

## **CHAPTER 2:**

# **CLASSICAL THEORIES OF SOCIAL AND PERSONALITY DEVELOPMENT**

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### **Chapter Outline**

- **THE PSYCHOANALYTIC VIEWPOINT**

- Freud's Psychosexual Theory

- Three components of personality

- Stages of psychosexual development

- Contributions and Criticisms of Freud's Theory

- Erikson's Theory of Psychosocial Development

- Comparing Erikson with Freud

- Eight life crises

- Contributions and Criticisms of Erikson's Theory

- Psychoanalytic Theory Today

- **THE BEHAVIORIST (OR SOCIAL-LEARNING) VIEWPOINT**

- Watson's Behaviorism

- Skinner's Operant-Learning Theory (Radical Behaviorism)

- Bandura's Cognitive Social-Learning Theory

- Developmental trends in imitation and observational learning

- Origins of imitation and observational learning

- A later development in observational learning: Use of verbal mediators

- Social Learning as Reciprocal Determinism

- Contributions and Criticism of the Social Learning Perspective

- **PIAGET'S COGNITIVE-DEVELOPMENTAL VIEWPOINT**

Piaget's View of Intelligence and Intellectual Growth

Cognitive (intellectual) schemes

Constructing schemes: Piaget's intellectual functions

Four Stages of Cognitive Development

The sensorimotor stage (birth to approximately 2 years)

Growth of intentional or goal-directed behavior

Development of imitation

Development of object permanence

The preoperational stage (approximately 2 to 7 years)

Symbolism and pretend play

Deficiencies in preoperational reasoning

The concrete-operational stage (approximately 7 to 11 years)

The growth of relational logic

The formal-operational stage (age 11 to 12 and beyond)

Reactions to hypothetical propositions

Hypothetico-deductive reasoning: The systematic search for answers and solutions

Personal and social consequences of formal thought

Contributions and Criticisms of Piaget's Viewpoint

- **SUMMARY**

### **Annotated Web Links**

**Freud's Stages of Psychosexual Development**

<http://www.sla.purdue.edu/academic/engl/theory/psychoanalysis/freud.html>

Explains Sigmund Freud's five stages of psychosexual development

**Erikson's States of Psychosocial Development**

<http://www.ship.edu/~cgboeree/erikson.html>

Explains Erik Erikson's eight stages of psychosocial development

## **- Test Bank -**

### **Multiple Choice Questions**

2-1, p. 39

Freud's psychoanalytic theory adopts the \_\_\_\_\_ as a philosophical base, viewing the child as \_\_\_\_\_.

- \*a. doctrine of original sin; inherently bad
- b. doctrine of tabula rasa; inherently bad
- c. doctrine of innate purity; inherently good
- d. doctrine of tabula rasa; inherently good

2-2, p. 39

\_\_\_\_\_ provides the philosophical underpinnings of Freud's psychoanalytic theory

- a. the doctrine of tabula rasa
- b. the doctrine of innate purity
- c. the doctrine of self-determination
- \*d. the doctrine of original sin

2-3, p. 39

The psychoanalytic method in which the patient talks about anything and everything that comes to mind is known as

- \*a. free association
- b. hypnosis
- c. dream analysis
- d. psycho-analysis

2-4, p. 39

Freud's use of dream analysis was based on the notion that

- a. dreams reflect the person's everyday habits
- b. dreams clarify the visible aspects of personality
- \*c. dreams reflect unconscious motives
- d. only in dreams can we observe the functioning of the id, ego, and superego

2-5, p. 39

Freud believed that \_\_\_\_\_ play a major role in determining the course and character of personality development.

