

1. What in the past was often called school phobia is now referred to as

- a. academic passivity.
- b. school refusal behavior.
- c. academic discontinuity.
- d. school paranoia.

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.1 - 2.1. Explain why theories are needed in developmental science.

2. School refusal behavior

- a. affects as many as 20 percent of school-age children at any one given time.
- b. peaks in middle school.
- c. can lead to academic difficulty and dropping out of school.
- d. seldom involve emotional distress.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.1 - 2.1. Explain why theories are needed in developmental science.

3. A theory guides all of the following EXCEPT

- a. what is most important to study.
- b. what can be hypothesized about.
- c. how many times an issue should be studied.
- d. how an issue should be studied.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.1 - 2.1. Explain why theories are needed in developmental science.

4. A list of the most influential systems theorists would include the name

- a. Bronfenbrenner.
- b. Skinner.
- c. Freud.
- d. Bandura.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.1 - 2.1. Explain why theories are needed in developmental science.

5. A list of the most influential psychoanalytic theorists would include the name

- a. Erikson.
- b. Bronfenbrenner.
- c. Bandura.
- d. Gottlieb.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.1 - 2.1. Explain why theories are needed in developmental science.

6. A theory that is falsifiable is
- a. coherent.
 - b. testable.
 - c. discontinuous.
 - d. valid.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.1 - 2.1. Explain why theories are needed in developmental science.

7. If asked to list the key issues on which developmental theorists tend to disagree, you would AVOID saying
- a. activity—passivity.
 - b. longitudinal—cross-sectional.
 - c. universality—context specific.
 - d. goodness—badness of human nature.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.1 - 2.1. Explain why theories are needed in developmental science.

8. The theorist most associated with a learning theory approach to development is
- a. Erik Erikson.
 - b. Albert Bandura.
 - c. Jean Piaget.
 - d. Sigmund Freud.

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.1 - 2.1. Explain why theories are needed in developmental science.

9. The theorist most associated with cognitive developmental theory is
- a. Bandura
 - b. Bronfenbrenner
 - c. Piaget
 - d. Freud

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.1 - 2.1. Explain why theories are needed in developmental science.

10. As a strong believer of the influence of experience, John Locke emphasized the role of _____ in human development.
- a. fixations
 - b. nature
 - c. stages
 - d. nurture

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

11. When John Locke referred to the mind of a human infant as like a *tabula rasae*, he meant that an infant's mind was
- cursed with original sin that made it naturally evil.
 - more like that of chimps than human adults.
 - a set of connected living nerves.
 - empty and to be written on through experience.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

12. John Locke believed that human nature was
- inherently selfish and aggressive.
 - innately good.
 - determined by a person's experiences.
 - determined equally by both genetic and environmental factors.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

13. With regard to the nature-nurture debate, a strong believer in nature would suggest that
- environmental influences are more important than genetic makeup in determining human behavior.
 - maturation forces are more influential than environmental experiences in determining human behavior.
 - teaching and enrichment of the environment are often more influential than genetics in determining human behavior.
 - humans are basically good.

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

14. Miley is a strong believer in the power of nature in determining the way her son Cyrus acts. As a result, she is most likely to agree that Cyrus's aggression is the result of

- watching violent television.
- too much sugar in his diet.
- bad parenting.
- inheriting genes for violence.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

15. Because Dr. Smith falls on the "nurture" side of the nature-nurture controversy, she is most likely to believe that
- a. if infants are given normal opportunities to move about, their motor skills will naturally unfold in a universal sequence.
 - b. teachers' expectations for their students' success will have little effect on how they actually achieve.
 - c. while a child's experiences in school will have an impact on his or her intellectual development, what the child is "born with" matters more.
 - d. a mother's care can greatly impact the development of a child.

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

16. Which perspective argues that human development takes many paths and is minimally influenced by physiological factors?
- a. Nature perspective only
 - b. Nurture perspective only
 - c. Both the nature and nurture perspectives
 - d. Neither the nature nor nurture perspectives

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

17. A parent who falls on the "activity" side of the "activity-passivity" issue is most likely to believe that
- a. if a child is aggressive, the parents were not active enough in parenting.
 - b. if new skills are not regularly used, they will disappear.
 - c. we are naturally more active when young and become more passive with age.
 - d. children play an important role in shaping their own development.

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

18. Lindsey argues that she is not responsible for any of her bad behavior as she is driven by biological and environmental factors over which she has no control. This belief best exemplifies the _____ position on development.
- a. discontinuity
 - b. continuity
 - c. passivity
 - d. activity

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

19. Which statement best describes the continuity approach to development?

- a. Small steps without sudden change
- b. The belief that children play no role in their development
- c. Common development across humanity
- d. Biologically driven maturation

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

20. The fact that Goober believes in different stages of development indicates that he views human development as reflecting

- a. activity.
- b. context-specificity.
- c. discontinuity.
- d. human agency.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

21. Jerome believes that development proceeds through a series of developmental stages, each of which represents distinct changes. He might best be called a(n) _____ theorist.

- a. discontinuity
- b. learning
- c. activity
- d. context-specificity

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

22. Qualitative changes are best thought of as changes in _____, while quantitative changes are best thought of as changes in _____.

- a. amount; type
- b. size; shape
- c. kind; degree
- d. continuity; discontinuity

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

23. Saturn's daughter is approaching adolescence, and Saturn is convinced that the impending adolescence will be singularly awful and a stage of life like no other time across the lifespan. As she puts it, adolescents are like creatures from another planet. Saturn's perspective on the matter fits best with that of _____ theorists.

- a. quantitative
- b. discontinuity
- c. particularity
- d. continuity

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

24. The universality-context-specificity issue is concerned with whether

- a. we all follow the same or different developmental paths.
- b. environmental or biological factors are more influential in development.
- c. we pass through abrupt developmental stages or develop in small, gradual steps.
- d. we all participate in our developmental outcomes or not.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

25. The belief that the same type of change occurs in all humans best fits with the _____ approach to development.

- a. activity
- b. universality
- c. continuity
- d. passivity

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

26. The statement, "change is different from person to person because cultures differ from person to person," best fits with the _____ approach to development.

- a. discontinuity
- b. passivity
- c. context-specific
- d. universality

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

27. Anthony believes that his daughter Cleopatra acts the way she does because of the unconscious workings of her mind. This belief best matches with the _____ theory of development.

- a. cognitive-developmental
- b. contextual
- c. behavioral
- d. psychoanalytic

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

28. Dr. Love believes that it is normal for a six-month-old to throw tantrums when she doesn't immediately get what she wants. Dr. Love's views are most in line with those of

- a. Piaget.
- b. Freud.
- c. Skinner.
- d. Bandura.

