

### MULTIPLE CHOICE

1. Which of the following give us a “forest versus the trees” view of a topic?
- a. experiments.
  - b. theories
  - c. surveys
  - d. contexts

ANS: B                      REF: 43                      OBJ: In This Chapter  
KEY: WWW

2. An important aspect of a scientific theory is that
- a. it explains something newly discovered.
  - b. it can be proved.
  - c. it can be disproved.
  - d. is it subjective.

ANS: C                      REF: 45                      OBJ: Why Theorize about Development?

3. In terms of how it is used, a theory is best compared to a(n)
- a. experiment.
  - b. computer.
  - c. roadmap.
  - d. brain.

ANS: C                      REF: 45                      OBJ: Why Theorize about Development?

4. Older theories of development
- a. are not useful today.
  - b. are just as useful today as they were when they were first developed.
  - c. are useful today only when they are kept up-to-date.
  - d. are useful today only when they explore new ideas.

ANS: D                      REF: 45                      OBJ: Why Theorize about Development?

5. The following statement describes experimental results of which of the following: “Behaviors that are reinforced by positive outcomes increase in frequency, whereas behaviors that are followed by negative outcomes decrease in frequency”?
- a. Vygotsky
  - b. Erikson
  - c. Skinner
  - d. Bronfenbrenner

ANS: C                      REF: 46                      OBJ: Classical Theories of Development

6. Which of the following do mechanistic theories **not** include?
- a. learning theories of development
  - b. Bandura’s social learning/social cognitive theory
  - c. information-processing approaches to development
  - d. Piaget’s theory of cognitive development.

ANS: D                      REF: 46                      OBJ: Classical Theories of Development

7. In Pavlov’s experiment with dogs, which of the following was the unconditioned stimulus?
- a. food
  - b. bells and buzzers
  - c. the dogs’ salivating
  - d. the dogs’ behavior

ANS: A                      REF: 46                      OBJ: Classical Theories of Development

8. \_\_\_\_\_ emphasizes that psychological development is primarily the result of changes brought about by classical or operant conditioning.
- a. Psychoanalysis
  - b. Cognitive development
  - c. The information-processing approach
  - d. Behaviorism
- ANS: D                      REF: 46                      OBJ: Classical Theories of Development
9. Children are viewed as playing an active role in their own development, influenced as much by internal as by external forces in
- a. information processing approaches.
  - b. organismic theories.
  - c. behaviorism theories.
  - d. mechanistic theories.
- ANS: A                      REF: 46                      OBJ: Classical Theories of Development
10. The theories of both Pavlov assumed which of the following?
- a. Human behavior has little in common with animal behavior.
  - b. Human behavior reflects animal behavior.
  - c. Principles of animal learning can be applied to human behavior.
  - d. Principles of animal learning cannot be applied to human behavior.
- ANS: C                      REF: 47                      OBJ: Classical Theories of Development
11. Bandura's basic theory is that \_\_\_\_\_
- a. behavioral changes are caused by operant conditioning.
  - b. only behaviors that can be observed should be studied.
  - c. children learn important social behaviors from observing others.
  - d. the behavior of teenagers is very difficult to change.
- ANS: C                      REF: 47                      OBJ: Classical Theories of Development
12. Many educators believe that positive reinforcement can be more effective than punishment because
- a. positive reinforcement make children feel special.
  - b. punishment can diminish the possibility of undesirable behavior.
  - c. punishment does not direct children to what they should be doing.
  - d. punishment is considered to be a form of abuse.
- ANS: C                      REF: 47                      OBJ: Classical Theories of Development
13. Which of the following is an example of a successful use of behaviorism?
- a. giving children who misbehave time-outs
  - b. allowing children to help with daily chores
  - c. helping children put together puzzles
  - d. having children observe others who model good behavior
- ANS: A                      REF: 47                      OBJ: Classical Theories of Development
14. Applied behavioral analysis is based on
- a. Pavlov's research on classical conditioning.
  - b. Skinner's research on operant conditioning.
  - c. Piaget's research on the concept of conservation.
  - d. Freud's research on the id and ego.
- ANS: B                      REF: 48                      OBJ: Classical Theories of Development

