CHAPTER 2: THEORIES OF DEVELOPMENT

Chapter 2 Multiple-Choice Questions

1. **Knowledge of _____ is foundational to understanding evolutionary theories.**

    genetics
    biological processes
    epigenetics
    developmental milestones

    Learning Objective: 2.1 Describe the structure and function of genes.
    Difficulty: 2
    QuestionID: 02-1-01
    Page-Reference: 23
    Skill: Knowledge

    Answer: biological processes

2. **Evolutionary theorists propose that the genetic and physiological processes that underlie human behaviour changed gradually over time through _____ and _____ .**
    genetic mutation; natural selection
    cognitive; social behaviour
    social; cultural behaviour
    nature; nurture

    Learning Objective: 2.4 Describe how evolutionary theories explain individual differences.
    Difficulty: 2
    QuestionID: 02-1-02
    Page-Reference: 24
    Skill: Knowledge

    Answer: genetic mutation; natural selection

3. **Strings of genetic material in the nuclei of the cell are called**

    genes.
    chromosomes.
    deoxyribonucleic acid.
    amino acids.

    Learning Objective: 2.1 Describe the structure and function of genes.
    Difficulty: 1
    QuestionID: 02-1-03
    Page-Reference: 24
    Skill: Knowledge

    Answer: chromosomes.

4. **The nuclei of our body cells contain _____ pairs of chromosomes.**

   15
   23
   30
   46

Learning Objective:	2.1 Describe the structure and function of genes.
Difficulty:	1
QuestionID:	02-1-04
Page-Reference:	24
Skill:	Knowledge

   Answer: 23

5. **_____ are the genetic units responsible for determining traits such as a person's blood type.**

   Genomes
   Chromosomes
   Genes
   Phenotypes

Learning Objective:	2.1 Describe the structure and function of genes.
Difficulty:	1
QuestionID:	02-1-05
Page-Reference:	24
Skill:	Knowledge

   Answer: Genes

6. **The entire DNA that an individual human body possesses is called its**

   genotype.
   genome.
   phenotype.
   genetic profile.

Learning Objective:	2.1 Describe the structure and function of genes.
Difficulty:	1
QuestionID:	02-1-06
Page-Reference:	25
Skill:	Knowledge

   Answer: genome.

7. **An individual's own unique genetic blueprint is his or her**

   genome.
   phenotype.
   genotype.
   genetic inheritance.

Learning Objective: 2.2 Describe the ways genes influence development.
Difficulty: 1
QuestionID: 02-1-07
Page-Reference: 25
Skill: Knowledge

Answer: genotype.

8. _____ **are organic compounds that form the core structural elements of muscle, brain, and bone in the human body.**
    Genes
    Chromosomes
    Amino acids
    Proteins

Learning Objective: 2.1 Describe the structure and function of genes.
Difficulty: 2
QuestionID: 02-1-08
Page-Reference: 25
Skill: Knowledge

Answer: Proteins

9. **Describing one's self as male, 5'10", with brown eyes and brown curly hair provides details about appearance that would be called one's _____ in the scientific world.**
    "genome"
    "phenotype"
    "polygenetic inheritance"
    "genotype"

Learning Objective: 2.2 Describe the ways genes influence development.
Difficulty: 1
QuestionID: 02-1-09
Page-Reference: 25
Skill: Comprehension

Answer: "phenotype"

10. **Broad lips, nearsightedness, and freckles are produced by _____ in genetic transmissions.**

    dominant genes
    two recessive genes
    polygenetic gene influences
    multifactorial gene influences

Learning Objective: 2.2 Describe the ways genes influence development.
Difficulty: 1
QuestionID: 02-1-10
Page-Reference: 25-26
Skill: Knowledge

Answer: dominant genes

11. **A pattern of inheritance in which a single gene strongly influences a person's outward appearance is called**
   polygenetic inheritance pattern.
   dominant-recessive pattern.
   expressive gene pattern.
   silent gene pattern.

Learning Objective:	2.2 Describe the ways genes influence development.
Difficulty:	1
QuestionID:	02-1-11
Page-Reference:	25
Skill:	Knowledge

Answer: dominant-recessive pattern.

12. **Patrick and Mary both have brown eyes. If their child has blue eyes, then**

   both Patrick and Mary must be carrying a recessive gene for blue eyes.
   either Mary or Patrick must be carrying a recessive gene for blue eyes.
   both Mary and Patrick must be carrying a dominant gene for blue eyes.
   either Mary or Patrick must be carrying a dominant gene for blue eyes.

Learning Objective:	2.2 Describe the ways genes influence development.
Difficulty:	2
QuestionID:	02-1-12
Page-Reference:	25-26
Skill:	Comprehension

Answer: both Patrick and Mary must be carrying a recessive gene for blue eyes.

13. **Martha carries two genes for brown eyes (dominant gene) and John carries two genes for blue eyes (recessive gene). Their child will have a**
   50 percent chance of brown eyes.
   75 percent chance of brown eyes.
   100 percent chance of blue eyes.
   100 percent chance of brown eyes.

Learning Objective:	2.2 Describe the ways genes influence development.
Difficulty:	2
QuestionID:	02-1-13
Page-Reference:	25-26
Skill:	Comprehension

Answer: 100 percent chance of brown eyes.

14. **Alexia, Sasha, and Derek have each inherited curly hair from their father. Alexia has wavy hair, Sasha has medium coils, and Derek has tight curls. The variance in the amount and type of curly hair among the children is an example of _____ in genetic inheritance.**
>recessive gene
>homozygous gene carriers
>gene expressivity
>polygenetic influences

Learning Objective: 2.2 Describe the ways genes influence development.
Difficulty: 2
QuestionID: 02-1-14
Page-Reference: 26
Skill: Comprehension

Answer: gene expressivity

15. **Fumi has dark skin. Her husband Liam has pale skin. Their children will likely have**

>dark skin (dominant-recessive).
>pale skin (dominant-recessive).
>blended colour skin (polygenetic inheritance).
>some with dark skin; some with light skin (polygenetic inheritance).

Learning Objective: 2.2 Describe the ways genes influence development.
Difficulty: 2
QuestionID: 02-1-15
Page-Reference: 26-27
Skill: Comprehension

Answer: blended colour skin (polygenetic inheritance).

16. **Height as a genetic trait is largely determined by**

>dominant genes.
>environmental factors like nutrition and abuse/neglect.
>genes and environmental factors.
>race, culture, and gender.

Learning Objective: 2.2 Describe the ways genes influence development.
Difficulty: 2
QuestionID: 02-1-16
Page-Reference: 27
Skill: Knowledge

Answer: genes and environmental factors.

17. **_____ are genes found only in the fluid that surrounds an unfertilized ovum.**

>Miscreation genes
>Morphogen genes
>Mitochondrial genes
>Mutant genes

Learning Objective:	2.2 Describe the ways genes influence development.
Difficulty:	1
QuestionID:	02-1-17
Page-Reference:	27
Skill:	Knowledge

　　Answer: Mitochondrial genes

18. **Epigenetic mechanisms regulate gene expression by**

　　　　altering the DNA structure and function of certain genes.
　　　　signalling certain genes to be activated or "turned on".
　　　　signalling certain genes to be either dominant or recessive.
　　　　signalling certain genes to be either active or inactive.

