

c2

Student: _____

1. Which approach posits that development is heavily coloured by emotion?

- A. ethological
- B. information-processing
- C. psychoanalytic
- D. social-cognitive

2. Which approach describes development as primarily unconscious?

- A. cognitive
- B. information-processing
- C. psychoanalytic
- D. ethological

3. When Mary was a young child, she watched her big brother throw her beloved stuffed animal into the fireplace and saw it burn. Mary felt extreme anguish over her loss and anger at her brother, but she later forgot this traumatic event. Freud would say that _____.

- A. repression is the defense mechanism responsible
- B. impairments to her memory and information processing are due to an uncontrolled id
- C. she would probably develop a fragile superego as a result
- D. her ability to pass through the five psycho-sexual stages would be compromised

4. Callie is learning about the psychoanalytic perspective and understands there are three parts to the personality. According to Freud, they are the _____.

- A. libido, ego, and id.
- B. unconscious, conscious, and superego.
- C. ego, superego, and subego.
- D. superego, ego, and id.

5. Which of the structures identified by Freud uses reasoning to make decisions?

- A. id
- B. ego
- C. superego
- D. erogenous zone

6. According to Freud, the "id" is associated with

- A. instincts.
- B. reality.
- C. morality.
- D. guilt.

7. According to Freud's psychoanalytic theory, which of the following is NOT one of the chief sources of pleasure during the first 18 months of development?

- A. smiling
- B. chewing
- C. sucking
- D. biting

8. According to Freud's psychoanalytic theory, a child who is forced to stop breast feeding before he/she is ready will become fixated

- A. at the oral stage.
- B. at the phallic stage.
- C. on the Oedipus complex.
- D. on an earlier psychosexual stage.

9. Tony is learning to be toilet-trained. He is going through which of Freud's stages of development?

- A. phallic
- B. anal
- C. oral
- D. genital

10. The Oedipus complex occurs during the

- A. anal stage.
- B. oral stage.
- C. genital stage.
- D. phallic stage.

11. Josh has repressed his sexual urges and has started to develop social and intellectual skills. Benito is in the _____ stage of psychosexual development.

- A. phallic
- B. anal
- C. latency
- D. oral

12. Freud proposed that the phallic psychosexual stage usually occurs between the ages of
A. birth and 18 months.
B. 18 months and 3 years.
C. 3 years and 6 years.
D. 6 years and puberty.

13. The oral stage of Freud's psychosexual stages occurs between the ages of
A. birth and 18 months.
B. 18 months and 3 years.
C. 3 years and 6 years.
D. 6 years and puberty.

14. An adolescent is in the _____ stage of psychosexual development.
A. latency
B. phallic
C. genital
D. anal

15. Which is the correct developmental order according to Freud?
A. anal, oral, phallic, latency, genital
B. anal, oral, latency, genital, phallic
C. oral, anal, genital, latency, phallic
D. oral, anal, phallic, latency, genital

16. In Erikson's psychosocial theory posits that people
A. go through each of the psychosocial stages in sequence.
B. spend most of their lives resolving their Oedipus complex.
C. struggle with the stagnation crisis during adolescence
D. seldom resolve each crisis in a positive way

17. According to Erikson, a healthy resolution to a psychosocial crisis
A. means that balance and emotional strength emerge
B. indicates that the person reached self-actualization
C. suggests that help was provided
D. indicates the person is ready to affiliate with others

18. Freud and Erikson disagreed about the primary motivation for human behaviour. Freud thought it was _____, while Erikson thought it was _____.

- A. biological; learned
- B. intrinsic; extrinsic
- C. sexual; social
- D. learned; inherited

19. Each stage in Erikson's theory presents a crisis that must be resolved. These crises serve as

- A. opportunities to repair relations with significant others in one's life.
- B. turning point of increased vulnerability and enhanced potential.
- C. negative events that serve to prepare the person for future crises.
- D. marker events that have little long-term effect on personality development.

20. Which of the following is an appropriate pairing of theorist with concept?

- A. Erikson and crises
- B. Freud and imprinting
- C. Bandura and computers
- D. Piaget and reinforcement

21. Which of Erikson's stages most accurately describes a preschooler?

- A. trust vs. mistrust
- B. initiative vs. guilt
- C. industry vs. inferiority
- D. identity vs. identity confusion

22. Erikson's psychosocial stage that highlights the developmental task of initiative versus guilt normally occurs

- A. in infancy and toddlerhood.
- B. during the preschool years.
- C. in the elementary school years.
- D. during the adolescent years.

23. At the airport, 4-year-old Kelly cries, "Let ME get the suitcases, Mommy!" Her mom lets her drag the bags off the luggage carousel, even though it takes much longer than if her mom had done it. According to Erikson's stage theory, Kelly's mom is helping Kelly develop

- A. trust.
- B. her identity.
- C. a sense of initiative.
- D. a healthy sense of altruism.

24. The successful outcome of Erikson's stage of _____ results in self-discovery.
- A. autonomy vs. shame and doubt
 - B. initiative vs. guilt
 - C. industry vs. inferiority
 - D. identity vs. identity confusion
25. A successful resolution of Erikson's stage of identity versus despair is
- A. purpose
 - B. self-discovery
 - C. wisdom
 - D. love
26. Trust is to mistrust as
- A. autonomy is to guilt.
 - B. industry is to identity confusion.
 - C. identity is to intimacy.
 - D. generativity is to stagnation.
27. Which of the following is NOT a criticism of the psychoanalytic perspective?
- A. It presents a negative view of human nature.
 - B. Later life experiences are given too much importance.
 - C. It is difficult to test scientifically.
 - D. It places too much emphasis on sex.
28. Some psychoanalytical theorists, unlike Freud, expressed that environmental, social and biological factors all play a role in the emergence of adult personalities. This group of theorists is referred to as
- A. new Freudians.
 - B. neo-Freudians.
 - C. anti-Freudians.
 - D. non-Freudians.
29. One contribution of the psychoanalytic approach is
- A. its emphasis on family relationships as a central aspect of development
 - B. that it highlighted the role that accommodation plays in resolving crises
 - C. its focus on dysfunctional unconscious patterns
 - D. its emphasis on gender and cultural neutrality

30. Which of the following individuals is NOT considered a neo-Freudian?

- A. Karen Horney
- B. Jean Piaget
- C. Carl Jung
- D. Alfred Adler

31. Who developed the notion of a collective unconscious?

- A. Alfred Adler.
- B. Carl Jung
- C. Karen Horney
- D. Eric Fromm.

32. Lindsey has recently started studying psychology. She is concerned with Freud's arguments on the grounds of gender differences. Lindsey's ideas are quite similar to those of

- A. Alfred Adler.
- B. Karen Horney.
- C. Carl Jung.
- D. Eric Fromm.

33. Which psychologist is most closely associated with a personality typology that distinguishes between introversion and extroversion?

- A. Alfred Adler
- B. Karen Horney
- C. Carl Jung
- D. Eric Fromm

34. Who considered human nature in light of dysfunctional social patterns such as poverty, war, and power?

- A. Alfred Adler
- B. Karen Horney
- C. Carl Jung
- D. Eric Fromm

35. Little Ling-Chi is trying to make sense of her world. According to Piaget, the two processes she uses to do this are

- A. assimilation and organization.
- B. adaptation and cognition.
- C. memory and accommodation.
- D. organization and adaptation.

36. Individuals move from one Piagetian stage to the next because of _____ changes in cognition.

- A. quantitative
- B. quadrivalent
- C. quadraphonic
- D. qualitative

37. Baby Justin is playing in the sand for the first time. Instead of digging in it, he tries to scoop and throw it, just like he plays with water in the bathtub. Justin is exhibiting

- A. cognition.
- B. assimilation.
- C. organization.
- D. accommodation.

38. The cognitive process of assimilation occurs when individuals

- A. adjust to new knowledge they have acquired.
- B. incorporate new information into existing knowledge.
- C. try to balance conflicting information.
- D. ignore information contradicting their knowledge.

39. Young Tim likes to explore through touch. One day he touches the oven and burns his hand. Tim learns that although some items can be touched, ovens are not one of these items. This is an example of

- A. assimilation.
- B. a defense mechanism.
- C. the Oedipus complex.
- D. accommodation.

40. In Piaget's theory, "operations" refer to

- A. physical behaviours.
- B. words and visual images.
- C. abstract levels of thinking.
- D. internalized mental actions.

41. During which one of Piaget's cognitive stages does logical reasoning replace intuitive thought?

- A. sensorimotor
- B. pre-operational
- C. concrete operational
- D. formal operational

42. Mark spends a lot of time thinking about the world as it is now and as it could be if everyone took more personal responsibility for environmental and social conditions. Piaget would say that Mark is probably in the _____ stage of development.

