Test Bank for Infants Children and Adolescents 9th Berk

CHAPTER 1
HISTORY, THEORY, AND RESEARCH STRATEGIES

CHAPTER-AT-A-GLANCE

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BRIEF CHAPTER SUMMARY

Child development is a field of study devoted to understanding constancy and change from conception through adolescence. It is part of a larger, interdisciplinary field called developmental science. Research on child development has been stimulated both by scientific curiosity and by social pressures to improve children's lives.

Child development is often divided into three broad domains—physical, cognitive, and emotional and social—and five age periods: prenatal, infancy and toddlerhood, early childhood, middle childhood, and adolescence. Researchers have proposed an additional period, emerging adulthood, for many contemporary youths in industrialized nations.

Theories of child development take a stand on three basic issues: (1) Is the course of development continuous or discontinuous? (2) Does one course of development characterize all children, or are there many possible courses? (3) Are genetic or environmental factors more important in development, and are individual differences stable or characterized by substantial plasticity? Contemporary researchers have shifted toward balanced positions on these issues.

At least since medieval times, childhood has been regarded as a distinct period of life. Scientific study of child development evolved quickly in the late nineteenth and early twentieth centuries. In the mid-twentieth century, a variety of child development theories emerged: Freud's psychosexual theory, Erikson's psychosocial theory, behaviorism and social learning theory, and Piaget's cognitive-developmental theory. Recent theoretical perspectives include information processing, developmental neuroscience, ethology and evolutionary developmental psychology, Vygotsky's sociocultural theory, and Bronfenbrenner's ecological systems theory. According to the dynamic systems perspective, the child's mind, body, and physical and social worlds form an integrated system that guides mastery of new skills.

Research methods commonly used to study child development include systematic observation; self-reports; the clinical, or case study, method; and ethnography, the study of a culture or social group. Investigators may use a correlational research design, which shows a relationship but does not allow inferences about cause and effect, or an experimental design, which uses independent and dependent variables to determine cause and effect. Experiments may be carried out in the field, or natural settings, or in the laboratory. To study how individuals change over time, investigators use special developmental research strategies, including longitudinal, cross-sectional, sequential, and microgenetic designs, each of which has distinct strengths and limitations.

Conducting research with children poses special ethical dilemmas because of children's vulnerability to physical and psychological harm. Guidelines have been developed to protect children's rights in research.

LEARNING OBJECTIVES

After reading this chapter, you should be able to answer the following:

1.1a Describe the field of child development, along with factors that stimulated its expansion. (pp. 4–5, section 1.1)

1.1b Explain how child development is typically divided into domains and periods. (pp. 5–6, sections 1.1.1–1.1.2)

1.2 Identify three basic issues on which theories of child development take a stand. (pp. 7–11, sections 1.2–1.2.4)

1.3 Describe major historical influences on theories of child development. (pp. 11–14, sections 1.3–1.3.4)

1.4 Describe theories that influenced child development research in the mid-twentieth century. (pp. 14–20, sections 1.4–1.4.3)

1.5 Describe recent theoretical perspectives on child development. (pp. 21–30, sections 1.5–1.5.6)

1.6 Identify the stand taken by each major theory on the basic issues of child development. (p. 30, section 1.6)

1.7a Describe research methods commonly used to study children. (pp. 30–37, sections 1.7–1.7.1)

1.7b Distinguish between correlational and experimental research designs, noting strengths and limitations of each. (pp. 37–39, section 1.7.2)

1.7c Describe designs for studying development, noting strengths and limitations of each. (pp. 39–44, sections 1.7.3–1.7.4)

1.8 Discuss special ethical concerns that arise in doing research on children. (pp. 44–46, section 1.8)

LECTURE OUTLINE

1.1 THE FIELD OF CHILD DEVELOPMENT (pp. 4–6, sections 1.1–1.1.2)

- **Child development** is a field of study devoted to understanding constancy and change from conception through adolescence. It is part of a larger, interdisciplinary field known as **developmental science.**
- Research in child development has both scientific and *applied* importance.
- Child development is often divided into three broad domains—*physical, cognitive,* and *emotional and social*—and five age periods: *prenatal, infancy and toddlerhood, early childhood, middle childhood,* and *adolescence.*
- For many contemporary youths in industrialized nations, *emerging adulthood*—from about age 18 to the mid- to late twenties—is a period of intensified exploration of options in love, career, and personal values.