Learning Objective:	2.3 Describe how epigenetic mechanisms regulate genes and development.
Difficulty:	1
QuestionID:	02-1-18
Page-Reference:	27-28
Skill:	Knowledge

　　Answer: signalling certain genes to be either active or inactive.

19. **Which statement provides the best example of a core belief of ethology evolutionary theory?**

　　　　Human children, regardless of their environment, have the unique ability to learn language early in life without any specific instruction from adults.
　　　　Evolution has produced genes that cause humans to form emotional relationships like bonding that facilitate survival.
　　　　Traits like intelligence, shyness, and aggressiveness are directly transmitted through heredity.
　　　　Evolution has provided humans with genetic programming that helps us cooperate and survive in groups.

Learning Objective:	2.4 Describe how evolutionary theories explain individual differences.
Difficulty:	2
QuestionID:	02-1-19
Page-Reference:	28-29
Skill:	Comprehension

　　Answer: Evolution has produced genes that cause humans to form emotional relationships like bonding that facilitate survival.

20. **The study of epigenetic changes related to the development of the brain, behaviour, and psychological processes in relation to environmental factors is known as _____.**
　　　　behavioural epigenetics.
　　　　ethology.
　　　　nativism.
　　　　evolutionary prenatal programming.

Learning Objective: 2.3 Describe how epigenetic mechanisms regulate genes and development.
Difficulty: 2
QuestionID: 02-1-20
Page-Reference: 28
Skill: Knowledge

    Answer: behavioural epigenetics.

21. **Ethology emphasizes genetically determined _____ behaviours that are assumed to have evolved through natural selection.**
    predictive-adaptive
    survival
    hereditary
    evolutionary psychology

Learning Objective: 2.4 Describe how evolutionary theories explain individual differences.
Difficulty: 2
QuestionID: 02-1-21
Page-Reference: 28
Skill: Knowledge

    Answer: survival

22. **_____ is defined as the study of genetically inherited cognitive and social characteristics produced via natural selection to promote human adaptation and survival.**
    Sociobiology
    Evolutionary anthropology
    Evolutionary prenatal programming
    Evolutionary psychology

Learning Objective: 2.4 Describe how evolutionary theories explain individual differences.
Difficulty: 2
QuestionID: 02-1-22
Page-Reference: 29
Skill: Knowledge

    Answer: Evolutionary psychology

23. **According to the predictive–adaptive response theory, a fetus will adapt its _____ to accommodate an anticipated future environment based on conditions in its prenatal environment.**
    perception
    gestation length
    physiology
    calorie intake

Learning Objective: 2.4 Describe how evolutionary theories explain individual differences.
Difficulty: 1
QuestionID: 02-1-23
Page-Reference: 30
Skill: Knowledge

Answer: physiology

24. **Based on clues and conditions in its prenatal environment, a fetus will make changes geared to ensure its survival in a similar postnatal future environment. This survival process is called**
"natural selection."
"survival of the fittest."
"survival–adaptation response."
"predictive–adaptive response."

Learning Objective:	2.4 Describe how evolutionary theories explain individual differences.
Difficulty:	1
QuestionID:	02-1-24
Page-Reference:	30
Skill:	Knowledge

Answer: "predictive–adaptive response."

25. **_____ is the branch of science involved in the study of human genetic make-up, including gene location and gene functioning.**
Epigenetics
Human genomics
Microbiology
Evolutionary biology

Learning Objective:	2.5 Describe how biological and evolutionary theories contribute to our understanding of disease processes and interventions
Difficulty:	1
QuestionID:	02-1-25
Page-Reference:	31
Skill:	Knowledge

Answer: Human genomics

26. **According to newer research theories such as the predictive–response theory, to be most effective, early intervention strategies designed to prevent chronic diseases like diabetes must focus on the _____ stage of development.**
prenatal
0–2 yrs.
0–6 yrs.
0–puberty

Learning Objective:	2.4 Describe how evolutionary theories explain individual differences.
	2.5 Describe how biological and evolutionary theories contribute to our understanding of disease processes and interventions
Difficulty:	1
QuestionID:	02-1-26
Page-Reference:	31
Skill:	Knowledge

Answer: prenatal

27. **Genetic diseases such as Hemophilia, Huntington's disease, and sickle-cell disease account for roughly ____% of all human disease in developed countries.**
    5
    10
    15
    20

Learning Objective: 2.5 Describe how biological and evolutionary theories contribute to our understanding of disease processes and interventions

Difficulty: 1
QuestionID: 02-1-27
Page-Reference: 30
Skill: Knowledge

Answer: 5

28. **Psychoanalytic theorists explain developmental change in terms of**

    relationships between the individual and his or her environment.
    assimilation and accommodation of external stimuli.
    manipulation of environmental influences to reward or punish.
    the influence of internal drives and emotions upon behaviour.

Learning Objective: 2.6 Summarize the main ideas of Freud's psychosexual theory.
Difficulty: 1
QuestionID: 02-1-28
Page-Reference: 33
Skill: Knowledge

Answer: the influence of internal drives and emotions upon behaviour.

29. **One of Freud's most important theoretical contributions is the idea that human behaviour is governed by conscious and _____ processes.**
    self-actualizing
    unconscious
    sexual
    analytical

Learning Objective: 2.6 Summarize the main ideas of Freud's psychosexual theory.
Difficulty: 1
QuestionID: 02-1-29
Page-Reference: 33
Skill: Knowledge

Answer: unconscious

30. **The aspect of our personality that demands to be satisfied in pleasurable ways is the**

    ego.
    psyche.
    id.
    subconscious.

Learning Objective: 2.6 Summarize the main ideas of Freud's psychosexual theory.
Difficulty: 1
QuestionID: 02-1-30
Page-Reference: 33
Skill: Knowledge

     Answer: id.

31. **The instinctual drive for physical pleasure present at birth and forming the motivating force behind all human behaviour is the**
     libido.
     id.
     ego.
     superego.

Learning Objective: 2.6 Summarize the main ideas of Freud's psychosexual theory.
Difficulty: 1
QuestionID: 02-1-31
Page-Reference: 33
Skill: Knowledge

     Answer: libido.

32. **According to Freud's model of personality, which of the following would be most consistent with the actions of the id?**
     restraining your desire to have a hot-fudge sundae.
     planning to seduce a sexual partner.
     stealing food to eat when you are hungry.
     learning from your mistakes.

Learning Objective: 2.6 Summarize the main ideas of Freud's psychosexual theory.
Difficulty: 2
QuestionID: 02-1-32
Page-Reference: 33
Skill: Analysis

     Answer: stealing food to eat when you are hungry.

33. **Alejandro and Miguel were shopping and saw a CD that they both wanted. Alejandro did not have the money to buy the CD, so he decided to steal it. Miguel decided to wait until he had saved the money as he had been punished by his mother for previously stealing a CD. Miguel is acting on his**
     id.
     ego.
     superego.
     libido.

Learning Objective: 2.6 Summarize the main ideas of Freud's psychosexual theory.
Difficulty: 2
QuestionID: 02-1-33
Page-Reference: 33
Skill: Application

Answer: superego.