- a. habits acquired through learning
- b. inborn biological responses such as smiling and crying
- c. the genes that one inherits
- \*d. conflicts between biological needs and society's dictates

Chapter 2

2-6, p. 39

According to Freud, the id

- a. motivates people to act in accordance with society's moral norms
- \*b. is governed by inborn instinctual urges
- c. induces people to act rationally
- d. all of these

2-7, p. 39

Freud suggested that the id seeks:

- \*a. immediate gratification of instinctual needs
- b. moral perfection
- c. realistic outlets for instinctual needs
- d. self-actualization

2-8, p. 39 WWW

Freud suggested that the ego is the component of personality that

- a. is governed by instinctual needs
- b. seeks moral perfection
- \*c. seeks realistic outlets for instinctual needs
- d. seeks self-actualization

2-9, p. 39

The rational component of the personality is the

- a. superego
- b. id
- \*c. ego
- d. conscience

2-10, p. 39

According to Freud, the superego is the \_\_\_\_\_ aspect of personality that \_\_\_\_\_.

- a. impulsive; seeks immediate gratification of instinctual needs
- b. rational; seeks realistic means of need satisfaction
- c. rational; seeks moral perfection
- d. moralistic; seeks realistic means of need satisfaction
- \*e. none of these

2-11, p. 39

According to Freud, the \_\_\_\_\_ serves as a child's internal censor or moral authority.

- a. id
- b. ego
- \*c. superego
- d. unconscious

2-12, p. 39

Freud believed that the force that drives personality development was the

- a. child's discovery and use of free association
- \*b. maturation of the sex instincts
- c. formation of the superego
- d. child's fondling of his/her genitals

2-13, p. 40

According to Freud, children move from one psychosexual stage to another whenever the

- a. id becomes a less powerful force in the child's life
- b. type of pleasure received from the genitals changes
- \*c. focus of the sex instinct moves from one part of the body to another
- d. child internalizes one of the parents' moral standards

2-14, p. 40

Freud believed that it was during the \_\_\_\_\_ stage when children would experience incestuous desires for the opposite-sex parent and a hostile rivalry with the same-sex parent.

- a. oral
- b. anal
- \*c. phallic
- d. genital

2-15, p. 40

According to Freud, children who successfully resolve their Oedipus or Electra complex can expect to

- a. acquire an appropriately masculine or feminine identity
- b. develop a strong superego
- c. enter the phallic stage of psychosexual development
- \*d. acquire an appropriately masculine or feminine identity and develop a strong superego
- e. all of these

2-16, p. 40

According to Freud, a boy will acquire an appropriately "masculine" identity as he \_\_\_\_\_ with his father and resolves his \_\_\_\_\_ complex.

- \*a. identifies; Oedipus
- b. identifies; Electra
- c. competes; Oedipus
- d. competes, Electra

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2-17, p. 40 WWW

Freud believed that the Oedipus complex for males

- a. occurs during the phallic stage
- b. plays an important role in the formation of a boy's superego
- c. facilitates masculine identity development
- d. plays an important role in the formation of a boy's superego and facilitates masculine identity development
- \*e. all of these

2-18, p. 40

According to Freud, early experiences can have a long-term effect on personality development if a child becomes obsessed with the activities of a particular psychosexual stage and \_\_\_\_\_ them.

- a. identifies with
- \*b. fixates on
- c. rechannels
- d. represses

2-19, p. 40 (Table 2-1)

The psychosexual stage in which sexual urges are most likely to be repressed and sexual instincts rechanneled is the

- a. oral stage
- b. anal stage
- c. phallic stage
- \*d. latency period
- e. genital stage

2-20, p. 41

Legitimate criticisms of Freud's theory include

- a. its failure to stimulate empirical research
- \*b. its possible lack of generalizability to normal persons
- c. both of these
- d. none of these

2-21, p. 41

Developmentalists are indebted to Freud for

- a. emphasizing the concept of unconscious motivation
- b. emphasizing the importance of early experiences on personality development
- c. studying the emotional aspects of human development
- d. emphasizing the concept of unconscious motivation and emphasizing the importance of early experiences on personality development
- \*e. all of these

2-22, p. 41

A basic distinction between the views of Freud and Erikson is that

- a. Freud saw stages of development; Erikson did not
- \*b. Freud viewed humans as passive creatures who are molded by their environments; Erikson viewed humans as active and adaptive
- c. Freud viewed humans as rational creatures; Erikson viewed humans as basically irrational
- d. Freud accepts and Erikson rejects the concept of instincts