1.2 BASIC ISSUES (pp. 7–11, sections 1.2–1.2.4)

- A **theory** is an orderly, integrated set of statements that describes, explains, and predicts behavior. A theory's continued existence depends on *scientific verification.*
- Theories of child development take a stand on three basic issues: (1) Is development **continuous** or **discontinuous** (taking place in **stages**)? (2) Does one course of development characterize all children, or are there many possible courses, affected by relationships between children and their **contexts**? (3) What are the roles of genetic and environmental factors in development (the **nature–nurture controversy**)? Is development characterized more by stability or by **plasticity**? Theorists have shifted toward balanced positions on these issues.
- The relative impact of early and later experiences varies greatly from one domain of development to another and across individuals, as research on **resilience** reveals.
- Increasingly, researchers take a *developmental systems perspective,* viewing developmental change as a perpetually ongoing process molded by a complex network of genetic/biological, psychological, and social influences.

1.3 HISTORICAL FOUNDATIONS (pp. 11–14, sections 1.3–1.3.4)

- In medieval Europe, childhood was already viewed as a separate period of life.
- In the sixteenth century, the Puritans believed that children were born evil and stubborn and had to be civilized through harsh child-rearing practices.
- The seventeenth-century Enlightenment brought more humane conceptions of childhood, including John Locke's view of the child as a *tabula rasa,* or "blank slate."
- The eighteenth-century French philosopher Jean-Jacques Rousseau saw children as *noble savages* with an innate plan for orderly, healthy growth. Rousseau's philosophy includes the concepts of *stage* and **maturation.**
- In the nineteenth century, Charles Darwin's *theory of evolution* emphasized the adaptive value of physical characteristics and behavior.
- G. Stanley Hall and his student Arnold Gesell launched the **normative approach**, in which age-related averages are computed to represent typical development.
- French psychologists Alfred Binet and Theodore Simon constructed the first successful intelligence test, sparking tremendous interest in individual differences in development.

1.4 MID-TWENTIETH-CENTURY THEORIES (pp. 14–20, sections 1.4–1.4.3)

- The **psychoanalytic perspective** assumes that children move through a series of stages in which they confront conflicts between biological drives and social expectations. How these conflicts are resolved determines their ability to learn, to get along with others, and to cope with anxiety.
- In Sigmund Freud's **psychosexual theory,** three parts of the personality—*id, ego,* and *superego*—become integrated during five stages of development. Healthy personality development depends on the quality of the early parent–child relationship.
- Erik Erikson's **psychosocial theory** improved on Freud's vision, emphasizing the ego's positive contributions to development and adding three adult stages to Freud's five stages. Erikson recognized that normal development must be understood in relation to each culture's life situation.
- Despite its contributions, the psychoanalytic perspective is no longer in the mainstream of child development research, partly because it focuses too exclusively on the clinical approach.
- According to **behaviorism,** directly observable events—stimuli and responses—are the appropriate focus of study.
- Albert Bandura's **social learning theory** emphasizes *modeling* as a basis for development. Today, this theory is described as a *social-cognitive* approach.

- Behaviorism and social learning theory have given rise to **applied behavior analysis,** with the goal of eliminating undesirable behaviors and increasing desirable responses.
- According to Jean Piaget's **cognitive-developmental theory,** children move through four broad stages, each characterized by qualitatively different ways of thinking: *sensorimotor, preoperational, concrete operational,* and *formal operational.* His theory encouraged the development of educational programs emphasizing discovery learning and direct contact with the environment.
- Piaget's theory has been challenged for underestimating the competencies of infants and preschoolers and for paying too little attention to social and cultural influences on development.

1.5 RECENT THEORETICAL PERSPECTIVES (pp. 21–30, sections 1.5–1.5.6)

- **Information-processing** researchers view the human mind as a symbol-manipulating system through which information flows. Their view of development is one of continuous change.
- **Developmental cognitive neuroscience** brings together researchers from psychology, biology, neuroscience, and medicine to study the relationship between changes in the brain and a child's cognitive processing and behavior patterns.
- **Developmental social neuroscience,** a complementary new area, focuses on the relationship between changes in the brain and emotional and social development.
- **Ethology** is concerned with the adaptive, or survival, value of behavior and its evolutionary history.
- A **sensitive period** is a time that is biologically optimal for certain capacities to emerge because the individual is especially responsive to environmental influences.
- John Bowlby applied ethological theory to the development of human infant–caregiver attachment.
- **Evolutionary developmental psychology** seeks to understand the adaptive value of species-wide cognitive, emotional, and social competencies as those competencies change with age.
- Lev Vygotsky's **sociocultural theory** focuses on how culture is transmitted from one generation to the next through social interaction—in particular, cooperative dialogues with more knowledgeable members of society.
- Urie Bronfenbrenner's **ecological systems theory** views the child as developing within a complex system of relationships affected by multiple levels of the surrounding environment—**microsystem, mesosystem, exosystem,** and **macrosystem**—as well as a temporal dimension, the **chronosystem.**
- A new wave of systems theorists view children's development from a **dynamic systems perspective,** in which the child's mind, body, and physical and social worlds form an *integrated system* that guides mastery of new skills.