15. Applied behavioral analysis is widely used for treating \_\_\_\_\_ in the United States.
- dyslexia
  - autism
  - antisocial behavior
  - giftedness
- ANS: B                      REF: 48                      OBJ: Classical Theories of Development
16. In the 1960s, behaviorism was replaced with
- social cognitive theory.
  - psychoanalysis.
  - the dynamic system approach.
  - operant conditioning.
- ANS: A                      REF: 48-49                      OBJ: Why Theorize about Development?
17. Who proposed that there are four subprocesses involved in observational learning: attentional processes, retention processes, production processes, and motivational processes?
- Vygotsky
  - Bandura
  - Piaget
  - Erikson
- ANS: B                      REF: 50                      OBJ: Classical Theories of Development
18. Which of the following four key capabilities that Bandura described involves the adoption of standards of acceptable behavior for oneself?
- symbolism
  - forethought
  - self-regulation
  - self-reflection
- ANS: C                      REF: 50                      OBJ: Classical Theories of Development
19. Which of the four following subprocesses of Bandura's observational learning purports that children must have the physical ability to reproduce an observed behavior?
- attentional processes
  - retention processes
  - production processes
  - motivational processes
- ANS: C                      REF: 50                      OBJ: Classical Theories of Development
20. Which of the following key cognitive capabilities that Bandura described is the ability to learn new behavior and the consequences of one's actions by observing others?
- forethought
  - vicarious reinforcement
  - self-reflection
  - self-regulation
- ANS: B                      REF: 50                      OBJ: Classical Theories of Development
21. Children's ability to hold increasing amounts of information in their minds at once affects
- the short-term memory.
  - IQ.
  - the ability to perform more complicated tasks.
  - the ability to perform automatic processes.
- ANS: C                      REF: 52                      OBJ: Classical Theories of Development
22. Most theories of cognition and cognitive development are best compared with a
- sponge.
  - computer.
  - dynamic system.
  - telephone.
- ANS: C                      REF: 52                      OBJ: Classical Theories of Development



31. Although Freud was Erikson's mentor, Erikson believed that Freud's theory had a shortcoming in that it
- did not have a progression of psychosexual development.
  - did not have a progression of psychosocial development.
  - did not put enough emphasis on the unconscious.
  - did not consider the three-part structure of the mind.

ANS: B                      REF: 54                      OBJ: Classical Theories of Development

32. Freud believed that the ways in which parents handle their children's \_\_\_\_ impulses have significant consequences for their later development.
- social
  - aggressive
  - emotional
  - sexual

ANS: D                      REF: 54                      OBJ: Classical Theories of Development

33. What belief did Piaget, Freud, and Erikson have in common?
- children's thinking is of primary importance
  - children's feelings are of primary importance
  - development progresses in stages
  - development continues throughout the entire lifespan

ANS: A                      REF: 55                      OBJ: Classical Theories of Development

34. Theories that consider how biologic and environmental factors interact over time to produce any particular outcome are \_\_\_\_\_
- information-processing approaches.
  - mechanistic approaches.
  - developmental contextual approaches.
  - ecological systems approaches.

ANS: C                      REF: 55                      OBJ: Why Theorize about Development?

35. Which of the following is true of meta-theories?
- They are rooted in classical theories.
  - They are broad in scope.
  - They are the most widely accepted theories today.
  - They have very specific focuses.

ANS: B                      REF: 55                      OBJ: Contemporary Approaches to Development

36. Which theorist was primarily concerned with how people develop a sense of identity?
- Skinner
  - Erikson
  - Vygotsky
  - Freud

ANS: B                      REF: 55                      OBJ: Classical Theories of Development

37. A set of elements that undergoes change over time as a result of interactions among the component elements is a(n)
- closed system.
  - open system.
  - isolated system.
  - dynamic system.