34. **One-year-old Melanie has formed a secure attachment to her mother. Erik Erikson would claim that Melanie has mastered which of his psychosocial stages?**
   trust versus mistrust
   identity versus role confusion
   autonomy versus shame and doubt
   industry versus inferiority

Learning Objective:	2.7 Identify the conflict associated with each of Erikson's psychosocial stages.
Difficulty:	2
QuestionID:	02-1-34
Page-Reference:	34-35
Skill:	Comprehension

   Answer: trust versus mistrust

35. **Erikson argued that, in order to achieve intimacy, one must achieve an integrated sense of self. That is, the individual must master the _____ stage before intimacy can be reached.**
   autonomy versus shame and doubt
   initiative versus guilt
   identity versus role confusion
   generativity versus stagnation

Learning Objective:	2.7 Identify the conflict associated with each of Erikson's psychosocial stages.
Difficulty:	1
QuestionID:	02-1-35
Page-Reference:	35
Skill:	Comprehension

   Answer: identity versus role confusion

36. **According to Sigmund Freud, a _____ is characterized by behaviours that reflect unresolved problems and unmet needs.**
   libido
   fixation
   defence mechanism
   conscious thought

Learning Objective:	2.6 Summarize the main ideas of Freud's psychosexual theory.
Difficulty:	1
QuestionID:	02-1-36
Page-Reference:	33
Skill:	Knowledge

   Answer: fixation

37. **The psychosexual stages in which pleasure comes from touching the genitals are the**

latency stage and oral stage.
oral stage and anal stage.
anal stage and latency stage.
phallic stage and genital stage.

Learning Objective: 2.6 Summarize the main ideas of Freud's psychosexual theory.
Difficulty: 1
QuestionID: 02-1-37
Page-Reference: 33
Skill: Comprehension

   Answer: phallic stage and genital stage.

38. **Which of the following represents the correct order in the progression of Freud's stages of psychosexual development?**

libido, personality structures, defence mechanisms, and identification
genital, latency, phallic, oral, and anal
oral, anal, phallic, latency, and genital
anal, oral, phallic, latency, and genital

Learning Objective: 2.6 Summarize the main ideas of Freud's psychosexual theory.
Difficulty: 2
QuestionID: 02-1-38
Page-Reference: 33
Skill: Knowledge

   Answer: oral, anal, phallic, latency, and genital

39. **The theorist who developed the theory of psychosocial stages was**

Sigmund Freud.
Erik Erikson.
Jean Piaget.
B. F. Skinner.

Learning Objective: 2.7 Identify the conflict associated with each of Erikson's psychosocial stages.
Difficulty: 1
QuestionID: 02-1-39
Page-Reference: 34
Skill: Knowledge

   Answer: Erik Erikson.

40. **Erik Erikson believed that one must pass through eight _____ stages to develop a stable identity.**

psychosocial stages
lifespan stages
psychosexual stages
cognitive–social stages

Lifespan Development, 7th Canadian Edition

Learning Objective:	2.7 Identify the conflict associated with each of Erikson's psychosocial stages.
Difficulty:	1
QuestionID:	02-1-40
Page-Reference:	34
Skill:	Knowledge

Answer: psychosocial stages

41. **Erikson is to Freud as _____ is to _____.**

assimilation; accommodation
psychosocial; psychosexual
identity; cognition
reinforcement; mental category

Learning Objective:	2.6 Summarize the main ideas of Freud's psychosexual theory. 2.7 Identify the conflict associated with each of Erikson's psychosocial stages.
Difficulty:	1
QuestionID:	02-1-41
Page-Reference:	33-34
Skill:	Comprehension

Answer: psychosocial; psychosexual

42. **Erikson's psychosocial theory of development is based on the idea that development occurs from the interaction between changes in age and changes in**
cognitions.
social demands.
environmental reinforcements or punishments.
defence mechanisms.

Learning Objective:	2.7 Identify the conflict associated with each of Erikson's psychosocial stages.
Difficulty:	1
QuestionID:	02-1-42
Page-Reference:	34
Skill:	Knowledge

Answer: social demands.

43. **What factor is generally considered to be an essential aspect of an infant's first psychosocial task?**

learning to control bodily sensations or developing shame if unsuccessful and not sensitively treated by caregivers.
becoming purposeful, goal-oriented, and assertive, which leads to conflicts with parents.
learning to differentiate tasks that can be accomplished independently and tasks that require assistance to accomplish.
being treated lovingly and predictably by caregivers and learning to trust.

Learning Objective:	2.7 Identify the conflict associated with each of Erikson's psychosocial stages.
Difficulty:	2
QuestionID:	02-1-43
Page-Reference:	34–35
Skill:	Analysis

 Answer: being treated lovingly and predictably by caregivers and learning to trust.

44. **Sixteen-year-old Soo Ling is trying to decide what to do about her postsecondary education. She isn't sure what career she wants to pursue and she can't decide which postsecondary institution to choose. She is in which of the following stages of Erikson's theory?**
   identity versus role confusion.
   trust versus mistrust.
   industry versus inferiority.
   integrity versus despair.

Learning Objective:	2.7 Identify the conflict associated with each of Erikson's psychosocial stages.
Difficulty:	2
QuestionID:	02-1-44
Page-Reference:	34–35
Skill:	Application

 Answer: identity versus role confusion.

45. **According to Erikson, the foundation or prerequisite for resolving the crisis of intimacy versus isolation is**
   self-esteem and self-efficacy.
   the formation of an identity.
   formal operational thought.
   self-acceptance.

Learning Objective:	2.7 Identify the conflict associated with each of Erikson's psychosocial stages.
Difficulty:	1
QuestionID:	02-1-45
Page-Reference:	34-35
Skill:	Comprehension

 Answer: the formation of an identity.

46. **Which of the following is a way to achieve a sense of generativity?**

   quitting your job because you are not able to get along with your new boss.
   caring for elderly parents.
   leaving your partner because he or she is abusive.
   retiring from a long-held occupation or career..

Learning Objective:	2.7 Identify the conflict associated with each of Erikson's psychosocial stages.
Difficulty:	2
QuestionID:	02-1-46
Page-Reference:	35
Skill:	Analysis

Answer: caring for elderly parents.

47. **Reflecting upon one's life positively, without regrets, would place an individual on which side of the crisis in late adulthood?**
   generativity
   identity
   integrity
   despair

Learning Objective: 2.7 Identify the conflict associated with each of Erikson's psychosocial stages.
Difficulty: 2
QuestionID: 02-1-47
Page-Reference: 35
Skill: Comprehension

   Answer: integrity

48. **The idea that each human being is motivated to achieve full human potential is a key concept of which of the following theories?**
   Systems
   Psychoanalytic
   Humanistic
   Social learning

Learning Objective: 2.8 Describe the basic concepts of humanistic theory.
Difficulty: 1
QuestionID: 02-1-48
Page-Reference: 33-36
Skill: Knowledge

   Answer: humanistic

49. **Which of the following most accurately represents Maslow's key concept in his theory of human development?**
   Development is influenced by early childhood experiences and the development of a stable identity.
   Humans are motivated to develop schemes for understanding their worlds. These schemes further develop through equilibration, assimilation, and accommodation.
   Deficiency motives are drives to maintain physical or emotional homeostasis by eating, drinking, or being loved; being motives lead us to seek understanding and personal growth.
   Development is motivated by role models, intrinsic reinforcements, and cognitive elements in learning.

Learning Objective: 2.8 Describe the basic concepts of humanistic theory.
Difficulty: 1
QuestionID: 02-1-49
Page-Reference: 35-36
Skill: Knowledge

   Answer: Deficiency motives are drives to maintain physical or emotional homeostasis by eating, drinking, or being loved; being motives lead us to seek understanding and personal growth.