1.6 COMPARING CHILD DEVELOPMENT THEORIES (p. 30, section 1.6)

- Major theoretical perspectives in child development focus on different domains of development.
- Every theory takes a stand on the basic issues of child development.

1.7 STUDYING THE CHILD (pp. 30–44, sections 1.7–1.7.4)

- Common *research methods* include systematic observation, self-reports, clinical or case studies, and ethnographies.
- Systematic observation—either **naturalistic observation** in the field or **structured observations** in a laboratory—provides information about actual behavior but tells us little about the reasoning behind the responses.
- Self-reports include the **clinical interview,** in which researchers ask questions in a flexible, conversational style, and the **structured interview,** in which each participant is asked the same set of questions in the same way.
- The **clinical,** or **case study, method** brings together a wide range of information about a single child, allowing investigators to obtain as complete a picture as possible of that individual.
- **Ethnography** is a descriptive, qualitative technique directed toward understanding a culture or distinct social group through *participant observation.*
- Two main *research designs* are used to study human behavior: *correlational* and *experimental.*
- A **correlational design** reveals relationships between participants' characteristics and their behavior or development but does not allow researchers to infer cause and effect.
- A **correlation coefficient,** ranging from +1.00 to –1.00, describes how two variables are associated with one another.
- An **experimental design** permits inferences about cause and effect because researchers engage in **random assignment** of participants to two or more treatment conditions. Researchers manipulate an **independent variable** and investigate the effects on a **dependent variable,** while taking precautions to control for **confounding variables.**
- In *field experiments,* researchers assign participants randomly to different treatment conditions in natural settings.
- In *natural,* or *quasi-, experiments,* investigators research preexisting treatments, choosing participant groups carefully to ensure that their characteristics are as much alike as possible.

- Designs for studying development include the **longitudinal design,** in which participants are studied repeatedly at different ages, and the **cross-sectional design,** in which groups of people differing in age are studied at the same point in time.
- Problems in conducting longitudinal research include participant dropout, *practice effects,* and **cohort effects.**
- Cross-sectional research may also suffer from cohort effects and does not provide evidence about development at the individual level.
- In a **sequential design,** investigators conduct several similar cross-sectional or longitudinal studies, or *sequences,* at varying times.
- The **microgenetic design** allows researchers to observe how change occurs within a "microcosm" of development by presenting children with a novel task and following their mastery over a series of closely spaced sessions.
- Research that combines an experimental strategy with either a longitudinal or a cross-sectional approach is becoming increasingly common.

1.8 ETHICS IN RESEARCH ON CHILDREN (pp. 44–46, section 1.8)

- Because children are more vulnerable than adults to physical and psychological harm, special ethical guidelines have been developed to ensure that the quest for scientific knowledge does not exploit them.
- Researchers seek advice from *institutional review boards (IRBs)* that follow U.S. federal guidelines for the protection of human subjects.
- The ethical principal of *informed consent* requires special interpretation with children, who cannot fully appreciate the research goals and activities.
- In addition to parental consent, children's own informed *assent* should be obtained, and special precautions should be taken in the use of deception and concealment.
- *Debriefing* may not work well with children because it can undermine their trust in adults.

LECTURE ENHANCEMENTS

LECTURE ENHANCEMENT 1.1
Developmental Perspectives on Resilience in Vulnerable Children (p. 10, section 1.2.4)

Objective: To consider evidence for a bidirectional relationship between individual resilience and social support, with implications for designing interventions to promote resilience.

Masten, A. S., & Barnes, A. J. (2018). Resilience in children: Developmental perspectives. *Children, 5,* 98. doi:10.3390/children5070098

In this review of research in developmental resilience science, Masten and Barnes (2018) observe that the current "surge of global interest in resilience" may be motivated by growing concern about the risks to children's health and well-being posed by adverse life experiences, including "disasters, war, poverty, pandemics, climate change, and associated displacement." Defining *resilience* as a system's capacity to adapt successfully to challenges that threaten its survival or future development, these authors note that from a developmental perspective, resilience is not a trait but, rather, "a feature of complex adaptive systems, including … families, economies, ecosystems, and organizations" as well as individuals. Thus, as described in the Biology and Environment box on page 10, section 1.2.4, resilience depends on both genetically influenced characteristics (such as high intelligence or socially valued talents) and environmental influences, including family life as well as school and community experiences.