ANS: D                      REF: 55-56                      OBJ: Contemporary Approaches to Development

38. Erikson's psychological stage of infancy includes \_\_\_\_\_.
- the oral stage.
  - the latency stage.
  - basic trust versus mistrust.
  - industry versus inferiority.
- ANS: C                      REF: 56                      OBJ: Contemporary Approaches to Development
39. In Erikson's developmental stages, the early childhood stage of initiative versus guilt is followed by the middle childhood stage of
- identity versus identity confusion.
  - intimacy versus isolation.
  - generativity versus stagnation.
  - industry versus inferiority.
- ANS: D                      REF: 56                      OBJ: Contemporary Approaches to Development
40. Which of the following is the best example of a dynamic system?
- the sucking reflex
  - the stepping reflex
  - the blinking reflex
  - the flinching reflex
- ANS: B                      REF: 56-57                      OBJ: Contemporary Approaches to Development
41. Infants lose their stepping reflex as a result of
- maturation of the brain.
  - interaction among maturation, the increasing weight of an infant's body, and gravity.
  - maturation of an infant's body
  - preparation to begin crawling, which occurs before walking
- ANS: B                      REF: 57                      OBJ: Contemporary Approaches to Development
42. One aspect of human culture that is not shared by animal cultures, such as those of dolphins and chimpanzees, is forms of
- grooming.
  - foraging.
  - values.
  - greetings.
- ANS: B                      REF: 57                      OBJ: Contemporary Approaches to Development
43. The complexity and diversity of humans increased most drastically as a result of
- a hunter-gatherer lifestyle.
  - the development of stone technologies.
  - their interest in art.
  - a sedentary lifestyle
- ANS: D                      REF: 59                      OBJ: Contemporary Approaches to Development
44. The focus of both Vygotsky and Bronfenbrenner's theories is
- emotions.
  - human evolution.
  - culture.
  - biological factors.
- ANS: C                      REF: 59                      OBJ: Contemporary Approaches to Development
45. The history of human cultural inventions
- has continued at a steady pace for 10,000 years.
  - has increased most dramatically over the past two centuries.
  - began with the agricultural age.
  - was most rapid during the period of the invention of stone tools.
- ANS: B                      REF: 59                      OBJ: Contemporary Approaches to Development

46. Which two theorists were most alike in their way of thinking about development?
- Skinner and Piaget
  - Freud and Vygotsky
  - Vygotsky and Bronfenbrenner
  - Erikson and Skinner
- ANS: C                      REF: 59-60                      OBJ: Contemporary Approaches to Development  
KEY: WW
47. The advent of humans' settling in places and adopting a sedentary lifestyle based on agriculture, about 10,000 years ago, allowed people to
- specialize in various skills.
  - hunt more often.
  - socialize more often.
  - have more children.
- ANS: A                      REF: 59                      OBJ: Contemporary Approaches to Development
48. Which of the following is not a cognitive process?
- language
  - memory
  - attention
  - emotions
- ANS: D                      REF: 60                      OBJ: Contemporary Approaches to Development
49. According to Vygotsky, cognitive development, and therefore how adults think, eventually changes when
- children continue to interact with more competent members of their society.
  - new tools of intellectual adaptation are invented.
  - adults scaffold children's problem-solving skills.
  - higher psychological processes are sustained over many generations.
- ANS: D                      REF: 60                      OBJ: Contemporary Approaches to Development  
KEY: WW
50. Vygotsky thought that scientific psychology should focus primarily on
- a person's environment.
  - the evolution of humans.
  - lower psychological processes.
  - higher psychological processes.
- ANS: D                      REF: 60                      OBJ: Contemporary Approaches to Development
51. Who proposed ecological systems theory?
- Bronfenbrenner
  - Skinner
  - Vygotsky
  - Erikson
- ANS: A                      REF: 60                      OBJ: Contemporary Approaches to Development
52. Russian psychologist Lev Vygotsky's approach to development is considered to be contemporary. When did he die?
- in the 1930s
  - in the 1950s
  - in the 1980s
  - in the early part of this century
- ANS: A                      REF: 60                      OBJ: Contemporary Approaches to Development
53. Vygotsky was a(n)
- sociocultural theorist.
  - psychiatrist.
  - behaviorist.
  - evolutionary developmentalist.
- ANS: A                      REF: 60-61                      OBJ: Contemporary Approaches to Development