- A. sensorimotor
- B. preoperational
- C. concrete operational
- D. formal operational

43. Sarah is a preschooler who loves to draw pictures of the new things she sees each day. Sarah is in Piaget's _____ stage of cognitive development.

- A. formal operational
- B. preoperational
- C. sensorimotor
- D. concrete operational

44. The concrete operational stage of Piagetian development is characterized by

- A. thinking in abstract terms.
- B. learning through sensorimotor experiences.
- C. increased symbolic thinking.
- D. logical thinking rather than intuitive thought.

45. Formal operational thinkers are characterized by

- A. inflexibility.
- B. the entertaining of possibilities.
- C. symbolic action.
- D. a lack of abstract thought.

46. Piaget identified the first stage of cognitive development as the

- A. formal stage.
- B. preoperational stage.
- C. concrete operational stage.
- D. sensorimotor stage.

47. An adolescent is in which stage of cognitive development?

- A. formal operational
- B. concrete operational
- C. preoperational
- D. sensorimotor

48. Which of the following pairs is CORRECT?

- A. Piaget-unconscious motives
- B. Skinner-pleasure centers
- C. Freud-learned motivations
- D. Vygotsky-social interactions

49. Piaget emphasized the biological processes of cognitive development, whereas Vygotsky emphasized the effects of _____ on development.

- A. social interactions
- B. learning
- C. the unconscious
- D. ethology

50. Who portrayed a child's development as inseparable from social and cultural activities?

- A. Jean Piaget
- B. Sigmund Freud
- C. Karen Horney
- D. Lev Vygotsky

51. The teachers at Grandview Public School recently initiated a peer reading program. They believe that when a skilled reader regularly helps a child learn, this will advance a child's reading skills and communicate to the child that reading is an important activity. This program most closely models the teachings of

- A. Eric Erikson
- B. Jean Piaget
- C. Lev Vygotsky
- D. Uri Bronfenbrenner

52. The information-processing approach to development is concerned mainly with how

- A. culture and the collective unconscious influence development.
- B. people manipulate information, monitor it, and strategize about it.
- C. both the Oedipus and Electra complex influence people's skills and knowledge
- D. biology and evolution affect an individual's development.

53. Which of the following theories places the MOST emphasis on the relationship between memory and thinking?

- A. ethological
- B. psychoanalytic
- C. social cognitive
- D. information-processing

54. The information-processing approach can be categorized as a _____ type of developmental theory.

- A. cognitive
- B. psychoanalytical
- C. behavioural
- D. ecological

55. A contribution of the cognitive approach to life-span development is that it

- A. focuses on individual differences in how people process information
- B. assumes a negative view of human nature.
- C. underscores the important role of the id in problem solving
- D. emphasizes developmental changes in children's thinking

56. Which of the following is a criticism of the cognitive perspective?

- A. It does not present development in a series of stages.
- B. It takes a negative view of human nature.
- C. It places too much emphasis on individual variations in development.
- D. It ignores unconscious thought.

57. Behavioural theorists believe that the only way to learn more about development is to focus on the observation of behaviour because

- A. it provides inferences about underlying cognitive processes.
- B. only what can be directly observed and measured can be studied in a scientific way.
- C. this allows us to better understand the biology behind development.
- D. it reveals the way in which prior crises have been resolved during development.

58. Pavlov's research with dogs eventually led him to discover the principle of

- A. operant reinforcement
- B. classical conditioning
- C. social learning theory
- D. salivation conditioning

59. According to Skinner's operant conditioning theory, a behaviour is less likely to recur if it is followed by a(n)

- A. rewarding stimulus.
- B. diminishing reward.
- C. increasing reward.
- D. punishing stimulus.

60. Who discovered the principle of classical conditioning?

- A. B.F. Skinner
- B. Lev Vygotsky
- C. Albert Bandura
- D. Ivan Pavlov

61. Marcy is very afraid of cats because when she was a child, a kitten scratched her on the nose. Behaviourists would say that her fear was

- A. classically conditioned.
- B. negatively reinforced.
- C. shaped.
- D. positively reinforced.

62. Nellie bangs her head against the wall repeatedly throughout the day. Skinner would say that the BEST way to solve this problem is to

- A. explore experiences from Nellie's early childhood.
- B. interview Nellie to determine her current level of cognitive functioning.
- C. determine how Nellie's expectations about success have led her to develop this behaviour.
- D. identify the environmental conditions that are maintaining this behaviour and change them.

63. Which theory would be BEST to consider if you wanted to understand the proper ways to use incentives and time-outs as ways to help children behave?

- A. Skinner's behaviourism
- B. Piaget's cognitive theory
- C. Erikson's psychosocial stages
- D. Bronfenbrenner's ecological theory

64. To explain human development, behaviourists emphasize

- A. cognition.
- B. environment.
- C. unconscious motives.
- D. biology.

65. Bandura's most recent model of learning and development involves behaviour, the person, and the environment. These factors operate

- A. uni-directionally.
- B. reciprocally.
- C. independently.
- D. randomly.

66. Social cognitive theorists would AGREE with Piaget regarding the importance of _____ on development.

- A. behaviour
- B. cognition
- C. culture
- D. environmental influences

67. Which theory would be BEST to consider if you wanted to understand how and why children copy the behaviours they see in TV cartoons?

- A. Skinner's behaviourism
- B. Piaget's cognitive theory
- C. Erikson's psychosocial stages
- D. Bandura and Mischel's social cognitive theory

68. People's confidence that they can control their successes is an example of a person factor in whose theory?

- A. Bandura
- B. Erikson
- C. Freud
- D. Skinner

69. Michelle hits Sally. Sally hits back. Michelle thinks about how big Sally is and says, "Let's not fight anymore." Sally says "Okay", and they go off to ride their bikes in the park. This sequence is an example of

- A. formal operational thinking.
- B. learning through observation and imitation.
- C. imprinting during critical periods of development.
- D. reciprocal influences of behaviour, cognition, and environment.

70. "Sit down, shut up, and respect your brother!" Mom shouts to Timmy. "Learn to talk instead of fighting!" Timmy is likely to

- A. begin fighting with his brother.
- B. learn to yell to solve his problems.
- C. keep on talking and not respect his brother.
- D. sit down, shut up, and learn to respect his brother.

71. A contribution of the behavioural and social cognitive approach is that it

- A. emphasizes the importance of parental influences on children's development
- B. highlights the role of unconscious forces on cognitive and emotional development
- C. minimizes the role of the environment in determining behaviour
- D. underscores the importance of scientific research

72. Skinner argued that consequences of a behaviour produce changes in the probability that the behaviour will occur in the future. This explains
- A. classical conditioning.
 - B. operant conditioning.
 - C. social cognitive theory.
 - D. assimilation.
73. Little Johnny watched his mother tuck his sister into bed for the night. He then went to bed and did the same with his stuffed dog. This fits with
- A. classical conditioning.
 - B. operant conditioning.
 - C. prosocial behaviour.
 - D. social cognitive theory.
74. Sam touches a hot stove and pulls his hand away quickly. Skinner would say that
- A. Sam was classically conditioned
 - B. Sam is unlikely to repeat this behaviour in the future
 - C. others who were watching would learn from Sam's experience
 - D. reciprocal influences would explain Sam's behaviour
75. What do Bandura and Mischel mean when they say that cognitive processes are important mediators of the environment-behaviour connections?
- A. cognitive processes depend on the environment but do not influence behaviour
 - B. the environment influences cognitive processes and these cognitive processes affect behaviour
 - C. behaviour depends only on cognitive processes but not the environment
 - D. parents promote cognitive processes which then directly affect behaviour
76. Which theory emphasizes the roles of biology and critical periods of development?
- A. behavioural
 - B. cognitive
 - C. ecological
 - D. ethological
77. One of the most important applications of ethological theory to human development involves
- A. Pavlov's classical conditioning.
 - B. Siegler's information processing theory.
 - C. Bandura's observational learning.
 - D. Bowlby's theory of attachment.

78. Amy will be having her first child soon. To promote emotional bonding, she insists that she be the first to see and hold her baby after delivery. Her belief is associated with which theory?

