. | |  | c. | has a predictable feeding and sleeping schedule. | |  | d. | is securely attached to his parents. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 239. Anxious, inhibited infants become more physiologically aroused when facing new or strange situations. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | high serotonin levels. | |  | b. | temperament. | |  | c. | epigenetic molecules. | |  | d. | extraversion. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 240. Which of the following statements is true?   |  |  |  | | --- | --- | --- | |  | a. | Couples who are equally responsible for child care report increased levels of relationship dissatisfaction. | |  | b. | Children from divorced homes fare much better if they are raised by their mothers. | |  | c. | Fathers today are spending less time with their children than fathers in the past. | |  | d. | Sexual orientation of the parents has no bearing on a child’s well-being. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 241. Which of the following statements is true?   |  |  |  | | --- | --- | --- | |  | a. | Compared with fathers in the 1960s, today’s co-parenting fathers are less engaged with their children. | |  | b. | Children have better life outcomes if they are raised by both parents. | |  | c. | Parents' gender and sexual orientation affects children's well-being. | |  | d. | Couples that share housework and child care are more likely to divorce. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 242. Which of the following is an outcome related to the father’s involvement in parenting?   |  |  |  | | --- | --- | --- | |  | a. | reduced academic achievement | |  | b. | higher academic achievement | |  | c. | reduced involvement with risky sexual behaviors | |  | d. | having fewer friends involved in risky sexual behaviors |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 243. Across almost 100 studies worldwide, which of the following is important for a child’s health and well-being?   |  |  |  | | --- | --- | --- | |  | a. | a mother’s love | |  | b. | a father’s love | |  | c. | both a mother’s and a father’s love | |  | d. | neither a mother’s nor a father’s love |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 244. In a British study following more than 7000 people from birth to adulthood, those individuals whose fathers were most involved in parenting tended to demonstrate greater   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | stranger anxiety. | |  | c. | object permanence. | |  | d. | academic achievement. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 245. Which of the following is true of girls with involved fathers?   |  |  |  | | --- | --- | --- | |  | a. | They are more likely to engage in risky sexual behavior. | |  | b. | They are less likely to engage in risky sexual behavior. | |  | c. | They are more likely to befriend girls who engage in risky sexual behavior. | |  | d. | They are more likely to befriend older boys who encourage risky sexual behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 246. Which of the following was related to an increase in father-absent homes?   |  |  |  | | --- | --- | --- | |  | a. | nonmarital births | |  | b. | cohabiting | |  | c. | both nonmarital births and cohabiting | |  | d. | neither nonmarital births nor cohabiting |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 247. Children’s anxiety over separation from parents peaks at around \_\_\_\_\_\_\_\_ months and then gradually declines.   |  |  |  | | --- | --- | --- | |  | a. | 7 | |  | b. | 13 | |  | c. | 21 | |  | d. | 30 |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 248. Who coined the term basic trust, which is a sense that the world is predictable and reliable?   |  |  |  | | --- | --- | --- | |  | a. | Harry Harlow | |  | b. | Jean Piaget | |  | c. | Erik Erikson | |  | d. | Lev Vygotsky |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 249. According to Erikson, a sense that the world is predictable and reliable is referred to as   |  |  |  | | --- | --- | --- | |  | a. | anxiety. | |  | b. | avoidant attachment. | |  | c. | basic trust. | |  | d. | anxious attachment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 250. Carlise is a sensitive, loving mother who consistently satisfies her infant daughter’s needs. According to Erikson, Carlise’s daughter is likely to   |  |  |  | | --- | --- | --- | |  | a. | form a lifelong attitude of basic trust toward the world. | |  | b. | encounter some difficulty in overcoming the limitation of egocentrism. | |  | c. | encounter some difficulty in forming an attachment to her father. | |  | d. | achieve formal operational intelligence more quickly than the average child. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 251. At 15 months of age, Justin already strongly senses that he can rely on his father to comfort and protect him. According to Erikson, this most clearly contributes to   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | conservation. | |  | c. | object permanence. | |  | d. | basic trust. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 252. Many researchers believe that \_\_\_\_\_\_\_\_ form(s) the foundation of our adult relationships and our ability to enjoy secure friendships.   |  |  |  | | --- | --- | --- | |  | a. | our early attachment | |  | b. | stranger anxiety experiences | |  | c. | human bonds | |  | d. | the strange situation |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 253. According to the research, people who enjoy secure attachments with their parents tend to   |  |  |  | | --- | --- | --- | |  | a. | enjoy secure friendships. | |  | b. | fear leaving the security of the family home. | |  | c. | crave acceptance from all those they meet. | |  | d. | are constantly concerned about rejection. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 254. Nanette has just moved from her parents’ home to live in a college dorm. Thus far, she is adjusting well to dorm life as a result of   |  |  |  | | --- | --- | --- | |  | a. | secure attachment to her parents. | |  | b. | close family ties. | |  | c. | having friends from high school attending the same college. | |  | d. | life on campus. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 255. Stephanie’s mother is secure and responsive to Stephanie’s needs. Which of the following can be predicted about Stephanie?   |  |  |  | | --- | --- | --- | |  | a. | She is likely to have good grades and strong friendships. | |  | b. | She is likely to annoy relationship partners. | |  | c. | She is likely to have relationships with low commitment and high conflict. | |  | d. | She is likely to crave acceptance from others. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 256. Some individuals constantly crave acceptance in romantic relationships but remain highly vigilant and sensitive to any signs of possible rejection. These people are said to demonstrate an insecure   |  |  |  | | --- | --- | --- | |  | a. | avoidant attachment style. | |  | b. | egocentric attachment style. | |  | c. | anxious attachment style. | |  | d. | preoperational attachment style. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 257. Freda posts her daily activities on Facebook and repeatedly checks to see her friends’ reactions, hoping for approval. She is secretly afraid that her friends will disapprove of some of her posts. Freda is demonstrating a(n)   |  |  |  | | --- | --- | --- | |  | a. | preoperational attachment style. | |  | b. | anxious attachment style. | |  | c. | egocentric attachment style. | |  | d. | avoidant attachment style. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 258. When someone experiences discomfort getting close to others and uses avoidant strategies to maintain distance from others, they are demonstrating   |  |  |  | | --- | --- | --- | |  | a. | avoidant attachment. | |  | b. | basic trust. | |  | c. | secure attachment. | |  | d. | anxious attachment. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 259. Thandi is extremely uncomfortable getting close to other people. She will do almost anything to maintain her distance from others. Thandi may have an insecure   |  |  |  | | --- | --- | --- | |  | a. | preoperational attachment style. | |  | b. | anxious attachment style. | |  | c. | egocentric attachment style. | |  | d. | avoidant attachment style. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 260. Romanian children raised in orphanages with untrained and overworked staff were found to have \_\_\_\_\_\_\_\_ than found in children assigned to quality foster care settings.   |  |  |  | | --- | --- | --- | |  | a. | less egocentrism | |  | b. | lower intelligence scores | |  | c. | more secure attachments | |  | d. | greater infantile amnesia |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 261. Most children growing up under adversity become well-adjusted adults. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | object permanence. | |  | c. | conservation. | |  | d. | resilience. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 262. Experiencing \_\_\_\_\_\_\_\_ has been found to aid resilience in later life.   |  |  |  | | --- | --- | --- | |  | a. | some childhood adversity | |  | b. | enriched environments in childhood | |  | c. | secure parent-child attachment | |  | d. | insecure parent-child attachment |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 263. Thomas was badly neglected as a child but has become a well-adjusted adult. This demonstrates that Thomas is   |  |  |  | | --- | --- | --- | |  | a. | anxious. | |  | b. | resilient. | |  | c. | trustworthy. | |  | d. | secure. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 264. The Harlows observed that most monkeys raised in total isolation   |  |  |  | | --- | --- | --- | |  | a. | were totally apathetic and indifferent to the first monkeys they encountered. | |  | b. | were incapable of mating upon reaching sexual maturity. | |  | c. | showed slower social development but more rapid cognitive development. | |  | d. | showed no lasting adverse effects when placed in a socially enriched environment. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 265. Barbara punishes both her 4-year-old and 1-year-old daughters frequently, often for what seems like no misbehavior. Barbara’s behavior is most likely related to a lack of   |  |  |  | | --- | --- | --- | |  | a. | childhood experience with younger brothers and sisters. | |  | b. | maturation. | |  | c. | an early and secure attachment to her own parents. | |  | d. | formal operational intelligence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 266. The fact that enduring neglect or abuse as a child makes a person more likely to become abusive best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | secure attachment. | |  | b. | temperament. | |  | c. | parenting. | |  | d. | avoidant attachment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 267. Golden hamsters that were repeatedly threatened and attacked while young grew up to be \_\_\_\_\_\_\_\_ when caged with weaker hamsters.   |  |  |  | | --- | --- | --- | |  | a. | egocentric | |  | b. | cowards | |  | c. | securely attached | |  | d. | bullies |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 268. When golden hamsters were repeatedly threatened and attacked while young, they suffered long-term changes in   |  |  |  | | --- | --- | --- | |  | a. | object permanence. | |  | b. | brain chemistry. | |  | c. | conservation. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 269. Children who have survived severe or prolonged abuse are at increased risk for   |  |  |  | | --- | --- | --- | |  | a. | criminality. | |  | b. | substance abuse. | |  | c. | health problems. | |  | d. | all of these conditions. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 270. Experiencing severe child abuse can leave \_\_\_\_\_\_\_\_ that can alter normal gene expression.   |  |  |  | | --- | --- | --- | |  | a. | neurotransmitters | |  | b. | enzymes | |  | c. | epigenetic marks | |  | d. | critical periods |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 271. All of the following are true of adults who were abused as children EXCEPT that they   |  |  |  | | --- | --- | --- | |  | a. | struggle with negative emotion regulation. | |  | b. | fare better in their adult romantic relationships. | |  | c. | have stronger startle responses. | |  | d. | are more likely to attempt suicide. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 272. Children who suffer chronic abuse and become aggressive teens and adults have been found to have   |  |  |  | | --- | --- | --- | |  | a. | lower-than-normal levels of serotonin. | |  | b. | higher-than-normal levels of testosterone. | |  | c. | lower-than-normal levels of testosterone. | |  | d. | lower-than-normal levels of adrenal hormones. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 273. Carla has been bullied through all of her school years, including high school. These experiences   |  |  |  | | --- | --- | --- | |  | a. | are associated with improved academic grades. | |  | b. | have solidified her self-concept. | |  | c. | have increased her risk of an earlier death. | |  | d. | have helped her develop resiliency. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 274. Childhood abuse victims are at considerable risk for depression if they carry a gene variation that spurs the production of   |  |  |  | | --- | --- | --- | |  | a. | serotonin. | |  | b. | stress hormones. | |  | c. | DNA. | |  | d. | testosterone. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 275. For several months following a sudden and unexpected divorce, Henry was excessively preoccupied with thoughts of his ex-wife. His reaction resulted from the disruption of   |  |  |  | | --- | --- | --- | |  | a. | a critical period. | |  | b. | conservation. | |  | c. | object permanence. | |  | d. | attachment. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 276. Two characteristics of authoritarian parents are that they   |  |  |  | | --- | --- | --- | |  | a. | expect obedience but are responsive to their children’s needs. | |  | b. | submit to their children’s desires but are unresponsive in times of need. | |  | c. | impose rules and expect obedience. | |  | d. | exert control by setting rules and explaining the reasons for those rules. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 277. The MacPhersons impose rules and expect their children to be obedient. Psychologists are likely to characterize the MacPhersons as \_\_\_\_\_\_\_\_ parents.   |  |  |  | | --- | --- | --- | |  | a. | authoritarian | |  | b. | neglectful | |  | c. | permissive | |  | d. | authoritative |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 278. Guney and Teresa make few demands of and set few limits for their two young children. In addition, they rarely punish them. Psychologists would characterize Guney and Teresa as \_\_\_\_\_\_\_\_ parents.   |  |  |  | | --- | --- | --- | |  | a. | authoritarian | |  | b. | authoritative | |  | c. | neglectful | |  | d. | permissive |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 279. Permissive parents are said to be \_\_\_\_\_\_\_\_, whereas neglectful parents are said to be \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | uninvolved; unrestraining | |  | b. | confrontive; coercive | |  | c. | unrestraining; uninvolved | |  | d. | coercive; confrontive |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 280. Parents who are neither demanding nor responsive are said to be   |  |  |  | | --- | --- | --- | |  | a. | authoritarian. | |  | b. | permissive. | |  | c. | neglectful. | |  | d. | authoritative. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 281. Nadja remembers that her parents paid very little attention to her when she was a child. It is likely that her parents demonstrated a(n) \_\_\_\_\_\_\_\_ parenting style.   |  |  |  | | --- | --- | --- | |  | a. | authoritarian | |  | b. | permissive | |  | c. | neglectful | |  | d. | authoritative |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 282. Neglectful parents are especially likely to be   |  |  |  | | --- | --- | --- | |  | a. | coercive. | |  | b. | confrontative. | |  | c. | unrestraining. | |  | d. | uninvolved. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 283. Meghan and Andrew demand nothing from their children, and they are typically inattentive to their children’s needs. Psychologists would characterize Meghan and Andrew as \_\_\_\_\_\_\_\_ parents.   |  |  |  | | --- | --- | --- | |  | a. | authoritarian | |  | b. | neglectful | |  | c. | authoritative | |  | d. | permissive |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 284. Danielle remembers her parents being inattentive toward her when she was a child. It is likely that her parents demonstrated which parenting style?   |  |  |  | | --- | --- | --- | |  | a. | authoritarian | |  | b. | permissive | |  | c. | neglectful | |  | d. | authoritative |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 285. Parents who are demanding and yet sensitively responsive to their children are said to be   |  |  |  | | --- | --- | --- | |  | a. | authoritarian. | |  | b. | conservative. | |  | c. | permissive. | |  | d. | authoritative. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 286. Jentry’s parents have clear rules for their children and specific consequences should their children break those rules. However, they also encourage open discussions about the house rules and sometimes make an exception. Jentry’s parents would be considered   |  |  |  | | --- | --- | --- | |  | a. | authoritarian. | |  | b. | permissive. | |  | c. | neglectful. | |  | d. | authoritative. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 287. Coercive parents are \_\_\_\_\_\_\_\_, whereas confrontive parents are \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | conservative; neglectful | |  | b. | authoritative; authoritarian | |  | c. | neglectful; conservative | |  | d. | authoritarian; authoritative |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 288. Compared with authoritarian parents, authoritative parents are likely to be   |  |  |  | | --- | --- | --- | |  | a. | more conservative. | |  | b. | less educated. | |  | c. | more responsive. | |  | d. | less trusting. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 289. Unrestraining is to \_\_\_\_\_\_\_\_ as uninvolved is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | authoritarian; permissive | |  | b. | neglectful; permissive | |  | c. | authoritative; neglectful | |  | d. | permissive; neglectful |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 290. Children of this type of parents often have poor academic and social outcomes.   |  |  |  | | --- | --- | --- | |  | a. | authoritarian | |  | b. | permissive | |  | c. | neglectful | |  | d. | authoritative |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 291. Authoritarian parents are likely to have children who   |  |  |  | | --- | --- | --- | |  | a. | have less social skill and low self-esteem. | |  | b. | have high self-esteem and are self-reliant. | |  | c. | have high self-esteem but are somewhat dependent. | |  | d. | are rebellious and have low self-esteem. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 292. At age 12, Sean is happy, self-reliant, and has a positive self-image. It is most likely that Sean’s parents are   |  |  |  | | --- | --- | --- | |  | a. | permissive. | |  | b. | conservative. | |  | c. | authoritarian. | |  | d. | authoritative. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 293. Authoritative parents are likely to have children who   |  |  |  | | --- | --- | --- | |  | a. | are obedient but have low self-esteem. | |  | b. | have high self-esteem and are self-reliant. | |  | c. | have high self-esteem but are somewhat dependent. | |  | d. | are rebellious and have low self-esteem. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 294. If warmly supportive parents are especially likely to have children with high self-esteem, this most clearly indicates that   |  |  |  | | --- | --- | --- | |  | a. | authoritative parenting is more effective than authoritarian parenting. | |  | b. | permissive parenting is more effective than authoritative parenting. | |  | c. | children’s self-esteem stimulates warmly supportive parenting. | |  | d. | warmly supportive parenting and children’s self-esteem are correlated. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 295. Which of the following statements is true?   |  |  |  | | --- | --- | --- | |  | a. | Correlational results always lead to cause-effect outcomes. | |  | b. | Correlational studies are rarely used in studying parenting styles. | |  | c. | Correlational results do not imply a cause-effect relationship. | |  | d. | Research on parenting styles relies on experimental designs. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 296. Which of the following is NOT true regarding child-raising practices?   |  |  |  | | --- | --- | --- | |  | a. | Child-raising practices are influenced by individual values. | |  | b. | Child-raising practices are influenced by cultural values. | |  | c. | Westernized parents emphasize obedience, respect, and sensitivity to others. | |  | d. | Children have thrived under various child-raising systems. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 297. In the traditional cultural of \_\_\_\_\_\_\_\_, babies spend most of the day on their mother’s or sibling’s back.   |  |  |  | | --- | --- | --- | |  | a. | the United States | |  | b. | Gusii society | |  | c. | Britain | |  | d. | China |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 298. Compared with families in Asian cultures, families in Western cultures are more likely to teach their children to value   |  |  |  | | --- | --- | --- | |  | a. | obedience. | |  | b. | emotional closeness. | |  | c. | independence. | |  | d. | family traditions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 299. A strong sense of family self is likely to be characteristic of those who grow up in cultures that value   |  |  |  | | --- | --- | --- | |  | a. | emotional closeness. | |  | b. | permissive parents. | |  | c. | nonconformity. | |  | d. | individualism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 300. Vikas is growing up in a culture that values physical and emotional closeness. Vikas is most likely to develop a   |  |  |  | | --- | --- | --- | |  | a. | strong sense of family self. | |  | b. | desire for independence. | |  | c. | need to follow his conscience. | |  | d. | strong sense of personal value. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 301. Claims that adult personality traits are completely determined by childhood experiences are most clearly disputed by the \_\_\_\_\_\_\_\_ perspective.   |  |  |  | | --- | --- | --- | |  | a. | psychosocial | |  | b. | life-span | |  | c. | intuitionist | |  | d. | psychoanalytic |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 302. Adolescence extends from   |  |  |  | | --- | --- | --- | |  | a. | the cognitive beginning of concrete operations to the cognitive end of formal operations. | |  | b. | 12 to 15 years of age. | |  | c. | the physical beginnings of sexual maturity to the social achievement of independence. | |  | d. | the beginning to the end of the growth spurt. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 303. The years during which a person changes from a child to an adult are called   |  |  |  | | --- | --- | --- | |  | a. | puberty. | |  | b. | adolescence. | |  | c. | menarche. | |  | d. | emerging adulthood. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 304. Janice is currently in a transition period between childhood and adulthood. This period is called   |  |  |  | | --- | --- | --- | |  | a. | puberty. | |  | b. | adolescence. | |  | c. | menarche. | |  | d. | emerging adulthood. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 305. The developmental stage of adolescence is likely to be briefest in cultures where teens are   |  |  |  | | --- | --- | --- | |  | a. | preoccupied with peer approval. | |  | b. | seldom married. | |  | c. | experiencing role confusion. | |  | d. | self-supporting. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 306. Which of the following is NOT true regarding adolescence in Western cultures?   |  |  |  | | --- | --- | --- | |  | a. | Sexual maturation in adolescence begins earlier. | |  | b. | Teens are entering adolescence later. | |  | c. | Independence from parents emerges later. | |  | d. | Social approval is imperative during adolescence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 307. Who was one of the first psychologists to describe adolescence?   |  |  |  | | --- | --- | --- | |  | a. | Erik Erikson | |  | b. | Sigmund Freud | |  | c. | Jean Piaget | |  | d. | G. Stanley Hall |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 308. The period of sexual maturation, during which a person becomes capable of reproducing, is called   |  |  |  | | --- | --- | --- | |  | a. | the formal operational stage. | |  | b. | emerging adulthood. | |  | c. | pruning. | |  | d. | puberty. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 309. People experience a series of physical changes and sexual maturation   |  |  |  | | --- | --- | --- | |  | a. | during late adolescence. | |  | b. | at puberty. | |  | c. | when the frontal lobe matures. | |  | d. | during emerging adulthood. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 310. Maurice and Oliver are both going through puberty. The two boys   |  |  |  | | --- | --- | --- | |  | a. | may differ in the sequence but not the age-related timing of their pubertal development. | |  | b. | may differ in both the sequence and the age-related timing of their pubertal development. | |  | c. | will not differ in the sequence or the age-related timing of their pubertal development. | |  | d. | may differ in the age-related timing but not the sequence of their pubertal development. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 311. Which of the following is the correct sequence of pubertal development for girls?   |  |  |  | | --- | --- | --- | |  | a. | pubic hair, menarche, breast buds | |  | b. | menarche, breast buds, pubic hair | |  | c. | The sequence of pubertal development for girls cannot be predicted. | |  | d. | breast buds, pubic hair, menarche |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 312. Menarche is a maturational milestone most directly associated with   |  |  |  | | --- | --- | --- | |  | a. | postconventional morality. | |  | b. | dual processing. | |  | c. | role confusion. | |  | d. | puberty. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 313. Amelia is 12 years old and has just experienced menarche, which refers to   |  |  |  | | --- | --- | --- | |  | a. | the development of egocentrism. | |  | b. | the beginning of postconventional morality. | |  | c. | maturation of frontal lobes. | |  | d. | the first menstrual period. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 314. Which of the following can make experiencing early pubertal maturation especially problematic for teens?   |  |  |  | | --- | --- | --- | |  | a. | having a secure attachment to parents | |  | b. | having an emotionally reactive temperament | |  | c. | having high intelligence compared with other teens | |  | d. | experiencing their parents’ divorce |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 315. Eleven-year-old Stella is maturing early and already towers over all the girls and most of the boys in her fifth-grade class. Stella is likely to be   |  |  |  | | --- | --- | --- | |  | a. | the most popular student in class. | |  | b. | self-assured and independent. | |  | c. | challenging her teacher’s authority. | |  | d. | the object of some teasing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 316. The selective loss of unused connections among brain cells is called   |  |  |  | | --- | --- | --- | |  | a. | pruning. | |  | b. | menarche. | |  | c. | autonomy. | |  | d. | generativity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 317. As teens mature, the growth of myelin facilitates   |  |  |  | | --- | --- | --- | |  | a. | the development of impulsive risky behaviors. | |  | b. | feelings of attraction toward those of the opposite (or the same) sex. | |  | c. | the birth of new nerve cells in the hippocampus. | |  | d. | communication between the frontal lobes and other brain regions. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 318. As Sharat moves through the adolescent years, his frontal lobes will continue to develop. Which of the following CANNOT be attributed to this development?   |  |  |  | | --- | --- | --- | |  | a. | improved judgment | |  | b. | greater impulse control | |  | c. | the ability to make long-term plans | |  | d. | improved visual-spatial skills |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 319. Young adolescents may give in to occasional impulsiveness, risky behaviors, and emotional storms because frontal lobe maturation lags behind the development of the   |  |  |  | | --- | --- | --- | |  | a. | occipital lobe. | |  | b. | somatosensory cortex. | |  | c. | limbic system. | |  | d. | pituitary gland. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 320. Thirteen-year-old Brad is upset because his parents won’t let him go to a party being held by an older schoolmate. He goes to his bedroom, slams the door shut behind him, and turns up the music as high as it will go. Brad’s emotional storm is most likely because frontal lobe maturation lags behind the development of the   |  |  |  | | --- | --- | --- | |  | a. | occipital lobe. | |  | b. | somatosensory cortex. | |  | c. | limbic system. | |  | d. | pituitary gland. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 321. Young teens are not fully equipped for curbing risky behavior or making long-term plans because of the incomplete maturation of their   |  |  |  | | --- | --- | --- | |  | a. | thalamus. | |  | b. | cerebellum. | |  | c. | frontal lobes. | |  | d. | somatosensory cortex. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 322. The improving emotion regulation during one’s late teen years partially results from improved connections between the frontal lobes and the   |  |  |  | | --- | --- | --- | |  | a. | limbic system. | |  | b. | brainstem. | |  | c. | cerebellum. | |  | d. | thalamus. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 323. Adolescents have a tendency to take risks because   |  |  |  | | --- | --- | --- | |  | a. | their brains are biased toward immediate rewards. | |  | b. | they are in the midst of puberty. | |  | c. | they have reached the peak of cognitive development. | |  | d. | they are in the postconventional stage of moral reasoning. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 324. In 2005, the \_\_\_\_\_\_\_\_ declared the juvenile death penalties unconstitutional.   |  |  |  | | --- | --- | --- | |  | a. | U.S. Supreme Court | |  | b. | American Psychological Association | |  | c. | American Association of Retired Persons | |  | d. | Association for Psychological Science |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 325. During the early teen years, reasoning is often self-focused as teens begin imagining what others are thinking about them. This is called   |  |  |  | | --- | --- | --- | |  | a. | moral intuition. | |  | b. | their social identity. | |  | c. | a personal fable. | |  | d. | an imaginary audience.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 326. Rudy believes that all the other students are staring at her because her blouse is wrinkled and her pants are too tight. Rudy is experiencing   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | an imaginary audience. | |  | c. | a personal fable. | |  | d. | formal operations. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 327. During the early teen years, teens have a tendency to see themselves as unique and special. This is called   |  |  |  | | --- | --- | --- | |  | a. | moral intuition. | |  | b. | their social identity. | |  | c. | a personal fable. | |  | d. | an imaginary audience.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 328. Bree often believes that she is unique and special and that what has happened to her in life has not happened to other teens. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | an imaginary audience. | |  | c. | a personal fable. | |  | d. | formal operations. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 329. Adolescents begin to use abstract reasoning skills when they achieve the intellectual summit that Piaget called   |  |  |  | | --- | --- | --- | |  | a. | an intuitionist perspective. | |  | b. | formal operations. | |  | c. | dual processing. | |  | d. | generativity. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 330. The ability to think logically about hypothetical situations is indicative of Piaget’s \_\_\_\_\_\_\_\_ stage of development.   |  |  |  | | --- | --- | --- | |  | a. | conventional | |  | b. | preconventional | |  | c. | preoperational | |  | d. | formal operational |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 331. The #NeverAgain movement that was initiated by survivors of the Parkland school shooting demonstrates Piaget’s \_\_\_\_\_\_\_\_ stage of cognitive development.   |  |  |  | | --- | --- | --- | |  | a. | formal operational | |  | b. | sensorimotor | |  | c. | preoperational | |  | d. | concrete operational |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 332. The fact that hundreds of thousands of teens engage in school walkouts and marches to seek gun law reform in the United States demonstrates that teens   |  |  |  | | --- | --- | --- | |  | a. | lack reasoning skills. | |  | b. | are not mature enough to handle controversial issues. | |  | c. | have been affected by media. | |  | d. | can think logically about abstract topics. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 333. Thirteen-year-old Stephanie recently joined the Students Against Climate Change club at school and has begun a neighborhood initiative urging people in her community to recycle, conserve power, and reduce water waste. She tells her parents that she plans to attend an upcoming protest demanding government action on climate change. Stephanie is likely in Piaget’s \_\_\_\_\_\_\_\_ stage of reasoning.   |  |  |  | | --- | --- | --- | |  | a. | preconventional | |  | b. | postconventional | |  | c. | formal operational | |  | d. | egocentric |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 334. Lawrence Kohlberg focused on the development of   |  |  |  | | --- | --- | --- | |  | a. | a sense of identity. | |  | b. | self-awareness. | |  | c. | moral reasoning. | |  | d. | moral intuitions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 335. Although Piaget and Kohlberg believed that most moral action resulted from moral reasoning, more recent research suggests that much of our moral action occurs as a result of   |  |  |  | | --- | --- | --- | |  | a. | cognitive empathy. | |  | b. | deliberate, conscious thinking. | |  | c. | unconscious, automatic thinking. | |  | d. | moral intuition. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 336. Kohlberg emphasized that human behavior becomes less selfish as we mature because of our   |  |  |  | | --- | --- | --- | |  | a. | social development. | |  | b. | physical development. | |  | c. | cognitive development. | |  | d. | economic development. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 337. According to Kohlberg, morality based on the avoidance of punishment and the attainment of concrete rewards represents \_\_\_\_\_\_\_\_ morality.   |  |  |  | | --- | --- | --- | |  | a. | conventional | |  | b. | preconventional | |  | c. | intuitionist | |  | d. | postconventional |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 338. Colin believes that it’s wrong to take food away from another child simply because his parents might punish him for doing so. Colin is demonstrating Kohlberg’s \_\_\_\_\_\_\_\_ stage of morality.   |  |  |  | | --- | --- | --- | |  | a. | conventional | |  | b. | postconventional | |  | c. | preconventional | |  | d. | preoperational |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 339. According to Kohlberg, morality based upholding laws to gain social approval represents \_\_\_\_\_\_\_\_ morality.   |  |  |  | | --- | --- | --- | |  | a. | conventional | |  | b. | preconventional | |  | c. | intuitionist | |  | d. | postconventional |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 340. Yesenia sprained his back playing basketball with his friends. Smoking marijuana would reduce his pain, but he thinks it would be wrong because he lives in Idaho and it is prohibited by the laws of his state. Yesenia is demonstrating Kohlberg’s \_\_\_\_\_\_\_\_ level of morality.   |  |  |  | | --- | --- | --- | |  | a. | conventional | |  | b. | unconventional | |  | c. | preconventional | |  | d. | postconventional |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 341. According to Kohlberg, postconventional morality involves   |  |  |  | | --- | --- | --- | |  | a. | behavior based on self-interest. | |  | b. | affirmation of self-defined ethical principles. | |  | c. | strong concern for social approval. | |  | d. | unquestioning obedience to authority figures. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 342. Mr. Lugue has not paid any income taxes for 10 years because he does not believe he should give money to a government that spends billions of dollars on military defense. Mr. Lugue’s reasoning best illustrates Kohlberg’s \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | postconventional | |  | b. | intuitionist | |  | c. | preconventional | |  | d. | conventional |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 343. Avoiding physical punishment is to \_\_\_\_\_\_\_\_ morality as respecting the laws of society is to \_\_\_\_\_\_\_\_ morality.   |  |  |  | | --- | --- | --- | |  | a. | conventional; postconventional | |  | b. | preconventional; postconventional | |  | c. | conventional; preconventional | |  | d. | preconventional; conventional |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 344. Upholding laws to gain approval is to \_\_\_\_\_\_\_\_ morality as acting on self-defined ethical principles is to \_\_\_\_\_\_\_\_ morality.   |  |  |  | | --- | --- | --- | |  | a. | conventional; postconventional | |  | b. | preconventional; postconventional | |  | c. | conventional; preconventional | |  | d. | preconventional; conventional |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 345. Critics have noted that Kohlberg’s theory of moral development is biased against \_\_\_\_\_\_\_\_ societies.   |  |  |  | | --- | --- | --- | |  | a. | industrial | |  | b. | ethnically diverse | |  | c. | agricultural | |  | d. | collectivist |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 346. Critics have noted that Kohlberg’s \_\_\_\_\_\_\_\_ level of moral reasoning is culturally limited, appearing mostly among people who prize individualism.   |  |  |  | | --- | --- | --- | |  | a. | preconventional | |  | b. | postconventional | |  | c. | intuitionist | |  | d. | conventional |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 347.  Kohlberg’s theory of moral reasoning has been criticized for emphasizing postconventional reasoning among people from large \_\_\_\_\_\_\_\_ societies.   |  |  |  | | --- | --- | --- | |  | a. | collectivist | |  | b. | formal operational | |  | c. | concrete operational | |  | d. | individualist |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 348. The fact that women tend to emphasize care for others in need over what would be considered fair demonstrates that Kohlberg’s theory is   |  |  |  | | --- | --- | --- | |  | a. | male-focused. | |  | b. | culturally limited. | |  | c. | female-centered. | |  | d. | focused on collectivist societies. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 349. Piaget and Kohlberg believed that most moral action resulted from moral reasoning. More recent research by Haidt suggests that much of our moral action occurs as a result of   |  |  |  | | --- | --- | --- | |  | a. | cognitive empathy. | |  | b. | deliberate, conscious thinking. | |  | c. | unconscious, automatic thinking. | |  | d. | moral intuition. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 350. Pushing one large stranger onto the tracks of a trolley car to force the trolley to stop, which will save five people, is generally judged as less morally acceptable than choosing to throw a switch that kills one person but saves five people. This best illustrates that moral judgments may reflect   |  |  |  | | --- | --- | --- | |  | a. | postconventional reasoning. | |  | b. | gut-level intuitions. | |  | c. | social identity. | |  | d. | formal operational thought. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 351. Haidt’s intuitionist perspective highlights the impact of automatic gut-level feelings on   |  |  |  | | --- | --- | --- | |  | a. | intimacy. | |  | b. | role confusion. | |  | c. | moral judgments. | |  | d. | social identity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 352. Psychologist Jonathan Haidt has described our moral intuitions as   |  |  |  | | --- | --- | --- | |  | a. | formal operations. | |  | b. | a pruning process. | |  | c. | quick gut feelings. | |  | d. | postconventional judgments. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 353. Laboratory games reveal that people’s desire to punish wrongdoing is driven mostly by automatic emotional reactions rather than by deliberate conscious calculations that punishment will deter crime. This most clearly supports the \_\_\_\_\_\_\_\_ perspective on morality.   |  |  |  | | --- | --- | --- | |  | a. | psychosocial | |  | b. | intuitionist | |  | c. | postconventional | |  | d. | concrete operational |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 354. Most people would find it more morally abhorrent to murder someone by stabbing them than by shooting them from a distance. This is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | Erikson’s psychosocial perspective. | |  | b. | Piaget’s cognitive development perspective. | |  | c. | Haidt’s intuitionist perspective. | |  | d. | Kohlberg’s moral development perspective. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 355. Moral judgments are sometimes based on our moral reasoning and other times based on our intuitive moral emotions. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | individualism. | |  | b. | dual processing. | |  | c. | role confusion. | |  | d. | delay of gratification. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 356. The corrupt behavior of many ordinary people who served as Nazi concentration camp guards best illustrates that immorality often results from   |  |  |  | | --- | --- | --- | |  | a. | social influence. | |  | b. | a pruning process. | |  | c. | abnormal cognitive development. | |  | d. | postconventional moral thinking. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 357. In service-learning programs where teens have tutored children or assisted older adults, the teens have experienced   |  |  |  | | --- | --- | --- | |  | a. | a decreased sense of peer approval. | |  | b. | increased school absenteeism. | |  | c. | a decreased sense of competence. | |  | d. | an increased willingness to serve. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 358. Carlos is able to delay gratification. Based on what you have learned about moral action from the text, which of the following is NOT likely to be associated with Carlos?   |  |  |  | | --- | --- | --- | |  | a. | He is likely to be socially responsible. | |  | b. | He is likely to be academically successful. | |  | c. | He is likely to experience reduced competence. | |  | d. | He is likely to be productive. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 359. In Walter Mischel’s marshmallow study, those children who were able to delay gratification later experienced all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | higher college completion rates. | |  | b. | higher rates of anxiety. | |  | c. | higher incomes in adulthood. | |  | d. | fewer addiction problems in adulthood. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 360. Psychological researcher Walter Mischel gave 4-year-olds a choice between one marshmallow now and two marshmallows when he returned a few minutes later. Children who chose to wait for two marshmallows demonstrated   |  |  |  | | --- | --- | --- | |  | a. | a pruning process. | |  | b. | formal operational thinking. | |  | c. | delay of gratification. | |  | d. | postconventional morality. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 361. Learning to delay gratification promotes   |  |  |  | | --- | --- | --- | |  | a. | maturation. | |  | b. | preconventional morality. | |  | c. | impulse control. | |  | d. | an intuitionist perspective. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 362. According to Erikson, each developmental stage has its own   |  |  |  | | --- | --- | --- | |  | a. | psychosocial task. | |  | b. | moral task. | |  | c. | cognitive task. | |  | d. | psychosexual task. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 363. According to Erikson, trust is to infancy as identity is to   |  |  |  | | --- | --- | --- | |  | a. | childhood. | |  | b. | adolescence. | |  | c. | young adulthood. | |  | d. | late adulthood. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 364. According to Erikson, autonomy is to toddlerhood as competence is to   |  |  |  | | --- | --- | --- | |  | a. | preschool. | |  | b. | elementary school. | |  | c. | adolescence. | |  | d. | early adulthood. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 365. According to Erikson, achieving a sense of identity is the special task of the   |  |  |  | | --- | --- | --- | |  | a. | toddler. | |  | b. | preschooler. | |  | c. | elementary schoolchild. | |  | d. | adolescent. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 366. Which psychologist most clearly emphasized that adolescents often explore different roles in different situations as part of the process of forming an identity?   |  |  |  | | --- | --- | --- | |  | a. | Jonathan Haidt | |  | b. | Lawrence Kohlberg | |  | c. | Erik Erikson | |  | d. | Jean Piaget |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 367. According to Erikson, teens who suffer role confusion have not yet   |  |  |  | | --- | --- | --- | |  | a. | experienced a sense of basic trust. | |  | b. | achieved a sense of autonomy. | |  | c. | striven for a sense of competence. | |  | d. | solidified a sense of identity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 368. Zian can’t decide what he wants to do with his life. He has tried several different jobs but has been fired for lack of effort each time. According to Erikson, Zian best illustrates   |  |  |  | | --- | --- | --- | |  | a. | a pruning process. | |  | b. | preconventional morality. | |  | c. | role confusion. | |  | d. | delay of gratification. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 369. Our sense of self defines our   |  |  |  | | --- | --- | --- | |  | a. | moral intuitions. | |  | b. | temperament. | |  | c. | egocentrism. | |  | d. | identity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 370. Abigail did not try out different selves and simply adopted her parents’ values, morals, expectations, and beliefs. As such, Abigail did not go through a period associated with the formation of   |  |  |  | | --- | --- | --- | |  | a. | an identity. | |  | b. | an initiative. | |  | c. | romantic relationships. | |  | d. | future goals. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 371. Bertie is talkative and funny when he’s among friends; when he’s with older people such as his parents, he’s quiet and serious. This is normal. Bertie is   |  |  |  | | --- | --- | --- | |  | a. | trying different selves in different situations. | |  | b. | concerned mostly with his self-image. | |  | c. | contemplating his own self-concept. | |  | d. | experimenting with self-expression. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 372. Which of the following cultures teach adolescents who they are?   |  |  |  | | --- | --- | --- | |  | a. | collectivist | |  | b. | individualist | |  | c. | both collectivist and individualist | |  | d. | neither collectivist nor individualist |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 373. Erikson would have suggested that adolescents can most effectively develop a sense of identity by   |  |  |  | | --- | --- | --- | |  | a. | seeking a lifelong romantic relationship. | |  | b. | severing the emotional ties between themselves and their childhood friends. | |  | c. | investigating the personal suitability of various occupational and social roles. | |  | d. | adopting whatever values and expectations their parents recommend. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 374. Erikson suggested that adolescents who simply take on their parents’ values or conform to their parents’ expectations have failed to work on   |  |  |  | | --- | --- | --- | |  | a. | developing a sense of basic trust. | |  | b. | delaying gratification. | |  | c. | achieving a conventional morality. | |  | d. | refining their sense of identity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 375. Seventeen-year-old Dion does not agree with his parents’ values but has questions about his friends’ values as well. According to Erikson, Dion’s confusion about what he values in life suggests that he is struggling with the issue of   |  |  |  | | --- | --- | --- | |  | a. | autonomy. | |  | b. | identity. | |  | c. | initiative. | |  | d. | integrity. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 376. An awareness of your distinctive status as traveler in a country far from your homeland best illustrates a sense of   |  |  |  | | --- | --- | --- | |  | a. | stagnation. | |  | b. | postconventional morality. | |  | c. | social identity. | |  | d. | menarche. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 377. Haejong, a student from Japan, is conscious of her distinctive status as an international student at her school in the United States. This best illustrates a sense of   |  |  |  | | --- | --- | --- | |  | a. | stagnation. | |  | b. | postconventional morality. | |  | c. | social identity. | |  | d. | menarche. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 378. Which of the following can be expected for Miguel, who is in his early teen years?   |  |  |  | | --- | --- | --- | |  | a. | an increase in self-esteem | |  | b. | a decline in self-esteem | |  | c. | an increase in intelligence | |  | d. | a decrease in intelligence |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 379. The “we” aspect of our self-concept that comes from our group membership is our   |  |  |  | | --- | --- | --- | |  | a. | moral intuition. | |  | b. | role confusion. | |  | c. | social identity. | |  | d. | preconventional morality. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 380. Which of the following best describes adolescent self-esteem?   |  |  |  | | --- | --- | --- | |  | a. | It rises through the early teen years and falls during the late teen years. | |  | b. | It falls through the early teen years and rises during the late teen years. | |  | c. | It rises through the early teen years and rises during the late teen years. | |  | d. | It falls through the early teen years and falls during the late teen years. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 381. During late adolescence people show a(n) \_\_\_\_\_\_\_\_ in agreeableness and a(n) \_\_\_\_\_\_\_\_ in emotional stability.   |  |  |  | | --- | --- | --- | |  | a. | decrease; increase | |  | b. | increase; decrease | |  | c. | decrease; decrease | |  | d. | increase; increase |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 382. Compared with their counterparts in more collectivist countries, 17-year-olds in North America are more likely to experience   |  |  |  | | --- | --- | --- | |  | a. | moral intuition. | |  | b. | concrete operations. | |  | c. | social identity. | |  | d. | romantic relationships. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 383. Adolescents’ search for identity is especially likely to be prolonged well into their late teens in cultures that value   |  |  |  | | --- | --- | --- | |  | a. | conformity. | |  | b. | individualism. | |  | c. | preconventional morality. | |  | d. | a strong sense of basic trust. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 384. The use of social media has been associated with an increase in   |  |  |  | | --- | --- | --- | |  | a. | teen depression. | |  | b. | teen suicide rates. | |  | c. | both teen depression and suicide rates. | |  | d. | neither teen depression nor suicide rates. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 385. Erikson suggested that the adolescent search for identity is followed by a developing capacity for   |  |  |  | | --- | --- | --- | |  | a. | competence. | |  | b. | intimacy. | |  | c. | autonomy. | |  | d. | trust. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 386. Aretha, who is 17 years old, has intimate, supportive relationships with her parents and friends. Regarding her adolescent romantic relationships, it is likely that Aretha will   |  |  |  | | --- | --- | --- | |  | a. | not experience romantic relationships during adolescence. | |  | b. | experience a supportive romantic relationship during adolescence. | |  | c. | experience an abusive romantic relationship during adolescence. | |  | d. | experience multiple romantic relationships during adolescence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 387. Which of the following is a benefit of adolescent romantic relationships?   |  |  |  | | --- | --- | --- | |  | a. | They provide an opportunity for sexual exploration. | |  | b. | They aid adolescents in the development of identity. | |  | c. | There is no benefit of romantic relationships during adolescence. | |  | d. | They lay the foundation for healthy adult relationships. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 388. Adolescence is typically a time of   |  |  |  | | --- | --- | --- | |  | a. | diminishing parental influence and diminishing peer influence. | |  | b. | growing parental influence and growing peer influence. | |  | c. | diminishing parental influence and growing peer influence. | |  | d. | growing parental influence and diminishing peer influence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 389. Although Jackson didn’t like the taste of brussel sprouts, he began eating them when he saw that his friends were enjoying eating them. His behavior best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | temperament. | |  | b. | role confusion. | |  | c. | a pruning process. | |  | d. | peer influence.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 390. The selection effect refers to the adolescent tendency to seek out friends who   |  |  |  | | --- | --- | --- | |  | a. | have values that are similar to those of their parents. | |  | b. | are smarter and will help them with their homework. | |  | c. | have similar attitudes, interests, and traits. | |  | d. | have attitudes that are very different from theirs. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 391. Teens who smoke or vape typically have friends who smoke. To avoid overestimating the impact of peer pressure on teen’s smoking habits, it would make most sense to consider the importance of   |  |  |  | | --- | --- | --- | |  | a. | a selection effect. | |  | b. | pruning process. | |  | c. | stranger anxiety. | |  | d. | brain neuroplasticity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 392. Christine has noticed that many of her teen daughters’ friends are very similar to her daughter in terms of dress style and interests. These similarities may be because of   |  |  |  | | --- | --- | --- | |  | a. | a selection effect. | |  | b. | role confusion. | |  | c. | their similar temperaments. | |  | d. | their similar culture. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 393. Compared with disagreements between parents and adolescent sons, the disagreements between parents and adolescent daughters are more likely to center on issues such as   |  |  |  | | --- | --- | --- | |  | a. | personal hygiene. | |  | b. | dating and friendships. | |  | c. | household chores. | |  | d. | illegal drug use. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 394. Research indicates that the high school girls who have the most affectionate relationships with their mothers also tend to   |  |  |  | | --- | --- | --- | |  | a. | have the most intimate relationships with girlfriends. | |  | b. | have somewhat less intimate relationships with girlfriends. | |  | c. | take longer than normal to establish their own independence and separate identity. | |  | d. | have difficulty forming intimate relationships with boys. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 395. Which of the following is NOT an indicator that adolescents can be considered herd animals?   |  |  |  | | --- | --- | --- | |  | a. | They tend to talk more like their peers than their parents. | |  | b. | They tend to dress more like their peers than their parents. | |  | c. | They prefer social media photos that have received many likes. | |  | d. | They tend to act more like their parents than their peers. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 396. Adolescents who feel excluded from peer relationships are at increased risk for reduced physical health and   |  |  |  | | --- | --- | --- | |  | a. | delay of gratification. | |  | b. | postconventional morality. | |  | c. | psychological distress. | |  | d. | excessive online texting. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 397. Vanessa has frequently received nasty online messages from her supposed friends. Which of the following is true regarding Vanessa?   |  |  |  | | --- | --- | --- | |  | a. | She is likely to experience poor physical health. | |  | b. | She is likely to experience greater psychological distress. | |  | c. | She is likely to experience poor physical health and greater psychological distress. | |  | d. | She is not likely to experience poor physical health nor psychological distress. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 398. Children raised in the same family are not especially likely to have similar personalities. This most clearly implies that we should be cautious about attributing personality to   |  |  |  | | --- | --- | --- | |  | a. | role confusion. | |  | b. | parental influences. | |  | c. | temperament. | |  | d. | peer influences. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 399. Seth and Logan are siblings being raised in the same family. However, they have very different personalities. This indicates that in personality development   |  |  |  | | --- | --- | --- | |  | a. | genetics play a major role. | |  | b. | parenting style plays a major role. | |  | c. | peers play a larger role than parents. | |  | d. | parents play a larger role than peers. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 400. An elaborate ceremony used to celebrate a person’s emergence into adulthood is an example of   |  |  |  | | --- | --- | --- | |  | a. | postconventional morality. | |  | b. | role confusion. | |  | c. | a pruning process. | |  | d. | a rite of passage. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 401. A rite of passage is defined as a(n)   |  |  |  | | --- | --- | --- | |  | a. | moral intuition. | |  | b. | intuitionist perspective. | |  | c. | initiation ceremony. | |  | d. | sense of basic trust. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 402. Amelia is sexually mature and has assumed adult responsibilities and status. This transition might be celebrated by   |  |  |  | | --- | --- | --- | |  | a. | the ability to be intimate with another person. | |  | b. | puberty. | |  | c. | assumption of a social identity. | |  | d. | a public rite of passage. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 403. Kayla is 17 years old. Compared with previous generations of adolescents, she is LESS likely to   |  |  |  | | --- | --- | --- | |  | a. | have a paying job. | |  | b. | live at home. | |  | c. | go to college. | |  | d. | be in a romantic relationship. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 404. In the early twenty-first century, \_\_\_\_\_\_\_\_ of 30-year-old women and \_\_\_\_\_\_\_\_ of men had finished school, left home, were financially independent, married, and had a child.   |  |  |  | | --- | --- | --- | |  | a. | three-quarters; two-thirds | |  | b. | two-thirds; three-quarters | |  | c. | one-third; fewer than half | |  | d. | fewer than half; one-third |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 405. Which of the following is true of adolescence in contemporary industrialized societies, as compared with previous centuries?   |  |  |  | | --- | --- | --- | |  | a. | It begins earlier in life and ends earlier in life. | |  | b. | It begins later in life and ends earlier in life. | |  | c. | It begins earlier in life and ends later in life. | |  | d. | It begins later in life and ends later in life. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 406. A period from about age 18 to the mid-twenties when many in Western cultures have not yet achieved full independence as adults is called   |  |  |  | | --- | --- | --- | |  | a. | puberty. | |  | b. | a rite of passage. | |  | c. | emerging adulthood. | |  | d. | the formal operational stage. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 407. Martin, a single 22-year-old, has moved back into his parents’ house after graduating from university so that he can afford to go to graduate school to become a lawyer. His situation best illustrates a life phase called   |  |  |  | | --- | --- | --- | |  | a. | empty nest syndrome. | |  | b. | a rite of passage. | |  | c. | a midlife crisis. | |  | d. | emerging adulthood. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 408. Belinda is 32 years old. She graduated from college several years ago and now has a job that enables her to live independently. She is in the \_\_\_\_\_\_\_\_ years.   |  |  |  | | --- | --- | --- | |  | a. | emerging adulthood | |  | b. | early adulthood | |  | c. | middle adulthood | |  | d. | late adulthood |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 409. Stuart is 50 years old and has his own accounting firm. He is married with three children. He is in the \_\_\_\_\_\_\_\_ years.   |  |  |  | | --- | --- | --- | |  | a. | emerging adulthood | |  | b. | early adulthood | |  | c. | middle adulthood | |  | d. | late adulthood |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 410. Physical abilities such as muscular strength, reaction time, sensory keenness, and cardiac output reach their peak during   |  |  |  | | --- | --- | --- | |  | a. | late childhood. | |  | b. | early adulthood. | |  | c. | adolescence. | |  | d. | middle adulthood. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 411. Menopause refers to   |  |  |  | | --- | --- | --- | |  | a. | the cessation of menstruation. | |  | b. | the loss of male sexual potency. | |  | c. | irregular timing of menstrual periods. | |  | d. | the loss of sexual interest in late adulthood. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 412. Minerva is 53 years old and is experiencing the end of her menstrual cycle, which is referred to as   |  |  |  | | --- | --- | --- | |  | a. | the social clock. | |  | b. | menopause. | |  | c. | neurogenesis. | |  | d. | neuroplasticity. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 413. As men advance through middle adulthood, they experience a gradual decline in   |  |  |  | | --- | --- | --- | |  | a. | testosterone level. | |  | b. | sperm count. | |  | c. | ejaculation speed. | |  | d. | all of these things. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 414. Rufino and Phoebe, who are both in late adulthood, are celebrating their 50th anniversary. Which of the following would NOT be an accurate description of their sexual activity?   |  |  |  | | --- | --- | --- | |  | a. | It will be satisfying. | |  | b. | It will become less frequent. | |  | c. | George, but not Jenny, will feel less sexually satisfied. | |  | d. | Both Rufino and Phoebe will experience less sexual desire. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 415. With the onset of old age, less light reaches the light sensitive inner portion of the eye known as the   |  |  |  | | --- | --- | --- | |  | a. | cornea. | |  | b. | retina. | |  | c. | pupil. | |  | d. | lens. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 416. Stefan is a 74-year-old retired electrician. In contrast to when he was 25, he now probably   |  |  |  | | --- | --- | --- | |  | a. | needs more light when reading. | |  | b. | is more susceptible to catching the flu. | |  | c. | has significantly fewer neural connections. | |  | d. | has all of these problems. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 417. Lewis is a 70-year-old retired college professor. In contrast to when he was 30, he now probably   |  |  |  | | --- | --- | --- | |  | a. | does not hear as well. | |  | b. | is more susceptible to catching the flu. | |  | c. | has significantly fewer neural connections. | |  | d. | has all of these problems. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 418. Which of the following does NOT diminish with age?   |  |  |  | | --- | --- | --- | |  | a. | muscle strength | |  | b. | reaction time | |  | c. | stamina | |  | d. | antibodies |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 419. Virginia is in late adulthood. What can be expected regarding her health?   |  |  |  | | --- | --- | --- | |  | a. | Her immune system strengthens. | |  | b. | She is more likely to catch the common cold. | |  | c. | She is more likely to catch the flu each year. | |  | d. | She is more likely to develop cancer. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 420. As Margaret ages in late adulthood, which of the following is NOT expected to occur?   |  |  |  | | --- | --- | --- | |  | a. | reduced muscle strength | |  | b. | reduced reaction time | |  | c. | reduced stamina | |  | d. | reduced health risks |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 421. Mrs. Huang is 81 years old and is now more susceptible to life-threatening ailments such as cancer. This can most clearly be attributed to   |  |  |  | | --- | --- | --- | |  | a. | slower neural processing. | |  | b. | a weakening immune system. | |  | c. | the neuroplasticity. | |  | d. | neurogenesis. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 422. Older people are NOT increasingly susceptible to   |  |  |  | | --- | --- | --- | |  | a. | pneumonia. | |  | b. | terminal decline. | |  | c. | common cold viruses. | |  | d. | accident risks. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 423. Most 20-year-olds outperform most 70-year-olds on video games due to age-related differences in   |  |  |  | | --- | --- | --- | |  | a. | menopause. | |  | b. | empty nest syndrome. | |  | c. | immune system strength. | |  | d. | information-processing speed. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 424. Research on older people has shown that   |  |  |  | | --- | --- | --- | |  | a. | they grow increasingly fearful of death. | |  | b. | they become increasingly prone to car accidents. | |  | c. | they experience less life satisfaction than younger adults. | |  | d. | all of these statements are true. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 425. Brain regions important to memory begin to atrophy as we age. This is best illustrated by the fact that the blood-brain barrier breaks down beginning in the   |  |  |  | | --- | --- | --- | |  | a. | frontal lobes. | |  | b. | thalamus. | |  | c. | brainstem. | |  | d. | hippocampus. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 426. Seventy-year-old Mrs. Stranks is now more likely to make blunt comments about other people’s weight or manner of dress. Her comments are most likely to indicate late life shrinkage of the \_\_\_\_\_\_\_\_ lobes.   |  |  |  | | --- | --- | --- | |  | a. | temporal | |  | b. | occipital | |  | c. | parietal | |  | d. | frontal |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 427. Jeroen is 80 years old and hasn’t seen his grandson, Kyle, in several months. When Kyle came to visit, Jeroen asked him “Why is your underwear showing?” This may be related to   |  |  |  | | --- | --- | --- | |  | a. | hippocampal degeneration. | |  | b. | blood-brain barrier. | |  | c. | frontal lobe atrophy. | |  | d. | neuroplasticity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 428. The aging brain partly compensates for a loss of brain cells by recruiting and reorganizing existing neural networks. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | neurogenesis. | |  | b. | terminal decline. | |  | c. | neuroplasticity. | |  | d. | telomere shortening. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 429. Daniel engages in physical exercise regularly. Which of the following is NOT a benefit he is likely to experience?   |  |  |  | | --- | --- | --- | |  | a. | increased risk of heart disease | |  | b. | sharpened judgment | |  | c. | reduced brain shrinkage | |  | d. | enhanced memory |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 430. Physical exercise helps maintain the telomeres that \_\_\_\_\_\_\_\_ and can slow the progression of Alzheimer’s disease.   |  |  |  | | --- | --- | --- | |  | a. | are part of the blood-brain barrier | |  | b. | are neuroplastic neural networks | |  | c. | improve neurogenesis | |  | d. | protect the ends of chromosomes |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 431. Beverly is 70 years old and exercises regularly. Her physician commends her for her efforts and explains how regular exercise can help maintain telomeres, which can actually slow the progression of   |  |  |  | | --- | --- | --- | |  | a. | cancer. | |  | b. | Parkinson’s disease. | |  | c. | arthritis. | |  | d. | Alzheimer’s disease. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 432. Physical exercise appears to stimulate the development of new brain cells, referred to as   |  |  |  | | --- | --- | --- | |  | a. | telemetry. | |  | b. | menopause. | |  | c. | neuroplasticity. | |  | d. | neurogenesis. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 433. Which of the following is true regarding exercise in late adulthood?   |  |  |  | | --- | --- | --- | |  | a. | It speeds up the aging process. | |  | b. | It is associated with cognitive decline. | |  | c. | It shortens telomeres. | |  | d. | It increases cellular mitochondria. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 434. Exercise is associated with all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | slowing the progression of Alzheimer’s disease. | |  | b. | stimulation of brain cell development and neural connections. | |  | c. | sharpening judgment. | |  | d. | increasing risk of obesity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 435. Sedentary older adults randomly assigned to aerobic exercise programs exhibit   |  |  |  | | --- | --- | --- | |  | a. | reduced risk of severe cognitive decline. | |  | b. | increased risk of shortened telomeres. | |  | c. | reduced risk of neurogenesis. | |  | d. | increased risk of upper respiratory flu. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 436. Exercise in late adulthood promotes \_\_\_\_\_\_\_\_, thanks perhaps to increased oxygen and nutrient flow.   |  |  |  | | --- | --- | --- | |  | a. | a reduction of myelin | |  | b. | the shortening of telomeres | |  | c. | the process of neurogenesis | |  | d. | reduced neuroplasticity |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 437. When asked to recall the one or two most important events over the last half-century, older adults tend to name events that occurred when they were in their   |  |  |  | | --- | --- | --- | |  | a. | preadolescent years. | |  | b. | teens or twenties. | |  | c. | thirties or forties. | |  | d. | fifties and sixties. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 438. In a test of recall, people watched video clips as strangers said their names, using a common format. Even after a second and third replay of the introductions with more personal information, \_\_\_\_\_\_\_\_ remembered more names than \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | older adults; younger adults | |  | b. | adolescents; younger adults | |  | c. | younger adults; adolescents | |  | d. | younger adults; older adults |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 439. When adults of varying ages were tested for their memory of a recently learned list of 24 words, the older adults demonstrated   |  |  |  | | --- | --- | --- | |  | a. | no decline in either recall or recognition. | |  | b. | a decline in recognition but not in recall. | |  | c. | a decline in recall but not in recognition. | |  | d. | a decline in both recognition and recall. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 440. Which of the following people is more likely to experience tip-of-the-tongue forgetting?   |  |  |  | | --- | --- | --- | |  | a. | Sunil, who is 11 years old | |  | b. | Denise, who is 20 years old | |  | c. | Ives, who is 30 years old | |  | d. | Felix, who is 60 years old |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 441. On which of the following tasks is a 20-year-old most likely to outperform a 70-year-old?   |  |  |  | | --- | --- | --- | |  | a. | recalling previously presented nonsense syllables | |  | b. | recognizing previously presented foreign language words | |  | c. | recalling previously presented names of cities | |  | d. | recognizing previously presented names of fruits and vegetables |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 442. Which of the following is FALSE regarding brain-training programs?   |  |  |  | | --- | --- | --- | |  | a. | They can improve performance on trained tasks. | |  | b. | They do not necessarily improve performance on tasks related to the trained task. | |  | c. | They do not enhance performance on tasks not related to the trained task. | |  | d. | They improve everyday cognitive performance. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 443. Gloria plays Lumosity daily because she believes that it will improve her cognition and mental performance. Recent research has found that brain-training programs such as Lumosity   |  |  |  | | --- | --- | --- | |  | a. | can be expected to improve mental performance but only for those in middle adulthood. | |  | b. | can be expected to improve mental performance but only for those in late adulthood. | |  | c. | can be expected to improve mental performance but only for those in emerging adulthood. | |  | d. | do not generally improve mental performance. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 444. The terminal decline phenomenon involves a decrease in mental ability that accompanies the approach of   |  |  |  | | --- | --- | --- | |  | a. | menopause. | |  | b. | retirement. | |  | c. | death. | |  | d. | a midlife crisis. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 445. Terrance has cancer and is not expected to live for more than a few more weeks. As death approaches, his cognition is declining at a rapid pace. This near-death drop is called   |  |  |  | | --- | --- | --- | |  | a. | neuroplasticity. | |  | b. | terminal decline. | |  | c. | neurogenesis. | |  | d. | the social clock. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 446. Madison is a young adult. She is most likely to define herself in relation to   |  |  |  | | --- | --- | --- | |  | a. | her individual traits. | |  | b. | her social roles. | |  | c. | her achievements. | |  | d. | parental expectations. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 447. Researchers have discovered that the midlife transition between early and middle adulthood is characterized by unusually high levels of   |  |  |  | | --- | --- | --- | |  | a. | job dissatisfaction and career change. | |  | b. | marital dissatisfaction and divorce. | |  | c. | anxiety and emotional instability. | |  | d. | none of these feelings or events. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 448. People have been most likely to describe themselves as a “sandwich generation” during their   |  |  |  | | --- | --- | --- | |  | a. | adolescence. | |  | b. | early adulthood. | |  | c. | middle adulthood. | |  | d. | late adulthood. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 449. The culturally preferred time to leave home, marry, have children, and retire is known as   |  |  |  | | --- | --- | --- | |  | a. | the social clock. | |  | b. | nonnormative transitions. | |  | c. | generativity. | |  | d. | consistent cultural expectations. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 450. The age at which people are expected to leave home, get a job, and marry has changed dramatically in Wallonia over the past 50 years. Developmentalists would say that the country’s \_\_\_\_\_\_\_\_ has been altered.   |  |  |  | | --- | --- | --- | |  | a. | social clock | |  | b. | developmental norm | |  | c. | maturation cycle | |  | d. | family calendar |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 451. The once-rigid sequence of the social clock has loosened. For example, \_\_\_\_\_\_\_\_ can have lasting significance in how our lives turn out.   |  |  |  | | --- | --- | --- | |  | a. | chance events | |  | b. | biochemical structures | |  | c. | neural upsets | |  | d. | telomeres |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 452. Stanley met Rosalie when they sat next to each other on a flight to Hawaii. This led to the beginning of a relationship that resulted in marriage. This best illustrates that the directions in which our lives develop are influenced by   |  |  |  | | --- | --- | --- | |  | a. | neuroplasticity. | |  | b. | terminal decline. | |  | c. | neurogenesis. | |  | d. | chance events. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 453. According to Freud, a healthy adult is one who   |  |  |  | | --- | --- | --- | |  | a. | can love and work. | |  | b. | forms close relationships. | |  | c. | is productive. | |  | d. | supports future generations. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 454. Erik Erikson suggested that a major task of adulthood was to develop a sense of contributing to the world by being productive. According to Erikson, those who do this effectively demonstrate   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | generativity. | |  | c. | accommodation. | |  | d. | moral intuition. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 455. Professor Polinski suggested that humans pair-bond because this practice encouraged the cooperative nurture and survival of children. The professor’s suggestion best illustrates a(n) \_\_\_\_\_\_\_\_ perspective.   |  |  |  | | --- | --- | --- | |  | a. | longitudinal | |  | b. | cross-sectional | |  | c. | neurological | |  | d. | evolutionary |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 456. Ana would like to marry one day. For her, an ideal mate would be all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | employed. | |  | b. | an intimate friend. | |  | c. | a warm and responsive lover. | |  | d. | a college dropout. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 457. Which couple’s marriage is most likely to last?   |  |  |  | | --- | --- | --- | |  | a. | Ami and Brad, who met in high school and married right after graduation | |  | b. | Ciara and David, who met in their first college class and married the following year | |  | c. | Stephanie and Jon, who were both college graduates, professionals, and in their late twenties when they married | |  | d. | Brenda and Erik, who were introduced by friends while Brenda was in college and Erik working in a restaurant |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 458. By gradually sharing increasingly intimate information about their lives, Quince and Juanita developed a satisfying and committed romantic relationship. This best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | generativity. | |  | b. | the social clock. | |  | c. | self-disclosure. | |  | d. | chance events. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 459. Compared with their counterparts of 30 years ago, men in Western countries today are marrying at a(an) \_\_\_\_\_\_\_\_ age, and women in Western countries are marrying at a(an) \_\_\_\_\_\_\_\_ age.   |  |  |  | | --- | --- | --- | |  | a. | younger; older | |  | b. | older; younger | |  | c. | older; older | |  | d. | younger; younger |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 460. After living together for a year without any long-term commitment to their relationship, Sylvia and Yefim have decided to marry. Research on premarital cohabitation most strongly suggests that   |  |  |  | | --- | --- | --- | |  | a. | they have more positive attitudes toward the institution of marriage than the average couple. | |  | b. | their marriage will have a higher probability of being successful. | |  | c. | most of their college friends and acquaintances have viewed their cohabitation negatively. | |  | d. | their marriage will have a higher probability of ending in divorce. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 461. A \_\_\_\_\_\_\_\_ of Americans say that love counts as a very important reason to marry and a \_\_\_\_\_\_\_\_ of Americans say that financial stability counts as a very important reason to marry.   |  |  |  | | --- | --- | --- | |  | a. | majority; majority | |  | b. | minority; minority | |  | c. | majority; minority | |  | d. | minority; majority |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 462. Research has found that a long marriage is a predictor of all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | increased happiness. | |  | b. | increased sexual satisfaction. | |  | c. | increased income. | |  | d. | decreased physical health. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 463. Research has found that one indicator of marital success is the   |  |  |  | | --- | --- | --- | |  | a. | frequency of their sexual intimacy. | |  | b. | intensity of their passionate feelings. | |  | c. | ratio of their positive to negative interactions with each other. | |  | d. | experience or nonexperience of a prior marriage. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 464. Grace and Sam have been happily married for 30 years. Which of the following is an indicator of their successful marriage?   |  |  |  | | --- | --- | --- | |  | a. | at least a five-to-one ratio of positive to negative interactions | |  | b. | avoiding a midlife transition | |  | c. | an even balance of intimacy and generativity | |  | d. | having cohabited prior to marriage |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 465. Among employed women, the task of raising children is especially likely to be associated with \_\_\_\_\_\_\_\_ marital satisfaction. The departure of mature children from the home is typically associated with \_\_\_\_\_\_\_\_ marital satisfaction.   |  |  |  | | --- | --- | --- | |  | a. | increasing; decreasing | |  | b. | decreasing; increasing | |  | c. | increasing; further increasing | |  | d. | decreasing; further decreasing |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 466. When children grow up and leave home, parents most frequently report feeling   |  |  |  | | --- | --- | --- | |  | a. | depressed. | |  | b. | bored. | |  | c. | happy. | |  | d. | anxious. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 467. George and Karen’s last child is about to leave home to go to college. Once he has left, George and Karen will experience an empty nest, which is likely to bring   |  |  |  | | --- | --- | --- | |  | a. | depression. | |  | b. | happiness. | |  | c. | anxiousness. | |  | d. | boredom. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 468. Adolescents ask, “Who am I as an individual?” When adults are asked “Who are you?” their answer is related to a large extent to their   |  |  |  | | --- | --- | --- | |  | a. | work. | |  | b. | hobbies. | |  | c. | music preferences. | |  | d. | family. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 469. Being socially useful has been an important reason for Trudy’s selection of a career as a social worker. Erik Erikson would have suggested that Trudy experiences a sense of   |  |  |  | | --- | --- | --- | |  | a. | neurogenesis. | |  | b. | autonomy. | |  | c. | generativity. | |  | d. | neuroplasticity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 470. Which of the following is the best predictor of work happiness?   |  |  |  | | --- | --- | --- | |  | a. | having a career that matches your interests | |  | b. | having a career that has flexible working hours | |  | c. | having a career that has a high salary | |  | d. | having a career that requires frequent travel |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 471. Compared with teens and young adults, older adults have \_\_\_\_\_\_\_\_ friendships and experience \_\_\_\_\_\_\_\_ attachment anxiety.   |  |  |  | | --- | --- | --- | |  | a. | more; less | |  | b. | fewer; more | |  | c. | more; more | |  | d. | fewer; less |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 472. Which of the following is NOT true regarding relationships in late adulthood?   |  |  |  | | --- | --- | --- | |  | a. | Older adults experience less attachment anxiety than younger adults. | |  | b. | Older adults experience increased cognitive functioning compared with younger adults. | |  | c. | Older adults experience less stress and anger than younger adults. | |  | d. | Older adults are more stable and more accepting than younger adults. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 473. As people progress into late adulthood, their positive feelings tend to \_\_\_\_\_\_\_\_ and negative feelings tend to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | decrease; increase | |  | b. | subside; grow | |  | c. | remain the same; remain the same | |  | d. | grow; subside |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 474. Which of the following is NOT true regarding well-being in late adulthood?   |  |  |  | | --- | --- | --- | |  | a. | Older adults experience less attachment anxiety than younger adults. | |  | b. | Older adults experience increased cognitive functioning compared with younger adults. | |  | c. | Older adults experience less stress and anger than younger adults. | |  | d. | Older adults are more stable and more accepting than younger adults. |  |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 475. An integrated understanding of successful aging in terms of appropriate nutrition, family support, and an optimistic outlook is most clearly provided by   |  |  |  | | --- | --- | --- | |  | a. | a cross-sectional study. | |  | b. | a longitudinal study. | |  | c. | a biopsychosocial approach. | |  | d. | an evolutionary perspective. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 476. During the time following the death of a loved one   |  |  |  | | --- | --- | --- | |  | a. | those who express the strongest grief immediately do not purge their grief more quickly. | |  | b. | those who talk frequently with others are unusually likely to prolong their own feelings of depression. | |  | c. | grieving men are at less risk for ill health than are grieving women. | |  | d. | both men and women go through predictable stages of denial followed by anger. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 477. The most difficult separation a person experiences is the death of a   |  |  |  | | --- | --- | --- | |  | a. | sibling. | |  | b. | grandparent. | |  | c. | parent. | |  | d. | partner. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 478. Which of the following is NOT a misperception about the experience of death?   |  |  |  | | --- | --- | --- | |  | a. | There are stages of grieving. | |  | b. | Therapy is needed after the death of a loved one. | |  | c. | Experiencing death is scary. | |  | d. | We will all experience death. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 479. Older adults who feel satisfied when reflecting on their lives demonstrate what Erikson called a sense of   |  |  |  | | --- | --- | --- | |  | a. | plasticity. | |  | b. | maturity. | |  | c. | integrity. | |  | d. | resilience. |  |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 480. According to Erikson, adolescence is to identity as late adulthood is to   |  |  |  | | --- | --- | --- | |  | a. | integrity. | |  | b. | autonomy. | |  | c. | generativity. | |  | d. | intimacy. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 481. Alonza has a terminal illness and has been given a short time left to live. Which of the following best describes how she feels?   |  |  |  | | --- | --- | --- | |  | a. | She is likely to be more positive. | |  | b. | She is likely to be angry. | |  | c. | She is likely to be in denial. | |  | d. | She is likely to be extremely sad. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 482. Clay is 86 years old and feels that his life has been meaningful and worthwhile. According to Erikson, Clay is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | despair. | |  | b. | generativity. | |  | c. | stagnation. | |  | d. | integrity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 483. George has bone cancer and has been given three months to live. Which of the following best describes how he feels?   |  |  |  | | --- | --- | --- | |  | a. | He is likely to be more positive. | |  | b. | He is likely to be angry. | |  | c. | He is likely to be in denial. | |  | d. | He is likely to be extremely sad. |  |  |  | | --- | --- | | *ANSWER:* | a | |