54. In Vygotsky's sociocultural theory, a culture's tools guide its members'
- thinking and problem-solving skills.
  - emotional development.
  - socialization.
  - evolution to higher-level processes.
- ANS: A                      REF: 60-61                      OBJ: Contemporary Approaches to Development
55. In the social mediated nature of child development, the mediation figures are
- the developing children.
  - adults and older peers.
  - objects of knowledge.
  - child behaviorists.
- ANS: A                      REF: 61                      OBJ: Contemporary Approaches to Development
56. Vygotsky believed that the main source of development is
- culture.
  - evolution.
  - biology.
  - the environment.
- ANS: C                      REF: 61                      OBJ: Contemporary Approaches to Development  
KEY: WWW
57. Which of the following would Vygotsky **not** consider a psychological tool of intellectual adaptation?
- works of art
  - computers
  - algebraic symbols
  - maps
- ANS: B                      REF: 61                      OBJ: Contemporary Approaches to Development
58. Research has shown that English-speaking children lag behind children of some other cultures in learning to count
- from 1 to 10.
  - from 10 to 20.
  - from 20 to 100.
  - from 100 upwards.
- ANS: B                      REF: 62                      OBJ: Contemporary Approaches to Development
59. \_\_\_ prepares children's minds for thinking.
- Imitation
  - Guided learning
  - Neonatal reflexes
  - Language
- ANS: D                      REF: 62                      OBJ: Contemporary Approaches to Development  
KEY: WW
60. In Vygotsky's theory, the difference between a child's actual level of ability and the level of ability that he or she can achieve when working under the guidance of a more qualified instructor is called
- the mesosystem.
  - contextualism.
  - guided learning.
  - the zone of proximal development.
- ANS: D                      REF: 63                      OBJ: Contemporary Approaches to Development
61. Experts' being sensitive to the abilities of a novice and responding to the novice's responses in a learning situation so that he or she gradually increases understanding is called
- scaffolding.
  - conditioning.
  - collaboration.
  - internalization.
- ANS: A                      REF: 63                      OBJ: Contemporary Approaches to Development



62. Mothers who engage in shared remembering in which they expand on what their children say and confirm or negate their children's statements are described as being
- a. elaborative.
  - b. compulsory.
  - c. emergent.
  - d. repetitive.

ANS: A                      REF: 64                      OBJ: Contemporary Approaches to Development

63. Rogoff's concept of guided participation is an extension of
- a. Bronfenbrenner's ecological systems theory.
  - b. Freud's psychosexual stages.
  - c. Vygotsky's zone of proximal development.
  - d. Piaget's cognitive stages.

ANS: C                      REF: 64                      OBJ: Contemporary Approaches to Development

64. Learning that occurs when children participate in and engage in interactions with adults while performing routine activities of everyday life is called
- a. guided participation.
  - b. shared memories.
  - c. operational conditioning.
  - d. evolutionary adaptedness.

ANS: A                      REF: 65                      OBJ: Contemporary Approaches to Development

65. Which of the following does shared memory **not** promote?
- a. social solidarity
  - b. children's learning about memory processes
  - c. children's learning memorization techniques
  - d. children's learning about their social and cultural history

ANS: C                      REF: 65                      OBJ: Contemporary Approaches to Development

66. Routine interactions between children and adults in which the children improve their skills and understanding through participation with more skilled partners in culturally organized activities is called
- a. scaffolding.
  - b. apprenticeship in thinking.
  - c. adaptive thinking.
  - d. learned behavior.