- A. biological
- B. ecological
- C. ethological
- D. life-course

79. Bowlby, the father of attachment theory, maintains that infants

- A. form emotional bonds with their caregivers that go beyond the need for nourishment
- B. require only food, sleep, and diaper changes during the first 6 months of life
- C. thrive when they are exposed to soothing music
- D. establish sleep/wake routines only with the help of caregivers

80. A secure attachment during the first two years of life contributes to a child's

- A. positive resolution to the trust vs. mistrust crisis
- B. intellectual development
- C. sense of self
- D. exprinting with his primary caregiver

81. Dr. MacLean compared how securely attached infants explored a new toy with how insecurely attached infants reacted to this situation. The approach that most closely matches that of Dr. MacLean is the

- A. ethological
- B. humanitarian
- C. social cognition
- D. environmental

82. Some believe that flirting is an innate behaviour because it occurs in all cultures. This would be an example of taking a(n) _____ approach towards understanding human behaviour.

- A. ethological
- B. humanitarian
- C. social cognition
- D. environmental

83. _____, the father of ethology, was able to get goslings to attach themselves socially to him by ensuring that he was the first "mother figure" they saw after hatching.

- A. Charles Darwin
- B. Konrad Lorenz
- C. John Bowlby
- D. B.F. Skinner

84. A child must develop a secure attachment to their primary caregiver in the first two years of life to ensure the child's ability to develop a healthy sense of self. This ethological theory was advanced by
- A. Charles Darwin.
 - B. Konrad Lorenz.
 - C. John Bowlby.
 - D. Uri Bronfenbrenner.
85. Which of these research approaches would an ethologist be most likely to use?
- A. assess the effectiveness of two types of therapy for treating people who suffer from generalized anxiety disorder
 - B. compare healthy adolescents with those who have hearing impediments
 - C. assess memory impairments in older adults and compare with infant memory performance
 - D. determine how to optimize psychological well-being for soldiers returning from combat
86. A contribution of the ethological approach to life-span development is that it
- A. used and emphasized the importance of careful observations in naturalistic settings
 - B. dismissed the importance of biological bases of development
 - C. emphasized the importance of congruity with one's ideal self
 - D. focused on the role that others play in promoting learning
87. Secure attachments are related to
- A. lower levels of depression, closer friendships, and more stable romantic relationships
 - B. reduced reliance on parental support, more independence, and more anxiety
 - C. higher self-esteem, higher levels of anxiety, and fewer close friendships
 - D. tense relationships with siblings who compete for attention from parents and lower self-esteem
88. Humanists believe that all behaviour is intrinsically motivated toward
- A. uncovering unconscious forces.
 - B. the reduction of the stress response.
 - C. acquiring leadership roles in our social groups.
 - D. self-improvement.
89. Carl Rogers was an influential humanist who used the term _____ for the gap between the ideal self and the real self.
- A. congruence
 - B. incongruity
 - C. disparity
 - D. division

90. Abraham Maslow argued that when primary physical needs are met,

- A. people turn to helping others satisfy their primary physical needs
- B. they can focus on satisfying their congruence
- C. they can strive to decrease their homeostasis
- D. people can pursue more psychological needs

91. The final motivating force in Maslow's hierarchy of needs is

- A. self awareness.
- B. self realization.
- C. self potential.
- D. self actualization.

92. Maslow argued that most of our attentions are focused on filling deficit needs because of the reality of social and economic pressures. He believed that only _____ of the population would actually achieve self-actualization.

- A. 2%
- B. 12%
- C. 22%
- D. 32%

93. Carl Rogers maintained that the role of the therapist should be to

- A. uncover repressed memories
- B. develop behaviour-change strategies
- C. empower personal awareness
- D. promote higher-order mental processes

94. Maryn's therapist uses the client-centered therapy proposed by Carl Rogers. Her therapy sessions are most likely to focus on

- A. bridging the gap between the real self and the ideal self
- B. unearthing repressed memories so that their effects can be dealt with fully
- C. achieving re-identification with her parental figures
- D. developing a behaviour modification program to tackle bad habits

95. Rogers would say that a fully functioning person would

- A. focus on the past so that he or she can learn from mistakes
- B. continually work on resolving the Oedipus or Electra complex throughout life
- C. trust his or her gut instinct to make decisions
- D. continue to strive to meet higher-order needs

96. According to Maslow, higher-order self-esteem needs

- A. are easily lost
- B. separate the individual from his or her context.
- C. focus exclusively on the cultural settings in which the individual actively participates.
- D. tend to remain steadfast in people

97. The humanist approach contributes to our understanding of life-span development in that it

- A. emphasizes the importance of social and historical contexts
- B. proposes that scientific research is overvalued
- C. reflects a positive regard for human nature
- D. focuses on the importance of secure attachments for psychological health

98. One implication of Bronfenbrenner's ecological theory is that to understand development one must

- A. focus on the biological factors involved.
- B. separate the individual from his or her context.
- C. focus exclusively on the cultural settings in which the individual actively participates.
- D. consider the different social and cultural contexts within which an individual interacts.

99. "Development is best thought of as being strongly influenced by the environment, especially the various social and cultural contexts with which one interacts. To understand development, psychologists must analyze an individual's interactions within and between these different contexts." This statement would MOST likely come from

- A. Piaget.
- B. Lorenz.
- C. Skinner.
- D. Bronfenbrenner.

100. According to Bronfenbrenner, within which environmental system do the most direct interactions with social agents take place?

- A. microsystem
- B. mesosystem
- C. exosystem
- D. chronosystem

101. Which of the following is a criticism of ethological theory?

- A. too much emphasis on environmental determinants
- B. too little attention to developmental changes
- C. too much emphasis on stages
- D. too little emphasis on biological foundations

102. In Bronfenbrenner's theory, the macrosystem refers to the

- A. culture in which people live
- B. contexts in which people live but don't play an active role.
- C. experiences in another setting that influence people in their immediate context
- D. patterning of environmental events and transitions throughout life

103. Shawn's job requires lots of travel. He would like to take more time off work to be with his family, but his boss will not allow it. His problems at home are now affecting his work, and the demands of his job are affecting his marriage. This type of interaction illustrates Bronfenbrenner's concept of a

- A. microsystem.
- B. mesosystem.
- C. chronosystem.
- D. macrosystem.

104. One unique aspect of Bronfenbrenner's theory compared to other developmental theories is that Bronfenbrenner considers

- A. the cultural context of development.
- B. the role of the environment in development.
- C. development over the life span.
- D. the role of historical changes in society.

105. More children are growing up in single-parent homes today than at any other time in our history. The way this trend affects human development is an example of Bronfenbrenner's

- A. chronosystem.
- B. mesosystem.
- C. exosystem.
- D. macrosystem.

106. One of the contributions of the bio-ecological approach has been the

- A. attention to connections between environmental settings and historical influences
- B. emphasis on the environmental determinants of behaviour.
- C. importance of observational learning.
- D. emphasis on the spontaneity and creativity of humans.

107. An eclectic theory of development assumes that

- A. development is a dynamic and variable process.
- B. no single theory can account for all of human development.
- C. the different developmental theories are all correct and complete within their own contexts.
- D. the more contemporary theories are more accurate than those created before 1950.

108. A social worker is trying to help Tina to finish her technical degree and find housing and work. The social worker applies Skinner's theory to reward Tina for her efforts; Erikson's theory to understand the identity and intimacy crises Tina is now facing; and, Bronfenbrenner's theory to understand how the relations between family, school, and work will affect Tina's development. The social worker is using the _____ approach to developmental theory.

- A. dynamic
- B. eclectic
- C. fragmented
- D. ethological

109. The authors of *Life-Span Development* write that "No single approach can entirely explain the complexity of life-span development." This statement seems to best represent the authors' view that

- A. there are different analogies for development in the different theoretical perspectives.
- B. the best perspective to take on life-span development is an eclectic one.
- C. a complete understanding of life-span development includes study of sociocultural contexts and historical times.
- D. the scientific method involves a specific series of steps in order to build a theory.

110. The theorists who provide the most complete picture of cognitive development are

- A. Vygotsky and Piaget
- B. Erikson and Fromm
- C. Rogers and Maslow
- D. Lorenz and Pavlov

111. The theories which have been best at examining the environmental determinants of development have been the

- A. psychoanalytic and psychosocial theories.
- B. information processing theory and the views of Piaget and Vygotsky.
- C. behavioural, ecological and social cognitive theories.
- D. psychosocial and humanist theories.

112. Joe believes development across the life-span occurs in discrete stages. Which famous theorists would agree with Charles?

- A. Skinner and Bandura
- B. Piaget and Lorenz
- C. Bronfenbrenner and Pavlov
- D. Freud and Piaget

113. Briefly discuss the three Freudian structures of personality.

114. List Freud's five stages of psychosexual development.

115. Identify some of the neo-Freudians that further evolved the psychoanalytic approach.

116. List six of Erikson's eight stages of development.

117. Identify and briefly describe the thinking processes associated with Piaget's four stages of cognitive development.

118. What three points did Vygotsky make about development?

119. Compare and contrast behaviourism and social cognitive theory.

120. Explain the social cognition approach.

121. Explain the ethological approach and the notion of attachment

122. What are some of the criticisms of the ethological approach?

123. What is the humanist view of development?

124. Suppose you sought psychotherapy from someone who provides Rogerian therapy. What should you expect your therapy to focus on?