50. **Why are humanistic theories important to our understanding of human development?**

    They focus only on the best in people.
    They de-emphasize physical needs.
    They combine psychoanalytic and learning theories.
    They view each person as having potential.

Learning Objective:	2.8 Describe the basic concepts of humanistic theory.
Difficulty:	3
QuestionID:	02-1-50
Page-Reference:	35-36
Skill:	Comprehension

   Answer: They view each person as having potential.

51. **Abraham Maslow used the term _____ to describe the ultimate goal of human life.**

    "physiological needs"
    "esteem needs"
    "self-actualization"
    "deficiency motives"

Learning Objective:	2.8 Describe the basic concepts of humanistic theory.
Difficulty:	1
QuestionID:	02-1-51
Page-Reference:	35-36
Skill:	Knowledge

   Answer: "self-actualization"

52. **Theories that assert that development results from an accumulation of experiences are known as**

    psychoanalytic theories.
    learning theories.
    cognitive theories.
    evolutionary theories.

Learning Objective:	2.9 Explain how classical conditioning occurs.
Difficulty:	1
QuestionID:	02-1-52
Page-Reference:	37
Skill:	Knowledge

   Answer: learning theories.

52. **Learning that results from the association of stimuli is called**

    classical conditioning.
    operant conditioning.
    observational learning.
    social-cognitive conditioning.

Lifespan Development, 7ᵗʰ Canadian Edition

Learning Objective: 2.9 Explain how classical conditioning occurs.
Difficulty: 1
QuestionID: 02-1-53
Page-Reference: 37
Skill: Knowledge

Answer: classical conditioning.

54. **Classical conditioning was rooted in the ideas and research conducted by**

Jean Piaget.
Ivan Pavlov.
B. F. Skinner.
Abraham Maslow.

Learning Objective: 2.9 Explain how classical conditioning occurs.
Difficulty: 1
QuestionID: 02-1-54
Page-Reference: 37
Skill: Knowledge

Answer: Ivan Pavlov.

55. **Salivation occurs naturally when you put food in your mouth. In classical conditioning the food is the _____ and salivating is the _____.**
unconditioned stimulus; unconditioned response
conditioned stimulus; conditioned response
unconditioned stimulus; conditioned response
conditioned stimulus; unconditioned response

Learning Objective: 2.9 Explain how classical conditioning occurs.
Difficulty: 2
QuestionID: 02-1-55
Page-Reference: 37-38
Skill: Application

Answer: unconditioned stimulus; unconditioned response

56. **In classical conditioning, if the acidity of lemon juice automatically causes your mouth to pucker, the lemon juice is the _____ and the puckering of lips is the _____.**
conditional stimulus; unconditioned response.
conditional stimulus; conditioned response.
punishment; conditioned response.
unconditional stimulus; unconditioned response.

Learning Objective: 2.9 Explain how classical conditioning occurs.
Difficulty: 2
QuestionID: 02-1-56
Page-Reference: 37
Skill: Application

Copyright © 2021 Pearson Canada Inc.
17

Answer: unconditional stimulus; unconditioned response.

57. **Learning to repeat or stop behaviours because of their consequences refers to**

> classical conditioning.
> operant conditioning.
> observational learning.
> punishment.

Learning Objective:	2.10 Explain the process of operant conditioning.
Difficulty:	1
QuestionID:	02-1-57
Page-Reference:	38
Skill:	Knowledge

Answer: operant conditioning.

58. **Which of the following is an aspect of operant conditioning that would make a behaviour more likely to occur again?**
> Negative reinforcement.
> Extinction.
> Intrinsic reinforcement.
> Positive punishment.

Learning Objective:	2.10 Explain the process of operant conditioning.
Difficulty:	3
QuestionID:	02-1-58
Page-Reference:	38
Skill:	Knowledge

Answer: Negative reinforcement.

59. **Marvin is pestering his mother for an advance on his allowance, whining for 10 minutes saying things like, "Please, Mom, can't I have my allowance early? Please? Oh, come on, Mom, I need it now. Mom!" His mother ignores Marvin's pleas for 10 minutes, but finally gives in and says, "Oh, all right. Here it is. Anything to stop your whining." If in the future the boy engages in more whining to get what he wants, and the mother gives in even more easily, then according to the principles of the learning theory, Marvin has been _____ and the mother has been _____.**
> positively reinforced; punished.
> negatively reinforced; punished.
> negatively reinforced; positively reinforced.
> positively reinforced; negatively reinforced.

Learning Objective:	2.10 Explain the process of operant conditioning.
Difficulty:	3
QuestionID:	02-1-59
Page-Reference:	38
Skill:	Analysis

Answer: positively reinforced; negatively reinforced.

60. **Eleven-year-old Madison is expected to keep her room clean and to empty all trash and garbage in the house. When Madison is too busy to complete her household chores, she is grounded. Her parents tell her that until her room is clean and the trash is emptied she is to remain at home, have no visitors, and may not use her iPod. In this situation, grounding serves as a _____ for Madison.**
  negative reinforcement
  intrinsic reinforcement
  punishment
  positive reinforcement

Learning Objective:	2.10 Explain the process of operant conditioning.
Difficulty:	3
QuestionID:	02-1-60
Page-Reference:	38
Skill:	Analysis

   Answer: negative reinforcement

61. **Roberta has been studying very hard and finds out that she has received an A+ on her English test. Her parents praise her and take her out to buy a new summer outfit. She is so happy that her parents are proud of her that she studies even harder for the next English test. This is an example of**
  positive reinforcement.
  negative reinforcement.
  partial reinforcement.
  extinction.

Learning Objective:	2.10 Explain the process of operant conditioning.
Difficulty:	2
QuestionID:	02-1-61
Page-Reference:	38
Skill:	Application

   Answer: positive reinforcement.

62. **A teacher succeeds in eliminating a student's undesirable behaviour by ignoring it. This is referred to as**
  negative reinforcement.
  extinction.
  shaping.
  partial reinforcement.

Learning Objective:	2.10 Explain the process of operant conditioning.
Difficulty:	1
QuestionID:	02-1-62
Page-Reference:	39
Skill:	Application

   Answer: extinction.

63. **Last year, five-year-old Emily began a bedtime ritual that frustrated her parents. Shortly after being put to bed for the evening, Emily would begin a series of requests: "I need a drink of water." "Please read me another story." "I think something is under my bed. Come look!" Emily's parents finally resolved that they would not respond to Emily and warned her that once she went to bed, she was expected to go quietly to sleep. Through a long and difficult week, Emily's parents held firm and ignored her pleas and tears. Now, Emily drifts peacefully and quickly to sleep when she is put to bed. Emily's parents practiced the learning principle of**
    punishment.
    extinction.
    positive reinforcement.
    modelling.

Learning Objective:	2.10 Explain the process of operant conditioning.
Difficulty:	3
QuestionID:	02-1-63
Page-Reference:	39
Skill:	Analysis

    Answer: extinction.