2-23, p. 41 **WWW**

Freud and Erikson would agree that

- \*a. early experiences can affect the behavior of adults
- b. we are largely products of social rather than sexual conflicts
- c. both of these
- d. none of these

2-24, p. 42, 43

Erikson believed that the main developmental crisis of the first year centered around

- a. achieving autonomy
- b. achieving a sense of initiative
- c. oral gratification
- \*d. learning to trust one's comparisons

2-25, p. 42 (Table 2-2)

According to Erikson, adolescents must grapple with the life crisis called

- a. industry versus inferiority
- \*b. identity versus role confusion
- c. intimacy versus isolation
- d. initiative versus guilt

2-26, p. 42 (Table 2-2)

According to Erikson, a person who fails to successfully resolve life's final crisis will suffer feelings of

- \*a. despair
- b. stagnation
- c. role confusion
- d. generativity
- e. guilt

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2-27, p. 43

One recurring criticism of Erikson's theory is that it

- a. is less specific than Freud's theory about stages of adult development
- b. overemphasizes the role of the superego in personality development
- \*c. describes but does not explain development
- d. all of these

2-28, p. 44

Perhaps the major reason so many developmentalists today have turned away from the psychoanalytic approach is that

- a. psychoanalysts have not contributed to our understanding of child development
- \*b. other theories seem more compelling to them
- c. both of these
- d. none of these

2-29, p. 44

John B. Watson

- a. was a behaviorist
- b. was a social-learning theorist
- c. believed that all significant aspects of one's personality are learned
- d. was a social-learning theorist and believed that all significant aspects of one's personality are learned
- \*e. all of these

2-30, p. 45

Watson's experiment with little Albert demonstrated that

- a. human newborns are susceptible to collaborative learning
- b. operant conditioning was possible with children from the moment of birth
- \*c. fears are easily acquired through learning
- d. emotional responses in humans are inborn

2-31, p. 45

John B. Watson believed that parents should be

- a. less intrusive in childrearing, thereby allowing children to follow their own natural inclinations
- b. strict and punitive when raising children
- \*c. perfectly objective and kindly when raising children
- d. warmer and more nurturant than they usually are when raising an infant or toddler

2-32, p. 45

The idea that most human behavior depends on its consequences is the basic premise of

- a. psychoanalytic theory
- b. observational learning theory
- \*c. operant learning theory
- d. all of these

2-33, p. 45 WWW

According to B.F. Skinner, the vast majority of our behaviors are freely emitted operants that are controlled by

- \*a. external stimuli or events
- b. internal drives
- c. cognitive interpretation of external stimuli or events
- d. our genotypes

2-34, p. 46

Skinner's theory of social learning contends that

- a. our cognitive interpretations of our experiences play a larger role in shaping social behavior than the experiences themselves
- b. the causes of behavior are internal rather than external to the organism
- c. both of these
- \*d. none of these

2-35, p. 45

According to Skinner's operant learning theory, a stimulus is a reinforcer if it

- a. reduces a biological need
- \*b. increases the probability of the response that produced it
- c. decreases the probability of the response that produced it
- d. none of these

2-36, p. 45

If mother revokes her son's Saturday morning TV-viewing privileges for pulling the dog's tail, she is attempting to \_\_\_\_\_ the probability of that conduct through the use of a \_\_\_\_\_.

- \*a. decrease; punisher
- b. increase; punisher
- c. increase; reinforcer
- d. decrease; reinforcer

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2-37, p. 45

Bobby's mother knows that if she continues to nag Bobby to do the dishes, he will soon react to this aversive nagging by completing the chore. If Bobby becomes more punctual about dishwashing as a result of this treatment, we could label his new habit as a(n) operant response that is established through

- \*a. reinforcement
- b. punishment
- c. observational learning
- d. collaborative learning

2-38, p. 46

Skinner and Bandura would generally agree that

- a. reinforcement is necessary for learning to occur
- \*b. most human behavior is not motivated by internal drives
- c. reinforcement affects performance but is not necessary for learning to occur
- d. one must first perform a response in order to learn it.

2-39, p. 46

Unlike Skinner, Bandura's observational learning theory stresses the role of \_\_\_\_\_ in human learning.