125. Identify the different levels of Maslow's hierarchy of needs.

126. List three of the five systems in Bronfenbrenner's ecological theory and give a brief definition of each.

127. Explain what is meant by an eclectic theoretical orientation.

c2 Key

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Blooms Level: knowledge

Learning Objective: 1

Sanrock - Chapter 02 #1

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Sanrock - Chapter 02 #2

3. (p. 36) When Mary was a young child, she watched her big brother throw her beloved stuffed animal into the fireplace and saw it burn. Mary felt extreme anguish over her loss and anger at her brother, but she later forgot this traumatic event. Freud would say that _____.

- A. repression is the defense mechanism responsible**
- B. impairments to her memory and information processing are due to an uncontrolled id
- C. she would probably develop a fragile superego as a result
- D. her ability to pass through the five psycho-sexual stages would be compromised

Blooms Level: application

Learning Objective: 1

Sanrock - Chapter 02 #3

4. (p. 35-36) Callie is learning about the psychoanalytic perspective and understands there are three parts to the personality. According to Freud, they are the _____.

- A. libido, ego, and id.
- B. unconscious, conscious, and superego.
- C. ego, superego, and subego.
- D. superego, ego, and id.**

Blooms Level: application
Learning Objective: 1
Sanrock - Chapter 02 #4

5. (p. 35) Which of the structures identified by Freud uses reasoning to make decisions?

- A. id
- B. ego**
- C. superego
- D. erogenous zone

Blooms Level: knowledge
Learning Objective: 1
Sanrock - Chapter 02 #5

6. (p. 35) According to Freud, the "id" is associated with

- A. instincts.**
- B. reality.
- C. morality.
- D. guilt.

Blooms Level: knowledge
Learning Objective: 1
Sanrock - Chapter 02 #6

7. (p. 37) According to Freud's psychoanalytic theory, which of the following is NOT one of the chief sources of pleasure during the first 18 months of development?

- A. smiling**
- B. chewing
- C. sucking
- D. biting

Blooms Level: application
Learning Objective: 1
Sanrock - Chapter 02 #7

8. (p. 37) According to Freud's psychoanalytic theory, a child who is forced to stop breast feeding before he/she is ready will become fixated

- A.** at the oral stage.
- B. at the phallic stage.
- C. on the Oedipus complex.
- D. on an earlier psychosexual stage.

Blooms Level: conceptual
Learning Objective: 1
Sanrock - Chapter 02 #8

9. (p. 37) Tony is learning to be toilet-trained. He is going through which of Freud's stages of development?

- A. phallic
- B.** anal
- C. oral
- D. genital

Blooms Level: application
Learning Objective: 1
Sanrock - Chapter 02 #9

10. (p. 37) The Oedipus complex occurs during the

- A. anal stage.
- B. oral stage.
- C. genital stage.
- D.** phallic stage.

Blooms Level: knowledge
Learning Objective: 1
Sanrock - Chapter 02 #10

11. (p. 37) Josh has repressed his sexual urges and has started to develop social and intellectual skills. Benito is in the _____ stage of psychosexual development.

- A. phallic
- B. anal
- C.** latency
- D. oral

Blooms Level: application
Learning Objective: 1
Sanrock - Chapter 02 #11

12. (p. 37) Freud proposed that the phallic psychosexual stage usually occurs between the ages of
- A. birth and 18 months.
 - B. 18 months and 3 years.
 - C. 3 years and 6 years.**
 - D. 6 years and puberty.

Blooms Level: knowledge
Learning Objective: 1
Sanrock - Chapter 02 #12

13. (p. 37) The oral stage of Freud's psychosexual stages occurs between the ages of
- A. birth and 18 months.**
 - B. 18 months and 3 years.
 - C. 3 years and 6 years.
 - D. 6 years and puberty.

Blooms Level: knowledge
Learning Objective: 1
Sanrock - Chapter 02 #13

14. (p. 37) An adolescent is in the _____ stage of psychosexual development.
- A. latency
 - B. phallic
 - C. genital**
 - D. anal

Blooms Level: conceptual
Learning Objective: 1
Sanrock - Chapter 02 #14

15. (p. 37) Which is the correct developmental order according to Freud?
- A. anal, oral, phallic, latency, genital
 - B. anal, oral, latency, genital, phallic
 - C. oral, anal, genital, latency, phallic
 - D. oral, anal, phallic, latency, genital**

Blooms Level: knowledge
Learning Objective: 1
Sanrock - Chapter 02 #15

16. (p. 36) In Erikson's psychosocial theory posits that people
- A.** go through each of the psychosocial stages in sequence.
 - B. spend most of their lives resolving their Oedipus complex.
 - C. struggle with the stagnation crisis during adolescence
 - D. seldom resolve each crisis in a positive way

Blooms Level: knowledge
Learning Objective: 1
Sanrock - Chapter 02 #16

17. (p. 36) According to Erikson, a healthy resolution to a psychosocial crisis
- A.** means that balance and emotional strength emerge
 - B. indicates that the person reached self-actualization
 - C. suggests that help was provided
 - D. indicates the person is ready to affiliate with others

Blooms Level: knowledge
Learning Objective: 1
Sanrock - Chapter 02 #17

18. (p. 36) Freud and Erikson disagreed about the primary motivation for human behaviour. Freud thought it was _____, while Erikson thought it was _____.
- A. biological; learned
 - B. intrinsic; extrinsic
 - C.** sexual; social
 - D. learned; inherited

Blooms Level: knowledge
Learning Objective: 1
Sanrock - Chapter 02 #18

19. (p. 36) Each stage in Erikson's theory presents a crisis that must be resolved. These crises serve as
- A. opportunities to repair relations with significant others in one's life.
 - B.** turning point of increased vulnerability and enhanced potential.
 - C. negative events that serve to prepare the person for future crises.
 - D. marker events that have little long-term effect on personality development.

Blooms Level: knowledge
Learning Objective: 1
Sanrock - Chapter 02 #19

20. (p. 36) Which of the following is an appropriate pairing of theorist with concept?

- A.** Erikson and crises
- B. Freud and imprinting
- C. Bandura and computers
- D. Piaget and reinforcement

Blooms Level: conceptual
Learning Objective: 1
Santrock - Chapter 02 #20

21. (p. 37) Which of Erikson's stages most accurately describes a preschooler?

- A. trust vs. mistrust
- B.** initiative vs. guilt
- C. industry vs. inferiority
- D. identity vs. identity confusion

Blooms Level: conceptual
Learning Objective: 1
Santrock - Chapter 02 #21

22. (p. 37) Erikson's psychosocial stage that highlights the developmental task of initiative versus guilt normally occurs

- A. in infancy and toddlerhood.
- B.** during the preschool years.
- C. in the elementary school years.
- D. during the adolescent years.

Blooms Level: knowledge
Learning Objective: 1
Santrock - Chapter 02 #22

23. (p. 37) At the airport, 4-year-old Kelly cries, "Let ME get the suitcases, Mommy!" Her mom lets her drag the bags off the luggage carousel, even though it takes much longer than if her mom had done it. According to Erikson's stage theory, Kelly's mom is helping Kelly develop

- A. trust.
- B. her identity.
- C.** a sense of initiative.
- D. a healthy sense of altruism.

Blooms Level: application
Learning Objective: 1
Santrock - Chapter 02 #23

24. (p. 37) The successful outcome of Erikson's stage of _____ results in self-discovery.

- A. autonomy vs. shame and doubt
- B. initiative vs. guilt
- C. industry vs. inferiority
- D. identity vs. identity confusion**

Blooms Level: knowledge

Learning Objective: 1

Santrock - Chapter 02 #24

25. (p. 37) A successful resolution of Erikson's stage of identity versus despair is

- A. purpose
- B. self-discovery
- C. wisdom**
- D. love

Blooms Level: knowledge

Learning Objective: 1

Santrock - Chapter 02 #25

26. (p. 37) Trust is to mistrust as

- A. autonomy is to guilt.
- B. industry is to identity confusion.
- C. identity is to intimacy.
- D. generativity is to stagnation.**

Blooms Level: conceptual

Learning Objective: 1

Santrock - Chapter 02 #26

27. (p. 39) Which of the following is NOT a criticism of the psychoanalytic perspective?