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

29. Instincts are best described as

- a. inborn biological forces that motivate behavior.
- b. experiences that motivate behavior.
- c. inborn biological forces that inhibit behavior.
- d. experiences that inhibit behavior.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

30. Freud emphasized the importance of _____ in determining behavior.

- a. preoperational thought
- b. observational learning
- c. negative reinforcement
- d. unconscious motivation

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

31. Because he holds a psychoanalytic orientation, Dr. Powers would suggest that the true reason for his son's interest in becoming an international spy involves

- a. a conscious wish to become famous.
- b. a genetic predisposition for behaving in dangerous ways.
- c. an unconscious sex drive.
- d. the conditioned response of fear.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

32. Freud believed that human infants were born with

- a. only an id.
- b. an id and an ego.
- c. an ego and a superego.
- d. an id, ego, and superego.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

33. According to Freud, I am the component of personality that is impulsive, irrational, and driven to satisfy instincts. I am the

- a. id.
- b. ego.
- c. superego.
- d. formal operation.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

34. According to Freud, the personality component underlying the crying of a hungry newborn is called the

- a. ego.
- b. formal operation.
- c. id.
- d. superego.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

35. According to Freud, the primary mission of the ego is to
- help the child learn right from wrong.
 - raise the child's self-esteem.
 - help the child find realistic ways to get needs met.
 - provide for immediate gratification.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

36. Lisa and Lyle both want to stay up past their bedtimes to watch a show on TV. When their parents say "No," Lisa throws a fit, while Lyle says, "Please? I'll brush my teeth and get into PJs so that I can just pop into bed the minute the show is over!" From a Freudian perspective, Lisa is responding from her _____, while Lyle is communicating through his _____.

- id; ego
- ego; superego
- id; superego
- ego; id

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

37. I am the "moral" aspect of the personality that helps a person determine the difference between acceptable and unacceptable behavior. Sigmund Freud called me the

- ego.
- id.
- libido.
- superego.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

38. Five-year-old Theodore is currently internalizing the moral standards of his father Ward and mother June. According to a psychoanalytic theorist, Theodore appears to be developing his

- superego.
- id.
- libido.
- ego.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

39. After her mother says, "No, you may not eat any cookies" Sandra takes some cookies from the cookie jar and eats them when her mother isn't looking. Later, she feels badly because she knows this was not a good thing to do. Sandra's attitude indicates that her

- a. id is in control.
- b. ability to delay gratification is strong.
- c. superego is reasonably well developed.
- d. logic includes the concept of stagnation.

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

40. According to Freud, in a mentally healthy individual, the

- a. id finds realistic ways to restrain the ego.
- b. superego gives into the id.
- c. ego is ignored by the superego.
- d. ego restrains the id.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

41. Freud suggested that psychological problems arise when the

- a. superego develops after the id.
- b. supply of psychic energy is unevenly distributed between the id, ego, and superego.
- c. ego emerges in infancy.
- d. child realistically postpones gratification.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

42. Libido is best defined as

- a. the collective unconscious.
- b. your morals.
- c. the psychic energy of the sex instinct.
- d. a conditioned stimulus.

ANSWER: c

DIFFICULTY: Easy

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

43. Which is the correct order of the psychosexual stages of development?
- a. Genital, anal, latency, phallic, oral
 - b. Oral, anal, phallic, latency, genital
 - c. Latency, genital, anal, phallic, oral
 - d. Anal, latency, oral, genital, phallic

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

44. Which of the following best characterizes Freud's position on the nature-nurture issue?
- a. He emphasized nurture more than nature.
 - b. He emphasized nature more than nurture.
 - c. He emphasized both nature and nurture equally.
 - d. He did not really take a stand on this issue.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

45. When part of the libido remains tied to an earlier stage of development, _____ has occurred.
- a. extinction
 - b. conditioning
 - c. fixation
 - d. constructivism

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

46. Salem, a university professor, smokes like a chimney and bites her nails. Freud would most likely say that Salem
- a. has become fixated at the oral stage of development.
 - b. values despair over integrity.
 - c. is suffering from an unresolved Electra complex.
 - d. lacks a superego.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

47. When Felix and Oscar go out to dinner with friends, Felix brings a calculator so that he can figure out his exact share of the bill. Oscar thinks Felix is a tightwad and finds his behavior embarrassing. Freud would be most likely to attribute Felix's stingy behavior to

- a. an unresolved Electra complex.
- b. stressful toilet-training.
- c. the collective unconscious.
- d. a big ego.

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

48. According to Freud, the _____ stage is the first psychosexual stage of development.

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

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

49. Paris is a 16-year-old who is having difficulty accepting her newfound sexuality. Given this description, Freud would argue that Paris is in the _____ stage of development.

- a. phallic
- b. latency
- c. oral
- d. genital

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

50. Four-year-old Ed says, "Mommy, when I grow up I want to marry you and be your husband." Given this statement, Ed appears to be experiencing a(n) _____ complex.

- a. Oedipus
- b. senex
- c. Electra
- d. inferiority

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

51. Freudians believe that when experiencing an Oedipus complex, a boy will fear that his father will retaliate by _____ him.

- a. killing
- b. beating
- c. castrating
- d. abandoning

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

52. The Oedipus complex is successfully resolved through the process of

- a. regression.
- b. identification.
- c. reaction formation.
- d. projection.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

53. Who is undergoing psychodynamic identification?

- a. Randy, who is experiencing a midlife crisis
- b. Ellen, who is starting her first job
- c. Simon, who is taking on the behaviors of his father
- d. Kara, who is attacking her mother (whom she has hated all of her life)

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

54. Five-year-old Greta envies the fact that her father has something she doesn't, a penis. Freud referred to what Greta is experiencing as a(n) _____ complex.

- a. Oedipus
- b. senex
- c. Electra
- d. superiority

ANSWER: c

DIFFICULTY: Easy

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

55. Oedipus is to Electra as
- a. power is to sex.
 - b. repression is to regression.
 - c. boy is to girl.
 - d. conscious is to unconscious.

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

56. Ten-year-old Jordan has few sexual urges and expends most of his energy playing basketball. Jordan appears to be in Freud's _____ stage of development.

- a. phallic
- b. latency
- c. oral
- d. genital

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

57. To control anxiety, the ego is most likely to

- a. fulfill all of the id's desires.
- b. turn over control to the superego.
- c. progress through different psychosexual stages.
- d. adopt defense mechanisms.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

58. Brynn is three years old. She has been out of diapers for over a year. When her mother comes home from the hospital with a new baby brother, Brynn begins to suck her thumb and wet the bed at night. According to Freud, Brynn is experiencing

- a. reaction formation.
- b. regression.
- c. repression.
- d. sublimation.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

59. Which defense mechanism involves removing unacceptable thoughts from consciousness?

- a. Reaction formation
- b. Projection
- c. Regression
- d. Repression

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

60. Seven-year-old Jasper devotes his energy to play and schoolwork. According to Freud, Jasper is in which stage?

- a. anal
- b. oral
- c. genital
- d. latency

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

61. Morgan, who just started kindergarten, is refusing to go to school and clings to his mother every morning. What would Freud suggest?

- a. Examine Morgan's relationship with his mother and the resolution of his Oedipus complex.
- b. Examine Morgan's relationship with his father and the resolution of his Elektra complex.
- c. Punish Morgan harshly for his refusal to attend school.
- d. Prescribe medication for Morgan because he is too young for psychoanalysis.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

62. A reasonable criticism of Freudian psychoanalytic theory is that it puts too little emphasis on the

- a. biological instincts or urges that underlie behavior.
- b. collection of hard data to support his findings.
- c. emotional side of development.
- d. effects of early life experiences on development.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.4 - 2.2. Evaluate the strengths or contributions and the weaknesses of Freud's theory.

63. One strength of Freud's approach to development is his description of how
- a. early experience can influence later development.
 - b. children learn through observation.
 - c. reinforcement and punishment determine behavior.
 - d. conscious motivations underlie most decision-making.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVE LSHD.SIGE.14.2.2.4 - 2.2. Evaluate the strengths or contributions and the weaknesses of S: Freud's theory.