- a. maturation
- b. innate drives
- c. reinforcers
- \*d. cognitive processes

2-40, p. 46, 47 WWW

Bandura's version of social-learning theory differs from other versions in that Bandura

- a. limits himself to primary reinforcers
- b. rejects the concept of punishment
- c. thinks that most learning occurs without conscious awareness
- \*d. thinks that most learning occurs without reinforcement

2-41, p. 47

Bandura's (1965) classic study on the observational learning of aggressive responses is important because it indicated that

- a. learning new responses is possible without the learner having to first perform them
- b. learning can occur without reinforcement
- c. reinforcement has a major effect on one's willingness to perform learned responses
- d. learning can occur without reinforcement and reinforcement has a major effect on one's willingness to perform learned responses
- \*e. all of the above

2-42, p. 47

Susie observes her friend Julie steal money from her mother's purse and then get caught and punished. On another occasion Doris observes Julie steal from her mother without getting caught, and they both enjoy the treats that Julie buys with this money. According to Bandura,

- \*a. when tempted to do so, Susie should be less inclined to steal money than Doris
- b. Doris has learned more about how one might snatch money from one's mother than Susie has
- c. both of these
- d. none of these

2-43, p. 47

Bandura believes that \_\_\_\_\_ is the primary determinant of our willingness to perform responses we have learned through observation.

- \*a. the consequences we anticipate for performing such acts
- b. the consequences we have received for performing such acts
- c. the consequences the model has received for performing such acts
- d. the consequences that the model anticipates for performing such acts

2-44, p. 46

According to Bandura, observational learning plays a prominent role in the socialization process because

- a. it is a quick and relatively efficient method of acquiring new responses
- b. it explains incidental learning, when social models are not explicitly trying to instruct the child
- \*c. both of these
- d. none of these; Bandura believes that observational learning plays a minor role in socialization

2-45, p. 46-47

According to Bandura, the child acquires \_\_\_\_\_ when he or she learns by observation.

- a. a willingness to perform the model's behavior
- b. simple associations between stimuli and responses
- \*c. symbolic representations of the model's behavior
- d. symbolic representations of the model's motives

2-46, p. 48

A child's capacity for deferred imitation first appears

- a. at birth, in conjunction with imitative reflexes
- \*b. during infancy, with the ability to construct symbolic representations
- c. during the preschool period, with the ability to use verbal mediators
- d. during the preschool period, with spontaneous production of verbal mediators

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2-47, p. 48

Toddlers may often emulate a model -- a process in which they

- a. closely imitate (mimic) the model's behavior
- \*b. reproduce the modeled outcomes using a different means
- c. reproduce the model's facial expressions but fail to reproduce the modeled outcome
- d. tend to reproduce a model's unsuccessful rather than her successful actions

2-48, p. 48

Toddlers' willingness to imitate modeled responses

- a. is greater if the model's intentions are clear rather than ambiguous
- b. if the model was successful rather than unsuccessful at achieving his aim
- c. if they have previously failed themselves to accomplish the goal that the model achieves through his or her actions
- \*d. is greater if the model's intentions are clear rather than ambiguous and if the model was successful rather than unsuccessful at achieving his aim
- e. all of these

2-49, p. 49 WWW

Children should first be prepared to learn a great deal from social models

- a. at birth, as they imitate others' facial expressions
- \*b. in the second year, as they become proficient at deferred imitation
- c. during middle childhood, as they construct verbal representations of what they have witnessed
- d. during preadolescence, when they begin to pay more attention to peer-group norms

2-50, p. 49

During the third year of life, a child's capacity for observational learning is primarily used

- \*a. to imitate instrumental behaviors and acquire new competencies
- b. to imitate aggressive behaviors and dominate playmates
- c. to imitate helpful behaviors and make friends
- d. to imitate models' affective and emotional displays

2-51, p. 49

According to research by Leon Kuczynski and his associates, younger (12-24-month-old) toddlers are less likely than older (24-30-month-old) toddlers to imitate \_\_\_\_\_ after observing social models.