- A. It presents a negative view of human nature.
- B. Later life experiences are given too much importance.**
- C. It is difficult to test scientifically.
- D. It places too much emphasis on sex.

Blooms Level: knowledge

Learning Objective: 1

Santrock - Chapter 02 #27

28. (p. 38) Some psychoanalytical theorists, unlike Freud, expressed that environmental, social and biological factors all play a role in the emergence of adult personalities. This group of theorists is referred to as

- A. new Freudians.
- B. neo-Freudians.**
- C. anti-Freudians.
- D. non-Freudians.

Blooms Level: knowledge
Learning Objective: 1
Sanrock - Chapter 02 #28

29. (p. 38) One contribution of the psychoanalytic approach is

- A. its emphasis on family relationships as a central aspect of development**
- B. that it highlighted the role that accommodation plays in resolving crises
- C. its focus on dysfunctional unconscious patterns
- D. its emphasis on gender and cultural neutrality

Blooms Level: knowledge
Learning Objective: 1
Sanrock - Chapter 02 #29

30. (p. 38-39) Which of the following individuals is NOT considered a neo-Freudian?

- A. Karen Horney
- B. Jean Piaget**
- C. Carl Jung
- D. Alfred Adler

Blooms Level: knowledge
Learning Objective: 1
Sanrock - Chapter 02 #30

31. (p. 38) Who developed the notion of a collective unconscious?

- A. Alfred Adler.
- B. Carl Jung**
- C. Karen Horney
- D. Eric Fromm.

Blooms Level: knowledge
Learning Objective: 1
Sanrock - Chapter 02 #31

32. (p. 38) Lindsey has recently started studying psychology. She is concerned with Freud's arguments on the grounds of gender differences. Lindsey's ideas are quite similar to those of

- A. Alfred Adler.
- B. Karen Horney.**
- C. Carl Jung.
- D. Eric Fromm.

Blooms Level: application
Learning Objective: 1
Santrock - Chapter 02 #32

33. (p. 38) Which psychologist is most closely associated with a personality typology that distinguishes between introversion and extroversion?

- A. Alfred Adler
- B. Karen Horney
- C. Carl Jung**
- D. Eric Fromm

Blooms Level: knowledge
Learning Objective: 1
Santrock - Chapter 02 #33

34. (p. 38) Who considered human nature in light of dysfunctional social patterns such as poverty, war, and power?

- A. Alfred Adler
- B. Karen Horney
- C. Carl Jung
- D. Eric Fromm**

Blooms Level: knowledge
Learning Objective: 1
Santrock - Chapter 02 #34

35. (p. 40) Little Ling-Chi is trying to make sense of her world. According to Piage, the two processes she uses to do this are

- A. assimilation and organization.
- B. adaptation and cognition.
- C. memory and accommodation.
- D. organization and adaptation.**

Blooms Level: application
Learning Objective: 2
Santrock - Chapter 02 #35

36. (p. 41) Individuals move from one Piagetian stage to the next because of _____ changes in cognition.

- A. quantitative
- B. quadrivalent
- C. quadraphonic
- D. qualitative**

Blooms Level: knowledge
Learning Objective: 2
Santrock - Chapter 02 #36

37. (p. 40) Baby Justin is playing in the sand for the first time. Instead of digging in it, he tries to scoop and throw it, just like he plays with water in the bathtub. Justin is exhibiting

- A. cognition.
- B. assimilation.**
- C. organization.
- D. accommodation.

Blooms Level: application
Learning Objective: 2
Santrock - Chapter 02 #37

38. (p. 40) The cognitive process of assimilation occurs when individuals

- A. adjust to new knowledge they have acquired.
- B. incorporate new information into existing knowledge.**
- C. try to balance conflicting information.
- D. ignore information contradicting their knowledge.

Blooms Level: conceptual
Learning Objective: 2
Santrock - Chapter 02 #38

39. (p. 40) Young Tim likes to explore through touch. One day he touches the oven and burns his hand. Tim learns that although some items can be touched, ovens are not one of these items. This is an example of

- A. assimilation.
- B. a defense mechanism.
- C. the Oedipus complex.
- D. accommodation.**

Blooms Level: application
Learning Objective: 2
Santrock - Chapter 02 #39

40. (p. 41) In Piaget's theory, "operations" refer to

- A. physical behaviours.
- B. words and visual images.
- C. abstract levels of thinking.
- D. internalized mental actions.**

Blooms Level: knowledge

Learning Objective: 2

Santrock - Chapter 02 #40

41. (p. 41) During which one of Piaget's cognitive stages does logical reasoning replace intuitive thought?

- A. sensorimotor
- B. pre-operational
- C. concrete operational**
- D. formal operational

Blooms Level: knowledge

Learning Objective: 2

Santrock - Chapter 02 #41

42. (p. 41) Mark spends a lot of time thinking about the world as it is now and as it could be if everyone took more personal responsibility for environmental and social conditions. Piaget would say that Mark is probably in the _____ stage of development.

- A. sensorimotor
- B. preoperational
- C. concrete operational
- D. formal operational**

Blooms Level: application

Learning Objective: 2

Santrock - Chapter 02 #42

43. (p. 41) Sarah is a preschooler who loves to draw pictures of the new things she sees each day. Sarah is in Piaget's _____ stage of cognitive development.

- A. formal operational
- B. preoperational**
- C. sensorimotor
- D. concrete operational

Blooms Level: application

Learning Objective: 2

Santrock - Chapter 02 #43

44. (p. 41) The concrete operational stage of Piagetian development is characterized by
- A. thinking in abstract terms.
 - B. learning through sensorimotor experiences.
 - C. increased symbolic thinking.
 - D.** logical thinking rather than intuitive thought.

Blooms Level: knowledge
Learning Objective: 2
Santrock - Chapter 02 #44

45. (p. 41) Formal operational thinkers are characterized by
- A. inflexibility.
 - B.** the entertaining of possibilities.
 - C. symbolic action.
 - D. a lack of abstract thought.

Blooms Level: knowledge
Learning Objective: 2
Santrock - Chapter 02 #45

46. (p. 41) Piaget identified the first stage of cognitive development as the
- A. formal stage.
 - B. preoperational stage.
 - C. concrete operational stage.
 - D.** sensorimotor stage.

Blooms Level: knowledge
Learning Objective: 2
Santrock - Chapter 02 #46

47. (p. 41) An adolescent is in which stage of cognitive development?
- A.** formal operational
 - B. concrete operational
 - C. preoperational
 - D. sensorimotor

Blooms Level: knowledge
Learning Objective: 2
Santrock - Chapter 02 #47

48. (p. 42) Which of the following pairs is CORRECT?

- A. Piaget-unconscious motives
- B. Skinner-pleasure centers
- C. Freud-learned motivations
- D. Vygotsky-social interactions**

Blooms Level: conceptual
Learning Objective: 2
Sanrock - Chapter 02 #48

49. (p. 42) Piaget emphasized the biological processes of cognitive development, whereas Vygotsky emphasized the effects of _____ on development.

- A. social interactions**
- B. learning
- C. the unconscious
- D. ethology

Blooms Level: knowledge
Learning Objective: 2
Sanrock - Chapter 02 #49

50. (p. 42) Who portrayed a child's development as inseparable from social and cultural activities?

- A. Jean Piaget
- B. Sigmund Freud
- C. Karen Horney
- D. Lev Vygotsky**

Blooms Level: knowledge
Learning Objective: 2
Sanrock - Chapter 02 #50

51. (p. 42) The teachers at Grandview Public School recently initiated a peer reading program. They believe that when a skilled reader regularly helps a child learn, this will advance a child's reading skills and communicate to the child that reading is an important activity. This program most closely models the teachings of

- A. Eric Erikson
- B. Jean Piaget
- C. Lev Vygotsky**
- D. Uri Bronfenbrenner

Blooms Level: application
Learning Objective: 2
Sanrock - Chapter 02 #51

52. (p. 43) The information-processing approach to development is concerned mainly with how
- A. culture and the collective unconscious influence development.
 - B.** people manipulate information, monitor it, and strategize about it.
 - C. both the Oedipus and Electra complex influence people's skills and knowledge
 - D. biology and evolution affect an individual's development.

Blooms Level: knowledge
Learning Objective: 2
Santrock - Chapter 02 #52

53. (p. 43) Which of the following theories places the MOST emphasis on the relationship between memory and thinking?
- A. ethological
 - B. psychoanalytic
 - C. social cognitive
 - D.** information-processing

Blooms Level: conceptual
Learning Objective: 2
Santrock - Chapter 02 #53

54. (p. 43) The information-processing approach can be categorized as a _____ type of developmental theory.
- A.** cognitive
 - B. psychoanalytical
 - C. behavioural
 - D. ecological

Blooms Level: knowledge
Learning Objective: 2
Santrock - Chapter 02 #54

55. (p. 43) A contribution of the cognitive approach to life-span development is that it
- A. focuses on individual differences in how people process information
 - B. assumes a negative view of human nature.
 - C. underscores the important role of the id in problem solving
 - D.** emphasizes developmental changes in children's thinking

Blooms Level: knowledge
Learning Objective: 2
Santrock - Chapter 02 #55

56. (p. 43) Which of the following is a criticism of the cognitive perspective?