ANS: B                      REF: 65                      OBJ: Contemporary Approaches to Development  
KEY: WWW

67. American mothers talk about the past with their 3-year-old children more often than Korean mothers do, American children speak about past events more than Korean children do, and American adults remember earlier childhood events than Korean adults do. What does this suggest?
- a. Early language experience contributes to the onset of autobiographical memory.
  - b. Early language experience contributes to adults' being more talkative.
  - c. Listening and speaking skills develop in a parallel manner.
  - d. Americans consider past events to be more important than Koreans do.

ANS: A                      REF: 65                      OBJ: Contemporary Approaches to Development

68. The theory of natural selection applies
- a. to physical traits and behavior.
  - b. to physical traits only.
  - c. to behavior only.
  - d. to neither physical traits nor behavior.

ANS: A                      REF: 65                      OBJ: Contemporary Approaches to Development

69. Bronfenbrenner emphasized that a child's objective environment is not as important to development as is his or her
- subjective environment.
  - support systems.
  - cognitive abilities.
  - role models.
- ANS: A                      REF: 66                      OBJ: Contemporary Approaches to Development
70. Who was an active proponent of the Head Start Program, the most ambitious compensatory preschool education program ever run in the United States?
- Vygotsky
  - Skinner
  - Piaget
  - Bronfenbrenner
- ANS: D                      REF: 66                      OBJ: Contemporary Approaches to Development
71. Which of the following is **not** one of the three main features of children's microsystems, as described by Bronfenbrenner?
- roles
  - communities
  - relationships
  - activities
- ANS: B                      REF: 66                      OBJ: Contemporary Approaches to Development
72. In Bronfenbrenner's ecological systems theory, all the social systems that children are not regularly part of, but that still influence their lives are part of the
- exosystem.
  - macrosystem.
  - mesosystem.
  - chronosystem.
- ANS: A                      REF: 67                      OBJ: Contemporary Approaches to Development  
KEY: WWW
73. Which of the following is more representative of American culture than Japanese culture?
- cooperation among family members and peers
  - stress on academic excellence very early in school
  - moving up in one's profession by changing jobs
  - remaining loyal to a single company during one's career
- ANS: C                      REF: 67                      OBJ: Contemporary Approaches to Development
74. The macrosystem In Bronfenbrenner's ecological systems theory includes
- all of the social systems that a child is not part of but is influenced by.
  - all the possible microsystems in action.
  - all the laws, values, attitudes, etc. of the society in which a child lives.
  - all the social systems in which a child is an active participant.
- ANS: C                      REF: 67                      OBJ: Contemporary Approaches to Development
75. In Bronfenbrenner's ecological systems theory, which of the following represents the time dimension, or the fact that the other four levels of ecology change over time?
- the mesosystem
  - the chronosystem
  - the exosystem
  - the macrosystem
- ANS: B                      REF: 67-68                      OBJ: Contemporary Approaches to Development

76. Which of the following is an example of a cohort effect?
- Hurricane Katrina
  - a war-torn country
  - the invention of DVDs
  - the financial crisis of 2008
- ANS: C                      REF: 67-68                      OBJ: Contemporary Approaches to Development
77. Which of the following theorists' ideas is described by the following statement "Development is the result of a progressive and continuous interaction between an active and changing child and the active and changing environments in which that child is embedded"?
- Darwin
  - Erikson
  - Piaget
  - Brofenbrenner
- ANS: D                      REF: 68                      OBJ: Contemporary Approaches to Development
78. A mother teaching her daughter how to put together a puzzle by making suggestions and asking leading questions is an example of
- a collaborative dialogue.
  - a narrative.
  - guided participation.
  - a cohort effect.
- ANS: A                      REF: 68                      OBJ: Contemporary Approaches to Development
79. The following statement is a definition of which of the following: "Individuals with traits that fit well with the local environment are more likely to survive or have more offspring than individuals whose traits do not fit as well with the local environment"?
- superfecundity
  - natural selection
  - variation
  - plasticity
- ANS: B                      REF: 69                      OBJ: Contemporary Approaches to Development
80. Ways of processing information shaped by natural selection during environments of evolutionary adaptedness to deal with specific and recurrent problems are
- evolved cognitive mechanisms.
  - guided learning behaviors.
  - behavioral variations.
  - bidirectional gene-environment interactions.
- ANS: A                      REF: 70                      OBJ: Contemporary Approaches to Development  
KEY: WW
81. Evolutionary psychology applies the principles of modern evolutionary biology to explain
- structural adaptations.
  - natural selection.
  - animal behavior.
  - human behavior.
- ANS: D                      REF: 70                      OBJ: Contemporary Approaches to Development
82. Which of the following is **not** one of the main focuses of Vygotsky's theory?
- tools of intellectual adaptation
  - social construction of meaning
  - psychosexual development
  - the role of history and culture in shaping the mind
- ANS: C                      REF: 70                      OBJ: Contemporary Approaches to Development