- a. affective responses
- b. high-intensity behaviors
- \*c. self-care routines
- d. all of these

2-52, p. 49

Grade-school children tend to learn more from social models than preschoolers do because they

- a. rely more on visual images to remember what they have observed
- b. pay less attention to high-intensity antics of social models
- c. spontaneously produce visual images to remember what they have observed
- \*d. spontaneously produce verbal mediators to remember what they have observed

2-53, p. 50

According to the principles of reciprocal determinism, when one boy in a group becomes a bully, it is likely because

- a. the boy is bigger than his peers
- b. the bully finds that his bullying behavior "pays off" for him
- c. other children have reinforced the bully by caving in to his demands
- d. the boy is bigger than his peers and the bully finds that his bullying behavior "pays off" for him
- \*e. the bully finds that his bullying behavior "pays off" for him and other children have reinforced the bully by caving in to his demands

2-54, p. 50

Which of the following statements best captures Bandura's position on the relationship between children and their environments?

- a. the ways in which children develop depend on the environments that adults structure for them
- \*b. children are active in shaping the environments that will influence their growth and development
- c. the child is father to the man
- d. most outcomes of lasting, developmental significance represent a long and involved interplay between children's genetic endowments and their environments

2-55, p. 51

In general, social-learning theories have

- a. had little impact on the study of social-personality development
- \*b. produced a number of important clinical insights and practical applications
- c. helped developmentalists to better understand how natural environments influence development
- d. overemphasized interactions between genes and environment as an explanation of individual differences in development

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2-56, p. 51

In general, social-learning theorists have been criticized for

- \*a. underemphasizing biological influences on development
- b. overemphasizing cognitive influences on development
- c. placing too little emphasis on scientific precision and tightly controlled research
- d. underemphasizing biological influences on development and placing too little emphasis on scientific precision and tightly controlled research
- e. all of these

2-57, p. 52

Jean Piaget was especially interested in incorrect answers children gave to his questions because they supported his notion that

- a. children have little inborn knowledge and must be taught by adults
- b. children are largely incapable of learning throughout infancy
- \*c. younger children do not merely know less than older ones, they think differently as well
- d. younger children think like older ones do but lack the memory capacity to process information efficiently

2-58, p. 52

According to Piaget, intelligence is

- a. that which intelligence tests measure
- \*b. a basic life function that helps one adapt to the environment
- c. a mental capacity that children inherit from their parents
- d. all of these

2-59, pp. 52-53

Piaget's view of intelligence

- a. clearly reflects his biological background
- b. emphasizes intellectual activity as an adaptive process
- c. views intellectual activity as one's attempts to achieve a harmonious relationship between one's cognitive structures and the environment
- \*d. all of these

2-60, p. 52

Piaget uses the term \_\_\_\_\_ to refer to the intellectual structures we create to represent, organize, or interpret our experiences.

- \*a. schemes
- b. organizations
- c. formal operations
- d. conservations

2-61, p. 52

According to Piaget, behavioral or sensorimotor schemes refer to representation of objects and events through

- a. abstract ideas
- b. mental representations
- \*c. overt actions
- d. internal mental activities

2-62, p. 52

To start off down the road in your standard-shift automobile, you let out the clutch and simultaneously depress the accelerator. According to Piaget, this sequence is best described as a(n) \_\_\_\_\_.

- a. symbolic scheme
- b. mental scheme
- c. operational scheme
- \*d. behavioral scheme

2-63, p. 52

A child who is able to perform mental activities such as subtraction on his objects of thought is said by Piaget to be capable of constructing \_\_\_\_\_.

- a. formal operations
- \*b. operational schemes
- c. symbolic schemes
- d. images

2-64, p. 52 WWW

A child who labels a shoebox as a baby's crib and plays with this object as if it were a crib has formed a(n)

- \*a. symbolic scheme
- b. behavioral scheme
- c. sensorimotor scheme
- d. operational scheme

2-65, p. 52

Cognitive-developmental theorists such as Piaget view human beings as

- a. epistemologists
- \*b. constructivists
- c. passive creatures who are shaped by their environments
- d. all of these

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2-66, p. 53

In order to reach the cookie jar, a young child combines two behavior patterns—jumping and reaching—into a single coordinated activity. Piaget would see this as an example of

- a. assimilation
- b. accommodation
- c. integration
- \*d. organization

2-67, p. 53

A toddler's initial reaction on seeing her first horse is to point and say "doggie." According to Piaget, this youngster is providing us with an example of \_\_\_\_\_.