- A. It does not present development in a series of stages.
- B. It takes a negative view of human nature.
- C. It places too much emphasis on individual variations in development.
- D.** It ignores unconscious thought.

Blooms Level: knowledge

Learning Objective: 2

Santrock - Chapter 02 #56

57. (p. 44) Behavioural theorists believe that the only way to learn more about development is to focus on the observation of behaviour because

- A. it provides inferences about underlying cognitive processes.
- B.** only what can be directly observed and measured can be studied in a scientific way.
- C. this allows us to better understand the biology behind development.
- D. it reveals the way in which prior crises have been resolved during development.

Blooms Level: knowledge

Learning Objective: 3

Santrock - Chapter 02 #57

58. (p. 44) Pavlov's research with dogs eventually led him to discover the principle of

- A. operant reinforcement
- B.** classical conditioning
- C. social learning theory
- D. salivation conditioning

Blooms Level: knowledge

Learning Objective: 3

Santrock - Chapter 02 #58

59. (p. 44) According to Skinner's operant conditioning theory, a behaviour is less likely to recur if it is followed by a(n)

- A. rewarding stimulus.
- B. diminishing reward.
- C. increasing reward.
- D.** punishing stimulus.

Blooms Level: knowledge

Learning Objective: 3

Santrock - Chapter 02 #59

60. (p. 44) Who discovered the principle of classical conditioning?

- A. B.F. Skinner
- B. Lev Vygotsky
- C. Albert Bandura
- D.** Ivan Pavlov

Blooms Level: knowledge
Learning Objective: 3
Santrock - Chapter 02 #60

61. (p. 44) Marcy is very afraid of cats because when she was a child, a kitten scratched her on the nose. Behaviourists would say that her fear was

- A.** classically conditioned.
- B. negatively reinforced.
- C. shaped.
- D. positively reinforced.

Blooms Level: application
Learning Objective: 3
Santrock - Chapter 02 #61

62. (p. 44) Nellie bangs her head against the wall repeatedly throughout the day. Skinner would say that the BEST way to solve this problem is to

- A. explore experiences from Nellie's early childhood.
- B. interview Nellie to determine her current level of cognitive functioning.
- C. determine how Nellie's expectations about success have led her to develop this behaviour.
- D.** identify the environmental conditions that are maintaining this behaviour and change them.

Blooms Level: application
Learning Objective: 3
Santrock - Chapter 02 #62

63. (p. 44) Which theory would be BEST to consider if you wanted to understand the proper ways to use incentives and time-outs as ways to help children behave?

- A.** Skinner's behaviourism
- B. Piaget's cognitive theory
- C. Erikson's psychosocial stages
- D. Bronfenbrenner's ecological theory

Blooms Level: application
Learning Objective: 3
Santrock - Chapter 02 #63

64. (p. 44) To explain human development, behaviourists emphasize

- A. cognition.
- B. environment.**
- C. unconscious motives.
- D. biology.

Blooms Level: knowledge
Learning Objective: 3
Santrock - Chapter 02 #64

65. (p. 45) Bandura's most recent model of learning and development involves behaviour, the person, and the environment. These factors operate

- A. uni-directionally.
- B. reciprocally.**
- C. independently.
- D. randomly.

Blooms Level: knowledge
Learning Objective: 3
Santrock - Chapter 02 #65

66. (p. 45) Social cognitive theorists would AGREE with Piaget regarding the importance of _____ on development.

- A. behaviour
- B. cognition**
- C. culture
- D. environmental influences

Blooms Level: conceptual
Learning Objective: 3
Santrock - Chapter 02 #66

67. (p. 45) Which theory would be BEST to consider if you wanted to understand how and why children copy the behaviours they see in TV cartoons?

- A. Skinner's behaviourism
- B. Piaget's cognitive theory
- C. Erikson's psychosocial stages
- D. Bandura and Mischel's social cognitive theory**

Blooms Level: conceptual
Learning Objective: 3
Santrock - Chapter 02 #67

68. (p. 45) People's confidence that they can control their successes is an example of a person factor in whose theory?

- A.** Bandura
- B. Erikson
- C. Freud
- D. Skinner

Blooms Level: knowledge
Learning Objective: 3
Santrock - Chapter 02 #68

69. (p. 45) Michelle hits Sally. Sally hits back. Michelle thinks about how big Sally is and says, "Let's not fight anymore." Sally says "Okay", and they go off to ride their bikes in the park. This sequence is an example of

- A. formal operational thinking.
- B. learning through observation and imitation.
- C. imprinting during critical periods of development.
- D.** reciprocal influences of behaviour, cognition, and environment.

Blooms Level: application
Learning Objective: 3
Santrock - Chapter 02 #69

70. (p. 45) "Sit down, shut up, and respect your brother!" Mom shouts to Timmy. "Learn to talk instead of fighting!" Timmy is likely to

- A. begin fighting with his brother.
- B.** learn to yell to solve his problems.
- C. keep on talking and not respect his brother.
- D. sit down, shut up, and learn to respect his brother.

Blooms Level: application
Learning Objective: 3
Santrock - Chapter 02 #70

71. (p. 46) A contribution of the behavioural and social cognitive approach is that it

- A. emphasizes the importance of parental influences on children's development
- B. highlights the role of unconscious forces on cognitive and emotional development
- C. minimizes the role of the environment in determining behaviour
- D.** underscores the importance of scientific research

Blooms Level: knowledge
Learning Objective: 3
Santrock - Chapter 02 #71

72. (p. 44) Skinner argued that consequences of a behaviour produce changes in the probability that the behaviour will occur in the future. This explains

- A. classical conditioning.
- B. operant conditioning.**
- C. social cognitive theory.
- D. assimilation.

Blooms Level: knowledge
Learning Objective: 3
Santrock - Chapter 02 #72

73. (p. 45) Little Johnny watched his mother tuck his sister into bed for the night. He then went to bed and did the same with his stuffed dog. This fits with

- A. classical conditioning.
- B. operant conditioning.
- C. prosocial behaviour.
- D. social cognitive theory.**

Blooms Level: application
Learning Objective: 3
Santrock - Chapter 02 #73

74. (p. 46) Sam touches a hot stove and pulls his hand away quickly. Skinner would say that

- A. Sam was classically conditioned
- B. Sam is unlikely to repeat this behaviour in the future**
- C. others who were watching would learn from Sam's experience
- D. reciprocal influences would explain Sam's behaviour

Blooms Level: application
Learning Objective: 3
Santrock - Chapter 02 #74

75. (p. 45) What do Bandura and Mischel mean when they say that cognitive processes are important mediators of the environment-behaviour connections?

- A. cognitive processes depend on the environment but do not influence behaviour
- B. the environment influences cognitive processes and these cognitive processes affect behaviour**
- C. behaviour depends only on cognitive processes but not the environment
- D. parents promote cognitive processes which then directly affect behaviour

Blooms Level: knowledge
Learning Objective: 3
Santrock - Chapter 02 #75

76. (p. 46) Which theory emphasizes the roles of biology and critical periods of development?

- A. behavioural
- B. cognitive
- C. ecological
- D. ethological**

Blooms Level: knowledge

Learning Objective: 4

Sanrock - Chapter 02 #76

77. (p. 47) One of the most important applications of ethological theory to human development involves

- A. Pavlov's classical conditioning.
- B. Siegler's information processing theory.
- C. Bandura's observational learning.
- D. Bowlby's theory of attachment.**

Blooms Level: knowledge

Learning Objective: 4

Sanrock - Chapter 02 #77

78. (p. 47) Amy will be having her first child soon. To promote emotional bonding, she insists that she be the first to see and hold her baby after delivery. Her belief is associated with which theory?