64. Adler, Jung, Horney, and Erikson are all well-known
- a. neo-behaviorists. b. neo-feminists.
 - c. neo-Freudians. d. neo-contextualists.

ANSWER: c

DIFFICULTY: Easy

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTIVE LSHD.SIGE.14.2.3.5 - 2.3. Analyze how Erikson's neo-Freudian psychoanalytic theory differs from IVES: and expands on Freud's theory.

65. In comparison to Freud, Erikson placed greater emphasis on
- a. infantile sexuality. b. development after adolescence.
 - c. operant conditioning principles. d. biological determinants of behavior.

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTIVE LSHD.SIGE.14.2.3.5 - 2.3. Analyze how Erikson's neo-Freudian psychoanalytic theory differs from IVES: and expands on Freud's theory.

66. Erikson's theory is different from Freud's because it
- a. places greater emphasis on biological influences.
 - b. describes development in terms of stages.
 - c. focuses on possibilities for growth beyond adolescence.
 - d. involves the resolution of crises.

ANSWER: c

DIFFICULTY: Easy

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTIVE LSHD.SIGE.14.2.3.5 - 2.3. Analyze how Erikson's neo-Freudian psychoanalytic theory differs from IVES: and expands on Freud's theory.

67. Maya has recently given birth to a healthy baby boy, Jason. Whenever Jason cries, Maya goes to him, tries to figure out the reason for his crying, and then promptly does all she can to meet his needs. According to Erikson's theory, Jason is well on his way toward mastering the conflict of

- a. autonomy versus shame and doubt.
- b. initiative versus guilt.
- c. industry versus inferiority.
- d. trust versus mistrust.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTS: SHD.SIGE.14.2.3.5 - 2.3. Analyze how Erikson's neo-Freudian psychoanalytic theory differs from and expands on Freud's theory.

68. Erikson emphasized the importance of a caregiver's _____ in predicting the impact of early life experience on later development.

- a. general responsiveness
- b. age
- c. sex
- d. intelligence

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTS: SHD.SIGE.14.2.3.5 - 2.3. Analyze how Erikson's neo-Freudian psychoanalytic theory differs from and expands on Freud's theory.

69. The preschool-aged child is typically in which of Erikson's psychosocial stages?

- a. Intimacy versus isolation
- b. Identity versus role confusion
- c. Initiative versus guilt
- d. Integrity versus despair

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTS: SHD.SIGE.14.2.3.5 - 2.3. Analyze how Erikson's neo-Freudian psychoanalytic theory differs from and expands on Freud's theory.

70. Rather than a sense of inferiority, eight-year-old Zeke has developed a sense of mastery in all his academic endeavors. Erikson would say that Zeke has a strong sense of

- a. generativity.
- b. integrity.
- c. autonomy.
- d. industry.

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTS: SHD.SIGE.14.2.3.5 - 2.3. Analyze how Erikson's neo-Freudian psychoanalytic theory differs from and expands on Freud's theory.

71. Erikson used the phrase "_____" to characterize the key element of adolescence.

- a. sexual exploration
- b. identity crisis
- c. guilt heaped upon guilt
- d. reciprocal determinism

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTS: SHD.SIGE.14.2.3.5 - 2.3. Analyze how Erikson's neo-Freudian psychoanalytic theory differs from and expands on Freud's theory.

72. Rachel is 15 years old. She spends countless hours alone and in conversation with her peers trying to figure out what it is she wants to do with her life. Rachel is in which of the following of Erikson's psychosocial stages?

- a. Identity versus role confusion
- b. Industry versus inferiority
- c. Initiative versus guilt
- d. Intimacy versus isolation

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTS: SHD.SIGE.14.2.3.5 - 2.3. Analyze how Erikson's neo-Freudian psychoanalytic theory differs from and expands on Freud's theory.

73. Twenty-eight-year-old Serge is a typical young adult. As such, Erikson would suggest that Serge is most concerned about

- a. dying young.
- b. the shame he experienced as a toddler.
- c. finding a job.
- d. establishing an intimate long-term love relationship.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTS: SHD.SIGE.14.2.3.5 - 2.3. Analyze how Erikson's neo-Freudian psychoanalytic theory differs from and expands on Freud's theory.

74. Which question provides the best example of the concept of generativity versus stagnation?

- a. Will my work benefit the next generation?
- b. Do I know who I am?
- c. Should I get married?
- d. Will my choice of college major lead to a career in which I will make a lot of money?

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTS: SHD.SIGE.14.2.3.5 - 2.3. Analyze how Erikson's neo-Freudian psychoanalytic theory differs from and expands on Freud's theory.

75. Ruth is 80 years old and terminally ill with cancer. As she reflects back on her life, she comes to the conclusion that she has lived a full and productive life, and that it could not have been better lived in any other way. Ruth has successfully mastered the developmental task of

- a. intimacy versus isolation.
- b. generativity versus stagnation.
- c. industry versus inferiority.
- d. integrity versus despair.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTS: SHD.SIGE.14.2.3.5 - 2.3. Analyze how Erikson's neo-Freudian psychoanalytic theory differs from and expands on Freud's theory.

76. Bob is currently questioning himself. Which question would indicate that Bob is currently in Erikson's integrity versus despair stage of life?

- a. Can I raise happy children?
- b. Should I marry Hope?
- c. Has my life been worthwhile?
- d. Will my job as a comedian help the younger generation?

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.3.5 - 2.3. Analyze how Erikson's neo-Freudian psychoanalytic theory differs from and expands on Freud's theory.

77. Which of the following is a key criticism of Erikson's theory of personality development?

- a. He is pessimistic regarding one's ability to overcome problems that have their roots in early childhood experiences.
- b. He portrays adulthood as a period of little growth and change.
- c. His theory is rather vague and difficult to test.
- d. His theory focuses too strongly on formal operations in thinking.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.3.6 - 2.3. Evaluate the strengths and weaknesses of Erikson's theory.

78. Which theoretical camp suggests that we should study only what we can directly observe and measure (i.e., overt behaviors)?

- a. Behaviorism
- b. Psychoanalysis
- c. Constructivism
- d. Epigenesis

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

79. Watson believed that

- a. most children progress through a predictable series of stages that are programmed by biological maturation.
- b. children have many inborn tendencies.
- c. how a person turns out depends entirely on the environment in which he or she grows up
- d. elements of the unconscious mind are responsible for moral thought.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

80. The type of learning Watson and Pavlov's studied is referred to as _____ conditioning.

- a. operant b. instrumental
- c. social d. classical

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 2.4 Learning Theories

LEARNING OBJE LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from CTIVES: stage theory perspectives like Freud's and Erikson's.

81. When describing her theory of development, Candice says, "The basic idea is that I take a stimulus that at first has no effect on an individual. Then I pair that stimulus with a second stimulus that does elicit some response. After the two have been paired together a few times, I test to see if the initial stimulus now elicits a response similar to the one elicited by the second stimulus." Given this description, Candice would be best classified as a(n) _____ conditioning theorist.

- a. operant b. instrumental
- c. social d. classical

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 2.4 Learning Theories

LEARNING OBJE LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from CTIVES: stage theory perspectives like Freud's and Erikson's.

82. An unconditioned stimulus is best described as a(n)

- a. learned behavior acquired through conditioning.
- b. event that automatically leads to a response.
- c. unconscious motivation involving the id and ego.
- d. experience that leads to a relatively permanent change in behavior.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJE LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from CTIVES: stage theory perspectives like Freud's and Erikson's.