64. **Albert Bandura's observation that we may learn by watching another person behave in a certain way is the foundation for what theory?**
    social cognitive theory
    classical conditioning
    operant conditioning
    social interaction theory

Learning Objective:	2.14 Describe Bandura's concepts of modelling, reciprocal determinism, and self-efficacy.
Difficulty:	2
QuestionID:	02-1-64
Page-Reference:	44
Skill:	Comprehension

    Answer: social cognitive theory

65. **_____ is to Skinner as _____ is to Bandura.**

    Intrinsic reinforcement; scheme
    Libido; assimilation
    Unconditional stimulus; working memory
    Reinforcement; observational learning

Learning Objective:	2.10 Explain the process of operant conditioning. 2.14 Describe Bandura's concepts of modelling, reciprocal determinism, and self-efficacy.
Difficulty:	1
QuestionID:	02-1-65
Page-Reference:	44
Skill:	Comprehension

    Answer: Reinforcement; observational learning

66. **Which of the following is an example of behaviour influenced by the principles of social cognitive theory?**
    Lise cooperates when the dentist cleans her teeth.
    As a result of the role conflict between her parental responsibilities and her need for personal development, Irina decides to drop out of college for a semester.
    Nick misses his 11 p.m. curfew by one hour and is grounded by his parents for a week. He vows never to let that happen again.
    When Dr. Jones responds angrily to a request from her daughter Sally, Sally's sister Judy decides she will wait until tomorrow to ask her mother for permission to buy a new video game.

Learning Objective: 2.14 Describe Bandura's concepts of modelling, reciprocal determinism, and self-efficacy.
Difficulty: 3
QuestionID: 02-1-66
Page-Reference: 44-45
Skill: Analysis

Answer: When Dr. Jones responds angrily to a request from her daughter Sally, Sally's sister Judy decides she will wait until tomorrow to ask her mother for permission to buy a new video game.

67. **When one-year-old Owen points to every man he sees and says "Daddy," he has employed which Piagetian process?**
    equilibration
    assimilation
    accommodation
    scaffolding

Learning Objective: 2.11 Describe how cognitive development progresses, according to Piaget.
Difficulty: 2
QuestionID: 02-1-67
Page-Reference: 40-41
Skill: Comprehension

Answer: assimilation

68. **The work of _____ attempts to answer the question "How does thinking develop?"**

    B. F. Skinner
    Jean Piaget
    Sigmund Freud
    Uri Bronfenbrenner

Learning Objective: 2.11 Describe how cognitive development progresses, according to Piaget.
Difficulty: 1
QuestionID: 02-1-68
Page-Reference: 40
Skill: Knowledge

Answer: Jean Piaget

69. **According to the principles of Piaget's theory of cognitive development, if you know how to act at a party, you are using a _____ to guide and direct your behaviour.**
    scheme
    reinforcement
    defence mechanism
    memory

Learning Objective: 2.11 Describe how cognitive development progresses, according to Piaget.
Difficulty: 1
QuestionID: 02-1-69
Page-Reference: 40-41
Skill: Application

    Answer: scheme

70. **Twelve-month-old Ahmed pointed to an airplane flying overhead and said "Bird!" This is an example of the Piagetian process of**
    concrete operations.
    accommodation.
    preoperational thought.
    assimilation.

Learning Objective: 2.11 Describe how cognitive development progresses, according to Piaget.
Difficulty: 3
QuestionID: 02-1-70
Page-Reference: 40-41
Skill: Analysis

    Answer: assimilation.

71. **Three-year-old Ali used to call all flying objects, such as airplanes and slowly falling leaves, "birds." Now he correctly labels airplanes, butterflies, birds, and bees. What Piagetian process has Ali accomplished?**
    Assimilation.
    Accommodation.
    Concrete operations.
    Scheme.

Learning Objective: 2.11 Describe how cognitive development progresses, according to Piaget.
Difficulty: 3
QuestionID: 02-1-71
Page-Reference: 41
Skill: Analysis

    Answer: Accommodation.

72. **A child who efficiently sucks a breast or a bottle is presented with a drinking straw, which requires a different sucking strategy. What is likely to happen?**

    The child will assimilate a new strategy and immediately be successful at sucking in a new fashion.
    The child will be frustrated and unable to learn the new strategy. Children who learn to drink from bottles are unsuccessful at learning to drink from straws.
    The child will accommodate the straw by changing the existing scheme for sucking and adding a new strategy to deal with the straw.
    The child will abandon previous schemes for sucking and create a new scheme for sucking from a straw.

Learning Objective:	2.11 Describe how cognitive development progresses, according to Piaget.
Difficulty:	3
QuestionID:	02-1-72
Page-Reference:	40-41
Skill:	Analysis

   Answer: The child will accommodate the straw by changing the existing scheme for sucking and adding a new strategy to deal with the straw.

73. **The Piagetian process of accommodation involves**

    taking in an event or experience and connecting it to an existing scheme.
    changing an existing scheme as a result of new information or experiences.
    understanding the world in terms of one's senses and motor actions.
    using symbols to represent the world.

Learning Objective:	2.11 Describe how cognitive development progresses, according to Piaget.
Difficulty:	1
QuestionID:	02-1-73
Page-Reference:	41
Skill:	Knowledge

   Answer: changing an existing scheme as a result of new information or experiences.

74. **Piaget believed that in the process of _____, children use both assimilation and accommodation to create schemes that fit the reality of their environments.**
    nativism
    equilibration
    scaffolding
    accommodation

Learning Objective:	2.11 Describe how cognitive development progresses, according to Piaget.
Difficulty:	1
QuestionID:	02-1-74
Page-Reference:	41
Skill:	Knowledge

   Answer: equilibration

75. **In Piaget's theory of cognitive development, a child begins to understand the world in terms of sensory information and motor activities in the stage**
      of preoperations.
      from birth to 18 months.
      of equilibration.
      from two to six years of age.

Learning Objective: 2.11 Describe how cognitive development progresses, according to Piaget.
Difficulty: 1
QuestionID: 02-1-75
Page-Reference: 41
Skill: Knowledge

    Answer: from birth to 18 months.

76. **In the _____ stage of cognitive development, a child begins to use symbols to think and communicate and also begins to take others' perspectives.**
      formal operations
      sensorimotor
      preoperational
      concrete operations

Learning Objective: 2.11 Describe how cognitive development progresses, according to Piaget.
Difficulty: 1
QuestionID: 02-1-76
Page-Reference: 41
Skill: Knowledge

    Answer: preoperational

77. **According to Piaget, it is in the _____ stage of cognitive development that a child can manipulate ideas as well as concrete objects or events. In this stage, a child can think about abstract ideas and hypothetical situations.**
      equilibration
      information processing
      formal operations
      concrete operations

Learning Objective: 2.11 Describe how cognitive development progresses, according to Piaget.
Difficulty: 1
QuestionID: 02-1-77
Page-Reference: 41
Skill: Knowledge

    Answer: formal operations

78. **According to the information-processing theory of cognition, a developmental psychology student is using the memory process of _____ when she relates the information about memory formation that she learned in developmental psychology class to the information she had previously learned in introductory psychology class.**
    encoding
    abstraction
    accommodation
    equilibration

Learning Objective:	2.12 Describe information-processing theory processes.
Difficulty:	2
QuestionID:	02-1-78
Page-Reference:	41
Skill:	Analysis

   Answer: encoding

79. **Neo-Piagetian theories have had what effect on information-processing theory?**

    made it more credible
    contradicted it
    completely disproved it
    expanded on it

Learning Objective:	2.12 Describe information-processing theory processes.
Difficulty:	2
QuestionID:	02-1-79
Page-Reference:	43
Skill:	Knowledge

   Answer: expanded on it

80. **The belief in one's own capacity to cause an intended event to occur or to perform a task is known as**
    reciprocal determinism.
    self-efficacy.
    modelling.
    reinforcement.