Masten and Barnes note that the past five decades have seen a shift away from a disease-oriented approach to resilience and toward a health-oriented view, in line with the increasing dominance of developmental systems theory as a framework for understanding individual development. The authors review evidence on the effectiveness of a range of interventions designed to foster resilience, noting the special role of children's health-care professionals, along with parents and teachers. This paper can be used as a basis for classroom discussion of ways in which schools and other institutions can help promote resilience, including both promotive factors (those associated with better outcomes at any level of risk) and protective factors, which have greater effects at high levels of risk.

LECTURE ENHANCEMENT 1.2
The "U.S. Immigrant Paradox": Implications for Research, Policy, and Practice (p. 36, section 1.7.1)

Objective: To consider changes in models of adaptation for immigrant youths, and the implications of these changes for research, policy, and practice.

Marks, A. K., Ejesi, K., & Coll, C. G. (2014). Understanding the U.S. immigrant paradox in childhood and adolescence. *Child Development Perspectives, 8,* 59–64. doi: 10.1111//cdep.12071

This article examines implications of the so-called *U.S. immigrant paradox* in childhood and adolescence. It can be used to expand discussion of the Cultural Influences box on immigrant youths (page 36, section 1.7.1), which cites evidence that children who are either first generation (foreign-born, immigrated with their parents) or second generation (American-born, with immigrant parents) often have more optimal developmental outcomes—in terms of both academic achievement and psychological adjustment—than their agemates who have native-born parents.

These authors cite evidence that, for today's immigrant youths, optimal modes of adaptation may include biculturalism rather than assimilation to the majority culture. Theoretical frameworks, however, have been slow to shift away from the assumption that immigrant youths will thrive as their families move toward full adoption of "American" ways. The authors suggest that bicultural models best capture optimal adaptation—for example, focusing on skills children need to coordinate their experiences across important everyday settings, such as home and school. Such models, they maintain, are more relevant to today's immigrant families and their U.S.-born children than are the older cultural assimilation models.

To enhance in-class discussion of adaptation by immigrant youths, the instructor can use the ideas presented in this article to provide an overview of the ways in which research models may influence thinking about minority populations and, consequently, may affect policy and practice.

LEARNING ACTIVITIES

LEARNING ACTIVITY 1.1
True or False: Mid-Twentieth-Century Theories and Recent Theoretical Perspectives (pp. 14–30, sections 1.4–1.5.6)

Present the following exercise as an in-class activity or quiz.

Directions: Read each of the following statements and indicate whether it is *True* (T) or *False* (F).

_____ 1. According to Freud, in each stage of psychosexual development, parents walk a fine line between permitting too much or too little gratification of their child's basic needs.
_____ 2. Both Freud and Erikson emphasized that normal development must be understood in relation to each culture's life situation.
_____ 3. Behaviorism has been praised for acknowledging children's contributions to their own development.
_____ 4. In Piaget's theory, as the brain develops and children's experiences expand, they move through four broad stages, each characterized by qualitatively distinct ways of thinking.
_____ 5. Research indicates that Piaget underestimated the competencies of infants and preschoolers.
_____ 6. Information-processing researchers view the mind as a symbol-manipulating system through which information flows.
_____ 7. Developmental neuroscience can identify relationships between changes in the brain and cognitive processing, but it has little to say about social or emotional development.
_____ 8. According to Vygotsky, social interaction is necessary for children to acquire the ways of thinking and behaving that make up a community's culture.
_____ 9. The mesosystem consists of social settings that do not contain children but nevertheless affect children's experiences in immediate settings.
_____ 10. In Bronfenbrenner's theory, children are both products and producers of their environments.

Answers:

1. T	5. T	8. T
2. F	6. T	9. F
3. F	7. F	10. T
4. T		

LEARNING ACTIVITY 1.2
Keeping a Theory/Research Notebook (pp. 14–32, sections 1.4–1.7.1)

Among the many theories of child development, students are likely to find some more appealing and plausible than others. Encourage students to keep a theory/research notebook in which they construct a systematic list of their theoretical likes and dislikes. For each theory, ask students to list the concepts and principles they consider important and those they believe to be inadequate or incorrect. As students learn more throughout the course, ask them to revise their opinions periodically, noting research that supports their changing views. At the end of the course, students should have developed a personal perspective on child development—one that may emphasize a single theory or blend aspects of a number of theories.