- a. organization
- b. accommodation
- \*c. assimilation
- d. integration

2-68, p. 53

Changing one's schemes to make them more compatible with new experiences is a process that Piaget calls

- \*a. accommodation
- b. assimilation
- c. organization
- d. compensation

2-69, p. 53

A young child with the scheme that objects fall when dropped may be quite surprised by a helium-filled balloon that rises; constructing an understanding of this novel event involves

- a. assimilation
- \*b. accommodation
- c. conservation
- d. intuitive reasoning

2-70, p. 53

According to Piaget, assimilation and accommodation are components of a process called \_\_\_\_\_. They often occur together to \_\_\_\_\_.

- a. organization; resolve cognitive disequilibriums
- b. organization; provide the child with primary and secondary reinforcers
- \*c. adaptation; resolve cognitive disequilibriums
- d. adaptation; provide the child with primary and secondary reinforcers

2-71, p. 54

Piaget's notion that his cognitive stages represent an invariant developmental sequence implies that

- a. all children progress through these stages in precisely the same order
- b. stages can never be skipped
- c. each stage builds from its predecessor
- d. all children progress through these stages in precisely the same order and stages can never be skipped
- \*e. all of these

2-72, p. 53-54

Piaget's four broad stages of cognitive development occur in the following order:

- \*a. sensorimotor, preoperational, concrete operational, formal operational
- b. preoperational, sensorimotor, concrete operational, formal operational
- c. sensorimotor, preoperational, formal operational, concrete operational
- d. either a or c, depending on the individual child

2-73, p. 54

In Piaget's theory, circular reactions are viewed as

- a. reflexive responses
- b. the first evidence of the child's symbolic capabilities
- c. imitative schemes that are eventually deferred
- \*d. pleasurable actions that are repeated for their own sake

2-74, p. 54 WWW

Calm and contented 3-month-old Dan discovers that he can make interesting sounds when he coos, so he coos over and over again for the sheer pleasure of hearing the sounds he can make. According to Piaget this child is displaying

- \*a. a primary circular reaction
- b. a secondary circular reaction
- c. inner experimentation
- d. deferred imitation

2-75, p. 54

Primary circular reactions differ from secondary circular reactions in that primary circular reactions are

- a. repetitious
- b. pleasurable
- \*c. centered on the body
- d. discovered by chance

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2-76, p. 54

A child discovers that she can make a toy duck quack by squeezing it, and she repeats this act over and over to hear the sound that the duck makes. According to Piaget, this child

- a. is displaying a primary circular reaction
- \*b. is displaying a secondary circular reaction
- c. is showing inner experimentation
- d. is probably mentally retarded

2-77, p. 55

Finding the china cabinet open, an infant throws each dish onto the floor, slightly varying the angle of each "throw" and observing whether or not the throw causes the dish to break. This behavior is best characterized as

- a. a secondary circular reaction
- \*b. a tertiary circular reaction
- c. deferred imitation
- d. inner experimentation

2-78, p. 55

Piaget believed that \_\_\_\_\_ schemes first appear as the child begins to internalize his/her \_\_\_\_\_ schemes.

- \*a. mental (or symbolic); behavioral
- b. mental (or symbolic); operational
- c. behavioral; mental (or symbolic)
- d. operational; mental (or symbolic)

2-79, p. 55

The advance that Piaget saw as underlying such notable sensorimotor achievements as inner experimentation and deferred imitation was

- a. intentionality in one's behavior
- b. trial and error experimentation
- \*c. symbolic mental activity
- d. reversibility

2-80, p. 56

Recent research implies that \_\_\_\_\_ may account for neonate's ability to imitate some facial features of another person

- a. an early capacity of emulation
- b. deferred imitative capabilities
- c. construction of symbolic schemes
- \*d. activation of mirror neurons

2-81, p. 56

Neonatal imitation of facial features

- a. is a direct contributor to deferred imitation
- \*b. may promote social contact with others and is thus adaptive
- c. both of these
- d. none of these

2-82, p. 56-57

According to Piaget, \_\_\_\_\_ represents the first sign of the infant's emerging object concept.