Learning Objective:	2.14 Describe Bandura's concepts of modelling, reciprocal determinism, and self-efficacy.
Difficulty:	1
QuestionID:	02-1-84
Page-Reference:	45
Skill:	Knowledge

   Answer: self-efficacy.

81. **Information that is to be stored in memory, such as a grocery list or a friend's birthday, is processed in _____ before it is moved to long-term memory for storage.**
    sensory memory
    the superego
    the proximodistal stage
    short-term memory

Learning Objective:	2.12 Describe information-processing theory processes.
Difficulty:	1
QuestionID:	02-1-81
Page-Reference:	43
Skill:	Knowledge

   Answer: short-term memory

82. **The theory that asserts that a child's learning of new cognitive skills is guided by an adult, more skilled child, or older sibling who structures their learning experience would be**
    sociocultural theory.
    classical conditioning.
    operant conditioning.
    the hierarchy of needs.

Learning Objective:	2.13 Describe how Vygotsky's concepts of scaffolding and zone of proximal development influence cognitive development.
Difficulty:	2
QuestionID:	02-1-82
Page-Reference:	44
Skill:	Comprehension

   Answer: sociocultural theory.

83. **Which of the following theories best explains that to teach a child an adult must gain and keep the child's attention; model the best strategy; and adapt the whole process to the child's developmental level?**
    psychoanalytic theories
    social-cognitive theory
    sociocultural theory
    information processing theory

Learning Objective:	2.13 Describe how Vygotsky's concepts of scaffolding and zone of proximal development influence cognitive development.
Difficulty:	1
QuestionID:	02-1-83
Page-Reference:	44
Skill:	Comprehension

   Answer: sociocultural theory

84. **Seven-year-old Elena is developing her math skills. She can add and subtract single-digit math problems (7 + 3 = 10), and with assistance from her mother, she works double digit problems (12 + 10 = 22). Vygotsky would suggest that this situation illustrates Elena's**

adaptive processes of assimilation, accommodation, and equilibration.
sensorimotor development.
scaffold.
zone of proximal development.

Learning Objective: 2.13 Describe how Vygotsky's concepts of scaffolding and zone of proximal development influence cognitive development.

Difficulty: 2
QuestionID: 02-1-84
Page-Reference: 44
Skill: Application

Answer: zone of proximal development.

85. **Holism, the view that the whole is greater than the sum of its parts, is a core principle of _____ theory.**

evolutionary
Vygotsky's sociocultural
systems
cognitive learning

Learning Objective: 2.15 Describe how contexts influence development from Bronfenbrenner's bioecological perspective.

Difficulty: 2
QuestionID: 02-1-85
Page-Reference: 46
Skill: Application

Answer: systems

86. **Bronfenbrenner's bioecological theory is considered a**

learning theory.
humanistic theory.
systems theory.
cognitive theory.

Learning Objective: 2.15 Describe how contexts influence development from Bronfenbrenner's bioecological perspective.

Difficulty: 2
QuestionID: 02-1-86
Page-Reference: 46
Skill: Knowledge

Answer: systems theory.

87. **The systems approach to human development takes into consideration the ever-changing (dynamic) interaction of personal factors with**
social relationships.
biological systems.
cognitive processing.
external factors.

Learning Objective: 2.15 Describe how contexts influence development from Bronfenbrenner's bioecological perspective.
Difficulty: 2
QuestionID: 02-1-87
Page-Reference: 46
Skill: Knowledge

  Answer: external factors.

88. **The level of Bronfenbrenner's theory that includes the influences of the health care and educational systems is called the _____.**
macrosystem.
microsystem.
exosystem.
person.

Learning Objective: 2.15 Describe how contexts influence development from Bronfenbrenner's bioecological perspective.

Difficulty: 2
QuestionID: 02-1-88
Page-Reference: 46-47
Skill: Knowledge

  Answer: exosystem.

89. **Which theorists endorse early intervention strategies?**

ecobiodevelopmentalists
neo-Piagetians
evolutionary theorists
Information-processing theorists

Learning Objective: 2.16 Explain why ecobiodevelopmentalists endorse early intervention strategies.
Difficulty: 1
QuestionID: 02-1-89
Page-Reference: 48
Skill: Knowledge

  Answer: ecobiodevelopmentalists

90. **From the 1880s to 1996 the government established and maintained residential schools in order to Canadianize Indigenous children. Which of the following statements has an error in wording about the transgenerational impact of colonization in Canada?**
   isolation, suppression of traditional language and practices, regimented routines, incidents of abuse, malnourishment, exposure to death and disease
   inadequate education and vocational training
   ongoing transgenerational physical, psychological, and sociocultural adversities experienced by Indigenous peoples
   the apprehension, or "scooping up," of First Nations children for adoption into mostly nonIndigenous families by provincial child protection services which was called "the Twenties Scoop"

Learning Objective: 2.15 Describe how contexts influence development from Bronfenbrenner's bioecological perspective.

Difficulty: 1
QuestionID: 02-1-90
Page-Reference: 48
Skill: Knowledge

   Answer: ecobiodevelopmentalists

Chapter 2 True-False Questions

1. **The predictive–adaptive response suggests that the fetus has an intuitive ability to predict its future post-birth environment and is then able to adapt its physiology to ensure survival in that anticipated environment.**
   a   True
   b   False

Learning Objective: 2.4 Describe how evolutionary theories explain individual differences.
Difficulty: 1
QuestionID: 02-2-01
Page-Reference: 30
Skill: Knowledge

   Answer: a. True

2. **Behavioural epigenetics research suggests that parental care can physically alter molecular epigenetic structures in offspring.**
   a   True
   b   False

Learning Objective: 2.3 Describe how epigenetic mechanisms regulate genes and development.
Difficulty: 1
QuestionID: 02-2-02
Page-Reference: 28
Skill: Knowledge

   Answer: a. True

3. **Gene expression is controlled through dominant-recessive patterns of inheritance.**

    a   True
    b   False

Learning Objective: 2.3 Describe how epigenetic mechanisms regulate genes and development.
Difficulty: 1
QuestionID: 02-2-03
Page-Reference: 28
Skill: Knowledge

    Answer: a. True

4. **The toddler who screams angrily when she is denied candy is being controlled by her ego.**

    a   True
    b   False

Learning Objective: 2.6 Summarize the main ideas of Freud's psychosexual theory.
Difficulty: 2
QuestionID: 02-2-04
Page-Reference: 33
Skill: Application

    Answer: a. True

5. **According to Freud, if needs are unmet and problems are not resolved during a child's early experiences, then a fixation may result.**
    a   True
    b   False

Learning Objective: 2.6 Summarize the main ideas of Freud's psychosexual theory.
Difficulty: 1
QuestionID: 02-2-05
Page-Reference: 34
Skill: Knowledge

    Answer: a. True

6. **According to Erikson's theory of development, at mid-life, an individual is confronted with the crisis of integrity versus despair.**
    a   True
    b   False

Learning Objective: 2.7 Identify the conflict associated with each of Erikson's psychosocial stages.
Difficulty: 1
QuestionID: 02-2-06
Page-Reference: 34
Skill: Knowledge

    Answer: a. True

7. **A major assumption of Maslow's theory is that each person is born with a basic drive to achieve her or his full potential, or self-actualization.**
   a   True.
   b   False.