83. In a study on digestion in dogs, Pavlov used the bell as a(n)

- a. unconditioned stimulus. b. neutral stimulus.
- c. unconditioned response. d. neutral response.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJE LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from CTIVES: stage theory perspectives like Freud's and Erikson's.

84. In Watson and Raynor's classical conditioning study with Albert, a steel bar banged with a hammer served as the

- a. unconditioned response.
- b. conditioned response.
- c. unconditioned stimulus.
- d. conditioned stimulus.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

85. Polly is attending her first birthday party, where she sees her first balloon. While playing with the balloon, she accidentally pops it with a pin. When the balloon pops, she screams, drops her drink, and starts to cry when she sees it stain the carpet. In this situation, the noise produced by the popping balloon would represent a(n)

- a. unconditioned stimulus.
- b. conditioned stimulus.
- c. unconditioned response.
- d. conditioned response.

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

86. When Mr. Earlgray sits on a needle, he instinctively screams and then accidentally knocks over his cup of tea. He then claims that he will never drink tea again, because he finds the act too painful. In this situation, which provides the best example of an unconditioned stimulus?

- a. His scream
- b. Knocking over the cup
- c. The needle
- d. His decision to not drink tea

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

87. In Watson and Raynor's study on Little Albert, a white rat served as the

- a. unconditioned stimulus.
- b. neutral stimulus.
- c. unconditioned response.
- d. neutral response.

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

88. A major issue with Watson and Raynor's experiment is that
- it demonstrated operant, not classical conditioning.
 - by today's standards, it is unethical.
 - it has not been replicated.
 - it failed to demonstrate what was predicted.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

89. Watson and Raynor's experiment is important because it demonstrated that
- infants are unable to learn.
 - humans cannot be classically conditioned.
 - fear can be learned.
 - operant conditioning is more important than classical conditioning

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

90. _____ is best associated with operant conditioning theory.
- Piaget
 - Vygotsky
 - Bronfenbrenner
 - Skinner

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

91. Hank is upset with his son for keeping his room so messy. His neighbor, Boomhauer, suggests that Hank give his son a dollar for cleaning his room on Saturday mornings, because he believes that doing so will increase the probability of his son cleaning his room in the future. Hank's approach is most similar to research conducted by which of the following theorists?

- Bronfenbrenner
- Erikson
- Piaget
- Skinner

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

92. The basic premise of operant conditioning is that
- most learning occurs when a person mimics an observed model.
 - learning takes place over a series of qualitatively different stages.
 - the consequences that follow a behavior impact the likelihood of the behavior being repeated.
 - pairing a neutral stimulus with an unconditioned stimulus will lead to a conditioned stimulus.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

93. Reinforcement
- strengthens the likelihood that a behavioral response will occur in the future.
 - weakens the likelihood that a behavioral response will occur in the future.
 - strengthens a desired response while weakening an undesired response.
 - weakens a desired response while strengthening an undesired response.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

94. In operant conditioning terms, a positive consequence is to a negative consequence as
- good is to bad.
 - adding is to removing.
 - reinforcement is to punishment.
 - operant is to classical.

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

95. Joy comes home from work exhausted and is surprised to find that her daughter, Michelle, has set the table and started dinner. Joy is thrilled. She praises Michelle and spends an extra half-hour reading with her before bed (something that Michelle likes). The same thing happens the next day, and soon this has become a daily event. This is an example of
- classical conditioning.
 - observational learning.
 - operant conditioning.
 - modeling.

ANSWER: c

REFERENCES: 2.4 Learning Theories

OBJECTIVES:

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.8 - 2.4. Using examples, differentiate between Watson's classical conditioning, Skinner's operant conditioning, and Bandura's observational learning with regard to what learning involves and what can be learned.

96. After Brainiac brings home a report card with all As, his parents (who want to make sure this behavior continues in the future) give him a new car (something that he really wanted). It appears that Brainiac's parents are attempting to use _____ to keep Brainiac's grades up.

- a. positive reinforcement b. negative reinforcement
- c. positive punishment d. negative punishment

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJE LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from CTIVES: stage theory perspectives like Freud's and Erikson's.

97. Marge wants her daughter Lisa to improve her study skills. How could Marge use positive reinforcement to achieve this goal?

- a. She could give Lisa candy (something Lisa likes) every time she studies.
- b. She could take candy from Lisa (something Lisa likes) every time Lisa does not study.
- c. She could give Lisa spinach for dinner (something Lisa hates) every time she studies.
- d. She could take spinach (something Lisa hates) from Lisa's dinner every time she studies.

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 2.4 Learning Theories

LEARNING OBJE LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from CTIVES: stage theory perspectives like Freud's and Erikson's.

98. Which statement concerning effective positive reinforcement is true?

- a. Continuous schedules are most effective for establishing and maintaining a behavior.
- b. Partial schedules are most effective for establishing and maintaining a behavior.
- c. When first learning a behavior, a partial schedule of reinforcement is best, but when attempting to maintain a behavior, a continuous schedule is most effective.
- d. When first learning a behavior, a continuous schedule of reinforcement is best, but when attempting to maintain a behavior, a partial schedule is most effective.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJE LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from CTIVES: stage theory perspectives like Freud's and Erikson's.

99. In operant conditioning terms, _____ occurs when something unpleasant is removed and the result is an increased response rate.

- a. positive reinforcement b. negative reinforcement
- c. positive punishment d. negative punishment

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJE LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from CTIVES: stage theory perspectives like Freud's and Erikson's.

100. Elizabeth tells her daughter Taylor, "I will stop this nagging, which you find unpleasant, as soon as you clean your room today and continue to clean it in the future." This description indicates that Elizabeth is trying to use

- a. positive reinforcement.
- b. negative reinforcement.
- c. positive punishment.
- d. negative punishment.

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

101. In operant conditioning terms, a negative consequence

- a. reinforces an action.
- b. punishes an action.
- c. occurs when something is removed.
- d. occurs when something is added.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

102. Punishment

- a. strengthens the likelihood that a behavioral response will occur in the future.
- b. weakens the likelihood that a behavioral response will occur in the future.
- c. strengthens a desired response while weakening an undesired response.
- d. weakens a desired response while strengthening an undesired response.

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

103. In operant conditioning terms, _____ occurs when something unpleasant is added and the result is a decreased response rate.

- a. positive reinforcement
- b. negative reinforcement
- c. positive punishment
- d. negative punishment

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

104. Which is the best example of positive punishment?
- Giving a child money to get her to mow the lawn
 - Hollering at a child to get him to stop fighting
 - Grounding a child in order to stop her from staying out late
 - Spanking a child in order to get him to stop swearing

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

105. Tiffany really likes jewelry. Her parents want Tiffany to stop talking on the phone every night after school. In order to accomplish this task, they take away Tiffany's new watch and tell her that she will lose more jewelry if she does not decrease her phone use. In this situation, Tiffany's parents are attempting to use _____ to alter Tiffany's behavior.
- positive reinforcement
 - negative reinforcement
 - positive punishment
 - negative punishment

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

106. How could an elementary teacher effectively use negative punishment in the classroom?
- Give "stars" that can be converted into treats to students who do well on exams.
 - Give a slap on the wrist to kids who lie about cheating.
 - Take away recess time (something kids want) to decrease misbehavior.
 - Take away homework (something the kids find unpleasant) to increase hand-raising behavior.