83. One emphasis in evolutionary psychology is \_\_\_\_\_, which stresses the function of a behavior or trait.
- the social environment
  - tools of intellectual adaption
  - adaptionist thinking
  - natural selection
- ANS: C                      REF: 71                      OBJ: Contemporary Approaches to Development
84. Pregnancy sickness is likely a result of
- adaptive thinking.
  - a domain-general mechanism.
  - an evolved cognitive mechanism.
  - a domain-specific mechanism.
- ANS: A                      REF: 71                      OBJ: Contemporary Approaches to Development
85. Cognitive abilities that can be applied across domains are called
- domain-specific mechanisms.
  - domain-general mechanisms.
  - domain-intensive mechanisms.
  - domain-oriented mechanisms.
- ANS: B                      REF: 71                      OBJ: Contemporary Approaches to Development  
KEY: WW
86. Before humans settled down into an agricultural lifestyle, the infant mortality rate was probably about
- 5%.
  - 20%.
  - 35%.
  - 50%.
- ANS: D                      REF: 72                      OBJ: Contemporary Approaches to Development
87. Which of the following is a by-product of an adaptation?
- The belly button is a by-product of an umbilical cord.
  - The umbilical cord is a by-product of a belly button.
  - The toes are a byproduct of humans walking upright.
  - Humans walking upright is a by-product of the toes.
- ANS: A                      REF: 73                      OBJ: Understanding the Contexts of Development
88. Natural selection works at all stages of development, but especially during
- the prenatal period.
  - infancy and childhood.
  - young adulthood.
  - middle adulthood.
- ANS: B                      REF: 74                      OBJ: Contemporary Approaches to Development
89. Which of the following is **not** a feature of natural selection that promotes the survival of human infants?
- their cute faces
  - the sucking reflex
  - their tendency to orient toward faces
  - their stepping reflex
- ANS: D                      REF: 74                      OBJ: Contemporary Approaches to Development
90. Which of the following is **not** a principle of evolutionary developmental psychology?
- Children are very flexible in adapting to new contexts.
  - Development is constrained by both genetic and environmental factors.
  - Many aspects of childhood serve as preparations for adulthood
  - Natural selection works only in early stages of development.
- ANS: D                      REF: 74                      OBJ: Contemporary Approaches to Development

