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| 1. The branch of psychology that focuses on the physical, cognitive, and social changes that occur throughout the human life span is called   |  |  |  | | --- | --- | --- | |  | a. | social psychology. | |  | b. | personality psychology. | |  | c. | developmental psychology. | |  | d. | biological psychology. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 2. Professor Wong is conducting research on memory and aging. The professor is probably a \_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | developmental | |  | b. | biological | |  | c. | psychodynamic | |  | d. | clinical |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 3. People of different ages are compared with one another in a \_\_\_\_\_\_\_\_ study.   |  |  |  | | --- | --- | --- | |  | a. | habituation | |  | b. | cross-sectional | |  | c. | temperament | |  | d. | longitudinal |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 4. Charlotte asks people of different ages to complete a measure of well-being. She then looks for differences in well-being across different age levels. Charlotte is conducting a \_\_\_\_\_\_\_\_ study.   |  |  |  | | --- | --- | --- | |  | a. | longitudinal | |  | b. | neuroplasticity | |  | c. | cross-sectional | |  | d. | neurogenesis |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 5. A longitudinal study is one in which   |  |  |  | | --- | --- | --- | |  | a. | individuals of different ages are compared with one another. | |  | b. | the behavior of a large group is assessed by different researchers. | |  | c. | development is studied during an unspecified period. | |  | d. | the same people are retested over a long period. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 6. To compare reasoning ability of younger and older children, Dr. Hodgson tested and retested a group of children from the time they were 5 until they reached the age of 13. Dr. Hodgson conducted a \_\_\_\_\_\_\_\_ study.   |  |  |  | | --- | --- | --- | |  | a. | longitudinal | |  | b. | habituation | |  | c. | epigenetic | |  | d. | cross‑sectional |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 7. In the nature and nurture issue in developmental psychology, which of the following is an example of nurture?   |  |  |  | | --- | --- | --- | |  | a. | your elementary school | |  | b. | your eye color | |  | c. | your mother’s height | |  | d. | your father’s hair color |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 8. Cross-cultural research on human development indicates that   |  |  |  | | --- | --- | --- | |  | a. | differences among cultural groups largely reflect genetic differences among racial groups. | |  | b. | developmental processes are highly similar among individuals raised in different cultures. | |  | c. | differences among cultural groups are greater than person-to-person differences within cultural groups. | |  | d. | gender differences in behavior result from differences in biology rather than from differences in life experience. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 9. Which of the following best explains how developmental psychologists currently view nature and nurture?   |  |  |  | | --- | --- | --- | |  | a. | Nature is more influential in the developmental process. | |  | b. | Nurture is more influential in the developmental process. | |  | c. | Nature and nurture interact in the developmental process. | |  | d. | Neither nature nor nurture is involved in the developmental process. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 10. Dr. Lazar is studying the influence of heredity on development. His research involves the \_\_\_\_\_\_\_\_ issue in developmental psychology?   |  |  |  | | --- | --- | --- | |  | a. | nature and nurture | |  | b. | continuity and stages | |  | c. | stability and change | |  | d. | conception and prenatal development |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 11. Professor Denton believes that experiences are more important than heredity in the developmental process. Which issue in developmental psychology is she commenting on?   |  |  |  | | --- | --- | --- | |  | a. | nature and nurture | |  | b. | continuity and stages | |  | c. | stability and change | |  | d. | conception and prenatal development |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 12. Sanja and Jeroen are taking a general psychology class and are studying for the upcoming exam, which includes topics on development. Sanja believes that cognitive development is a continuous process, while Jeroen thinks that cognitive change can happen overnight, sort of like a light bulb coming on in a child’s mind. Which major issue are they debating?   |  |  |  | | --- | --- | --- | |  | a. | nature and nurture | |  | b. | continuity and stages | |  | c. | predictability and unpredictability | |  | d. | stability and change |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 13. Professor Abegate generally emphasizes experience and learning in development. This means that he views development as   |  |  |  | | --- | --- | --- | |  | a. | occurring in stages. | |  | b. | stable and consistent. | |  | c. | a slow and continuous process. | |  | d. | a result of genetic predispositions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 14. Reddy believes that a person’s personality develops through a series of sudden qualitative changes at various turning points in the life span. His viewpoint is most directly relevant to the issue of   |  |  |  | | --- | --- | --- | |  | a. | stability and change. | |  | b. | nature and nurture. | |  | c. | stimulation and habituation. | |  | d. | continuity and stages. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 15. Professor Hopper believes that we develop in a sequential order and that we all experience the same developmental milestones. She most likely   |  |  |  | | --- | --- | --- | |  | a. | agrees with the stage approach to development. | |  | b. | believes that the environment plays a large role in development. | |  | c. | believes that development is based on genetics alone. | |  | d. | agrees with the idea that development is stable across time. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 16. Many modern developmental psychologists do not identify as \_\_\_\_\_\_\_\_. Even so, the concept is useful for a variety of reasons.   |  |  |  | | --- | --- | --- | |  | a. | stage theorists | |  | b. | evolutionary psychologists | |  | c. | cognitive theorists | |  | d. | Piagetians |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 17. Researchers who tend to view development as a continuous process emphasize \_\_\_\_\_\_\_\_, while those who view development as a \_\_\_\_\_\_\_\_ emphasize maturation.   |  |  |  | | --- | --- | --- | |  | a. | learning and experience; maturation | |  | b. | maturation; learning and experience | |  | c. | cognitive process; social process | |  | d. | social process; cognitive process |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 18. A stage theory of development was advanced by   |  |  |  | | --- | --- | --- | |  | a. | Lawrence Kohlberg. | |  | b. | Erik Erikson. | |  | c. | Jean Piaget. | |  | d. | all of these psychologists. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 19. Age-linked stage theories of development are most likely to be criticized for exaggerating the   |  |  |  | | --- | --- | --- | |  | a. | importance of social influence. | |  | b. | predictability of development. | |  | c. | importance of epigenetic effects. | |  | d. | interaction of nature and nurture. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 20. Which theories are most likely to be criticized for exaggerating the predictability of development?   |  |  |  | | --- | --- | --- | |  | a. | biological maturation | |  | b. | stage | |  | c. | learning | |  | d. | stability |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 21. One of the three major issues in developmental psychology involves a focus on   |  |  |  | | --- | --- | --- | |  | a. | stimulation and habituation. | |  | b. | conception and prenatal development. | |  | c. | embryonic and fetal development. | |  | d. | stability and change. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 22. Samantha wants to learn about how people change and stay the same throughout the life span. She is most interested in the developmental issue of   |  |  |  | | --- | --- | --- | |  | a. | nature and nurture. | |  | b. | continuity and stages. | |  | c. | predictability and unpredictability. | |  | d. | stability and change. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 23. Researchers confirmed the \_\_\_\_\_\_\_\_ after following thousands of New Zealanders and Americans over several decades.   |  |  |  | | --- | --- | --- | |  | a. | stability of temperament | |  | b. | change of temperament | |  | c. | stability of emotionality | |  | d. | change of emotionality |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 24. As aggressive and ill-tempered boys grow older, they are especially likely to have difficulty maintaining happy marriages and good jobs. This fact is most relevant to the issue of   |  |  |  | | --- | --- | --- | |  | a. | nature and nurture. | |  | b. | conscious and unconscious thought. | |  | c. | stability and change. | |  | d. | continuity or stages. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 25. Recent research found that inattentive kindergarteners in Canada were   |  |  |  | | --- | --- | --- | |  | a. | more likely to become violent adults. | |  | b. | less likely to become violent adults. | |  | c. | less likely to earn high salaries in their adult careers. | |  | d. | more likely to earn high salaries in their adult careers. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 26. James has been caught several times being mean to his family’s pet dog. What can we say about James’ adult years?   |  |  |  | | --- | --- | --- | |  | a. | James is likely to marry early. | |  | b. | James is likely to get divorced by the time he is 30. | |  | c. | James is likely to be a politician as an adult. | |  | d. | James is likely to be violent as an adult. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 27. Lee is a generally happy person, who always seems to be smiling. What can we say about Lee’s adult years?   |  |  |  | | --- | --- | --- | |  | a. | He is likely to have a long, enduring marriage. | |  | b. | He is likely to be popular at work. | |  | c. | He is likely to get married in his mid-twenties. | |  | d. | He is likely to get along well with his immediate and extended family. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 28. Social attitudes have been found to be less stable than temperament during the impressionable years of   |  |  |  | | --- | --- | --- | |  | a. | childhood. | |  | b. | late adolescence. | |  | c. | young adulthood. | |  | d. | middle adulthood. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 29. Exceptionally timid and cautious infants tend to become shy and unassertive adolescents. This best illustrates the long-term stability of   |  |  |  | | --- | --- | --- | |  | a. | temperament. | |  | b. | reflex responses. | |  | c. | teratogens. | |  | d. | habituation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 30. Margo believes that she will not change much as she continues to grow older. However, she does recognize how she has changed since she was a little girl. She is demonstrating the   |  |  |  | | --- | --- | --- | |  | a. | nature versus nurture debate. | |  | b. | stage-like sequence of development. | |  | c. | continuous nature of development. | |  | d. | end of history illusion. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 31. The text notes that stability provides our \_\_\_\_\_\_\_\_, whereas change allows us to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | heredity; environment | |  | b. | environment; heredity | |  | c. | adapt and grow with experience; identity | |  | d. | identity; adapt and grow with experience |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 32. At what age did your mother have all the immature eggs she would ever have?   |  |  |  | | --- | --- | --- | |  | a. | during prenatal development | |  | b. | at birth | |  | c. | at puberty | |  | d. | during adulthood |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 33. At what point is Carlos going to begin producing sperm?   |  |  |  | | --- | --- | --- | |  | a. | during prenatal development | |  | b. | at birth | |  | c. | at puberty | |  | d. | during adulthood |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 34. Boys first begin producing sperm during   |  |  |  | | --- | --- | --- | |  | a. | embryonic development. | |  | b. | fetal development. | |  | c. | the first year after birth. | |  | d. | puberty. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 35. Mature eggs begin to be released from the ovaries of human females a short time after the onset of   |  |  |  | | --- | --- | --- | |  | a. | conception. | |  | b. | habituation. | |  | c. | puberty. | |  | d. | fetal development. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 36. Sperm cells release \_\_\_\_\_\_\_\_ that eat away a mature egg cell’s protective coating.   |  |  |  | | --- | --- | --- | |  | a. | placentas | |  | b. | teratogens | |  | c. | digestive enzymes | |  | d. | zygotes |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 37. A fertilized egg is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | embryo. | |  | b. | zygote. | |  | c. | teratogen. | |  | d. | fetus. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 38. From 2 weeks to 8 weeks after conception, the human organism is known as a(n)   |  |  |  | | --- | --- | --- | |  | a. | embryo. | |  | b. | fetus. | |  | c. | zygote. | |  | d. | ovum. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 39. Elena is in her sixth week of pregnancy. Her developing child is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | zygote. | |  | b. | embryo. | |  | c. | fetus. | |  | d. | infant. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 40. Many of the outer cells of the zygote become the   |  |  |  | | --- | --- | --- | |  | a. | fetus. | |  | b. | embryo. | |  | c. | placenta. | |  | d. | brainstem. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 41. The placenta is formed from   |  |  |  | | --- | --- | --- | |  | a. | fertilization and implantation. | |  | b. | the interplay of genetics and the uterine environment. | |  | c. | many of the outer cells of the zygote. | |  | d. | proper prenatal nutrition. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 42. An embryo forms from the   |  |  |  | | --- | --- | --- | |  | a. | zygote’s inner cells. | |  | b. | zygote’s outer cells. | |  | c. | placenta. | |  | d. | uterine wall of the mother. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 43. Which of the following is true about the placenta during prenatal development?   |  |  |  | | --- | --- | --- | |  | a. | It protects the embryo from all teratogens. | |  | b. | It helps the embryo become a fetus. | |  | c. | It transfers nutrients and oxygen from mother to embryo. | |  | d. | It is the third stage of prenatal development. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 44. The developing organism’s organs begin to form and function during the \_\_\_\_\_\_\_\_ stage of prenatal development.   |  |  |  | | --- | --- | --- | |  | a. | embryonic | |  | b. | germinal | |  | c. | fetal | |  | d. | zygotic |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 45. The developing human organism from 9 weeks after conception to birth is known as a(n)   |  |  |  | | --- | --- | --- | |  | a. | embryo. | |  | b. | fetus. | |  | c. | zygote. | |  | d. | ovum. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 46. Simona is pregnant and has only three months left before the birth of her child. Her developing child is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | zygote. | |  | b. | embryo. | |  | c. | fetus. | |  | d. | infant. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 47. Shawna is in her sixth month of pregnancy. Her developing child is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | zygote. | |  | b. | embryo. | |  | c. | fetus. | |  | d. | infant. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 48. Newborns prefer hearing words in   |  |  |  | | --- | --- | --- | |  | a. | a foreign language. | |  | b. | their mother’s language. | |  | c. | their father’s language. | |  | d. | a new language. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 49. Responsiveness to sound begins during \_\_\_\_\_\_\_\_ development.   |  |  |  | | --- | --- | --- | |  | a. | embryonic | |  | b. | zygotic | |  | c. | ovular | |  | d. | fetal |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 50. Research indicates that newborns can distinguish   |  |  |  | | --- | --- | --- | |  | a. | their mother’s voice from another woman’s voice. | |  | b. | differences in light intensity but not differences in shape. | |  | c. | their mother’s face from another woman’s face. | |  | d. | differences in sound intensity but not differences in sound quality. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 51. Melissa, who speaks two languages, has just given birth. Research indicates that the newborn will   |  |  |  | | --- | --- | --- | |  | a. | recognize only one of Melissa’s spoken languages. | |  | b. | be unable to recognize language. | |  | c. | be unable to recall the sound of a honking device placed on Melissa’s abdomen. | |  | d. | prefer Melissa’s voice to other voices. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 52. Learning the rising or falling intonations of spoken language begins during   |  |  |  | | --- | --- | --- | |  | a. | conception. | |  | b. | the first week after birth. | |  | c. | the embryonic stage. | |  | d. | the fetal period. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 53. Research demonstrating that fetuses adapt to vibrating, honking devices placed on their mother’s abdomen illustrates that   |  |  |  | | --- | --- | --- | |  | a. | learning begins after birth. | |  | b. | infants are capable of learning. | |  | c. | fetuses are capable of learning. | |  | d. | learning begins during the embryonic stage. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 54. Harmful chemicals or viruses that can be transferred from a mother to her developing fetus are called   |  |  |  | | --- | --- | --- | |  | a. | embryos. | |  | b. | placentas. | |  | c. | teratogens. | |  | d. | zygotes. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 55. Teratogens demonstrate the   |  |  |  | | --- | --- | --- | |  | a. | effect of environmental factors on genetics. | |  | b. | impact of prenatal hearing on development. | |  | c. | fragile nature of prenatal development. | |  | d. | solid nature of the placenta. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 56. Martha drank vodka every day of her pregnancy, which damaged her developing fetus. The vodka was a(n)   |  |  |  | | --- | --- | --- | |  | a. | enzyme. | |  | b. | teratogen. | |  | c. | genome. | |  | d. | placenta. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 57. The symptoms of fetal alcohol syndrome demonstrate that alcohol is a   |  |  |  | | --- | --- | --- | |  | a. | teratogen. | |  | b. | placenta. | |  | c. | digestive enzyme. | |  | d. | stress hormone. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 58. About one in 30 children worldwide show visible signs of   |  |  |  | | --- | --- | --- | |  | a. | epigenetic marks. | |  | b. | placental disorder. | |  | c. | habituation. | |  | d. | fetal alcohol spectrum disorder. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 59. Noticeable abnormal facial features and cognitive abnormalities are most likely to be associated with severe cases of   |  |  |  | | --- | --- | --- | |  | a. | hypertension. | |  | b. | habituation. | |  | c. | diabetes. | |  | d. | fetal alcohol syndrome. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 60. Substantial prenatal stress exposure puts a child at increased risk of   |  |  |  | | --- | --- | --- | |  | a. | physical abnormalities. | |  | b. | mental abnormalities. | |  | c. | an earlier delivery. | |  | d. | psychological problems. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 61. Because of the COVID-19 pandemic, Aria, who is pregnant, has been out of work and unable to provide adequate nourishment for herself and the rest of her family. This puts her child at increased risk for   |  |  |  | | --- | --- | --- | |  | a. | obesity. | |  | b. | heart disease. | |  | c. | psychiatric disorders. | |  | d. | all of these outcomes. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 62. An unlearned, automatic response to a sensory stimulus is called a   |  |  |  | | --- | --- | --- | |  | a. | neural network. | |  | b. | synapse. | |  | c. | teratogen. | |  | d. | reflex. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 63. Automatically withdrawing our limbs to escape contact with a painful stimulus illustrates   |  |  |  | | --- | --- | --- | |  | a. | habituation. | |  | b. | the influence of teratogens. | |  | c. | an epigenetic effect. | |  | d. | a reflex response. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 64. Arsan is holding and rocking his 3-month-old son Eric, who is hungry and rooting for nourishment. Failing to find it, what is Eric likely to do?   |  |  |  | | --- | --- | --- | |  | a. | exhibit the startle reflex | |  | b. | exhibit the grasping reflex | |  | c. | cry | |  | d. | display habituation |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 65. When Clara touched her infant’s cheek, he turned his head toward the side that was touched and opened his mouth. Clara was eliciting the reflex to   |  |  |  | | --- | --- | --- | |  | a. | root for a nipple. | |  | b. | avoid pain. | |  | c. | habituate to touch. | |  | d. | facilitate social interaction. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 66. Jan slowly sways with her baby in her arms until the baby falls asleep. When Jan attempts to put the baby in the crib, the baby’s arms and legs spring out and the baby begins to cry. Which reflex is the baby exhibiting?   |  |  |  | | --- | --- | --- | |  | a. | rooting | |  | b. | sucking | |  | c. | startle | |  | d. | grasping |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 67. Upon hearing the loud sound of the TV, 3-week-old Roberta’s arms and legs sprang out and her fist clenched. Her reaction best illustrated   |  |  |  | | --- | --- | --- | |  | a. | a critical period. | |  | b. | an epigenetic mark. | |  | c. | a startle reflex. | |  | d. | stranger anxiety. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 68. A decrease in responding with repeated stimulation is called   |  |  |  | | --- | --- | --- | |  | a. | a reflex response. | |  | b. | FAS. | |  | c. | habituation. | |  | d. | epigenetics. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 69. Four-month-old Guney was startled when the doorbell first rang. Later on, when the bell rang again, Guney’s reaction was much less alarming. This best illustrates the process of   |  |  |  | | --- | --- | --- | |  | a. | vocal intonation. | |  | b. | reflexive responding. | |  | c. | biological maturation. | |  | d. | habituation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 70. Shelby is 8 months pregnant. What is likely to happen if patterns in red lights are shined through her womb to her developing fetus?   |  |  |  | | --- | --- | --- | |  | a. | The fetus will look more at face-like patterns than at other patterns. | |  | b. | The fetus will look away from the light. | |  | c. | The fetus will not see the lights. | |  | d. | The fetus will look more at animal-like patterns than at other patterns. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 71. As newborns, we turn our heads in the direction of human voices and we gaze longer at more face-like images. This best illustrates that we are born preferring sights and sounds that facilitate   |  |  |  | | --- | --- | --- | |  | a. | development through distinct stages. | |  | b. | continuity of personality. | |  | c. | epigenetic effects. | |  | d. | social responsiveness. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 72. Research on the perceptual abilities of newborns indicates that they   |  |  |  | | --- | --- | --- | |  | a. | see nothing for the first 12 hours. | |  | b. | see only differences in brightness. | |  | c. | recognize the outlines of objects but none of the details. | |  | d. | look more at a face-like image. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 73. Biological growth processes that are relatively uninfluenced by experience and that enable orderly changes in behavior are referred to as   |  |  |  | | --- | --- | --- | |  | a. | schemas. | |  | b. | attachments. | |  | c. | accommodation. | |  | d. | maturation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 74. Daisy is worried that her 10-month-old daughter is not walking yet. This lack of independent walking is not abnormal, however. Rather, it is to be expected and demonstrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | attachment. | |  | c. | object permanence. | |  | d. | maturation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 75. In general, children cannot be trained to walk before they are 10 months old. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | attachment. | |  | c. | object permanence. | |  | d. | maturation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 76. Kristen is a healthy newborn. Research indicates that   |  |  |  | | --- | --- | --- | |  | a. | she has most of the brain cells she is ever going to have. | |  | b. | the neural connections that will enable her to think and talk are already completely formed. | |  | c. | she is already capable of forming permanent lifelong memories. | |  | d. | all of these statements are true. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 77. The immaturity of an infant’s nervous system is best demonstrated by its limited   |  |  |  | | --- | --- | --- | |  | a. | accommodation. | |  | b. | number of brain cells. | |  | c. | imprinting. | |  | d. | neural networks. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 78. From ages 3 to 6, your ability to engage in rational planning developed quickly thanks to rapid brain growth in the   |  |  |  | | --- | --- | --- | |  | a. | temporal lobes. | |  | b. | frontal lobes. | |  | c. | occipital lobes. | |  | d. | parietal lobes. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 79. The association areas, which are the last areas of the brain to fully develop, are linked with   |  |  |  | | --- | --- | --- | |  | a. | motor skills. | |  | b. | rational planning. | |  | c. | thinking, memory, and language. | |  | d. | visual stimulation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 80. Excess neural connections within the brain are reduced through a process of   |  |  |  | | --- | --- | --- | |  | a. | accommodation. | |  | b. | imprinting. | |  | c. | attachment. | |  | d. | pruning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 81. A use-it-or-lose-it synaptic pruning process shuts down some   |  |  |  | | --- | --- | --- | |  | a. | secure attachments. | |  | b. | epigenetic marks. | |  | c. | neural connections. | |  | d. | critical periods. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 82. Mark Rosenzweig, David Krech, and their colleagues found that rats in an enriched environment developed more \_\_\_\_\_\_\_\_ than did rats in an impoverished environment.   |  |  |  | | --- | --- | --- | |  | a. | reactive temperaments | |  | b. | cerebral cortex | |  | c. | fewer epigenetic marks | |  | d. | complex schemas |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 83. Mark Rosenzweig, David Krech, and their colleagues demonstrated the importance of early experience by   |  |  |  | | --- | --- | --- | |  | a. | comparing infants raised in loving homes with those raised in orphanages. | |  | b. | raising rats in either impoverished or enriched environments. | |  | c. | attaching a cloth ribbon from a mobile to a baby’s foot. | |  | d. | developing questions for children’s intelligence tests. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 84. A child raised in a stimulating environment with lots of playmates and playthings is most likely to experience an increase in   |  |  |  | | --- | --- | --- | |  | a. | insecure attachment. | |  | b. | stranger anxiety. | |  | c. | egocentrism. | |  | d. | the growth of neural connections. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 85. Francine was born prematurely. What can her caregivers do to stimulate her cognitive development?   |  |  |  | | --- | --- | --- | |  | a. | play music for her | |  | b. | show her light and colors | |  | c. | touch and massage her | |  | d. | allow her to experience movement early |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 86. Oliver is being raised in a very stimulating environment with exposure to tons of educational materials, hands-on and interactive experiences, and rich social encounters. What can be expected?   |  |  |  | | --- | --- | --- | |  | a. | He is likely to experience increased neural connections. | |  | b. | He is likely to experience a reduction in brain development. | |  | c. | His cognitive development is likely to level off. | |  | d. | He is likely to show cognitive improvement in the near future but not in the long run. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 87. Yannis was not exposed to any form of language (spoken, written, or signed) until he was 14 years old. As a result, Yannis   |  |  |  | | --- | --- | --- | |  | a. | lost neural connections in areas of the brain normally assigned to language. | |  | b. | was unable to develop a sense of object permanence. | |  | c. | had trouble relating new experiences to existing schemas. | |  | d. | suffered a massive loss of sensory neurons. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 88. Dr. Estrella believes that children whose parents are not responsive to their needs during the first two months of life will never develop basic trust. Obviously, Dr. Estrella believes that this developmental stage is a   |  |  |  | | --- | --- | --- | |  | a. | concrete operational stage. | |  | b. | critical period. | |  | c. | cognitive schema. | |  | d. | theory of mind. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 89. Neuroplasticity refers to the   |  |  |  | | --- | --- | --- | |  | a. | interpretation of new experiences in terms of existing schemas. | |  | b. | process of forming a strong attachment during early life. | |  | c. | difficulty taking another’s point of view. | |  | d. | the brain’s development of new neural connections in response to experience. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 90. Motor development is guided by   |  |  |  | | --- | --- | --- | |  | a. | nature. | |  | b. | nurture. | |  | c. | stability. | |  | d. | change. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 91. The Strapps can’t wait for their 1-year-old daughter to begin walking. The Strapps most clearly need to be told about the importance of   |  |  |  | | --- | --- | --- | |  | a. | teratogens. | |  | b. | epigenetics. | |  | c. | maturation. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 92. Later crawling in infants has been associated with   |  |  |  | | --- | --- | --- | |  | a. | habituation. | |  | b. | maturation. | |  | c. | accommodation. | |  | d. | the back to sleep position. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 93. Identical twins typically begin walking on nearly the same day. This best illustrates the importance of \_\_\_\_\_\_\_\_ to motor skills.   |  |  |  | | --- | --- | --- | |  | a. | responsive parenting | |  | b. | maturation | |  | c. | accommodation | |  | d. | conservation |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 94. Frederic’s toddler, who is 2 years old, is not yet toilet trained. Frederic takes the toddler to the toilet every 30 minutes, offers rewards if the toddler is successful, and praises the toddler for sitting on the toilet. But, nothing is working! What is the most likely issue?   |  |  |  | | --- | --- | --- | |  | a. | Frederic’s techniques are not based on scientific evidence. | |  | b. | Frederic is offering the wrong kinds of rewards. | |  | c. | Frederic’s toddler is experiencing delayed motor development. | |  | d. | Frederic’s toddler does not yet have the muscular and neural maturity needed for toilet training. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 95. In some regions of Africa, the Caribbean, and India, caregivers frequently massage and exercise babies, which can accelerate the process of learning to walk. This illustrates that   |  |  |  | | --- | --- | --- | |  | a. | secure attachment has no effect on learning. | |  | b. | stranger anxiety does not occur in all cultures. | |  | c. | egocentrism depends on neural maturation. | |  | d. | nurture can amend what nature intends. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 96. Pediatricians recommend that babies be put to sleep on their backs to reduce the risk of   |  |  |  | | --- | --- | --- | |  | a. | habituation. | |  | b. | crib death. | |  | c. | assimilation. | |  | d. | maturation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 97. Which of the following is NOT connected to the recommended infant back to sleep position?   |  |  |  | | --- | --- | --- | |  | a. | It is associated with somewhat later crawling. | |  | b. | It is associated with later walking. | |  | c. | It reduces crib-death risk. | |  | d. | It resulted in a significant drop in sudden infant deaths. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 98. The recommended back to sleep position has been associated with somewhat   |  |  |  | | --- | --- | --- | |  | a. | later walking. | |  | b. | earlier walking. | |  | c. | earlier crawling. | |  | d. | later crawling. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 99. Infantile amnesia refers to the   |  |  |  | | --- | --- | --- | |  | a. | tendency to interpret new experiences in terms of existing schemas. | |  | b. | inability to notice that objects continue to exist when not perceived. | |  | c. | inability to realize that quantity remains the same despite changes in shape. | |  | d. | inability to consciously recall any event before age 4.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 100. Rosemarie is 14 years old now. Her mother has frequently told her that she was a fussy baby, crying all the time. Rosemarie doesn’t remember any of this. Her lack of memory can be explained by   |  |  |  | | --- | --- | --- | |  | a. | maturation. | |  | b. | infantile amnesia. | |  | c. | growth. | |  | d. | developmental progression. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 101. At age 12, Shawn cannot remember breaking his arm after falling off a swing or the injuries he suffered when he was almost 3 years old. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | an insecure attachment. | |  | b. | infantile amnesia. | |  | c. | stranger anxiety. | |  | d. | autism spectrum disorder. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 102. The relative lack of neural interconnections in the hippocampus and frontal lobes at the time of birth is most likely to contribute to   |  |  |  | | --- | --- | --- | |  | a. | infantile amnesia. | |  | b. | imprinting. | |  | c. | insecure attachment. | |  | d. | stranger anxiety. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 103. Poor memory for early life experiences results from a baby’s relative lack of   |  |  |  | | --- | --- | --- | |  | a. | secure attachment. | |  | b. | maturation. | |  | c. | egocentrism. | |  | d. | stranger anxiety. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 104. When tethered to a mobile, infants learned the association between   |  |  |  | | --- | --- | --- | |  | a. | looking and the mobile’s smell. | |  | b. | rooting and the mobile’s sound. | |  | c. | swallowing and the mobile’s color. | |  | d. | kicking and the mobile’s movement. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 105. One study found that Chinese adoptees living in Canada since the age of 1 could process Chinese sounds as well as native speakers even though they had no \_\_\_\_\_\_\_\_ the Chinese language.   |  |  |  | | --- | --- | --- | |  | a. | personal curiosity about | |  | b. | conscious memory of | |  | c. | basic trust regarding | |  | d. | schemas associated with |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 106. We refer to all the mental activities associated with thinking, knowing, remembering, and communicating as   |  |  |  | | --- | --- | --- | |  | a. | cognition. | |  | b. | maturation. | |  | c. | accommodation. | |  | d. | assimilation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 107. Piaget is best known for his interest in the process of \_\_\_\_\_\_\_\_ development.   |  |  |  | | --- | --- | --- | |  | a. | social | |  | b. | cognitive | |  | c. | emotional | |  | d. | physical |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 108. Piaget was convinced that   |  |  |  | | --- | --- | --- | |  | a. | children experience continuous development. | |  | b. | children depend on their parents for knowledge. | |  | c. | a child’s mind is not a miniature model of an adult’s. | |  | d. | a child’s reasoning is similar to that of an adult. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 109. Piaget suggested that cognitive development involved an individual’s construction of   |  |  |  | | --- | --- | --- | |  | a. | neural networks. | |  | b. | schemas. | |  | c. | attachments. | |  | d. | critical periods. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 110. A concept or framework that organizes and interprets information is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | attachment. | |  | b. | theory of mind. | |  | c. | schema. | |  | d. | neural network. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 111. Four-year-old Bassem incorrectly believes that tables are always square. His idea best illustrates   |  |  |  | | --- | --- | --- | |  | a. | a schema. | |  | b. | egocentrism. | |  | c. | conservation. | |  | d. | a secure attachment. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 112. The processes of assimilation and accommodation were most clearly highlighted by   |  |  |  | | --- | --- | --- | |  | a. | Rovee-Collier’s infant memory theory. | |  | b. | the Harlows’ attachment theory. | |  | c. | Erikson’s psychosocial development theory. | |  | d. | Piaget’s cognitive development theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 113. According to Piaget, assimilation involves   |  |  |  | | --- | --- | --- | |  | a. | the absorption of nutrients into the body for growth and development. | |  | b. | training children to behave in a socially acceptable manner. | |  | c. | interpreting new experiences in terms of one’s current understanding. | |  | d. | altering existing schemas in order to incorporate new information. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 114. Four-year-old Iona calls all animals with a tail “doggies.” Her tendency to fit all animals with a tail into her existing conception of a dog illustrates the process of   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | assimilation. | |  | c. | accommodation. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 115. Adjusting current schemas to make sense of new information is called   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | accommodation. | |  | c. | assimilation. | |  | d. | maturation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 116. Diego has a specific concept about cars. Once he learns about trucks, he modifies this concept to include trucks, too. This is known as   |  |  |  | | --- | --- | --- | |  | a. | accommodation. | |  | b. | habituation. | |  | c. | maturation. | |  | d. | assimilation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 117. When people recognize the inaccuracy of ethnic stereotypes and revise their beliefs, they are demonstrating the process of   |  |  |  | | --- | --- | --- | |  | a. | maturation. | |  | b. | assimilation. | |  | c. | imprinting. | |  | d. | accommodation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 118. According to Piaget, during which stage do babies take in the world primarily by looking, hearing, touching, mouthing, and grasping?   |  |  |  | | --- | --- | --- | |  | a. | concrete operational stage | |  | b. | sensorimotor stage | |  | c. | formal operational stage | |  | d. | preoperational stage |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 119. The awareness that things continue to exist even when they are not perceived is known as   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | assimilation. | |  | c. | object permanence. | |  | d. | a secure attachment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 120. Remembering things one can no longer perceive is most clearly an indication of   |  |  |  | | --- | --- | --- | |  | a. | assimilation. | |  | b. | basic trust. | |  | c. | egocentrism. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 121. Marla successfully finds her stuffed dog after her mother hides it behind the sofa. This suggests that Marla has developed a sense of   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | object permanence. | |  | c. | conservation. | |  | d. | accommodation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 122. Even young infants will at least temporarily look for a toy where they saw it hidden a moment before. This suggests that Piaget   |  |  |  | | --- | --- | --- | |  | a. | underestimated the importance of imprinting on infant attachment. | |  | b. | overestimated the impact of culture on infant intelligence. | |  | c. | underestimated the cognitive capacities of infants. | |  | d. | overestimated the continuity of cognitive development. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 123. Compared with time spent looking at the scene of a ball falling, infants spend \_\_\_\_\_\_\_\_ time looking at a ball stopping in midair. Compared with time spent looking at the scene of a moving car, infants spend \_\_\_\_\_\_\_\_ time looking at a moving car seeming to pass through a solid object.   |  |  |  | | --- | --- | --- | |  | a. | less; more | |  | b. | more; less | |  | c. | less; less | |  | d. | more; more |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 124. According to Piaget, children in the preoperational stage are able to   |  |  |  | | --- | --- | --- | |  | a. | represent objects with words and images. | |  | b. | reason abstractly and test hypotheses. | |  | c. | understand the principle of conservation. | |  | d. | think logically about tangible things. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 125. The principle that properties such as mass, volume, and number remain the same despite changes in the forms of objects is called   |  |  |  | | --- | --- | --- | |  | a. | imprinting. | |  | b. | conservation. | |  | c. | object permanence. | |  | d. | accommodation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 126. Five-year-old Makaila mistakenly believes that there is more milk in a tall, narrow glass than in a short, wide glass. But in fact, both glasses contain the same amount of milk. This illustrates that Makaila lacks the concept of   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | egocentrism. | |  | c. | assimilation. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 127. Current research on cognitive development indicates that   |  |  |  | | --- | --- | --- | |  | a. | Piaget overestimated the cognitive competence of young children. | |  | b. | symbolic thinking develops earlier than Piaget believed. | |  | c. | Piaget’s theory may apply only to middle-class male children. | |  | d. | Piaget overlooked the importance of imprinting on cognitive development. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 128. One researcher who showed children a model of a room and hid a miniature stuffed dog behind its miniature couch focused her research on children’s   |  |  |  | | --- | --- | --- | |  | a. | egocentric behavior. | |  | b. | symbolic thinking. | |  | c. | conservatism. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 129. Using a sofa cushion to represent a horse, Traci bounced up and down on the cushion as if she were riding the horse. Traci is most clearly demonstrating   |  |  |  | | --- | --- | --- | |  | a. | a theory of mind. | |  | b. | pretend play. | |  | c. | conservation. | |  | d. | role confusion. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 130. When 6-year-old Stephanie plays with her toy trucks, she loads them with “garbage” and pretends to drive them to the dump. Stephanie is engaged in   |  |  |  | | --- | --- | --- | |  | a. | egocentric behavior. | |  | b. | pretend play. | |  | c. | conservatism. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 131. The preoperational child’s difficulty taking another’s point of view is called   |  |  |  | | --- | --- | --- | |  | a. | stranger anxiety. | |  | b. | egocentrism. | |  | c. | imprinting. | |  | d. | conservation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 132. Even though Mr. Santiago was clearly absorbed in reading the daily newspaper, his 3-year-old son kept asking him questions about the video he was watching on his computer. Before Mr. Santiago becomes angry with his son for being inconsiderate, he should be reminded of Piaget’s concept of   |  |  |  | | --- | --- | --- | |  | a. | object permanence. | |  | b. | conservation. | |  | c. | egocentrism. | |  | d. | accommodation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 133. Josh asked his 4-year-old to “show Daddy your drawing of a house.” His toddler then held up the piece of paper facing his own eyes. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | egocentric behavior. | |  | b. | pretend play. | |  | c. | conservatism. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 134. According to Piaget, an egocentric child can best be described as   |  |  |  | | --- | --- | --- | |  | a. | selfish. | |  | b. | conceited. | |  | c. | lacking in self-esteem. | |  | d. | cognitively limited. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 135. A susceptibility to the curse of knowledge is especially likely to be associated with   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | egocentrism. | |  | c. | stranger anxiety. | |  | d. | assimilation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 136. When building a birdhouse, Charlotte mistakenly assumes that the instructions will be clear to her sister because they are clear to her. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the curse of knowledge. | |  | b. | imprinting. | |  | c. | conservation. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 137. According to Piaget, children acquire the mental operations needed to comprehend such things as mathematical transformations and conservation during the \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | preoperational | |  | b. | sensorimotor | |  | c. | concrete operational | |  | d. | formal operational |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 138. Marin sees her mother cut her hot dog into five pieces and her sister’s into seven pieces. She understands, however, that she and her sister have the same amount of food. This indicates that Marin has by now reached the \_\_\_\_\_\_\_\_ stage of development.   |  |  |  | | --- | --- | --- | |  | a. | concrete operational | |  | b. | sensorimotor | |  | c. | formal operational | |  | d. | preoperational |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 139. Cleo understands that if 3 dollars added to 7 dollars equals 10 dollars, then 3 dollars subtracted from 10 dollars equals 7 dollars. This indicates that Cleo has reached   |  |  |  | | --- | --- | --- | |  | a. | a critical period. | |  | b. | the formal operational stage. | |  | c. | a secure attachment. | |  | d. | the concrete operational stage. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 140. According to Piaget’s theory, during the concrete operational stage, a child is still unlikely to demonstrate   |  |  |  | | --- | --- | --- | |  | a. | object permanence. | |  | b. | comprehension of mathematical transformations. | |  | c. | the ability to think hypothetically. | |  | d. | any evidence of logic. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 141. According to Piaget, people are first able to reason abstractly and think hypothetically   |  |  |  | | --- | --- | --- | |  | a. | after scaffolding has occurred. | |  | b. | before a critical period has passed. | |  | c. | during the formal operational stage. | |  | d. | during the concrete operational stage. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 142. Key milestones during the sensorimotor 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:* | b | |

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| 143. Specific accomplishments during the preoperational stage of cognitive development are   |  |  |  | | --- | --- | --- | |  | a. | logic and moral reasoning. | |  | b. | object permanence and stranger anxiety. | |  | c. | pretend play and egocentrism. | |  | d. | conservation and mathematical transformations. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 144. According to Piaget, the preoperational stage is to the concrete operational stage as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | assimilation; accommodation | |  | b. | object permanence; stranger anxiety | |  | c. | egocentrism; conservation | |  | d. | responsive parenting; temperament |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 145. Contemporary research suggests that Piaget identified fairly accurately \_\_\_\_\_\_\_\_ of major cognitive 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 | |

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| 146. Today’s researchers have detected the beginnings of each type of thinking at earlier ages than Piaget did. These findings are demonstrating 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 | |

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| 147. Elvis, who is 3 years old, is playing on the seesaw with a friend. He is tired, so he just gets off, leaving his friend to crash to the ground. Elvis’ parents should find Elvis’ behavior understandable because Elvis has not yet   |  |  |  | | --- | --- | --- | |  | a. | learned to take another’s viewpoint. | |  | b. | developed object permanence. | |  | c. | learned the concept of conservation. | |  | d. | developed empathy. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 148. Piaget emphasized how the child’s mind grows through interaction with the physical environment. Vygotsky emphasized how the child’s mind grows through   |  |  |  | | --- | --- | --- | |  | a. | imprinting. | |  | b. | a pruning process. | |  | c. | social mentoring. | |  | d. | a secure attachment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 149. For optimal cognitive development. \_\_\_\_\_\_\_\_ stressed the importance of a child’s interaction with the social environment, whereas \_\_\_\_\_\_\_\_ stressed the importance of a child’s interaction with the physical environment.   |  |  |  | | --- | --- | --- | |  | a. | Lorenz; Erikson | |  | b. | Vygotsky; Piaget | |  | c. | Erikson; Lorenz | |  | d. | Piaget; Vygotsky |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 150. The toddler as a young scientist is to \_\_\_\_\_\_\_\_ as the toddler as a young apprentice is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | Piaget; Vygotsky | |  | b. | Vygotsky; Piaget | |  | c. | Wynn; DeLoache | |  | d. | DeLoache; Wynn |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 151. A scaffold can be described as   |  |  |  | | --- | --- | --- | |  | a. | a framework that offers children temporary support as they develop higher levels of thinking. | |  | b. | the process by which certain animals form strong attachments during early life. | |  | c. | the awareness that things continue to exist even when not perceived. | |  | d. | adapting our current understandings (schemas) to incorporate new information. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 152. How would scaffolding be most useful to teachers?   |  |  |  | | --- | --- | --- | |  | a. | to provide temporary support as children develop higher levels of thinking | |  | b. | to provide social mentoring to help children make friends | |  | c. | to provide examples of social behavior for children with an autism spectrum disorder | |  | d. | Scaffolding is not generally used in education. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 153. Lev Vygotsky emphasized that the scaffold from which children step to higher levels of thinking is   |  |  |  | | --- | --- | --- | |  | a. | object permanence. | |  | b. | concrete operational thinking. | |  | c. | schemas. | |  | d. | language. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 154. Who emphasized that children solve problems and step to higher levels of thinking by relying on inner speech?   |  |  |  | | --- | --- | --- | |  | a. | Erik Erikson | |  | b. | Lev Vygotsky | |  | c. | Jean Piaget | |  | d. | Harry Harlow |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 155. Ten-year-old Jake did not pet the stray dog in the park because he repeated to himself his mother’s warning to “be careful approaching animals you do not know.” The value of Jake’s verbal self-warning for controlling his own behavior was most clearly emphasized by   |  |  |  | | --- | --- | --- | |  | a. | Erik Erikson. | |  | b. | Jean Piaget. | |  | c. | Lev Vygotsky. | |  | d. | Carolyn Rovee-Collier. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 156. Six-year-old Dion safely walked on the left side of the road facing traffic by telling himself that “walkers face the traffic and bicyclists ride with the traffic.” The value of his verbal self-warning for controlling his own behavior was most clearly emphasized by   |  |  |  | | --- | --- | --- | |  | a. | Erik Erikson. | |  | b. | Jean Piaget. | |  | c. | Lev Vygotsky. | |  | d. | Lawrence Kohlberg. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 157. Second graders who \_\_\_\_\_\_\_\_ while doing math problems grasped third-grade math better the following year.   |  |  |  | | --- | --- | --- | |  | a. | muttered to themselves | |  | b. | physically exercised | |  | c. | closed their eyes | |  | d. | listened to music |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 158. Children’s ability to infer other people’s intentions and feelings is indicative of their emerging   |  |  |  | | --- | --- | --- | |  | a. | theory of mind. | |  | b. | conservation. | |  | c. | egocentrism. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 159. Children’s emerging ability to tease, empathize, and persuade is a sign that they are developing a theory of mind and that they are not completely   |  |  |  | | --- | --- | --- | |  | a. | egocentric. | |  | b. | imprinted. | |  | c. | assimilated. | |  | d. | accommodated. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 160. The ability of preschool children to empathize with classmates who are feeling sad illustrates that preoperational children have developed   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | the curse of knowledge. | |  | c. | a theory of mind. | |  | d. | a concept of conservation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 161. If a child realizes that others may have false beliefs, we can probably say that the child is not completely   |  |  |  | | --- | --- | --- | |  | a. | egocentric. | |  | b. | accommodated. | |  | c. | imprinted. | |  | d. | authoritarian. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 162. Alyssa, who is nearly 3 years old, keeps grabbing the toys that other children are playing with. Her failure to recognize that they are very upset when she does this best illustrates that she has not developed   |  |  |  | | --- | --- | --- | |  | a. | stranger anxiety. | |  | b. | a secure attachment. | |  | c. | a theory of mind. | |  | d. | a sense of object permanence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 163. The acquisition of a sense of object permanence is most closely associated with the development of   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | stranger anxiety. | |  | c. | imprinting. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 164. Stranger anxiety occurs in 8-month-old children because they   |  |  |  | | --- | --- | --- | |  | a. | have authoritarian parents. | |  | b. | have developed schemas for familiar faces. | |  | c. | have imprinted on their parents. | |  | d. | are egocentric. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 165. Ruth and Walter’s infant daughter, Mary Ann, usually showed little reaction to being left with various nursery caregivers while they went to work. But when Mary Ann was 8 months old, she began crying whenever her parents placed her in the arms of a nursery caregiver. Mary Ann’s crying best illustrates an emerging   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | stranger anxiety. | |  | c. | sense of self-awareness. | |  | d. | understanding of conservation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 166. Eighteen-month-old Dewey follows his mother around the house, clinging tightly to her when he is frightened. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | object permanence. | |  | b. | attachment behavior. | |  | c. | stranger anxiety. | |  | d. | accommodation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 167. Young children typically try to stay very close to their parents when they are in an unfamiliar setting. This best illustrates the adaptive value of   |  |  |  | | --- | --- | --- | |  | a. | assimilation. | |  | b. | conservation. | |  | c. | attachment. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 168. Attachment is defined as a(n)   |  |  |  | | --- | --- | --- | |  | a. | framework that provides support as children develop higher levels of cognition. | |  | b. | emotional connection with others. | |  | c. | inability to take another’s point of view. | |  | d. | fear of strangers. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 169. The powerful survival impulse that leads to emotional ties with others is referred to as   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | temperament. | |  | c. | attachment. | |  | d. | theory of mind. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 170. Which of the following is an example of contact comfort?   |  |  |  | | --- | --- | --- | |  | a. | exploring | |  | b. | providing food | |  | c. | hugging | |  | d. | attachment |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 171. The Harlows’ studies of infant monkeys raised with artificial mothers suggest that body contact promotes   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | attachment. | |  | c. | stranger anxiety. | |  | d. | conservation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 172. Infant monkeys raised with a nourishing wire mother and a nonnourishing cloth mother   |  |  |  | | --- | --- | --- | |  | a. | preferred the nourishing wire mother. | |  | b. | preferred the nonnourishing cloth mother. | |  | c. | showed no preference for one mother over the other. | |  | d. | shifted their initial preference for the wire mother to the cloth mother as they matured. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 173. Rebecca is soft and warm with her child. She also rocks her, pats her, and holds her while she feeds her. Rebecca is doing what she needs to so that she can provide \_\_\_\_\_\_\_\_ to her child.   |  |  |  | | --- | --- | --- | |  | 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 | |

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| 174. Josef spends time each day holding and rocking his infant daughter. This time together should serve most directly to promote   |  |  |  | | --- | --- | --- | |  | a. | secure attachment. | |  | b. | stranger anxiety. | |  | c. | egocentrism. | |  | d. | conservation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 175. Which of the following factors is important for the development of attachment bonds between human infants and their mothers?   |  |  |  | | --- | --- | --- | |  | a. | conservation | |  | b. | familiarity | |  | c. | egocentrism | |  | d. | stranger anxiety |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 176. Dr. Glenday believes that children whose parents are not responsive to their needs during the first two months of life will never develop basic trust. Obviously, Dr. Glenday believes that this developmental stage is a   |  |  |  | | --- | --- | --- | |  | a. | concrete operational stage. | |  | b. | critical period. | |  | c. | cognitive schema. | |  | d. | teratogen. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 177. The form of attachment examined by Konrad Lorenz in his observations of ducklings is called   |  |  |  | | --- | --- | --- | |  | a. | maturation. | |  | b. | imprinting. | |  | c. | infantile amnesia. | |  | d. | a critical period. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 178. The process by which certain birds form attachments during a critical period very early in life is called   |  |  |  | | --- | --- | --- | |  | a. | imprinting. | |  | b. | conservation. | |  | c. | assimilation. | |  | d. | accommodation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 179. Lambs born and raised in the barn where the cattle are kept tend to stay near the cattle when subsequently placed in open pasture. This best illustrates a process known as   |  |  |  | | --- | --- | --- | |  | a. | imprinting. | |  | b. | conservation. | |  | c. | accommodation. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 180. Which of the following psychologists designed the strange situation experiment to study children’s attachment differences?   |  |  |  | | --- | --- | --- | |  | a. | Erik Erikson | |  | b. | Jean Piaget | |  | c. | Mary Ainsworth | |  | d. | Lev Vygotsky |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 181. Dr. Ensing studies the reactions of very young children who are briefly separated from their mothers while in an unfamiliar setting. It is most likely that Dr. Ensing is conducting research on   |  |  |  | | --- | --- | --- | |  | a. | attachment. | |  | b. | conservation. | |  | c. | egocentrism. | |  | d. | imprinting. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 182. Even though Alicia was busy playing when her mother came to pick her up from her babysitter, she quickly ran to her mother, gesturing to be held. Alicia most clearly showed signs of   |  |  |  | | --- | --- | --- | |  | a. | conservation. | |  | b. | stranger anxiety. | |  | c. | secure attachment. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 183. At 12 months of age, Jeremy shows no more desire to be held by his own parents than by complete strangers. His behavior best illustrates   |  |  |  | | --- | --- | --- | |  | a. | object permanence. | |  | b. | insecure attachment. | |  | c. | conservation. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 184. Insecurely attached infants are those who respond to their mothers with either   |  |  |  | | --- | --- | --- | |  | a. | conservation or basic trust. | |  | b. | egocentrism or empathy. | |  | c. | assimilation or accommodation. | |  | d. | anxiety or avoidance. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 185. Infants in a strange situation who cling to their mother rather than explore their surroundings show signs of   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | avoidant attachment. | |  | c. | infantile amnesia. | |  | d. | anxious attachment. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 186. In a pleasant but unfamiliar setting, infants with an insecure maternal attachment are most likely to   |  |  |  | | --- | --- | --- | |  | a. | demonstrate unusually low levels of stranger anxiety. | |  | b. | happily leave their mother’s side and explore their new surroundings. | |  | c. | feel happy when their mothers leave them. | |  | d. | show indifference to their mother’s return after a brief absence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 187. A mother who is consistently sensitive and responsive to her infant’s cries for care and protection is most likely to encourage   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | stranger anxiety. | |  | c. | secure attachment. | |  | d. | conservation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 188. Infants who are unable to predict how their parents will react to their cries for care and attention are especially likely to show signs of   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | conservation. | |  | c. | insecure attachment. | |  | d. | assimilation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 189. When 1-year-old Julie tries to talk, her mother talks back; when she smiles, her mother smiles in return. These maternal reactions are most relevant to Julie’s development of   |  |  |  | | --- | --- | --- | |  | a. | a secure attachment. | |  | b. | conservation. | |  | c. | egocentrism. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 190. At 16 months of age, Edmund is uncertain whether his busy parents will take time to feed him when he is hungry. This is most indicative of   |  |  |  | | --- | --- | --- | |  | a. | insecure attachment. | |  | b. | egocentrism. | |  | c. | conservation. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 191. Harlow’s infant monkeys that were raised with unresponsive artificial mothers appeared to be \_\_\_\_\_\_\_\_ when put in strange situations without their artificial mothers.   |  |  |  | | --- | --- | --- | |  | a. | adventurous | |  | b. | terrified | |  | c. | hesitant | |  | d. | helpless |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 192. Temperament is an individual’s characteristic   |  |  |  | | --- | --- | --- | |  | a. | social connectedness. | |  | b. | emotional reactivity and intensity. | |  | c. | physical health. | |  | d. | intelligence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 193. Kaden is typically relaxed and cheerful, whereas her sister Kyra is usually timid and fearful. The two sisters are most strikingly different in   |  |  |  | | --- | --- | --- | |  | a. | brain maturation. | |  | b. | egocentrism. | |  | c. | physical health. | |  | d. | temperament. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 194. Inherited genes most clearly contribute to individual differences in   |  |  |  | | --- | --- | --- | |  | a. | secure attachment. | |  | b. | schemas. | |  | c. | temperament. | |  | d. | imprinting. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 195. Angela is the mother of four. She recently told a friend that all of her children were different from birth. These differences can be explained by the infants’   |  |  |  | | --- | --- | --- | |  | a. | temperament. | |  | b. | parenting style. | |  | c. | interaction with the environment. | |  | d. | theory of mind. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 196. Babies who are irritable, intense, and unpredictable are considered to have a(n) \_\_\_\_\_\_\_\_ temperament.   |  |  |  | | --- | --- | --- | |  | a. | difficult | |  | b. | easy | |  | c. | fearless | |  | d. | outgoing |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 197. Which of the following statements is true?   |  |  |  | | --- | --- | --- | |  | a. | Fraternal twins often have similar levels of impulsivity. | |  | b. | Fraternal twins often have similar levels of intelligence. | |  | c. | Identical twins often have similar temperaments. | |  | d. | There are no real differences between identical and fraternal twins. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 198. Those who incorrectly blame inadequate parental nurture for a child’s insecure attachment should be reminded of the impact of a child’s   |  |  |  | | --- | --- | --- | |  | a. | critical periods. | |  | b. | temperament. | |  | c. | infantile amnesia. | |  | d. | sense of object permanence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 199. When considering the development of secure attachments, \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_ as temperament is to responsive parenting.   |  |  |  | | --- | --- | --- | |  | a. | maturation; heredity | |  | b. | heredity; maturation | |  | c. | nurture; nature | |  | d. | nature; nurture |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 200. The bidirectional relationship between temperament and attachment is demonstrated by the fact that   |  |  |  | | --- | --- | --- | |  | a. | heredity affects temperament and temperament affects attachment style. | |  | b. | heredity affects attachment style and attachment style affects temperament. | |  | c. | the environment affects temperament and temperament affects attachment style. | |  | d. | the environment affects attachment style and attachment style affects temperament. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 201. Infants with an anxious and inhibited temperament have heart rates that tend to be relatively   |  |  |  | | --- | --- | --- | |  | a. | low and variable. | |  | b. | high and variable. | |  | c. | low and invariable. | |  | d. | high and invariable. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 202. Differences in temperament appear in physiological differences. Anxious, inhibited infants have   |  |  |  | | --- | --- | --- | |  | a. | high and variable heart rates. | |  | b. | a reactive nervous system. | |  | c. | high and variable heart rates and a reactive nervous system. | |  | d. | neither high and variable heart rates nor a reactive nervous system. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 203. Sam had a difficult temperament as an infant and toddler. Sam is now 10 years old. What can be expected about Sam’s temperament now?   |  |  |  | | --- | --- | --- | |  | a. | Sam’s temperament is likely to be as bad as it was when he was younger. | |  | b. | Sam has likely outgrown his difficult temperament. | |  | c. | Sam is likely to have an easy temperament now that he is in childhood. | |  | d. | It is not possible to determine a relationship between his current and past temperaments. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 204. In one study of 1037 New Zealanders, researchers were able to predict outcomes at the age of 38 based on assessments of \_\_\_\_\_\_\_\_ at 3 years of age.   |  |  |  | | --- | --- | --- | |  | a. | frustration tolerance, impulsivity, and intelligence | |  | b. | ability to adapt to unfamiliar environments | |  | c. | epigenetic marks | |  | d. | shared family environments |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 205. Questions about the extent to which secure attachments are influenced by infant temperament or by responsive parenting are most directly relevant to the issue of   |  |  |  | | --- | --- | --- | |  | a. | object permanence and stranger anxiety. | |  | b. | critical periods and imprinting. | |  | c. | nature and nurture. | |  | d. | assimilation and accommodation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 206. Compared with 1965 fathers, today’s co-parenting fathers spend \_\_\_\_\_\_\_\_ weekly hours with their children. Couples that share housework and child care are \_\_\_\_\_\_\_\_ in their relationships than couples who do not share these responsibilities.   |  |  |  | | --- | --- | --- | |  | a. | more; no happier | |  | b. | more; happier | |  | c. | no more; no happier | |  | d. | no more; happier |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 207. After controlling for other factors, children \_\_\_\_\_\_\_\_ achieve better life outcomes.   |  |  |  | | --- | --- | --- | |  | a. | whose parents are cohabiting | |  | b. | whose parents are divorced but living together | |  | c. | raised by both parents | |  | d. | living with a close relative |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 208. Which of the following is FALSE regarding girls who have supportive fathers?   |  |  |  | | --- | --- | --- | |  | a. | They are less prone to risky sexual behavior. | |  | b. | They expect men to treat them respectfully. | |  | c. | They expect men to be caring toward them. | |  | d. | They are more likely to experience divorce. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 209. In both Europe and the United States, children born to \_\_\_\_\_\_\_\_ are \_\_\_\_\_\_\_\_ to experience the separation of their parents and diminished paternal care.   |  |  |  | | --- | --- | --- | |  | a. | married parents; about half as likely | |  | b. | divorced parents; less likely | |  | c. | unmarried parents; about twice as likely | |  | d. | cohabiting parents; more likely |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 210. Erik Erikson suggested that children with a secure attachment to their parents are especially likely to experience   |  |  |  | | --- | --- | --- | |  | a. | stranger anxiety. | |  | b. | egocentrism. | |  | c. | basic trust. | |  | d. | object permanence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 211. Erik Erikson suggested that a sense of basic trust during infancy results from   |  |  |  | | --- | --- | --- | |  | a. | delay of gratification. | |  | b. | object permanence. | |  | c. | responsive parenting. | |  | d. | inborn temperament. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 212. People who demonstrate an anxious attachment style   |  |  |  | | --- | --- | --- | |  | a. | are uncomfortable getting close to others. | |  | b. | are good at getting people to sympathize with their problems. | |  | c. | behave in such a way that increases conflict. | |  | d. | constantly crave acceptance but remain alert to possible signs of rejection. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 213. Gabriel constantly craves acceptance by others but is very aware of signs of possible rejection. She is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | avoidant attachment. | |  | b. | basic trust. | |  | c. | secure attachment. | |  | d. | anxious attachment. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 214. Some individuals are so uncomfortable getting close to others that they’ll do anything to maintain their distance. These people are said to demonstrate an insecure   |  |  |  | | --- | --- | --- | |  | a. | preoperational attachment style. | |  | b. | anxious attachment style. | |  | c. | egocentric attachment style. | |  | d. | avoidant attachment style. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 215. Jayne has an avoidant attachment style. As a result, she   |  |  |  | | --- | --- | --- | |  | a. | craves constant attention. | |  | b. | creates constant concern over rejection, leading her to cling to her partner. | |  | c. | decreases commitment and increases conflict. | |  | d. | tries to get close to people, so they cannot reject her. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 216. In romantic relationships, an avoidant attachment style \_\_\_\_\_\_\_\_ commitment and \_\_\_\_\_\_\_\_ conflict.   |  |  |  | | --- | --- | --- | |  | a. | increases; decreases | |  | b. | decreases; increases | |  | c. | increases; increases | |  | d. | decreases; decreases |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 217. Wyatt has a difficult time getting close to others and uses various strategies to maintain his distance. He is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | avoidant attachment. | |  | b. | basic trust. | |  | c. | secure attachment. | |  | d. | anxious attachment. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 218. Compared with children assigned to quality foster care settings, Romanian children raised in orphanages with untrained and overworked staff were found to have   |  |  |  | | --- | --- | --- | |  | a. | less egocentrism. | |  | b. | abnormal stress responses. | |  | c. | more secure attachments. | |  | d. | greater infantile amnesia. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 219. The loss of parental attention and care experienced by many orphaned children is likely to put them at increased risk for   |  |  |  | | --- | --- | --- | |  | a. | infantile amnesia. | |  | b. | egocentrism. | |  | c. | stranger anxiety. | |  | d. | insecure attachments. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 220. Research across 19 different countries has found that orphaned children fare \_\_\_\_\_\_\_\_ on later intelligence tests when raised in family homes from \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | better; an early age | |  | b. | worse; infancy | |  | c. | better; adolescence | |  | d. | worse; middle childhood |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 221. Children who survive harsh conditions of poverty often bounce back from this adversity and go on to lead a better life. This most clearly illustrates   |  |  |  | | --- | --- | --- | |  | a. | object permanence. | |  | b. | resilience. | |  | c. | egocentrism. | |  | d. | conservation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 222. Children who recover from adversity, as did most of the surviving children of the Holocaust, most clearly illustrate   |  |  |  | | --- | --- | --- | |  | a. | imprinting. | |  | b. | resilience. | |  | c. | egocentrism. | |  | d. | a midlife crisis. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 223. Monkeys raised in total isolation have been observed to   |  |  |  | | --- | --- | --- | |  | a. | imprint to the first moving object they observe. | |  | b. | become very fearful or aggressive when brought into close contact with other monkeys their age. | |  | c. | form a close attachment to the first monkey with whom they experience bodily contact. | |  | d. | show complete apathy and indifference to the first monkeys they encounter. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 224. Research indicates that most abusive parents report having been   |  |  |  | | --- | --- | --- | |  | a. | raised in a permissive and overindulgent environment. | |  | b. | raised by authoritative parents. | |  | c. | prevented from interacting with childhood peers. | |  | d. | abused or neglected as children. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 225. Abused children respond to angry faces with \_\_\_\_\_\_\_\_ activity in threat-detecting areas of the brain. As adults, they exhibit \_\_\_\_\_\_\_\_ startle responses.   |  |  |  | | --- | --- | --- | |  | a. | diminished; weaker | |  | b. | heightened; weaker | |  | c. | diminished; stronger | |  | d. | heightened; stronger |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 226. Golden hamsters that are repeatedly threatened and attacked while young grow up to be \_\_\_\_\_\_\_\_ when caged with same-sized hamsters.   |  |  |  | | --- | --- | --- | |  | a. | egocentric | |  | b. | cowards | |  | c. | securely attached | |  | d. | bullies |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 227. Jill was physically abused as a child. Which of the following is she NOT at an increased risk of developing in adulthood?   |  |  |  | | --- | --- | --- | |  | a. | psychological disorders | |  | b. | substance abuse | |  | c. | earlier death | |  | d. | financial security |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 228. Epigenetic research has demonstrated that experiencing abuse during childhood can   |  |  |  | | --- | --- | --- | |  | a. | affect normal gene expression. | |  | b. | affect social relationships. | |  | c. | reduce intelligence. | |  | d. | aid cognitive growth. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 229. Jeremy was physically abused as a child whenever he disobeyed or broke a house rule. When he becomes a parent, he is likely to   |  |  |  | | --- | --- | --- | |  | a. | be neglectful to his own children. | |  | b. | abuse his own children physically. | |  | c. | be psychologically abusive to his own children. | |  | d. | be emotionally abusive to his own children. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 230. Because of the COVID-19 pandemic, Desiree’s parents were out of work and the family had very little money for basic necessities. As an adult, Desiree may be more likely to have problems with   |  |  |  | | --- | --- | --- | |  | a. | anxiety. | |  | b. | depression. | |  | c. | substance abuse. | |  | d. | all of these things. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 231. Jermaine’s husband passed away six months ago. Jermaine couldn’t stop thinking about him and feeling sad over the loss. This reaction resulted from the disruption of   |  |  |  | | --- | --- | --- | |  | a. | a critical period. | |  | b. | conservation. | |  | c. | object permanence. | |  | d. | attachment. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 232. Parenting styles can be described as a combination of   |  |  |  | | --- | --- | --- | |  | a. | involvement and restraint. | |  | b. | responsiveness and demandingness. | |  | c. | rules and affection. | |  | d. | oversight and involvement. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 233. Psychologists describe child raising in which rules are imposed without explanation as a(n) \_\_\_\_\_\_\_\_ style.   |  |  |  | | --- | --- | --- | |  | a. | authoritative | |  | b. | egocentric | |  | c. | permissive | |  | d. | authoritarian |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 234. Authoritarian parents are especially likely to be   |  |  |  | | --- | --- | --- | |  | a. | coercive. | |  | b. | confrontive. | |  | c. | unrestraining. | |  | d. | trusting. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 235. Stanley has very specific rules for his children and expects them to obey without question. Stanley’s parenting style can be described as   |  |  |  | | --- | --- | --- | |  | a. | authoritarian. | |  | b. | permissive. | |  | c. | neglectful. | |  | d. | authoritative. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 236. Parents who make few demands on their children and use little punishment are   |  |  |  | | --- | --- | --- | |  | a. | authoritarian. | |  | b. | authoritative. | |  | c. | egocentric. | |  | d. | permissive. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 237. Unrestraining parents are said to be \_\_\_\_\_\_, whereas uninvolved parents are said to be \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | neglectful; permissive | |  | b. | authoritarian; authoritative | |  | c. | permissive; neglectful | |  | d. | authoritative; authoritarian |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 238. Jerome does not have a curfew and is allowed to go out with friends whenever he wants. His parents do not have him check in and do not ask him where he is going. His parents likely have a \_\_\_\_\_\_\_\_ parenting style.   |  |  |  | | --- | --- | --- | |  | a. | authoritarian | |  | b. | permissive | |  | c. | neglectful | |  | d. | authoritative |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 239. Parents who are uninvolved with their children have which parenting style?   |  |  |  | | --- | --- | --- | |  | a. | authoritarian | |  | b. | permissive | |  | c. | neglectful | |  | d. | authoritative |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 240. Liz and Jim communicate few behavioral expectations to their children, and they are typically inattentive to their children’s needs for supervision. Psychologists would characterize Liz and Jim as \_\_\_\_\_\_\_\_ parents.   |  |  |  | | --- | --- | --- | |  | a. | authoritarian | |  | b. | neglectful | |  | c. | authoritative | |  | d. | permissive |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 241. Ralph spends very little time with his children and has no desire to be close to them. He does not seem to care about their schoolwork or athletic pursuits. Ralph can be classified as   |  |  |  | | --- | --- | --- | |  | a. | authoritarian. | |  | b. | permissive. | |  | c. | neglectful. | |  | d. | authoritative. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 242. Bill is not really demanding or responsive to his son. His parenting style can be said to be   |  |  |  | | --- | --- | --- | |  | a. | authoritarian. | |  | b. | permissive. | |  | c. | neglectful. | |  | d. | authoritative. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 243. Authoritative parents are those who   |  |  |  | | --- | --- | --- | |  | a. | impose rule and expect obedience. | |  | b. | set few limits and use little punishment. | |  | c. | are both demanding and responsive. | |  | d. | are neither demanding nor responsive. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 244. Two characteristics of authoritative parents are that they provide children with   |  |  |  | | --- | --- | --- | |  | a. | clear behavior expectations and demonstrate high levels of parental responsiveness. | |  | b. | confusing behavior expectations and demonstrate low levels of parental responsiveness. | |  | c. | clear behavior expectations and demonstrate low levels of parental responsiveness. | |  | d. | confusing behavior expectations and demonstrate high levels of parental responsiveness. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 245. The Goodrichs exert control by setting rules for their children to follow. But they also encourage open discussion with their teenagers and allow exceptions. Psychologists would characterize the Goodrichs as \_\_\_\_\_\_\_\_ parents.   |  |  |  | | --- | --- | --- | |  | a. | authoritarian | |  | b. | legalistic | |  | c. | authoritative | |  | d. | permissive |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 246. Levels of self-esteem in children are highest among children with \_\_\_\_\_\_\_\_ parents.   |  |  |  | | --- | --- | --- | |  | a. | permissive | |  | b. | authoritative | |  | c. | conservative | |  | d. | authoritarian |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 247. Albert gets poor grades in school and tends to have trouble making friends. It is likely that his parents were   |  |  |  | | --- | --- | --- | |  | a. | authoritarian. | |  | b. | permissive. | |  | c. | neglectful. | |  | d. | authoritative. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 248. Parents who discuss family rules are especially likely to raise children who are   |  |  |  | | --- | --- | --- | |  | a. | self-reliant. | |  | b. | insecurely attached. | |  | c. | disobedient. | |  | d. | egocentric. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 249. Judy and Barry give their children fairly specific rules for using social media and discuss those rules with them when they have questions. They are especially likely to raise children who are   |  |  |  | | --- | --- | --- | |  | a. | self-reliant. | |  | b. | insecurely attached. | |  | c. | disobedient. | |  | d. | egocentric. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 250. The children of authoritarian parents tend to be \_\_\_\_\_\_\_\_ socially skilled than the children of authoritative parents. The children of permissive parents tend to be \_\_\_\_\_\_\_\_ immature than the children of authoritative parents.   |  |  |  | | --- | --- | --- | |  | a. | more; more | |  | b. | less; less | |  | c. | more; less | |  | d. | less; more |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 251. The association between authoritative parenting and the social competence of children might result from an underlying third factor such as shared genes. This best reminds us that   |  |  |  | | --- | --- | --- | |  | a. | socially mature children evoke parental trust. | |  | b. | imprinting occurs during a restricted critical period. | |  | c. | we overestimate the value of secure attachments. | |  | d. | correlation is not causation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 252. Compared with parents in the 1950s, Western parents today place   |  |  |  | | --- | --- | --- | |  | a. | more emphasis on obedience and less emphasis on family loyalty. | |  | b. | less emphasis on obedience and more emphasis on family loyalty. | |  | c. | more emphasis on obedience and more emphasis on family loyalty. | |  | d. | less emphasis on obedience and less emphasis on family loyalty. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 253. Parents in Westernized cultures are more likely than parents in Asian cultures to encourage children to value   |  |  |  | | --- | --- | --- | |  | a. | independence. | |  | b. | object permanence. | |  | c. | cultural traditions. | |  | d. | enduring friendships. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 254. Compared with children raised in Westernized cultures, children in Asian cultures grow up with a strong sense of   |  |  |  | | --- | --- | --- | |  | a. | insecure attachment. | |  | b. | object permanence. | |  | c. | self-esteem. | |  | d. | family self. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 255. Which of the following phases of development extends from the beginnings of sexual maturity to independence?   |  |  |  | | --- | --- | --- | |  | a. | puberty | |  | b. | adolescence | |  | c. | menarche | |  | d. | emerging adulthood |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 256. G. Stanley Hall described adolescence as a period of   |  |  |  | | --- | --- | --- | |  | a. | identity versus role confusion. | |  | b. | intimacy versus loneliness. | |  | c. | storm and stress. | |  | d. | integrity and despair. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 257. Adolescence begins with a \_\_\_\_\_\_\_\_ event and ends with a \_\_\_\_\_\_\_\_ event.   |  |  |  | | --- | --- | --- | |  | a. | social; physical | |  | b. | cognitive; physical | |  | c. | physical; social | |  | d. | social; cognitive |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 258. Which of the following is true of cultures where teens are self-supporting?   |  |  |  | | --- | --- | --- | |  | a. | Adolescence starts earlier. | |  | b. | Adolescence starts later. | |  | c. | Adolescence is a longer period. | |  | d. | Adolescence hardly exists. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 259. The term *puberty* refers to the period of   |  |  |  | | --- | --- | --- | |  | a. | formal operations and the development of conventional morality. | |  | b. | late adolescence when self-identity is formed. | |  | c. | rapid physical development and the onset of reproductive capability. | |  | d. | sex hormones bathing the brain and influencing its wiring. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 260. The physical changes associated with puberty are typically characterized by individual differences in \_\_\_\_\_\_\_\_ of major sexual maturation milestones.   |  |  |  | | --- | --- | --- | |  | a. | the sequence but not the age-related timing | |  | b. | both the sequence and the age-related timing | |  | c. | neither the sequence nor the age-related timing | |  | d. | the age-related timing but not the sequence |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 261. Puberty is most directly associated with   |  |  |  | | --- | --- | --- | |  | a. | menarche in girls. | |  | b. | reduced pruning. | |  | c. | reduced cognitive functioning. | |  | d. | postconventional morality. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 262. Early maturing teens are most likely to experience mental health problems if they have which of the following characteristics?   |  |  |  | | --- | --- | --- | |  | a. | an emotionally reactive temperament | |  | b. | reduced emotional maturity | |  | c. | underdeveloped frontal lobes | |  | d. | increased independence from parents |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 263. During their early teen years, girls who are more physically mature than most other girls their age are most likely to experience higher-than-average levels of   |  |  |  | | --- | --- | --- | |  | a. | conventional morality. | |  | b. | formal operational thinking. | |  | c. | sexual harassment. | |  | d. | role confusion. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 264. Elijah is a high school junior but is already looking into colleges and potential majors. He has chosen several colleges to apply to, especially some that are close to home. He thinks that being able to live at home will help his parents afford the college of his choice. His ability to make these long-term plans is in part the responsibility of   |  |  |  | | --- | --- | --- | |  | a. | pubertal development. | |  | b. | selective pruning of neurons. | |  | c. | limbic system development. | |  | d. | frontal lobe development and myelination. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 265. A study of 11,000 participants from late childhood to early adulthood is examining factors that influence the brain development of adolescents. These include   |  |  |  | | --- | --- | --- | |  | a. | substance use. | |  | b. | screen time. | |  | c. | sleep. | |  | d. | all of these factors. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 266. The surging hormones during puberty are associated with   |  |  |  | | --- | --- | --- | |  | a. | cognitive development. | |  | b. | moral development. | |  | c. | mood intensity. | |  | d. | postconventional morality. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 267. The teen brain focuses on immediate rewards. As a result, teens   |  |  |  | | --- | --- | --- | |  | a. | engage in risky behavior. | |  | b. | overestimate long-term effects. | |  | c. | cannot yet reason morally. | |  | d. | look to their parents for guidance. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 268. Which of the following teen behaviors does NOT demonstrate the development of the limbic system?   |  |  |  | | --- | --- | --- | |  | a. | Adam slams the front door as he goes outside because he is mad at his mother. | |  | b. | Brandon punches his tablet because he does not know the answer to a homework question. | |  | c. | Clarissa turns up the music in her room so she cannot hear her father talking to her. | |  | d. | Erica studies for an upcoming exam in her room. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 269. The improved judgment and impulse control that occurs as adolescents grow older is made possible by the development of the   |  |  |  | | --- | --- | --- | |  | a. | thalamus. | |  | b. | cerebellum. | |  | c. | frontal lobes. | |  | d. | limbic system. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 270. Maurice’s ability to apply abstract reasoning in his philosophy class indicates that he is in the \_\_\_\_\_\_\_\_ stage of development.   |  |  |  | | --- | --- | --- | |  | a. | concrete operational | |  | b. | formal operational | |  | c. | preconventional | |  | d. | postconventional |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 271. “If you’re really concerned about the rights and dignity of women,” Yigal asked his older brother, “how can you justify buying pornographic magazines?” Yigal’s question indicates that he is in the \_\_\_\_\_\_\_\_ stage of development.   |  |  |  | | --- | --- | --- | |  | a. | formal operational | |  | b. | conventional | |  | c. | preconventional | |  | d. | intuitionist |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 272. Like Piaget, Kohlberg emphasized that children’s moral judgments build on their   |  |  |  | | --- | --- | --- | |  | a. | cognitive development. | |  | b. | social development. | |  | c. | physical development. | |  | d. | economic development. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 273. Who analyzed people’s answers to moral dilemmas for evidence of different stages of moral reasoning?   |  |  |  | | --- | --- | --- | |  | a. | Erik Erikson | |  | b. | Walter Mischel | |  | c. | Jean Piaget | |  | d. | Lawrence Kohlberg |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 274. Which theory would most likely suggest that children often take turns passing and shooting a basketball because they want to avoid having others angry at them, whereas adolescents often do so because they want to play the game the way it’s supposed to be played?   |  |  |  | | --- | --- | --- | |  | a. | Erikson’s psychosocial development theory | |  | b. | Piaget’s cognitive development theory | |  | c. | Haidt’s intuitionist theory | |  | d. | Kohlberg’s moral development theory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 275. According to Kohlberg, morality based simply on your own self-interest represents \_\_\_\_\_\_\_\_ morality.   |  |  |  | | --- | --- | --- | |  | a. | intuitionist | |  | b. | preconventional | |  | c. | conventional | |  | d. | postconventional |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 276. According to Kohlberg, the tendency to conform to and enforce moral norms are typical of   |  |  |  | | --- | --- | --- | |  | a. | infants. | |  | b. | preschoolers. | |  | c. | older children. | |  | d. | adolescents. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 277. Bruno would never steal candy canes from his sister’s Christmas stocking because he thinks his mother will spank him if he does. Bruno’s thinking best represents a \_\_\_\_\_\_\_\_ morality.   |  |  |  | | --- | --- | --- | |  | a. | conventional | |  | b. | preconventional | |  | c. | concrete operational | |  | d. | postconventional |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 278. According to Kohlberg, morality based on a desire to uphold the laws of society is characteristic of the \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | preconventional | |  | b. | intuitionist | |  | c. | conventional | |  | d. | postconventional |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 279. David does not copy his friend’s homework because he doesn’t want to violate school rules. This indicates that he is in Kohlberg’s \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | preconventional | |  | b. | intuitionist | |  | c. | conventional | |  | d. | postconventional |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 280. Formal operational thought is most necessary for the development of \_\_\_\_\_\_\_\_ morality.   |  |  |  | | --- | --- | --- | |  | a. | preoperational | |  | b. | conventional | |  | c. | preconventional | |  | d. | postconventional |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 281. Preconventional morality is to postconventional morality as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | caring relationship; ethical principles | |  | b. | self-interest; social approval | |  | c. | social approval; self-interest | |  | d. | self-interest; ethical principles |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 282. Kohlberg’s critics have noted that a postconventional level of morality is most likely to be found among people who value   |  |  |  | | --- | --- | --- | |  | a. | individualism. | |  | b. | moral intuitions. | |  | c. | concrete operations. | |  | d. | simple equality rather than equity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 283. Kohlberg’s critics note that his theory of moral development is culturally limited, ignoring the views of collectivist societies, which give priority to   |  |  |  | | --- | --- | --- | |  | a. | individual goals. | |  | b. | diverse goals, depending on the situation. | |  | c. | socially approved goals. | |  | d. | group goals. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 284. Much of our psychological reasoning occurs on the “low road” of automatic unconscious thinking. This is best illustrated by our   |  |  |  | | --- | --- | --- | |  | a. | concrete operations. | |  | b. | moral intuitions. | |  | c. | formal operations. | |  | d. | postconventional morality. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 285. The psychologist who described our moral intuitions as quick gut feelings is   |  |  |  | | --- | --- | --- | |  | a. | Jean Piaget. | |  | b. | Lawrence Kohlberg. | |  | c. | Jonathan Haidt. | |  | d. | Erik Erikson. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 286. Which perspective emphasizes that automatic feelings often precede and influence our moral reasoning?   |  |  |  | | --- | --- | --- | |  | a. | Kohlberg’s moral development perspective | |  | b. | Haidt’s intuitionist perspective | |  | c. | Piaget’s cognitive development perspective | |  | d. | Erikson’s psychosocial perspective |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 287. Sixteen-year-old Irina is at the grocery store with her eleven-year-old sister, Avra, when a man is arrested for shoplifting food. "It's good that they caught him. Stealing is wrong," says Avra. "But what if he and his family are hungry and don't have money for food?" Irina objects. "People have a right to eat." The sisters' different reasoning best illustrates   |  |  |  | | --- | --- | --- | |  | a. | Piaget’s cognitive development perspective. | |  | b. | Erikson’s psychosocial perspective. | |  | c. | Haidt’s intuitionist perspective. | |  | d. | Kohlberg’s moral development perspective. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 288. Killing one person in order to save five by throwing a switch that diverts a runaway trolley is judged as more morally acceptable than killing one person in order to save five by pushing a stranger directly into the path of the oncoming trolley. This best illustrates those moral judgments may reflect   |  |  |  | | --- | --- | --- | |  | a. | postconventional reasoning. | |  | b. | gut-level intuitions. | |  | c. | social identity. | |  | d. | formal operational thought. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 289. In service-learning programs, teens who have cleaned up their neighborhoods or assisted older adults have   |  |  |  | | --- | --- | --- | |  | a. | experienced an increased sense of peer approval. | |  | b. | been less likely to drop out of school. | |  | c. | experienced a decreased sense of competence. | |  | d. | been more likely to spend less time in school activities. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 290. Giving up immediate rewards to achieve longer-term goals is called   |  |  |  | | --- | --- | --- | |  | a. | postconventional morality. | |  | b. | a pruning process. | |  | c. | delay of gratification. | |  | d. | formal operational thought. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 291. Clarissa passes up the pleasure of having an ice cream cone for the greater satisfaction of achieving her dieting goals for the next two months. Clarissa best illustrates   |  |  |  | | --- | --- | --- | |  | a. | postconventional morality. | |  | b. | role confusion. | |  | c. | an intuitionist perspective. | |  | d. | delay of gratification. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 292. Children who demonstrate \_\_\_\_\_\_\_\_ are especially likely to experience academic success.   |  |  |  | | --- | --- | --- | |  | a. | a life-span perspective | |  | b. | moral intuition | |  | c. | delay of gratification | |  | d. | preconventional morality |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 293. The children who demonstrated delay of gratification in Mischel’s classic marshmallow test had \_\_\_\_\_\_\_\_ college completion rates and \_\_\_\_\_\_\_\_ often suffered addiction problems.   |  |  |  | | --- | --- | --- | |  | a. | lower; less | |  | b. | higher; less | |  | c. | higher; more | |  | d. | lower; more |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 294. Young children who more consistently delay gratification on marshmallow-like tests are best described as more   |  |  |  | | --- | --- | --- | |  | a. | socially dependent. | |  | b. | productive. | |  | c. | anxious. | |  | d. | self-disclosing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 295. Piaget is to cognitive development as Erikson is to \_\_\_\_\_\_\_\_ development.   |  |  |  | | --- | --- | --- | |  | a. | moral | |  | b. | physical | |  | c. | emotional | |  | d. | psychosocial |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 296. According to Erikson, infancy is to trust as adolescence is to   |  |  |  | | --- | --- | --- | |  | a. | autonomy. | |  | b. | identity. | |  | c. | generativity. | |  | d. | integrity. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 297. According to Erikson, late adulthood is to integrity as young adulthood is to   |  |  |  | | --- | --- | --- | |  | a. | autonomy. | |  | b. | initiative. | |  | c. | intimacy. | |  | d. | identity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 298. According to Erikson, adolescents who are unable to develop a sense of identity experience   |  |  |  | | --- | --- | --- | |  | a. | postconventional morality. | |  | b. | role confusion. | |  | c. | delay of gratification. | |  | d. | an intuitionist perspective. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 299. Leroy alternates between behaving badly with regard to his parents and high school teachers and behaving with respectfully. Erikson would have suggested that Leroy’s inconsistency illustrates   |  |  |  | | --- | --- | --- | |  | a. | delay of gratification. | |  | b. | role confusion. | |  | c. | a pruning process. | |  | d. | dual processing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 300. On the quest to identity formation, adolescents in industrialist cultures   |  |  |  | | --- | --- | --- | |  | a. | try different selves in different situations. | |  | b. | are concerned mostly with their self-image. | |  | c. | contemplate their own self-concept. | |  | d. | experiment with self-expression. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 301. Our identity refers to our   |  |  |  | | --- | --- | --- | |  | a. | sense of who we are. | |  | b. | social image. | |  | c. | the “we” aspect of our self-concept. | |  | d. | temperament. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 302. Connor is fun-loving and outgoing with his friends and quiet and respectful with his parents and their friends. When all these people come together in one situation, Connor may   |  |  |  | | --- | --- | --- | |  | a. | act as he does with his friends. | |  | b. | act as he does with his parents. | |  | c. | feel great discomfort not knowing which identity to assume. | |  | d. | find an identity between the two. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 303. According to Erikson, committing oneself to meaningful social roles would be most indicative of the achievement of   |  |  |  | | --- | --- | --- | |  | a. | autonomy. | |  | b. | competence. | |  | c. | initiative. | |  | d. | identity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 304. Bobby has conservative political views because his parents are conservatives. He has not questioned their views and simply adopted their views as his own. This means that Bobby has not experienced the period associated with the formation of   |  |  |  | | --- | --- | --- | |  | a. | an identity. | |  | b. | an initiative. | |  | c. | romantic relationships. | |  | d. | future goals. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 305. Imran started college as a biology major, thinking he wanted to become a doctor. He then switched to history, and then to sociology. Erikson might have suggested that Imran lacks   |  |  |  | | --- | --- | --- | |  | a. | identity. | |  | b. | initiative. | |  | c. | autonomy. | |  | d. | competence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 306. When surrounded by young people, an older person may become mindful of her age because \_\_\_\_\_\_\_\_ often forms around one’s distinctiveness.   |  |  |  | | --- | --- | --- | |  | a. | social identity | |  | b. | moral intuition | |  | c. | intimacy | |  | d. | a sense of competence |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 307. Bill realized that he was gay when he was a pre-adolescent male. As he has gotten older and has learned more about himself, he has surrounded himself with friends who are either also gay or understanding and accepting of his sexual orientation. He has also formed a clear sense of self around being gay. This is known as his   |  |  |  | | --- | --- | --- | |  | a. | social identity. | |  | b. | moral intuition. | |  | c. | sense of competence. | |  | d. | social worldview. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 308. Which of the following can be expected for Annie, who is in her mid-teen years?   |  |  |  | | --- | --- | --- | |  | a. | increased depression | |  | b. | decreased depression | |  | c. | increased anxiety | |  | d. | decreased anxiety |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 309. As individuals progress through their teen years into early adulthood, their self-concepts typically become   |  |  |  | | --- | --- | --- | |  | a. | less personalized and unique. | |  | b. | more fluid and changeable. | |  | c. | less integrated. | |  | d. | more positive. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 310. Erikson suggested that the capacity to form close, loving relationships in young adulthood depended on   |  |  |  | | --- | --- | --- | |  | a. | demonstrating generativity. | |  | b. | developing a sense of integrity. | |  | c. | mastering formal operational thinking. | |  | d. | achieving a sense of identity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 311. According to Erikson, Lucinda’s sense of who she is and where she’s going increases her chances of moving on to the next stage of   |  |  |  | | --- | --- | --- | |  | a. | autonomy. | |  | b. | basic trust. | |  | c. | intimacy. | |  | d. | integrity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 312. When researchers sampled the daily experiences of American teens, they found them to be unhappiest when they were   |  |  |  | | --- | --- | --- | |  | a. | alone. | |  | b. | with siblings. | |  | c. | with friends. | |  | d. | with parents. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 313. Adolescence is typically a time of \_\_\_\_\_\_\_\_ peer influence and \_\_\_\_\_\_\_\_ parental influence.   |  |  |  | | --- | --- | --- | |  | a. | diminishing; diminishing | |  | b. | growing; growing | |  | c. | diminishing; growing | |  | d. | growing parental influence; diminishing peer influence.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 314. Adolescents often seek out friends who share their academic or sports interests. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | stranger anxiety. | |  | b. | a pruning process. | |  | c. | basic trust. | |  | d. | a selection effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 315. Nithin and Alan are friends. Alan is a regular smoker and has offered Nithin a cigarette. What is likely to happen?   |  |  |  | | --- | --- | --- | |  | a. | Nithin and Alan are likely to stop being friends. | |  | b. | Alan is likely to stop smoking. | |  | c. | Nothing is likely to happen. | |  | d. | Nithin is likely to also start smoking. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 316. Adolescents and their parents are most likely to have disagreements regarding   |  |  |  | | --- | --- | --- | |  | a. | religious beliefs. | |  | b. | career choices. | |  | c. | college choices. | |  | d. | homework. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 317. When with peers, teens discount \_\_\_\_\_\_\_\_ and focus more on \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | social media; their parents | |  | b. | immediate rewards; future | |  | c. | future; immediate rewards | |  | d. | their imaginary audience; personal fable |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 318. Parent-child conflict during the transition to adolescence tends to be \_\_\_\_\_\_\_\_ with first-born rather than second-born children. The conflict tends to be \_\_\_\_\_\_\_\_ between children and their mothers than between children and their fathers.   |  |  |  | | --- | --- | --- | |  | a. | greater; stronger | |  | b. | smaller; weaker | |  | c. | greater; weaker | |  | d. | smaller; stronger |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 319. Compared with disagreements between parents and adolescent daughters, the disagreements between parents and adolescent sons are more likely to center on issues involving   |  |  |  | | --- | --- | --- | |  | a. | personal hygiene. | |  | b. | dating and friendships. | |  | c. | household chores. | |  | d. | illegal drug use. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 320. Adolescents who have been bullied by their peers are at increased risk of reduced physical health and   |  |  |  | | --- | --- | --- | |  | a. | delay of gratification. | |  | b. | postconventional morality. | |  | c. | psychological distress. | |  | d. | excessive online texting. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 321. Parents should not take too much blame for the failures and shortcomings of their children because   |  |  |  | | --- | --- | --- | |  | a. | their parenting mistakes simply reflect that they were not properly raised by their own parents. | |  | b. | children typically fail on purpose in order to establish a healthy independence from parents. | |  | c. | parenting practices have little effect on children’s beliefs and values. | |  | d. | parental behavior is only one of many factors that influence children’s behavior. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 322. The remarkable academic and vocational successes of many children of refugees best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | individualism. | |  | b. | temperament. | |  | c. | family environment. | |  | d. | postconventional morality. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 323. Personality appears directly related to   |  |  |  | | --- | --- | --- | |  | a. | genetics and biology. | |  | b. | parenting styles. | |  | c. | type of environment. | |  | d. | neighborhood contexts. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 324. In personality measures, shared environmental influences from the womb onward account for   |  |  |  | | --- | --- | --- | |  | a. | 90 percent of children’s differences. | |  | b. | less than 10 percent of children’s differences. | |  | c. | about 50 percent of children’s differences. | |  | d. | between 60 and 75 percent of children’s differences. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 325. Jane is exceptionally proud of her son, who is outgoing and has lots of friends, and is a lead player on his sports team. What could you say to her?   |  |  |  | | --- | --- | --- | |  | a. | “You have clearly done a great job as a parent.” | |  | b. | “What is your secret to successful parenting?” | |  | c. | “Really, personality is related more to genetics than any parenting practices.” | |  | d. | “His father has done an excellent job in teaching him how to be a man.” |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 326. In Western cultures, emerging adult is defined as   |  |  |  | | --- | --- | --- | |  | a. | the end of puberty. | |  | b. | a rite of passage. | |  | c. | a period from about age 18 to the mid-twenties. | |  | d. | the beginning of Piaget’s formal operational stage. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 327. Allowing 26-year-olds to remain on their parents’ health insurance illustrates an increasing recognition of a phase of life called   |  |  |  | | --- | --- | --- | |  | a. | adolescence. | |  | b. | the formal operational stage. | |  | c. | emerging adulthood. | |  | d. | puberty. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 328. Helga is an 18-year-old who lives with her parents while attending a nearby college. She works part time as a waitress to help cover outside expenses, including her phone and social activities. She is a(n)   |  |  |  | | --- | --- | --- | |  | a. | young adult. | |  | b. | emerging adult. | |  | c. | late adolescent. | |  | d. | extended adolescent. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 329. Compared with 57 years ago, in the United States today people are likely to   |  |  |  | | --- | --- | --- | |  | a. | establish their adult careers at an earlier age. | |  | b. | marry for the first time at a later age. | |  | c. | live separately from their parents at an earlier age. | |  | d. | experience their first menstrual period at a later age. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 330. Which of the following is true of adolescence today as compared with a century ago?   |  |  |  | | --- | --- | --- | |  | a. | Menarche occurs later in life, and adult independence occurs later in life. | |  | b. | Menarche occurs earlier in life, and adult independence occurs earlier in life. | |  | c. | Menarche occurs later in life, and adult independence occurs earlier in life. | |  | d. | Menarche occurs earlier in life, and adult independence occurs later in life. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 331. Which of the following statements is true?   |  |  |  | | --- | --- | --- | |  | a. | The number of adults age 25 to 35 living with their parents has doubled since the 1980s. | |  | b. | About 10 percent of adults age 25 to 35 live with their parents. | |  | c. | The rate of adults still living with their parents has decreased over the past 10 years. | |  | d. | Most adults age 25 to 35 still live with their parents. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 332. Kayla is 23 years old and still lives with her parents. Which of the following likely explains why she still resides with her parents?   |  |  |  | | --- | --- | --- | |  | a. | She is not able to afford her own place. | |  | b. | She is emotionally dependent on her parents. | |  | c. | She is not able to afford her own place and is emotionally dependent on her parents. | |  | d. | She is lazy and unmotivated and is emotionally dependent on her parents. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 333. Mark is taking a year off after high school before starting college. He lives with his parents and is working full time so he can save enough money to attend college the following year. He is a(n)   |  |  |  | | --- | --- | --- | |  | a. | young adult. | |  | b. | emerging adult. | |  | c. | late adolescent. | |  | d. | extended adolescent. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 334. The text uses three terms to refer to physical, cognitive, and social differences over the adult life span. The age range for early adulthood is   |  |  |  | | --- | --- | --- | |  | a. | 15 to 20 years old. | |  | b. | the twenties and thirties. | |  | c. | to age 65. | |  | d. | older than 65. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 335. The text uses three terms to refer to physical, cognitive, and social differences during adulthood. The age range for middle adulthood is   |  |  |  | | --- | --- | --- | |  | a. | 15 to 20 years old. | |  | b. | the twenties and thirties. | |  | c. | to age 65. | |  | d. | older than 65. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 336. The text uses three terms to refer to physical, cognitive, and social differences during adulthood. The age range for late adulthood is   |  |  |  | | --- | --- | --- | |  | a. | 15 to 20 years old. | |  | b. | the twenties and thirties. | |  | c. | to age 65. | |  | d. | older than 65. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 337. Which of the following is true of physical development in adult life?   |  |  |  | | --- | --- | --- | |  | a. | The outward signs of advancing years are psychologically stressful for adults in every culture. | |  | b. | Sensory ability and reaction time reach their peak by the mid-twenties. | |  | c. | Most adults are keenly aware of the first signs of physical decline. | |  | d. | None of these statements is true. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 338. Judy has recently experienced instances of mild physical discomfort, and her doctor notes that she is no longer able to become pregnant. It is most likely that Judy is experiencing   |  |  |  | | --- | --- | --- | |  | a. | lengthened telomeres. | |  | b. | neuroplasticity. | |  | c. | menopause. | |  | d. | the empty nest syndrome. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 339. As men progress through middle adulthood, they experience a \_\_\_\_\_\_\_\_ in sperm count and a \_\_\_\_\_\_\_\_ in testosterone level.   |  |  |  | | --- | --- | --- | |  | a. | rise; decline | |  | b. | decline; rise | |  | c. | rise; rise | |  | d. | decline; decline |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 340. Research on people 65 years and older has shown that   |  |  |  | | --- | --- | --- | |  | a. | most older people become increasingly fearful of death as they age. | |  | b. | most older people experience loss of visual sharpness. | |  | c. | the body’s disease-fighting immune system gets stronger during late adulthood. | |  | d. | most of those older than 65 reside in health care institutions such as nursing homes. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 341. In late adulthood, the eye’s retina receives less light because the eye’s \_\_\_\_\_\_\_\_ shrinks and its \_\_\_\_\_\_\_\_ becomes less transparent.   |  |  |  | | --- | --- | --- | |  | a. | lens; pupil | |  | b. | retina; lens | |  | c. | pupil; lens | |  | d. | retina; pupil |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 342. Sixty-five-year-olds should drive cars with \_\_\_\_\_\_\_\_ windshields because with age the eye’s lens becomes \_\_\_\_\_\_\_\_ transparent.   |  |  |  | | --- | --- | --- | |  | a. | tinted; more | |  | b. | tinted; less | |  | c. | untinted; more | |  | d. | untinted; less |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 343. Seventy-year-old Winifred is purchasing a new car. To help her safe driving, she should insist on untinted windshields because her   |  |  |  | | --- | --- | --- | |  | a. | immune system is weaker. | |  | b. | reaction time is slower. | |  | c. | hearing is poorer. | |  | d. | retina receives less light. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 344. As people progress into old age, their disease-fighting immune system becomes   |  |  |  | | --- | --- | --- | |  | a. | more effective in resisting most life-threatening ailments. | |  | b. | less effective in resisting common cold viruses than in resisting cancer. | |  | c. | more effective in resisting upper respiratory flu than in resisting pneumonia. | |  | d. | completely ineffective in resisting any diseases without specific medication. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 345. Older adults are more susceptible to life-threatening ailments such as cancer because of a weakened \_\_\_\_\_\_\_\_ and less susceptible to short-term ailments such as the common cold because of an accumulation of \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | hippocampus; neural networks | |  | b. | immune system; antibodies | |  | c. | neural network; hippocampal cells | |  | d. | antibodies; immune system |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 346. Charlie is in his eighties and has a weakened immune system. This will be related to him experiencing all of the following EXCEPT being   |  |  |  | | --- | --- | --- | |  | a. | more susceptible to cancer. | |  | b. | less susceptible to the common flu. | |  | c. | more susceptible to pneumonia. | |  | d. | more susceptible to the common cold. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 347. Compared with younger adults, older adults take \_\_\_\_\_\_\_\_ time to solve perceptual puzzles and \_\_\_\_\_\_\_\_ time to remember names.   |  |  |  | | --- | --- | --- | |  | a. | more; more | |  | b. | less; less | |  | c. | more; less | |  | d. | less; more |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 348. At what age do fatal accident rates substantially increase?   |  |  |  | | --- | --- | --- | |  | a. | 50 | |  | b. | 60 | |  | c. | 75 | |  | d. | 85 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 349. The blood-brain barrier begins to break down in the \_\_\_\_\_\_\_\_, leading to cognitive decline in late adulthood.   |  |  |  | | --- | --- | --- | |  | a. | hippocampus | |  | b. | telomeres | |  | c. | hypothalamus | |  | d. | pons |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 350. Brain regions important to memory begin to atrophy as we age. This is best illustrated by the fact that the \_\_\_\_\_\_\_\_ break(s) down beginning in the hippocampus.   |  |  |  | | --- | --- | --- | |  | a. | telomeres | |  | b. | antibodies | |  | c. | nerve cells | |  | d. | blood-brain barrier |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 351. Seventy-five-year-old Ian is finding it difficult to answer the questions on a memory test. Ian’s problem is due in part to a breakdown of the blood-brain barrier in the   |  |  |  | | --- | --- | --- | |  | a. | hippocampus. | |  | b. | telomeres. | |  | c. | hypothalamus. | |  | d. | pons.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 352. As people progress through late adulthood, they typically experience a slight   |  |  |  | | --- | --- | --- | |  | a. | decrease in brain weight. | |  | b. | increase in colds and flu. | |  | c. | increase in life satisfaction. | |  | d. | increase in the perception of high-pitched sounds. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 353. During memory tasks, the left frontal lobes are especially active in young adult brains, while older adult brains use both left and right frontal lobes. This age-related change in brain functioning best illustrates   |  |  |  | | --- | --- | --- | |  | a. | terminal decline. | |  | b. | neurogenesis. | |  | c. | generativity. | |  | d. | neuroplasticity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 354. Research suggests that the best way to enhance memory and reduce the risk of significant cognitive decline in late adulthood is to engage in daily   |  |  |  | | --- | --- | --- | |  | a. | problem-solving exercise. | |  | b. | visual-tracking exercise. | |  | c. | memory-retrieval exercise. | |  | d. | physical exercise. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 355. With age, the \_\_\_\_\_\_\_\_, which protect the ends of chromosomes, wear down.   |  |  |  | | --- | --- | --- | |  | a. | immune system antibodies | |  | b. | neurotransmitters | |  | c. | retinas | |  | d. | telomeres |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 356. Physical exercise helps maintain the \_\_\_\_\_\_\_\_ protecting the ends of chromosomes.   |  |  |  | | --- | --- | --- | |  | a. | telomeres | |  | b. | myelin | |  | c. | amygdala | |  | d. | hippocampus |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 357. A telomere is a region at the end of a(n)   |  |  |  | | --- | --- | --- | |  | a. | neuron. | |  | b. | antibody. | |  | c. | teratogen. | |  | d. | chromosome. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 358. Physical exercise programs during late adulthood are most likely to   |  |  |  | | --- | --- | --- | |  | a. | reduce brain shrinkage. | |  | b. | reduce muscle mass. | |  | c. | prevent menopause. | |  | d. | speed up the aging process. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 359. Adults in middle and late adulthood who \_\_\_\_\_\_\_\_ tend to be mentally quicker as older adults.   |  |  |  | | --- | --- | --- | |  | a. | sit longer | |  | b. | exercise regularly | |  | c. | have an unhealthy diet | |  | d. | play mental games |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 360. Twenty-year-olds would most likely outperform 60-year-olds on an art history exam in which they were asked to   |  |  |  | | --- | --- | --- | |  | a. | list as many famous artists as possible. | |  | b. | match paintings with famous painters. | |  | c. | pick an artist’s country of birth from a list of four possibilities. | |  | d. | respond to true–false statements regarding important events in artists’ lives. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 361. Camila is in late adulthood and talks to her grandchildren a lot about her past. She is most likely to remember important life events that happened   |  |  |  | | --- | --- | --- | |  | a. | after she became a parent. | |  | b. | after she got married. | |  | c. | when she was in her twenties. | |  | d. | when she was in her forties. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 362. The differences among adults’ abilities to learn and remember are greatest among those in their   |  |  |  | | --- | --- | --- | |  | a. | forties. | |  | b. | fifties. | |  | c. | sixties. | |  | d. | seventies. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 363. In recall and recognition tests of memory for recently learned material, older adults are more likely than young adults to have difficulty   |  |  |  | | --- | --- | --- | |  | a. | recalling meaningful material. | |  | b. | recognizing meaningful material. | |  | c. | recalling meaningless material. | |  | d. | recognizing meaningless material. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 364. Which of the following abilities is NOT expected to decline during early and middle adulthood?   |  |  |  | | --- | --- | --- | |  | a. | recall | |  | b. | recognition | |  | c. | both recall and recognition | |  | d. | neither recall nor recognition |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 365. The advantage of frequent video game playing is that it may   |  |  |  | | --- | --- | --- | |  | a. | enhance attention. | |  | b. | improve mental functioning. | |  | c. | enhance cognition. | |  | d. | improve impulsivity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 366. Janet, who is in late adulthood, likes to play games. Doing so may   |  |  |  | | --- | --- | --- | |  | a. | enhance her attention. | |  | b. | cause sleep deprivation. | |  | c. | decrease personal relationships. | |  | d. | reduce cognitive functioning. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 367. There is some hope that daily memory, problem-solving, and cognitive training exercises can sustain mental abilities in late adulthood. This hope is based in part on the aging brain’s   |  |  |  | | --- | --- | --- | |  | a. | social clock. | |  | b. | shortened telomeres. | |  | c. | neuroplasticity. | |  | d. | terminal decline. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 368. Ali has purchased Brain Age, which contains a thousand games to improve your cognition. Research has found that such brain-exercise programs improve mental performance   |  |  |  | | --- | --- | --- | |  | a. | but only for those in middle adulthood. | |  | b. | but only for those in late adulthood. | |  | c. | on both related and unrelated tasks. | |  | d. | mental performance only on closely related tasks. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 369. Brain-training exercises can improve performance on   |  |  |  | | --- | --- | --- | |  | a. | the trained task. | |  | b. | unrelated tasks. | |  | c. | the trained task and unrelated tasks. | |  | d. | neither the trained task nor the unrelated tasks. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 370. The accelerated loss of cognitive abilities in the last years of life is called   |  |  |  | | --- | --- | --- | |  | a. | neurogenesis. | |  | b. | terminal decline. | |  | c. | brain neuroplasticity. | |  | d. | menopause. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 371. For those who report experiencing a life crisis, the trigger is usually   |  |  |  | | --- | --- | --- | |  | a. | age. | |  | b. | entering middle adulthood. | |  | c. | mental decline. | |  | d. | a major event. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 372. Julia cooks for her aging parents but also takes care of her children. Julia can be described as   |  |  |  | | --- | --- | --- | |  | a. | a victim of the social clock. | |  | b. | entering late adulthood. | |  | c. | a member of the sandwich generation. | |  | d. | a young adult. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 373. Emotional instability has been found to be   |  |  |  | | --- | --- | --- | |  | a. | highest among 30-year-olds. | |  | b. | highest among 40-year-olds. | |  | c. | highest among 50-year-olds. | |  | d. | similar among adults at all of these ages. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 374. The term *social clock* refers to   |  |  |  | | --- | --- | --- | |  | a. | the culturally preferred timing of social events, such as leaving home, marrying, having children, and retiring. | |  | b. | an optimal time for developing social bonds between children and caregivers. | |  | c. | the average age of people in different social groups and organizations. | |  | d. | the different ways in which societies evaluate the physical and cognitive changes accompanying the aging process. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 375. Jack and Alon, who have been married for twenty years, first met when standing next to one another on a crowded subway. 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 | |

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| 376. Erik Erikson maintained that the two basic aspects of life that dominate adulthood are   |  |  |  | | --- | --- | --- | |  | a. | identity and independence. | |  | b. | intimacy and identity. | |  | c. | intimacy and generativity. | |  | d. | independence and generativity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 377. In explaining pair-bonding among humans, it has been suggested that parents who cooperated to nurture their children to maturity were more likely to have their genes passed on to future generations. This best illustrates a(n) \_\_\_\_\_\_\_\_ perspective.   |  |  |  | | --- | --- | --- | |  | a. | neurological | |  | b. | cross-sectional | |  | c. | evolutionary | |  | d. | longitudinal |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 378. Greer and Parker have been happily partnered for almost a decade and share a very close bond. Which of the following likely helped to bind this couple together?   |  |  |  | | --- | --- | --- | |  | a. | high levels of self-disclosure from both partners | |  | b. | not prioritizing material goods | |  | c. | spending equal amounts of time alone and together | |  | d. | having lived together before making a permanent commitment |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 379. Across developed countries, \_\_\_\_\_\_\_\_ were more likely to express serious doubts that their relationship would last.   |  |  |  | | --- | --- | --- | |  | a. | cohabiting partners | |  | b. | newlywed partners | |  | c. | married partners | |  | d. | unwed partners |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 380. Bobby is 8 years old and lives with his cohabiting parents. What can he expect to experience?   |  |  |  | | --- | --- | --- | |  | a. | the separation of his parents by the time he is 12 years old | |  | b. | the marriage of his parents by the time he is 10 years old | |  | c. | moving to a new neighborhood as soon as his parents purchase a new home | |  | d. | starting a new school and making new friends as soon as his parents get married |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 381. Dave and Carol have been married for 30 years. Which of the following is most likely to be associated with their marriage?   |  |  |  | | --- | --- | --- | |  | a. | increased happiness | |  | b. | decreased sexual satisfaction | |  | c. | decreased income | |  | d. | decreased mental health |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 382. Compared with their counterparts of 30 years ago, people in Western countries today are better educated and \_\_\_\_\_\_\_\_. These trends may help explain why the American divorce rate has \_\_\_\_\_\_\_\_ since 1980.   |  |  |  | | --- | --- | --- | |  | a. | marrying later; slightly declined | |  | b. | marrying earlier; increased | |  | c. | marrying later; increased | |  | d. | marrying earlier; slightly declined |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 383. Compared with noncohabiting couples, which of the following is true of couples who live together before engagement and marriage?   |  |  |  | | --- | --- | --- | |  | a. | They are initially more committed to the ideal of an enduring marriage, and they tend to become increasingly more marriage-supportive while cohabiting. | |  | b. | They are initially less committed to the ideal of an enduring marriage, and they tend to become increasingly more marriage-supportive while cohabiting. | |  | c. | They are initially more committed to the ideal of an enduring marriage, and they tend to become increasingly less marriage-supportive while cohabiting. | |  | d. | They are initially less committed to the ideal of an enduring marriage, and they tend to become increasingly less marriage-supportive while cohabiting. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 384. Garland and Patty have been married for 25 years. One reason for their marital success is that they   |  |  |  | | --- | --- | --- | |  | a. | lived together for a time before they became engaged and married. | |  | b. | focused their time and energy on their growing children’s needs. | |  | c. | engaged in less frequent sexual interactions. | |  | d. | engaged in more laughing, complimenting, and touching than sarcasm, criticism, and insults. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 385. Andreas and Sam’s only child will soon be leaving home and moving across the country for a job in her field. Their empty nest is likely to be a(n) \_\_\_\_\_\_\_\_ place.   |  |  |  | | --- | --- | --- | |  | a. | depressed | |  | b. | happy | |  | c. | anxious | |  | d. | boring |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 386. To most adults, the answer to “Who are you?” depends a great deal on the answer to “What do you do?,” that is on their   |  |  |  | | --- | --- | --- | |  | a. | work. | |  | b. | hobbies. | |  | c. | music preferences. | |  | d. | family. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 387. Mr. Clarke is a 50-year-old social worker who experiences a sense of personal fulfillment in contributing to the well-being of others. Erik Erikson would have suggested that Mr. Clarke experiences   |  |  |  | | --- | --- | --- | |  | a. | neuroplasticity. | |  | b. | autonomy. | |  | c. | attachment. | |  | d. | generativity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 388. Which of the following is NOT a predictor of happiness with work?   |  |  |  | | --- | --- | --- | |  | a. | having a career that matches your interests | |  | b. | having a career that has flexible working hours | |  | c. | having a career that gives you a sense of competence | |  | d. | having a career that gives you a sense of accomplishment |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 389. Research on people’s feelings of satisfaction with their lives indicates that   |  |  |  | | --- | --- | --- | |  | a. | adolescents report being slightly happier than people older than 65 years. | |  | b. | people older than 65 years report being slightly happier than adolescents. | |  | c. | middle-aged adults report being slightly happier than both adolescents and people older than 65 years. | |  | d. | compared with other phases of life, the over-65 years are not notably unhappy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 390. In late adulthood, positive emotions can be expected to \_\_\_\_\_\_\_\_ and negative emotions can be expected to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | increase; decrease | |  | b. | decrease; increase | |  | c. | increase; remain stable | |  | d. | remain stable; decrease |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 391. Compared with younger adults, older adults are \_\_\_\_\_\_\_\_ attentive to positive news and they have \_\_\_\_\_\_\_\_ problems in their social relationships.   |  |  |  | | --- | --- | --- | |  | a. | more; more | |  | b. | less; fewer | |  | c. | more; fewer | |  | d. | less; more |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 392. Compared with the amygdala in younger adults, the amygdala in older adults shows   |  |  |  | | --- | --- | --- | |  | a. | diminishing activity in response to positive events. | |  | b. | enhanced activity in response to negative events. | |  | c. | diminishing activity in response to negative events. | |  | d. | enhanced activity in response to positive events. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 393. Professor Ramesh believes that whether people are successful in late adulthood depends on a continuous interaction among their inherited traits, their lifestyle, and their culture’s respect for aging. The professor’s viewpoint best illustrates   |  |  |  | | --- | --- | --- | |  | a. | Piaget’s cognitive development theory. | |  | b. | a developmental stage theory. | |  | c. | the evolutionary perspective. | |  | d. | a biopsychosocial approach. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 394. The grief experienced over the death of a loved one is especially severe when death is experienced   |  |  |  | | --- | --- | --- | |  | a. | as a time that requires sharing honest emotions with others. | |  | b. | after years of anticipating the death of one’s loved one. | |  | c. | as a time for celebrating the life and memory of the deceased person. | |  | d. | as coming before its expected time on the social clock. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 395. Ashley has experienced the death of her child. If her experience is similar to participants in a Danish study, five years after the death of her child she   |  |  |  | | --- | --- | --- | |  | a. | will continue to deny that her child is dead. | |  | b. | will go through a series of stages related to grief. | |  | c. | will blame her husband for her child’s death. | |  | d. | may experience a psychiatric hospitalization. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 396. Margaret has terminal cancer and knows that she will die soon. 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 | |

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| 397. Virginia is 70 years old and has terminal cancer. As she gets closer to death, research suggests that she is likely to   |  |  |  | | --- | --- | --- | |  | a. | experience depression and despair. | |  | b. | be desperate for attention from family members. | |  | c. | be more positive and less sad. | |  | d. | experience family separation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 398. When a person faces death with dignity and openness and believes that their life was meaningful, they have experienced   |  |  |  | | --- | --- | --- | |  | a. | integrity. | |  | b. | autonomy. | |  | c. | competence. | |  | d. | stagnation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 399. Clay is in his late eighties and believes that his life has been meaningful and has had a purpose. He is experiencing   |  |  |  | | --- | --- | --- | |  | a. | integrity. | |  | b. | autonomy. | |  | c. | competence. | |  | d. | stagnation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 400. In Erikson’s theory, the sense of integrity achieved in late adulthood refers to the feeling that   |  |  |  | | --- | --- | --- | |  | a. | one’s life has been meaningful. | |  | b. | one is healthy and not dependent upon others. | |  | c. | one is acting ethically. | |  | d. | one’s life is full of close friendships. |  |  |  | | --- | --- | | *ANSWER:* | a | |