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

107. Extinction impacts a behavior by
- making it less likely to occur.
 - making it more likely to occur.
 - making desired behavior more likely and undesired behaviors less likely.
 - making undesired behavior more likely and desired behaviors less likely.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

108. Which statement best exemplifies the process of extinction?

- a. Just do it.
- b. Just keep the rewards coming.
- c. Just ignore it.
- d. Just keep the punishments coming.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

109. Physical punishment tends to be most effective when it is

- a. very harsh.
- b. administered immediately after the offensive act.
- c. not accompanied by verbal explanations.
- d. not combined with other efforts to reinforce behavior.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

110. One of the elements that distinguished social cognitive theory from operant conditioning theory was the social cognitive theory emphasis on

- a. reinforcement.
- b. qualitative stages.
- c. observational learning.
- d. epigenetic processes.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

111. How did Bandura demonstrate the existence of “observational learning” in the famous “Bobo” doll study?

- a. He showed that children would model an adult they saw in a film.
- b. He showed that children scared by a loud noise would cry when they heard a bell.
- c. He showed that boys liked dolls as much as girls.
- d. He showed that children regress when they know a new sibling is about to be born.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

112. Olga goes along with her brother Joe to his gymnastics class and watches closely while he works on the balance beam. One day, Olga's Mom finds her out in the back yard, with a board spread across two big boxes, doing some of the same maneuvers that she has seen Joe do in class. This is an example of

- a. observational learning.
- b. operant conditioning.
- c. passivity.
- d. formal operations.

ANSWER: a

DIFFICULT Difficult

Y:

REFERENC 2.4 Learning Theories

ES:

LEARNING LSHD.SIGE.14.2.4.8 - 2.4. Using examples, differentiate between Watson's classical conditioning, Skinner's OBJECTIVE operant conditioning, and Bandura's observational learning with regard to what learning involves and what S: can be learned.

113. Cosmo, age three, has always been cooperative about going to bed at night. Then the family takes a trip and stays with relatives, where Cosmo's cousin, Wanda (also age three), has a royal fit at bedtime. Cosmo watches while Wanda's parents read her extra stories and bring her a glass of juice to calm her down. After Cosmo and his family return home, Cosmo begins to throw tantrums at bedtime. Cosmo's change in behavior is best explained by

- a. observational learning.
- b. classical conditioning.
- c. sensorimotor stage thinking.
- d. latent learning.

ANSWER: a

DIFFICULT Difficult

Y:

REFERENC 2.4 Learning Theories

ES:

LEARNING LSHD.SIGE.14.2.4.8 - 2.4. Using examples, differentiate between Watson's classical conditioning, Skinner's OBJECTIVE operant conditioning, and Bandura's observational learning with regard to what learning involves and what S: can be learned.

114. Beckham is watching his first soccer match on television. Despite the fact that he has learned to kick the ball like the players while watching the event, he does not demonstrate this skill in his backyard later that afternoon. Bandura would refer to this situation as demonstrating

- a. repression.
- b. classical conditioning.
- c. identification.
- d. latent learning.

ANSWER: d

DIFFICULT Difficult

Y:

REFERENC 2.4 Learning Theories

ES:

LEARNING LSHD.SIGE.14.2.4.8 - 2.4. Using examples, differentiate between Watson's classical conditioning, Skinner's OBJECTIVE operant conditioning, and Bandura's observational learning with regard to what learning involves and what S: can be learned.

115. What is vicarious reinforcement?

- a. When a person's behavior changes based on consequences received directly
- b. When a person's behavior changes based on consequences that happen to an observed model
- c. When a person's behavior changes based on the influence of a collective unconscious
- d. When a person's behavior changes based on the effect of inborn, unfolding genetic factors

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

116. Cindy watches her big sister, Marsha, get ready for a big date by applying a lot of eye makeup. Cindy decides that the eye makeup would look good on her but decides to wait a while to get ready. When Marsha and Cindy come downstairs, their mother Carol screams at Marsha and tells her to go back upstairs and remove the eye makeup. Later, when Cindy is getting ready to go out, she looks at the makeup on her dresser and decides against putting it on. What concept best explains Cindy's decision?

- a. Classical conditioning
- b. Defense mechanisms
- c. Vicarious reinforcement
- d. Regression

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

117. The key "cognitive" aspect of social cognitive theory involving deliberate exercise of control over both one's environment and one's life is called

- a. human agency.
- b. instrumental conditioning.
- c. concrete operations.
- d. extinction.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

118. Which is the best example of Oscar's human agency?

- a. The fact that he learned to act by watching others act
- b. The fact that his ability to be selected to act in movies is heavily influenced by genetic factors like his good looks
- c. The fact that his acting is highly influenced by some unresolved and unconscious sexual desire
- d. The fact that his high sense of self-efficacy concerning acting allows him to believe that he is a good actor

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

119. Self-efficacy is best defined as
- feeling great about who you are.
 - the belief that you can effectively accomplish a specific outcome.
 - the ability to make fun of one's self.
 - your self-concept concerning gender, intellect, and sexual orientation.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

120. Reciprocal determinism refers to a continuous back and forth interaction between
- a want and a desire.
 - genes and environmental experience.
 - a person, his or her behavior, and the environment.
 - a reinforcement and a consequence.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

121. Learning theory explanations for school refusal include all of the following EXCEPT
- the influence of unconscious desires of the id.
 - consequences of staying at home versus going to school.
 - the positive reinforcement for staying at home provided by a mother.
 - a child seeing another child who became very anxious at school.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.9 - 2.4. Evaluate the strengths and weaknesses of learning theories in general and discuss how Bandura overcame some of the weaknesses of earlier learning theories.

122. What is a common criticism of learning approaches to human development?
- Placing too little emphasis on genetic factors
 - Failing to account for the fact that experiences appear to affect behavior
 - Placing too much emphasis on unconscious factors
 - Failing to describe any types of consequences that influence development

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.9 - 2.4. Evaluate the strengths and weaknesses of learning theories in general and discuss how Bandura overcame some of the weaknesses of earlier learning theories.

123. Piaget's interest in cognitive development was impacted during his work on standardizing IQ tests, in which he took notice of

- a. sex differences in intelligence.
- b. the fact that the language spoken by a child (e.g., English, French) predicted their IQ test scores.
- c. racial differences in intelligence.
- d. the fact that children of the same age often gave the same wrong answer.

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of thinking captured in the four stages in Piaget's cognitive-developmental theory.

124. _____ championed the position called constructivism.

- a. Skinner
- b. Freud
- c. Piaget
- d. Bronfenbrenner

ANSWER: c

DIFFICULTY: Easy

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of thinking captured in the four stages in Piaget's cognitive-developmental theory.

125. Constructivism proposes that children learn best

- a. by doing.
- b. when an adult completes a task for them.
- c. when genetics determine a behavior.
- d. through vicarious reinforcement.

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of thinking captured in the four stages in Piaget's cognitive-developmental theory.

126. According to Piaget, cognitive development is characteristic of an sequence of stages that

- a. vary in order from person to person.
- b. move in one direction in youth and then regress back in old age.
- c. follow in a specific order (i.e., cannot be skipped).
- d. differ depending on whether one is male or female.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of thinking captured in the four stages in Piaget's cognitive-developmental theory.