Learning Objective: 2.8 Describe the basic concepts of humanistic theory.
Difficulty: 1
QuestionID: 02-2-07
Page-Reference: 35-36
Skill: Knowledge

   Answer: a. True.

8. **Positive punishment is the same as negative reinforcement.**

   a   True
   b   Fals

Learning Objective: 2.10 Explain the process of operant conditioning.
Difficulty: 3
QuestionID: 02-2-08
Page-Reference: 38-39
Skill: Knowledge

   Answer: a. True

9. **People take less time to learn a new behaviour under partial reinforcement conditions.**

   a   True
   b   False

Learning Objective: 2.10 Explain the process of operant conditioning.
Difficulty: 1
QuestionID: 02-2-09
Page-Reference: 39
Skill: Knowledge

   Answer: a. False

10. **The gradual elimination of a behaviour through repeated non-reinforcement is called extinction.**

   a   True
   b   False

Learning Objective: 2.10 Explain the process of operant conditioning.
Difficulty: 1
QuestionID: 02-2-10
Page-Reference: 39
Skill: Knowledge

   Answer: a. True

11. **Piaget's theory of cognitive development provides a comprehensive explanation for how children acquire emotional responses such as fear or comfort.**
    a   True
    b   False

Learning Objective: 2.11 Describe how cognitive development progresses, according to Piaget.
Difficulty: 2
QuestionID: 02-2-11
Page-Reference: 40
Skill: Comprehension

    Answer: b. False

12. **If Gregory says "doggie" to describe a horse, a cow, and an elephant, then he has not yet learned the Piagetian process of how to accommodate.**
    a   True
    b   False

Learning Objective: 2.11 Describe how cognitive development progresses, according to Piaget.
Difficulty: 2
QuestionID: 02-2-12
Page-Reference: 41
Skill: Application

    Answer: a. True

13. **Piaget's theory of cognitive development has been tremendously valuable in developmental research.**
    a   True
    b   False

Learning Objective: 2.11 Describe how cognitive development progresses, according to Piaget.
Difficulty: 2
QuestionID: 02-2-13
Page-Reference: 40-41
Skill: Comprehension

    Answer: a. True

14. **The capacity of short-term memory is much less than the capacity of long-term memory.**

    a   True
    b   False

Learning Objective: 2.12 Describe information-processing theory processes.
Difficulty: 1
QuestionID: 02-2-14
Page-Reference: 43
Skill: Comprehension

    Answer: a. True

15. **A parent tries to help a child learn how to read by sounding out new words. This is an example of scaffolding.**
    a   True
    b   False

Learning Objective: 2.13 Describe how Vygotsky's concepts of scaffolding and zone of proximal development influence cognitive development.

Difficulty: 2
QuestionID: 02-2-15
Page-Reference: 44
Skill: Application

   Answer: a. True

16. **The systems approach to human development emphasizes the biological system when studying how humans grow.**
    a   True
    b   False

Learning Objective: 2.15 Describe how contexts influence development from Bronfenbrenner's bioecological perspective.

Difficulty: 1
QuestionID: 02-2-16
Page-Reference: 46
Skill: Knowledge

   Answer: a. False

17. **Critics of evolutionary theories claim that those theories underestimate the impact of the environment and place too much emphasis on heredity.**
    a   True
    b   False

Learning Objective: 2.4 Describe how evolutionary theories explain individual differences.
COMPARING THEORIES 2.17 Determine the distinguishing characteristics of human development theories.
Difficulty: 1
QuestionID: 02-2-17
Page-Reference: 49
Skill: Knowledge

   Answer: a. True

18. Complex chemical units of a chromosome that control or influence inherited traits are called chromosomes.

    a   True
    b   False

Learning Objective: 2.1 Describe the structure and function of genes.
Difficulty: 1
QuestionID: 02-2-18
Page-Reference:
Skill: Knowledge

Answer: b. False

19. An individual's unique genetic blueprint is called a genotype.

    a   True
    b   False

Learning Objective: 2.2 Describe the ways genes influence development.
Difficulty: 1
QuestionID: 02-2-19
Page-Reference:
Skill: Knowledge

Answer: a. True

20. A pattern of inheritance in which a single dominant gene influences a person's phenotype but two recessive genes are necessary to produce an associated trait is called a dominant-recessive pattern.
    a   True
    b   False

Learning Objective: 2.2 Describe the ways genes influence development.
Difficulty: 1
QuestionID: 02-2-20
Page-Reference:
Skill: Knowledge

Answer: a. True

21. Advances in human genomics will play a vital role in predicting and preventing diseases.

    a   True
    b   False

Learning Objective: 2.5 Describe how biological and evolutionary theories contribute to our understanding of disease processes and interventions.

Difficulty: 1
QuestionID: 02-2-21
Page-Reference:
Skill: Knowledge

Answer: a. True

22. There is growing awareness now of the need to promote early intervention strategies not only during prenatal development but also before conception.
a   True
b   False

Learning Objective: 2.5 Describe how biological and evolutionary theories contribute to our understanding of disease processes and interventions.

Difficulty: 1
QuestionID: 02-2-22
Page-Reference:
Skill: Knowledge

Answer: a. True

23. The last stage in Erikson's psychosocial theory is generativity vs. stagnation.

a   True
b   False

Learning Objective: 2.7 Identify the conflict associated with each of Erikson's psychosocial stages.
Difficulty: 1
QuestionID: 02-2-23
Page-Reference:
Skill: Knowledge

Answer: a. False

24. When a response occurs reliably in connection with a conditioned stimulus in this way, it is known as a conditioned (learned) response.
a   True
b   False

Learning Objective: 2.9 Explain how classical conditioning occurs.
Difficulty: 1
QuestionID: 02-2-24
Page-Reference:
Skill: Knowledge

Answer: a. True

25. Classical conditioning is of interest in the study of development because of the role it plays in the acquisition of emotional responses.
a   True
b   False

Learning Objective: 2.9 Explain how classical conditioning occurs.
Difficulty: 1
QuestionID: 02-2-25
Page-Reference:
Skill: Knowledge

 Answer: a. True

26. Negative reinforcement entails adding a condition (usually something unpleasant) following a behaviour and decreases the chances that the behaviour will occur again.
    a   True
    b   False

Learning Objective: 2.10 Explain the process of operant conditioning.
Difficulty: 1
QuestionID: 02-2-26
Page-Reference:
Skill: Knowledge

 Answer: a. False

27. Bronfenbrenner's bioecological systems theory explains development in terms of the relationships among individuals and their environments, or interconnected contexts, over the passage of time, called the chronosystem.
    a   True
    b   False

Learning Objective: 2.15 Describe how contexts influence development from Bronfenbrenner's bioecological perspective.

Difficulty: 1
QuestionID: 02-2-27
Page-Reference:
Skill: Knowledge

 Answer: a. True

28. In Bronfenbrenner's theory, the macrosystem (the sociocultural context), is the manifestation of the overarching sociocultural ideologies, values, and beliefs, and organization of the social systems and public policy through macroinstitutions, such as the federal government, in which a child is growing up.
    a   True
    b   False

Learning Objective: 2.15 Describe how contexts influence development from Bronfenbrenner's bioecological perspective.