91. According to evolutionary developmentalists, why is an extended childhood necessary?
- to allow time for them to make observations of others
  - to develop sufficient attachments to others
  - to learn the complexities of human social communities
  - to best prepare for adulthood
- ANS: C                      REF: 75                      OBJ: Contemporary Approaches to Development
92. Characteristics of infants and children that were selected to serve an adaptive function at specific times in development and not as preparations for adulthood are called
- genetic adaptations.
  - ontogenetic adaptations.
  - instincts.
  - reflexes
- ANS: B                      REF: 76                      OBJ: Contemporary Approaches to Development
93. The idea that aspects of children's learning or social behavior have been shaped by natural selection to make such preparations easier is called \_\_\_\_\_
- ontogenetic adaptation
  - deferred adaptation
  - genetic adaptation
  - phylogenic adaptation
- ANS: B                      REF: 75                      OBJ: Contemporary Approaches to Development
94. The pattern of girls worldwide, as well as of some nonhuman primates, to show more of an interest than boys do in babies and childcare suggests that such a bias may represent a(n)
- quirk of socialization.
  - ontogenetic adaptation.
  - deferred adaptation.
  - instinct.
- ANS: C                      REF: 76                      OBJ: Contemporary Approaches to Development
95. Children, especially girls, who grow up in a stressful, resource-poor environment with little emotional support will likely
- reach sexual maturity relatively late.
  - have many children.
  - invest heavily in each child emotionally.
  - decide not to have children.
- ANS: B                      REF: 77                      OBJ: Contemporary Approaches to Development
96. The ability of children throughout the world to adapt to a wide range of environments and lifestyles indicates that
- all cultures are very similar.
  - children are not overly constrained in how they learn.
  - development is predetermined
  - children have no biases or predispositions
- ANS: B                      REF: 77                      OBJ: Contemporary Approaches to Development
97. When studying development, it is most important to
- view development in context.
  - apply both classical and contemporary behavioral theories.
  - observe development directly.
  - view development as unique to each individual.
- ANS: A                      REF: 78                      OBJ: Understanding the Contexts of Development  
KEY: WW

98. Which of the following is **not** one of Tinbergen's four questions about the behavior of an animal?
- What is the immediate benefit to the organism?
  - What are the immediate causes?
  - How does it develop within the species?
  - How can it be changed for the animal's benefit?

ANS: D                      REF: 78                      OBJ: Understanding the Contexts of Development

99. Recognition that human behavior is based in biology and emerges in social contexts via complex interactions between the individual and his or her environment that have evolved over geological time is
- a general behaviorist view.
  - an evolutionary developmental view.
  - a dichotomous nature vs. nurture view.
  - an explicitly developmental contextual view.

ANS: D                      REF: 78                      OBJ: Understanding the Contexts of Development

100. According to Darwin's theory, the occurrence of more offspring in a generation being produced than can survive is called
- superfecundity.
  - variation.
  - overabundance.
  - unfitness.

ANS: A                      REF: 79                      OBJ: Contemporary Approaches to Development

#### **TRUE/FALSE**

1. Bandura's social learning theory is a mechanistic approach.

ANS: T                      REF: 47

2. The mind-as-a-computer metaphor is the backbone of most theories of cognition and cognitive development

ANS: T                      REF: 52

3. Piaget did not believe in stages, but viewed development as a smooth continuum.

ANS: F                      REF: 53

4. Freud believed that psychosocial development parallels psychosexual development.

ANS: F                      REF: 54

5. Modern theories argue that development should be viewed as the continuous and bidirectional relationship between an active organism and a changing environment.

ANS: T                      REF: 55

6. Vygotsky believed that the ways in which higher psychological processes become shaped through development are social and cultural in nature.

ANS: F                      REF: 60-61

7. Bronfenbrenner emphasized that the objective environment is not as important as the subjective environment.

ANS: T                      REF: 66

8. Evolutionary developmental psychology emphasizes the bidirectional relationship between children and their evolved natures and their immediate physical and social environments.

ANS: T                      REF: 69

9. Characteristics of infants and children that were selected to serve as preparations for adulthood are called ontogenetic adaptations.

ANS: F                      REF: 76

10. Benefits, causes, development, and evolution of children' behavior are all important for developmental psychologists to consider.

ANS: T                      REF: 78

## ESSAY

1. Describe the key cognitive capabilities in Bandura's social cognitive theory. Also identify the subprocesses of observational learning.

ANS: Answer not provided

2. Think about the developmental concepts that Vygotsky and Brofenbrenner proposed. Compare the similarities between their theories.

ANS: Answer not provided

3. Identify Piaget's stages of development. Explain what each stage involves and how it progresses to the next stage.

ANS: Answer not provided

4. Explain Vygotsky's sociocultural theory of development in terms of the relevance that he gave to tools, the social origins of individual mental functioning, and the role of history and culture in the shaping of mind.

ANS: Answer not provided

5. Briefly describe the principles of evolutionary developmental theory. Explain how this theory is applicable for those who work with children in the modern world.

ANS: Answer not provided