127. During the _____ stage of development, individuals lack the ability to use symbols.

- a. concrete operations
- b. formal operations
- c. preoperational
- d. sensorimotor

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of thinking captured in the four stages in Piaget's cognitive-developmental theory.

128. As a child moves from the sensorimotor stage to the preoperational stage, he or she first becomes able to

- a. conserve.
- b. think symbolically.
- c. perceive the environment.
- d. use abstract reasoning.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of thinking captured in the four stages in Piaget's cognitive-developmental theory.

129. For Piaget, conservation is the ability to recognize that

- a. certain properties of an object do not change, even when its appearance is altered in a superficial way.
- b. specific sounds are associated with specific symbols (letters).
- c. needs are greater than wants.
- d. liberal ideas tend to be more complicated and more controversial.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of thinking captured in the four stages in Piaget's cognitive-developmental theory.

130. Ruby watches as her mom puts a couple of drops of red food coloring into her glass of water. Although Ruby tasted the water just before her mom put in the drops, Ruby now believes that her water will taste like fruit punch. Piaget would most likely argue that Ruby is in the _____ stage of development.

- a. concrete operations
- b. formal operations
- c. preoperational
- d. sensorimotor

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of thinking captured in the four stages in Piaget's cognitive-developmental theory.

131. Who would be most likely to believe that the horrible-sounding music his band is playing actually sounds good, just because he wants the band to sound good?

- a. John, a preoperational thinker
- b. Paul, a concrete operational thinker
- c. George, a formal operations thinker
- d. Ringo, a postformal operations thinker

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of thinking captured in the four stages in Piaget's cognitive-developmental theory.

132. What best describes the problem-solving approach of the concrete operational thinker?

- a. Systematic
- b. Scientific
- c. Trial and error
- d. One-step analysis

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of thinking captured in the four stages in Piaget's cognitive-developmental theory.

133. Molly has just entered the stage of formal operational thought. Something she can do now that she could not do before is to

- a. engage in trial-and-error problem-solving.
- b. mentally classify objects in her head.
- c. think symbolically.
- d. deal effectively with purely hypothetical situations.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of thinking captured in the four stages in Piaget's cognitive-developmental theory.

134. A major criticism of Piaget's theory is that it

- a. has few practical applications.
- b. focuses too heavily on the importance of social relationships in determining the course of development.
- c. portrays children as passive learners.
- d. underestimates the cognitive abilities of young children.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

:

LEARNING OBJECTIVES: LSHD.SIGE.14.2.5.11 - 2.5. Evaluate the strengths and weaknesses of Piaget's theory, noting how the sociocultural and information-processing approaches attempted to correct for its weaknesses.

135. Because Rooney has a strong belief in a sociocultural view of cognitive development, he would be most likely to say, “_____.”

- a. It’s all about the genes
- b. You have to consider the important impact of historical context on development
- c. Development clearly follows a specific set of stages
- d. Unconscious motives underlie most decisions

ANSWER: b

DIFFICULTY: Moderate

REFERENCES 2.5 Piaget: Cognitive Developmental Theory

:

LEARNING O LSHD.SIGE.14.2.5.11 - 2.5. Evaluate the strengths and weaknesses of Piaget's theory, noting how the BJECTIVES: sociocultural and information-processing approaches attempted to correct for its weaknesses.

136. Which type of theorist would be most likely to describe the human mind in terms of “mental hardware and software”?

- a. Psychoanalytic
- b. Constructivist
- c. Information-processing
- d. Operant conditioning

ANSWER: c

DIFFICULTY: Easy

REFERENCES 2.5 Piaget: Cognitive Developmental Theory

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LEARNING O LSHD.SIGE.14.2.5.11 - 2.5. Evaluate the strengths and weaknesses of Piaget's theory, noting how the BJECTIVES: sociocultural and information-processing approaches attempted to correct for its weaknesses.

137. A theorist with a(n) _____ perspective would be most likely to focus on the interaction between a changing environmental context and a person who is producing changes in the environment.

- a. psychoanalytic
- b. systems
- c. discontinuity
- d. operant conditioning

ANSWER: b

DIFFICULTY Moderate

:

REFERENCE 2.6 Systems Theories

S:

LEARNING O LSHD.SIGE.14.2.6.12 - 2.6. Explain how systems theorists such as Urie Bronfenbrenner have changed the BJECTIVES: way developmentalists think about the roles of biological and environmental forces in development.

138. Who would best be described as an influential systems theorist?

- a. Pavlov
- b. Rayners
- c. Erikson
- d. Bronfenbrenner

ANSWER: d

DIFFICULTY Easy

:

REFERENCE 2.6 Systems Theories

S:

LEARNING O LSHD.SIGE.14.2.6.12 - 2.6. Explain how systems theorists such as Urie Bronfenbrenner have changed the BJECTIVES: way developmentalists think about the roles of biological and environmental forces in development.

139. In Bronfenbrenner's theory, the immediate physical and social environment is the

- a. microsystem.
- b. exosystem.
- c. macrosystem.
- d. mesosystem.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 2.6 Systems Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.6.13 - 2.6. Define and give an example of the five environmental systems in Bronfenbrenner's bioecological theory.

140. The greatest weakness of the systems theory of development is that it

- a. places too great an emphasis on genes.
- b. shows no appreciation for development during adulthood.
- c. fails to provide a coherent picture of development.
- d. views conscious factors as being as influential as unconscious factors.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.6 Systems Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.6.14 - 2.6. Evaluate the strengths and weaknesses of Bronfenbrenner's theory.

141. As a strong believer in learning theory, Bea would be most likely to describe parents as _____ of their children.

- a. trainers
- b. supporters
- c. partners
- d. genetic-precursors

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 2.7 Theories in Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.2.7.15 - 2.7. Compare and contrast the major theories in this chapter in terms of their stands on the four major issues in human development.

142. Which statement best exemplifies the perspective held by most 21st century developmentalists?

- a. Extreme black-and-white positions are in vogue.
- b. Freudian ideas (especially those concerning the issues of child sexual fantasy) are more accepted than ever.
- c. Learning approaches are effective at describing the development of thoughts but not effective at explaining the acquisition of behaviors.
- d. Humans and their environments mutually interact to influence development.

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 2.7 Theories in Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.2.7.15 - 2.7. Compare and contrast the major theories in this chapter in terms of their stands on the four major issues in human development.

143. Dr. Zaius believes that no one theory can explain human development and has developed an approach that incorporates elements from many of the major theories. Given this description, Dr. Zaius is best classified as a(n) _____ theorist.

- a. psychodynamic
- b. ethological
- c. eclectic
- d. sociocultural

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 2.7 Theories in Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.2.7.15 - 2.7. Compare and contrast the major theories in this chapter in terms of their stands on the four major issues in human development.

144. The term *tabula rasa* is best translated as “blank slate.”

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

145. Discontinuity theorists believe that development involves primarily quantitative changes in human behavior.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

146. The universality-context specificity issue concerns whether we all follow similar or unique paths of development.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

147. Freud believed that unconscious motivation played no role in human behavior.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

148. The ego is the irrational, impulsive component of personality that serves only to satisfy one's instincts.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

149. When exhibiting repression, an individual expresses motives that are just the opposite of their real motives.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Difficult

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

150. Regression is one example of a defense mechanism.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

151. Erikson suggested that humans develop over a series of psychosexual stages.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Easy

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.3.5 - 2.3. Analyze how Erikson's neo-Freudian psychoanalytic theory differs from and expands on Freud's theory.