- A. biological
- B. ecological
- C. ethological**
- D. life-course

Blooms Level: application

Learning Objective: 4

Sanrock - Chapter 02 #78

79. (p. 47) Bowlby, the father of attachment theory, maintains that infants

- A. form emotional bonds with their caregivers that go beyond the need for nourishment**
- B. require only food, sleep, and diaper changes during the first 6 months of life
- C. thrive when they are exposed to soothing music
- D. establish sleep/wake routines only with the help of caregivers

Blooms Level: knowledge

Learning Objective: 4

Sanrock - Chapter 02 #79

80. (p. 47) A secure attachment during the first two years of life contributes to a child's

- A. positive resolution to the trust vs. mistrust crisis
- B. intellectual development
- C. sense of self**
- D. exprinting with his primary caregiver

Blooms Level: knowledge

Learning Objective: 4

Sanrock - Chapter 02 #80

81. (p. 47) Dr. MacLean compared how securely attached infants explored a new toy with how insecurely attached infants reacted to this situation. The approach that most closely matches that of Dr. MacLean is the

- A. ethological**
- B. humanitarian
- C. social cognition
- D. environmental

Blooms Level: application

Learning Objective: 4

Sanrock - Chapter 02 #81

82. (p. 46) Some believe that flirting is an innate behaviour because it occurs in all cultures. This would be an example of taking a(n) _____ approach towards understanding human behaviour.

- A. ethological**
- B. humanitarian
- C. social cognition
- D. environmental

Blooms Level: application

Learning Objective: 4

Sanrock - Chapter 02 #82

83. (p. 47) _____, the father of ethology, was able to get goslings to attach themselves socially to him by ensuring that he was the first "mother figure" they saw after hatching.

- A. Charles Darwin
- B. Konrad Lorenz**
- C. John Bowlby
- D. B.F. Skinner

Blooms Level: knowledge

Learning Objective: 4

Sanrock - Chapter 02 #83

84. (p. 47) A child must develop a secure attachment to their primary caregiver in the first two years of life to ensure the child's ability to develop a healthy sense of self. This ethological theory was advanced by

- A. Charles Darwin.
- B. Konrad Lorenz.
- C. John Bowlby.**
- D. Uri Bronfenbrenner.

Blooms Level: knowledge
Learning Objective: 4
Santrock - Chapter 02 #84

85. (p. 46-47) Which of these research approaches would an ethologist be most likely to use?

- A. assess the effectiveness of two types of therapy for treating people who suffer from generalized anxiety disorder
- B. compare healthy adolescents with those who have hearing impediments**
- C. assess memory impairments in older adults and compare with infant memory performance
- D. determine how to optimize psychological well-being for soldiers returning from combat

Blooms Level: conceptual
Learning Objective: 4
Santrock - Chapter 02 #85

86. (p. 47) A contribution of the ethological approach to life-span development is that it

- A. used and emphasized the importance of careful observations in naturalistic settings**
- B. dismissed the importance of biological bases of development
- C. emphasized the importance of congruity with one's ideal self
- D. focused on the role that others play in promoting learning

Blooms Level: knowledge
Learning Objective: 4
Santrock - Chapter 02 #86

87. (p. 47) Secure attachments are related to

- A. lower levels of depression, closer friendships, and more stable romantic relationships**
- B. reduced reliance on parental support, more independence, and more anxiety
- C. higher self-esteem, higher levels of anxiety, and fewer close friendships
- D. tense relationships with siblings who compete for attention from parents and lower self-esteem

Blooms Level: knowledge
Learning Objective: 4
Santrock - Chapter 02 #87

88. (p. 48) Humanists believe that all behaviour is intrinsically motivated toward

- A. uncovering unconscious forces.
- B. the reduction of the stress response.
- C. acquiring leadership roles in our social groups.
- D. self-improvement.**

Blooms Level: knowledge

Learning Objective: 5

Sanrock - Chapter 02 #88

89. (p. 48) Carl Rogers was an influential humanist who used the term _____ for the gap between the ideal self and the real self.

- A. congruence
- B. incongruity**
- C. disparity
- D. division

Blooms Level: knowledge

Learning Objective: 5

Sanrock - Chapter 02 #89

90. (p. 49) Abraham Maslow argued that when primary physical needs are met,

- A. people turn to helping others satisfy their primary physical needs
- B. they can focus on satisfying their congruence
- C. they can strive to decrease their homeostasis
- D. people can pursue more psychological needs**

Blooms Level: knowledge

Learning Objective: 5

Sanrock - Chapter 02 #90

91. (p. 49) The final motivating force in Maslow's hierarchy of needs is

- A. self awareness.
- B. self realization.
- C. self potential.
- D. self actualization.**

Blooms Level: knowledge

Learning Objective: 5

Sanrock - Chapter 02 #91

92. (p. 49) Maslow argued that most of our attentions are focused on filling deficit needs because of the reality of social and economic pressures. He believed that only _____ of the population would actually achieve self-actualization.

- A.** 2%
- B. 12%
- C. 22%
- D. 32%

Blooms Level: knowledge
Learning Objective: 5
Santrock - Chapter 02 #92

93. (p. 48) Carl Rogers maintained that the role of the therapist should be to

- A. uncover repressed memories
- B. develop behaviour-change strategies
- C.** empower personal awareness
- D. promote higher-order mental processes

Blooms Level: application
Learning Objective: 5
Santrock - Chapter 02 #93

94. (p. 48-49) Maryn's therapist uses the client-centered therapy proposed by Carl Rogers. Her therapy sessions are most likely to focus on

- A.** bridging the gap between the real self and the ideal self
- B. unearthing repressed memories so that their effects can be dealt with fully
- C. achieving re-identification with her parental figures
- D. developing a behaviour modification program to tackle bad habits

Blooms Level: application
Learning Objective: 5
Santrock - Chapter 02 #94

95. (p. 48-49) Rogers would say that a fully functioning person would

- A. focus on the past so that he or she can learn from mistakes
- B. continually work on resolving the Oedipus or Electra complex throughout life
- C.** trust his or her gut instinct to make decisions
- D. continue to strive to meet higher-order needs

Blooms Level: knowledge
Learning Objective: 5
Santrock - Chapter 02 #95

96. (p. 49) According to Maslow, higher-order self-esteem needs
- A. are easily lost
 - B. separate the individual from his or her context.
 - C. focus exclusively on the cultural settings in which the individual actively participates.
 - D. tend to remain steadfast in people**

Blooms Level: knowledge
Learning Objective: 5
Sanrock - Chapter 02 #96

97. (p. 50) The humanist approach contributes to our understanding of life-span development in that it
- A. emphasizes the importance of social and historical contexts
 - B. proposes that scientific research is overvalued
 - C. reflects a positive regard for human nature**
 - D. focuses on the importance of secure attachments for psychological health

Blooms Level: knowledge
Learning Objective: 5
Sanrock - Chapter 02 #97

98. (p. 50) One implication of Bronfenbrenner's ecological theory is that to understand development one must
- A. focus on the biological factors involved.
 - B. separate the individual from his or her context.
 - C. focus exclusively on the cultural settings in which the individual actively participates.
 - D. consider the different social and cultural contexts within which an individual interacts.**

Blooms Level: knowledge
Learning Objective: 6
Sanrock - Chapter 02 #98

99. (p. 50-51) "Development is best thought of as being strongly influenced by the environment, especially the various social and cultural contexts with which one interacts. To understand development, psychologists must analyze an individual's interactions within and between these different contexts." This statement would MOST likely come from
- A. Piaget.
 - B. Lorenz.
 - C. Skinner.
 - D. Bronfenbrenner.**

Blooms Level: conceptual
Learning Objective: 6
Sanrock - Chapter 02 #99

100. (p. 50) According to Bronfenbrenner, within which environmental system do the most direct interactions with social agents take place?

- A.** microsystem
- B. mesosystem
- C. exosystem
- D. chronosystem

Blooms Level: knowledge
Learning Objective: 6
Santrock - Chapter 02 #100

101. (p. 50) Which of the following is a criticism of ethological theory?

- A. too much emphasis on environmental determinants
- B. too little attention to developmental changes
- C. too much emphasis on stages
- D.** too little emphasis on biological foundations

Blooms Level: knowledge
Learning Objective: 6
Santrock - Chapter 02 #101

102. (p. 50) In Bronfenbrenner's theory, the macrosystem refers to the

- A.** culture in which people live
- B. contexts in which people live but don't play an active role.
- C. experiences in another setting that influence people in their immediate context
- D. patterning of environmental events and transitions throughout life

Blooms Level: knowledge
Learning Objective: 6
Santrock - Chapter 02 #102

103. (p. 50-51) Shawn's job requires lots of travel. He would like to take more time off work to be with his family, but his boss will not allow it. His problems at home are now affecting his work, and the demands of his job are affecting his marriage. This type of interaction illustrates Bronfenbrenner's concept of a

- A. microsystem.
- B.** mesosystem.
- C. chronosystem.
- D. macrosystem.