Difficulty: 1
QuestionID: 02-2-28
Page-Reference:
Skill: Knowledge

Answer: a. True

29. Bandura's ideas emphasize the roles of thinking (cognition) and of learning by observation (modelling) in human behaviour.
   a   True
   b   False

Learning Objective:	2.14 Describe Bandura's concepts of modelling, reciprocal determinism, and self-efficacy.
Difficulty:	1
QuestionID:	02-2-29
Page-Reference:	
Skill:	Knowledge

Answer: a.

30. Ecobiodevelopmentalists say that the foundations of healthy development, and the origins of many impairments and susceptibilities to diseases and metal disorders, can be biologically embedded through epigenetic–environment interactions beginning prior to conception and continuing throughout the early years of life.

   a   True
   b   False

Learning Objective:	2.16 Explain why ecobiodevelopmentalists endorse early intervention strategies.
Difficulty:	1
QuestionID:	02-2-30
Page-Reference:	
Skill:	Knowledge

31. Regarding the transgenerational impacts of colonization in Canada, child apprehension policies inflicted serious emotional harm not only on Indigenous children and their parents but also on future generations of their families and communities.
   a   True
   b   False

Learning Objective:	2.15 Describe how contexts influence development from Bronfenbrenner's bioecological perspective.
Difficulty:	1
QuestionID:	02-2-30
Page-Reference:	
Skill:	Knowledge

Answer: a. True

Chapter 2 Short Answer Questions

1. **Identify and briefly summarize the basic ideas that are shared by the biological and evolutionary theories of human development. In what ways do these theories differ?**

Learning   2.4 Describe how evolutionary theories explain individual differences.
Objective: 2.5 Describe how biological and evolutionary theories contribute to our understanding of
                      disease processes and interventions.

Difficulty: 2
QuestionID: 02-3-01
Page-Reference: 23–31
Skill: Comprehension

   Answer:

2. **How do evolutionary psychology and evolutionary developmental psychology theories differ?**

Learning   2.4 Describe how evolutionary theories explain individual differences.
Objective:

Difficulty: 1
QuestionID: 02-3-02
Page-Reference: 29-30
Skill: Knowledge

   Answer:

3. **What is the predictive-adaptive response? What impact or influence does it have on development?**

Learning   2.4 Describe how evolutionary theories explain individual differences.
Objective:
Difficulty: 2
QuestionID: 02-3-03
Page-Reference: 30
Skill: Knowledge

   Answer:

4. **Summarize the most important concepts and assumptions of Erikson's theory of human development. Choose any two of the stages of this theory and discuss the crisis, the strength to be acquired, and the activities associated with each stage.**

Learning   2.7 Identify the conflict associated with each of Erikson's psychosocial stages.
Objective:
Difficulty: 2
QuestionID: 02-3-04
Page-Reference: 34–35
Skill: Application

   Answer:

5. **Describe Maslow's humanistic theory of development. Identify each stage in this theory and discuss how each stage relates to the next.**

Learning Objective: 2.8 Describe the basic concepts of humanistic theory.
Difficulty: 2
QuestionID: 02-3-05
Page-Reference: 35-36
Skill: Comprehension

    Answer:

6. **Explain how classical and operant conditioning affect behaviour and development. What are the similarities and differences in the two approaches?**

Learning Objective: 2.9 Explain how classical conditioning occurs.
2.10 Explain the process of operant conditioning.
Difficulty: 2
QuestionID: 02-3-06
Page-Reference: 37-39
Skill: Comprehension

    Answer:

7. **Three of Piaget's most useful concepts are scheme, assimilation, and accommodation. Give an example to illustrate each of these concepts.**

Learning Objective: 2.11 Describe how cognitive development progresses, according to Piaget.
Difficulty: 2
QuestionID: 02-3-07
Page-Reference: 40-41
Skill: Application

    Answer:

8. **How might Piaget's theory and the information-processing theory of cognitive development be thought of as complementary? In other words, what might each theory contribute to an overall greater understanding of children's cognitive development?**

Learning Objective: 2.11 Describe how cognitive development progresses, according to Piaget.
Difficulty: 3
QuestionID: 02-3-08
Page-Reference: 40-43
Skill: Analysis

    Answer:

9. **How are Vygotsky's sociocultural theory and Bronfenbrenner's ecological theory similar in their views on human development? How do these theories differ in their explanations of human development?**

Learning Objective:	2.13 Describe how Vygotsky's concepts of scaffolding and zone of proximal development influence cognitive development.
Difficulty:	2
QuestionID:	02-3-09
Page-Reference:	44, 46-48
Skill:	Analysis

Answer:

10. **Explain how Albert Bandura's concepts of observational learning and reciprocal determinism shape and influence development.**

Learning Objective:	2.14 Describe Bandura's concepts of modelling, reciprocal determinism, and self-efficacy.
Difficulty:	3
QuestionID:	02-3-10
Page-Reference:	44-46
Skill:	Application

Answer:

11. **What is the systems approach to human development? List all factors that are relevant to this approach. Include examples of the transgenerational impacts of colonization in Canada.**

Learning Objective:	2.15 Describe how contexts influence development from Bronfenbrenner's bioecological perspective.
	2.16 Explain why ecobiodevelopmentalists endorse early intervention strategies.
Difficulty:	2
QuestionID:	02-3-11
Page-Reference:	46
Skill:	Knowledge

Answer:

Chapter 02 Essay Questions

1. **Discuss one major strength or contribution and one major weakness of Freud's theory. Discuss one major strength or contribution and one major weakness of Erikson's theory.**

Learning Objective:	2.6 Summarize the main ideas of Freud's psychosexual theory.
Difficulty:	2
QuestionID:	02-4-01
Page-Reference:	33-35
Skill:	Analysis

Answer: Answers will vary

2. **A basic assumption of Erikson's theory is that each new crisis is thrust upon the developing person because of changes in social demands that accompany changes in age. Choose any three of Erikson's stages and briefly describe the cultural and social demands commonly associated with each stage. Discuss how the crisis of each developmental stage could be successfully and unsuccessfully resolved.**

Learning Objective: 2.7 Identify the conflict associated with each of Erikson's psychosocial stages.
Difficulty: 3
QuestionID: 02-4-02
Page-Reference: 34–35
Skill: Analysis

Answer: Answers will vary

3. **If you had to put together an eclectic theory of human development, which elements of the major theories would you find most useful to include? Select elements from at least three major theories, and explain what you think each element contributes to our understanding of development. What assumptions about development would you include in your eclectic theory of human development?**

Learning Objective: See all LOs for this chapter.
Difficulty: 3
QuestionID: 02-4-03
Page-Reference: 23–49
Skill: Analysis

Answer: Answers will vary

4. **Explain how genetics, epigenetics, and environmental mechanisms interact to determine health and disease.**

Learning Objective: 2.1 Describe the structure and function of genes.
2.2 Describe the ways genes influence development.
2.3 Describe how epigenetic mechanisms regulate genes and development.

Difficulty: 2
QuestionID: 02-4-04
Page-Reference: 23–32
Skill: Analysis

Answer: Answers will vary

5. **Identify and explain the four key elements of Bronfenbrenner's bioecological theory. Describe how these various contexts influence development from Bronfenbrenner's perspective. Do you support this approach to development? Why or why not? Include examples of the transgenerational impacts of colonization in Canada.**

Learning Objective: 2.15 Describe how contexts influence development from Bronfenbrenner's bioecological perspective.

Difficulty: 2
QuestionID: 02-4-05
Page-Reference: 46–48
Skill: Analysis

Answer: Answers will vary