152. A major weakness of psychoanalytic theories is that they do not adequately explain how development comes about.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.4 - 2.2. Evaluate the strengths or contributions and the weaknesses of Freud's theory.

153. According to Erikson, teenagers struggle with the crisis of generativity versus stagnation.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Difficult

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.3.5 - 2.3. Analyze how Erikson's neo-Freudian psychoanalytic theory differs from and expands on Freud's theory.

154. In Watson and Raynor's study with Little Albert, a white rat served as a conditioned response.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Easy

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.9 - 2.4. Evaluate the strengths and weaknesses of learning theories in general and discuss how Bandura overcame some of the weaknesses of earlier learning theories.

155. If effective, negative reinforcement leads to an increase in the frequency of a behavior.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.9 - 2.4. Evaluate the strengths and weaknesses of learning theories in general and discuss how Bandura overcame some of the weaknesses of earlier learning theories.

156. Negative punishment involves the removal of something pleasant that results in behavior decreasing in frequency.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.9 - 2.4. Evaluate the strengths and weaknesses of learning theories in general and discuss how Bandura overcame some of the weaknesses of earlier learning theories.

157. According to Bandura, the phrase "human agency" refers to any group that offers assistance to children or adults.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.9 - 2.4. Evaluate the strengths and weaknesses of learning theories in general and discuss how Bandura overcame some of the weaknesses of earlier learning theories.

158. Bandura was highly critical of the notion of reciprocal determinism.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.9 - 2.4. Evaluate the strengths and weaknesses of learning theories in general and discuss how Bandura overcame some of the weaknesses of earlier learning theories.

159. According to Piaget, children construct their own understanding of the world based on their experiences.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of thinking captured in the four stages in Piaget's cognitive-developmental theory.

160. According to Piaget, a child who is unable to use symbols to help solve problems mentally is in the preoperational stage of development.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of thinking captured in the four stages in Piaget's cognitive-developmental theory.

161. An important focus of systems theory is in understanding the behavior of individuals in their environment.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

:

REFERENCE: 2.6 Systems Theories

S:

LEARNING OBJECTIVES: LSHD.SIGE.14.2.6.12 - 2.6. Explain how systems theorists such as Urie Bronfenbrenner have changed the way developmentalists think about the roles of biological and environmental forces in development.

162. Systems theorists argue that genes completely dictate human behavior.

- a. True
- b. False

ANSWER: False

DIFFICULTY Moderate

:

REFERENCE 2.6 Systems Theories

S:

LEARNING OBJECTIVES: LSHD.SIGE.14.2.6.12 - 2.6. Explain how systems theorists such as Urie Bronfenbrenner have changed the way developmentalists think about the roles of biological and environmental forces in development.

163. Stage theorists tend to view parents as supporters of development, while learning theorists tend to view parents as supporters of behavior.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Difficult

REFERENCES: 2.7 Theories in Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.2.7.15 - 2.7. Compare and contrast the major theories in this chapter in terms of their stands on the four major issues in human development.

164. The debate between stage theorists and those who view development as being without sudden change is called the _____ issue.

ANSWER: continuity-discontinuity

DIFFICULTY: Moderate

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

165. Freud is credited with developing _____ theory.

ANSWER: psychoanalytic

DIFFICULTY: Easy

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

166. According to Freud, the component of personality containing internalized moral standards is called the _____.

ANSWER: superego

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

167. Freudians believe that boys love their mothers and fear castration by their fathers in a process called the _____ complex.

ANSWER: Oedipus

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

168. The defense mechanism of _____ involves mentally going back in time to a less stressful period in one's life.

ANSWER: regression

DIFFICULTY: Moderate

REFERENCES: 2.2 Freud: Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.2.3 - 2.2. Summarize the three parts of the personality and the five psychosexual stages in Freud's psychoanalytic theory.

169. According to Erikson, the last psychosocial stage of development involves the conflict of _____ versus despair.

ANSWER: integrity

DIFFICULTY: Difficult

REFERENCES: 2.3 Erikson: Neo-Freudian Psychoanalytic Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.3.5 - 2.3. Analyze how Erikson's neo-Freudian psychoanalytic theory differs from and expands on Freud's theory.

170. In Pavlov's study on dogs' digestion, food served as the _____ stimulus.

ANSWER: unconditioned

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

171. In operant conditioning, _____ occurs when something unpleasant is removed from a situation and, as a result, the likelihood of a behavior reoccurring is strengthened.

ANSWER: negative reinforcement

DIFFICULTY: Difficult

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

172. In operant conditioning, _____ occurs when something pleasant is added to a situation and, as a result, the likelihood of a behavior reoccurring is strengthened.

ANSWER: positive reinforcement

DIFFICULTY: Difficult

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

173. When a behavior is ignored (not reinforced), it tends to go away. This statement describes the operant consequence of _____.

ANSWER: extinction

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

174. Bandura is best known for developing _____ cognitive theory.

ANSWER: social

DIFFICULTY: Easy

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

175. Acquiring a behavior by watching a model perform the act is called _____ learning.

ANSWER: observational

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

176. The ability to learn about a consequence by observing it being experienced by a model is referred to as _____ reinforcement.

ANSWER: vicarious

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

177. Bandura used the phrase _____ when describing the ways in which humans exercise deliberate cognitive control over their lives and environments.

ANSWER: human agency

DIFFICULTY: Difficult

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

178. The belief that one can effectively produce a desired outcome in a particular area of life is called self-_____.

ANSWER: efficacy

DIFFICULTY: Moderate

REFERENCES: 2.4 Learning Theories

LEARNING OBJECTIVES: LSHD.SIGE.14.2.4.7 - 2.4. Explain how the learning theory perspective on development differs from stage theory perspectives like Freud's and Erikson's.

179. The _____ stage is the first of Piaget's stages of cognitive development.

ANSWER: sensorimotor

DIFFICULTY: Easy

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of thinking captured in the four stages in Piaget's cognitive-developmental theory.

180. Piaget suggested that individuals in the _____ operations stage of development are able to effectively think about abstract concepts and can formulate sophisticated hypotheses.

ANSWER: formal

DIFFICULTY: Moderate

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING OBJECTIVES: LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of thinking captured in the four stages in Piaget's cognitive-developmental theory.

181. Systems theories may also be called _____ theories.

ANSWER: contextual

DIFFICULTY: Moderate

:

REFERENCE 2.6 Systems Theories

S:

LEARNING OBJECTIVES: LSHD.SIGE.14.2.6.12 - 2.6. Explain how systems theorists such as Urie Bronfenbrenner have changed the way developmentalists think about the roles of biological and environmental forces in development.

182. Bronfenbrenner's model is a(n) _____ model.

ANSWER: bioecological

DIFFICULTY: Moderate

:

REFERENCE 2.6 Systems Theories

S:

LEARNING OBJECTIVES: LSHD.SIGE.14.2.6.12 - 2.6. Explain how systems theorists such as Urie Bronfenbrenner have changed the way developmentalists think about the roles of biological and environmental forces in development.

183. A theorist who relies on a combination of theories rather than relying on a single theory is said to be taking a(n) _____ approach.

ANSWER: eclectic

DIFFICULTY: Moderate

REFERENCES: 2.7 Theories in Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.2.7.15 - 2.7. Compare and contrast the major theories in this chapter in terms of their stands on the four major issues in human development.

184. Compare and contrast the developmental assumptions of nature versus nurture, activity versus passivity, continuity versus discontinuity, and universality versus context-specificity.