Blooms Level: application
Learning Objective: 6
Santrock - Chapter 02 #103

104. (p. 51) One unique aspect of Bronfenbrenner's theory compared to other developmental theories is that Bronfenbrenner considers

- A. the cultural context of development.
- B. the role of the environment in development.
- C. development over the life span.
- D.** the role of historical changes in society.

Blooms Level: knowledge
Learning Objective: 6
Santrock - Chapter 02 #104

105. (p. 50-51) More children are growing up in single-parent homes today than at any other time in our history. The way this trend affects human development is an example of Bronfenbrenner's

- A.** chronosystem.
- B. mesosystem.
- C. exosystem.
- D. macrosystem.

Blooms Level: application
Learning Objective: 6
Santrock - Chapter 02 #105

106. (p. 50-51) One of the contributions of the bio-ecological approach has been the

- A.** attention to connections between environmental settings and historical influences
- B. emphasis on the environmental determinants of behaviour.
- C. importance of observational learning.
- D. emphasis on the spontaneity and creativity of humans.

Blooms Level: knowledge
Learning Objective: 6
Santrock - Chapter 02 #106

107. (p. 52) An eclectic theory of development assumes that

- A. development is a dynamic and variable process.
- B.** no single theory can account for all of human development.
- C. the different developmental theories are all correct and complete within their own contexts.
- D. the more contemporary theories are more accurate than those created before 1950.

Blooms Level: knowledge
Learning Objective: 7
Santrock - Chapter 02 #107

108. (p. 52) A social worker is trying to help Tina to finish her technical degree and find housing and work. The social worker applies Skinner's theory to reward Tina for her efforts; Erikson's theory to understand the identity and intimacy crises Tina is now facing; and, Bronfenbrenner's theory to understand how the relations between family, school, and work will affect Tina's development. The social worker is using the _____ approach to developmental theory.

- A. dynamic
- B. eclectic**
- C. fragmented
- D. ethological

Blooms Level: application
Learning Objective: 7
Sanrock - Chapter 02 #108

109. (p. 52) The authors of *Life-Span Development* write that "No single approach can entirely explain the complexity of life-span development." This statement seems to best represent the authors' view that

- A. there are different analogies for development in the different theoretical perspectives.
- B. the best perspective to take on life-span development is an eclectic one.**
- C. a complete understanding of life-span development includes study of sociocultural contexts and historical times.
- D. the scientific method involves a specific series of steps in order to build a theory.

Blooms Level: knowledge
Learning Objective: 7
Sanrock - Chapter 02 #109

110. (p. 52) The theorists who provide the most complete picture of cognitive development are

- A. Vygotsky and Piaget**
- B. Erikson and Fromm
- C. Rogers and Maslow
- D. Lorenz and Pavlov

Blooms Level: knowledge
Learning Objective: 7
Sanrock - Chapter 02 #110

111. (p. 52) The theories which have been best at examining the environmental determinants of development have been the

- A. psychoanalytic and psychosocial theories.
- B. information processing theory and the views of Piaget and Vygotsky.
- C. behavioural, ecological and social cognitive theories.**
- D. psychosocial and humanist theories.

Blooms Level: conceptual
Learning Objective: 7
Sanrock - Chapter 02 #111

112. (p. 36-37 and Page: 41) Joe believes development across the life-span occurs in discrete stages. Which famous theorists would agree with Charles?

- A. Skinner and Bandura
- B. Piaget and Lorenz
- C. Bronfenbrenner and Pavlov
- D. Freud and Piaget**

Blooms Level: application
Learning Objective: 1
Learning Objective: 2
Sanrock - Chapter 02 #112

113. (p. 35-36) Briefly discuss the three Freudian structures of personality.

Id: the part of personality that consists of instincts, an individual's psychic reserve of energy.
Super ego: the moral part of personality that takes into account whether something is right or wrong.
Ego: the part of personality that deals with the demands of reality.

Learning Objective: 1
Sanrock - Chapter 02 #113

114. (p. 36-37) List Freud's five stages of psychosexual development.

(1) oral stage; (2) anal stage; (3) phallic stage; (4) latency stage; and, (5) genital stage.

Learning Objective: 1
Sanrock - Chapter 02 #114

115. (p. 38-39) Identify some of the neo-Freudians that further evolved the psychoanalytic approach.

Some of these theorists include Alfred Adler, Karen Horney, Carl Jung, and Eric Fromm.

Learning Objective: 1
Sanrock - Chapter 02 #115

116. (p. 37) List six of Erikson's eight stages of development.

(1) trust vs. mistrust; (2) autonomy vs. shame and doubt; (3) initiative vs. guilt; (4) industry vs. inferiority; (5) identity vs. identity confusion; (6) intimacy vs. isolation; (7) generativity vs. stagnation; and, (8) integrity vs. despair.

Learning Objective: 1
Sanrock - Chapter 02 #116

117. (p. 41) Identify and briefly describe the thinking processes associated with Piaget's four stages of cognitive development.

(1) sensorimotor: coordinating sensory experiences with physical actions; (2) preoperational: representing the world with words, images, and drawings; (3) concrete operational: operations are performed, logical thinking applied to concrete or physical examples; and, (4) formal operations: abstract thinking.

Learning Objective: 2
Sanrock - Chapter 02 #117

118. (p. 42) What three points did Vygotsky make about development?

(1) social and cultural contexts are primary factors in a child's development; (2) knowledge is situated and collaborative; and, (3) interaction with skillful adults or peers is essential for cognitive development.

Learning Objective: 2
Sanrock - Chapter 02 #118

119. (p. 44-46) Compare and contrast behaviourism and social cognitive theory.

Both behaviourism and social cognitive theory state that development is observable behaviour, learned through experience with the environment. Both also emphasize empirical research in studying development. In behaviourism, the mind is not needed to explain behaviour and development. Social cognitive theorists, unlike behaviourists, also believe that humans can regulate and control their behaviour.

Learning Objective: 2
Learning Objective: 3
Sanrock - Chapter 02 #119

120. (p. 45) Explain the social cognition approach.

The social cognition theory is the view that behaviour, environment, and cognition are the key factors in development.

Learning Objective: 3
Sanrock - Chapter 02 #120

121. (p. 46-47) Explain the ethological approach and the notion of attachment

Ethology stresses that behaviour is strongly influenced by biology, is tied to evolution, and is characterized by critical or sensitive periods. Attachment refers to enduring emotional bonds; according to Bowlby, all infants form attachments with caregivers. Caregivers protect infants from harm (ensuring the survival of the species), and infants smiling, crying, cooing serve to elicit caregiver responses. This is how infants elicit loving, protective responses from caregivers, which in turn, strengthen attachment.

Learning Objective: 4
Sanrock - Chapter 02 #121

122. (p. 47-48) What are some of the criticisms of the ethological approach?

The concepts of critical and sensitive periods might be too rigid. The emphasis on biological foundations might be too strong. There is inadequate attention to cognition. It is better at generating research with animals than with humans.

Learning Objective: 4
Sanrock - Chapter 02 #122

123. (p. 48-50) What is the humanist view of development?

Humanists believe that people work hard to become the best they can possibly become. They embrace the role of values, intentions, and meaning in understanding human behaviours.

Learning Objective: 5
Sanrock - Chapter 02 #123

124. (p. 48) Suppose you sought psychotherapy from someone who provides Rogerian therapy. What should you expect your therapy to focus on?

Exploring congruence (relationship between ideal and real self), the extent to which our actualizing tendency is reducing incongruity (gap between ideal & real self). Therapist should be supportive & non-prescriptive.

Learning Objective: 5
Sanrock - Chapter 02 #124

125. (p. 49-50) Identify the different levels of Maslow's hierarchy of needs.

Deficit needs include physiological needs, safety needs, belonging needs, and esteem needs. The being needs include cognitive and aesthetic needs, as well as actualizing needs. He believed that few people are ever able to reach self-actualization.

Learning Objective: 5
Santrock - Chapter 02 #125

126. (p. 50-51) List three of the five systems in Bronfenbrenner's ecological theory and give a brief definition of each.

(1) microsystem: setting in which the individual lives; (2) mesosystem: relationships between microsystems or connections between contexts; (3) exosystem: interplay between experiences in another social setting-in which the individual does not have an active role-and experiences in an immediate context; (4) macrosystem: the culture in which individuals live; and, (5) chronosystem: patterning of environmental events and transitions over the life course, as well as sociohistorical circumstances.

Learning Objective: 6
Santrock - Chapter 02 #126

127. (p. 52) Explain what is meant by an eclectic theoretical orientation.

An eclectic theoretical orientation does not follow any one theoretical approach but, rather, selects and uses the best from each theory.

Learning Objective: 7
Santrock - Chapter 02 #127

c2 Summary

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