- a. retrieving an object from underneath a transparent cloth
- b. retrieving a partially concealed object
- c. searching for a hidden object where it was last seen
- \*d. searching for a hidden object where it was previously found

2-83, p. 57

A 9-month-old who has always found her doll in the toy box sees her mother place the doll in the closet. As the doll disappears, the infant crawls directly to the toy box to search for this toy. According to Piaget, the child

- a. is now capable of deferred imitation
- \*b. believes that her behavior determines the doll's location
- c. is displaying a fully developed object concept
- d. is engaging in symbolic play

2-84, p. 57

The development of object permanence is thought to be an important prerequisite for \_\_\_\_\_.

- \*a. the child's formation of close emotional attachments
- b. the child's understanding of gender
- c. the child's ability to conserve
- d. the child's moral development

2-85, p. 57

By the end of the sensorimotor stage, children are capable of

- a. solving some problems in their heads
- b. reproducing the behavior of absent models
- c. understanding that objects continue to exist even if they can't be seen or located
- \*d. all of these

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2-86, p. 57

The major cognitive advance of Piaget's preoperational stage centers on the child's use of

- a. behavioral schemes
- \*b. mental symbols
- c. compensation
- d. reversibility

2-87, p. 58

Children who engage in a lot of pretend play during the preschool period have been found later to be

- a. reclusive and unpopular with peers
- \*b. creative and socially mature
- c. prone to emotional problems
- d. all of these

2-88, pp. 58-59 WWW

Piaget views the symbolic play of the preoperational period as

- a. a means of practicing and perfecting one's social skills
- b. an adaptive method of resolving conflicts and emotional crises
- \*c. both of these
- d. none of these

2-89, p. 59

Egocentrism

- a. is a cognitive operation that enables youngsters to solve conservation problems
- \*b. refers to a tendency to view events from one's own perspective and to have difficulty recognizing another person's point of view
- c. both of these
- d. none of these

2-90, p. 59

A 5-year-old who knows his left from his right but who places a pencil held in his left hand into the right hand of a peer facing him when told "place the pencil in Johnnie's left hand" is displaying

- a. the symbolic function
- b. conservation
- \*c. egocentrism
- d. transivity

2-91, p. 59

Asked to choose between two cookies of equal size, Jan takes the broken cookie, saying that three little cookies are more than one big one. Jan lacks

- a. centration
- \*b. conservation
- c. accommodation
- d. seriation

2-92, p. 60

Piaget uses the term compensation to refer to

- \*a. the ability to focus simultaneously on several aspects of a problem
- b. the ability to mentally undo or reverse an action
- c. the knowledge that properties of an object or substance remain unchanged despite superficial changes in its appearance
- d. the tendency of young children to assume that whenever two events occur together, one must have caused the other

2-93, p. 60

According to Piaget, preoperational children cannot solve conservation problems such as the "liquids" (or volume) problem because they

- a. center on a single perceptual feature or dimension
- b. do not yet realize that the transformation they have witnessed is reversible
- c. do not understand that changes in one dimension can account for changes in the appearance of another
- d. center on a single perceptual feature or dimension and do not yet realize that the transformation they have witnessed is reversible
- \*e. all of these

2-94, p. 60

A young boy who argues that he could become a mommy someday if he really wants to

- a. has conserved the concept of gender
- b. has reached Piaget's stage of concrete operations
- \*c. is at Piaget's preoperational stage of development
- d. is illustrating transitivity

2-95 p. 60

According to Piaget, a boy must first acquire operational schemes before he will

- \*a. recognize that he can never be a mother
- b. be capable of playing grown-up by imitating his father shaving
- c. recognize that his dog continues to exist when the pooch disappears into his doghouse
- d. develop a secure emotional attachment to a primary caregiver

Chapter 2

2-96, p. 61

Once she has achieved the stage of concrete operations, a girl should be able to

- a. understand algebra
- \*b. correctly arrange her dolls by height, from shortest to tallest
- c. think logically about hypothetical propositions
- d. all of these

2-97, p. 61 **WWW**

A child correctly arranges three wooden blocks in order of size, yet cannot decide which is biggest when told city X is bigger than city Y, which is bigger than city Z. This child's behavior is typical of Piaget's \_\_\_\_\_ of intellectual development.