ANSWER: Answer not provided

REFERENCES: 2.1 Developmental Theories and the Issues They Raise

LEARNING OBJECTIVES: LSHD.SIGE.14.2.1.2 - 2.1. Outline the four issues addressed by theories of human development.

185. On which elements of learning would Watson, Skinner, and Bandura agree? Where would their differences lie?

ANSWER: Answer not provided

REFERENC 2.4 Learning Theories

ES:

LEARNING LSHD.SIGE.14.2.4.8 - 2.4. Using examples, differentiate between Watson's classical conditioning, Skinner's *OBJECTIVE* operant conditioning, and Bandura's observational learning with regard to what learning involves and what *S:* can be learned.

186. Many people suggest that violence in teenagers is due to the violent images they view in movies and video games. How would Skinner, Bandura, and Vygotsky react to this suggestion?

ANSWER: Answer not provided

REFERENC 2.4 Learning Theories

ES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING LSHD.SIGE.14.2.4.8 - 2.4. Using examples, differentiate between Watson's classical conditioning, Skinner's *OBJECTIVE* operant conditioning, and Bandura's observational learning with regard to what learning involves and what *S:* can be learned.

LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of thinking captured in the four stages in Piaget's cognitive-developmental theory.

187. Describe Piaget's preoperational, concrete operations, and formal operations stages of development using examples from children or adults you have met (including yourself).

ANSWER: Answer not provided

REFERENCES: 2.5 Piaget: Cognitive Developmental Theory

LEARNING OB LSHD.SIGE.14.2.5.10 - 2.5. Explain the concept of constructivism and the differences in modes of *JECTIVES:* thinking captured in the four stages in Piaget's cognitive-developmental theory.

188. Define the chronosystem and, using examples, illustrate its importance to understanding development.

ANSWER: Answer not provided

REFERENCES: 2.6 Systems Theories

LEARNING OBJECT LSHD.SIGE.14.2.6.13 - 2.6. Define and give an example of the five environmental systems in *IVES:* Bronfenbrenner's bioecological theory.

189. How would you create a new theory using the ideas of the theorists presented in this chapter? Which concepts would you keep and which would you eliminate?

ANSWER: Answer not provided

REFERENCES: 2.7 Theories in Perspective

LEARNING OBJE LSHD.SIGE.14.2.7.15 - 2.7. Compare and contrast the major theories in this chapter in terms of their *CTIVES:* stands on the four major issues in human development.

190. Susie, age four, climbed into her parents' bed one night because she was frightened by a scary dream. Because it was so late and Susie was obviously distressed, her parents comforted her and let her sleep with them. Now Susie does not want to sleep in her own bed, and every night has been a battle of wills, usually ending with Susie sleeping in her parents' bed. How would psychoanalytic, learning, cognitive-developmental, and systems theorist explain what is going on with Susie?

ANSWER: Answer not provided

REFERENCES: 2.7 Theories in Perspective

LEARNING OBJE LSHD.SIGE.14.2.7.15 - 2.7. Compare and contrast the major theories in this chapter in terms of their *CTIVES:* stands on the four major issues in human development.

191. Use Freud's stages of psychosexual development to discuss the development of a child from birth through age 25. Be sure to include at least one example of fixation.

ANSWER: Answer not provided

REFERENCES: 2.7 Theories in Perspective

LEARNING OBJECTIVES: SHD.SIGE.14.2.7.15 - 2.7. Compare and contrast the major theories in this chapter in terms of their stands on the four major issues in human development.

192. Erikson and Freud both have psychoanalytic theories of development. What are the key similarities and differences of their approaches?

ANSWER: Answer not provided

REFERENCES: 2.7 Theories in Perspective

LEARNING OBJECTIVES: SHD.SIGE.14.2.7.15 - 2.7. Compare and contrast the major theories in this chapter in terms of their stands on the four major issues in human development.

193. Explain and provide examples of the concepts of negative reinforcement, positive punishment, and extinction.

ANSWER: Answer not provided

REFERENCES: 2.4 Learning Theories

ES:

LEARNING OBJECTIVES: SHD.SIGE.14.2.4.8 - 2.4. Using examples, differentiate between Watson's classical conditioning, Skinner's operant conditioning, and Bandura's observational learning with regard to what learning involves and what can be learned.

194. In Bronfenbrenner's theory, the interrelationships between microsystems form the

- a. chronosystem.
- b. exosystem.
- c. macrosystem.
- d. mesosystem.

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 2.6 Systems Theories

LEARNING OBJECTIVES: SHD.SIGE.14.2.6.13 - 2.6. Define and give an example of the five environmental systems in Bronfenbrenner's bioecological theory.

195. In Bronfenbrenner's theory, linkages involving social settings that individuals do not experience directly but that can still influence their development are called the

- a. chronosystem.
- b. exosystem.
- c. macrosystem.
- d. mesosystem.

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 2.6 Systems Theories

LEARNING OBJECTIVES: SHD.SIGE.14.2.6.13 - 2.6. Define and give an example of the five environmental systems in Bronfenbrenner's bioecological theory.

196. Thom's mother had a terrible day at work and when she got home, snapped at him because he had not finished his homework. This illustrates the impact of the

- a. chronosystem.
- b. exosystem.
- c. macrosystem.
- d. mesosystem.

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 2.6 Systems Theories

LEARNING OBJECTS: SHD.SIGE.14.2.6.13 - 2.6. Define and give an example of the five environmental systems in Bronfenbrenner's bioecological theory.

197. In Bronfenbrenner's theory, the larger cultural context is the

- a. chronosystem.
- b. exosystem.
- c. macrosystem.
- d. mesosystem.

ANSWER: c

DIFFICULTY: Easy

REFERENCES: 2.6 Systems Theories

LEARNING OBJECTS: SHD.SIGE.14.2.6.13 - 2.6. Define and give an example of the five environmental systems in Bronfenbrenner's bioecological theory.

198. People and their environments and the relations between the two change over time and unfold in particular patterns or sequences over a person's lifetime. This illustrates the

- a. chronosystem.
- b. exosystem.
- c. macrosystem.
- d. mesosystem.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 2.6 Systems Theories

LEARNING OBJECTS: SHD.SIGE.14.2.6.13 - 2.6. Define and give an example of the five environmental systems in Bronfenbrenner's bioecological theory.

199. Terrell has been refusing to go to school. Bronfenbrenner suggests that the problem has been aggravated by poor communication between the school and Terrell's parents. This illustrates the operation of the

- a. chronosystem.
- b. exosystem.
- c. macrosystem.
- d. mesosystem.

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 2.6 Systems Theories

LEARNING OBJECTS: SHD.SIGE.14.2.6.13 - 2.6. Define and give an example of the five environmental systems in Bronfenbrenner's bioecological theory.

200. Anthony has been refusing to go to school. Anthony's culture places great emphasis on academic achievement and expects that young people will get no grade lower than a A, and his teacher wonders whether that may be influencing Anthony's school refusal. This illustrates operation of the

- a. chronosystem.
- b. exosystem.
- c. macrosystem.
- d. mesosystem.

ANSWER: c

DIFFICULTY: Easy

REFERENCES: 2.6 Systems Theories

LEARNING OBJECTS: SHD.SIGE.14.2.6.13 - 2.6. Define and give an example of the five environmental systems in Bronfenbrenner's bioecological theory.