- \*a. concrete-operational stage
- b. egocentric period
- c. intuitive period
- d. preoperational stage
- e. formal-operational stage

2-98, p. 61

In playing a game of "logic" with his dad, John hears dad say "If dogs are animals or plants, and we have deduced that dogs are not animals, then dogs must be what?" John answers, "Well, they must be meat eaters then because I've never seen a dog that looked like a plant." We might conclude from John's answer that John is

- a. mentally retarded
- b. at Piaget's formal-operational stage
- \*c. at Piaget's concrete-operational stage
- d. displaying adolescent egocentrism

2-99 p. 62-63

A person who has achieved formal operations is now less likely to

- a. think logically about everyday (concrete) events
- b. think about ideas
- \*c. resort to trial-and-error in problem solving
- d. conserve gender

2-100, p. 63

A child who feels bad because she is not living up to her "ideal self" and hence is not as good a person as she ought to be has reached Piaget's \_\_\_\_\_ of intellectual development.

- a. concrete-operational stage
- \*b. formal-operational stage
- c. preoperational stage
- d. intuitive period

2-101, p. 63

According to Elkind, a person who believes that other people are as concerned with and as critical of his "flaws" as he is has reached the \_\_\_\_ stage of intellectual development.

- a. psychological constructs
- b. psychological comparisons
- c. concrete-operational
- \*d. formal-operational

2-102, p. 63-64

A person who fails to wear her seat belt while driving because she feels invulnerable to harm is displaying a form of adolescent "egocentrism" that Elkind called

- \*a. the personal fable
- b. the imaginary audience phenomenon
- c. the generation gap
- d. transitivity

2-103, p. 65

A basic tenet of Piaget's theory that virtually all his critics accept is that

- a. cognitive development proceeds through a well-defined series of stages
- \*b. social development depends, in part, on cognitive development
- c. both of these
- d. none of these

## **Essay questions**

2-1, p. 39

Describe the functions of the id, ego, and superego. If these functions might be likened to the executive, judicial, and legislative branches of a democratic government, which aspect of personality plays each function?

2-2, p. 43 **WWW**

Freud and Erikson are both psychoanalysts, although their theories differ. On what points do they agree? How is Erikson's theory different from Freud's?

2-3, p. 47 **WWW**

Unlike other social-learning theorists, Albert Bandura claims that one need not perform a response or be reinforced for its performance in order to learn that response. Describe the evidence that supports this claim. According to Bandura, what role does reinforcement play in observational learning?

2-4, p. 49-50

Describe Bandura's view of the relationship between children and their environments. How is this viewpoint different from that of John B. Watson?

Chapter 2

2-5, p. 52-53

What does Piaget mean when he describes the child as a "constructivist?" Describe the processes (or intellectual functions) that children use to construct and modify their intellectual schemes.

2-6, p. 55-57

Describe Piaget's view of object permanence and its development. How is object permanence thought to be related to early social development?

2-7 p. 59-60

What is egocentrism? Provide one example of how egocentrism might influence a child's thinking about him/herself or his/her social behavior.

2-8, p. 61

A major way in which we construct a sense of self-worth is to compare ourselves to our peers to see if we perform better or worse than they do in a variety of areas. What intellectual capabilities would promote this kind of social comparison and where in Piaget's stages of intellectual development could we expect these capabilities to blossom?

2-9, p. 63 WWW

Describe at least two ways in which a formal-operator's newly acquired ability to think about abstractions might influence personal or social development.

2-10, pp. 63-64

Why might adolescents become more idealistic as they make the transition to formal operations? How might this influence parent-child relations?