LEARNING ACTIVITY 1.3
Applying Ecological Systems Theory to a Current Issue in Child Development (pp. 26–29, sections 1.5.5–1.5.6)

Have students form small groups and ask each group to select a current issue in child development that is widely discussed in the media—for example, the recent controversy regarding separating migrant children from their parents at the U.S. border, access to universal health care, state and federal policies regarding transgender children, the effects of child abuse and neglect, the obesity epidemic, or children's use of the Internet and social media.

After groups have selected their topics, ask students to consider how each level of the environment in the ecological systems approach may affect development, including bidirectional influences and the role of third parties. For example, a transgender child is likely grappling with family dynamics in the microsystem, school policies in the mesosystem, health-care access in the exosystem, and public policies in the macrosystem.

LEARNING ACTIVITY 1.4
Thinking About Research Methods and Designs (pp. 32–46, sections 1.7.1–1.8)

Students can gain a greater appreciation for the research methods used by developmental psychologists by proposing data collection strategies of their own. Present the following scenarios to students:

(a) An investigator is interested in determining whether infant child care leads to an insecure attachment bond between children and their mothers during the first year of life as well as into the preschool years.
(b) An investigator wants to investigate whether a family-based intervention is more or less effective than individual counseling in protecting adolescents against obesity and eating disorders.
(c) A researcher wants to test the theory that early childhood isolation affects language development and social skills but not cognitive development.
(d) An investigator wants to determine whether sociability in children is related to school achievement and whether this relationship, if any, varies for children in preschool, elementary school, and middle school.
(e) A researcher wants to investigate the extent to which parental and peer models influence the development of social norms for helping and prosocial behavior among kindergartners.

For each scenario, ask students to answer the following questions:

(1) What research method and design would you choose for this study? Why?
(2) Would the results tell you anything about cause and effect? Why or why not?
(3) Would this study involve any special ethical considerations? If so, what are they?

LEARNING ACTIVITY 1.5
Cross-Sectional, Longitudinal, and Sequential Research Designs (pp. 40–44, sections1.7.3–1.7.4)

Present the following exercise as an in-class activity or quiz.

Directions: Each of the following statements pertains to cross-sectional, longitudinal, or sequential research designs. For each statement, determine which research design is being described.

1. The researcher studies groups of participants who differ in age at the same point in time.
2. The researcher is interested in whether frequent exposure to violent television in early childhood predicts aggressive and antisocial behavior in adulthood.
3. The researcher wants to investigate psychological well-being in middle childhood for groups of participants born a decade apart.
4. Age-related changes may be distorted because of participant dropout, practice effects, and cohort effects.
5. The researcher follows a sequence of samples (two or more age groups), collecting data on them at the same points in time.
6. This design does not permit the study of individual developmental trends. Age differences may be distorted because of cohort effects.
7. To investigate age-related changes in children's problem-solving skills, the researcher selects three samples—children born in 2008, children born in 2011, and children born in 2014—and tracks each group for five years.
8. To investigate how children of different ages process traumatic events, such as school violence, the researcher recruits children who were in grades 6, 9, and 12 in the 2017–2018 school year and interviews them about their responses to the shootings at Marjory Stoneman Douglas High School in Parkland, Florida, in February 2018.
9. The researcher studies the same group of participants repeatedly at different ages.

Answers:

1. Cross-sectional
2. Longitudinal
3. Sequential
4. Longitudinal
5. Sequential
6. Cross-sectional
7. Sequential
8. Cross-sectional
9. Longitudinal

ASK YOURSELF . . .

CONNECT: Provide an example of how one domain of development (physical, cognitive, or emotional/social) can affect development in another domain. (p. 5, section 1.1.1)

Each domain influences and is influenced by the others. For example, new motor capacities, such as reaching, sitting, crawling, and walking (physical), contribute greatly to infants' understanding of their surroundings (cognitive). When babies think and act more competently, adults stimulate them more with games, language, and expressions of delight at their new achievements (emotional and social). These enriched experiences, in turn, promote all aspects of development.

APPLY: Review Reiko's story in the introduction to this chapter. What factors likely contributed to her resilience in the face of wartime persecution, relocation, and internment? (pp. 3, 10, introduction and section 1.2.4)

During their years of wartime internment, Reiko's parents managed to provide Reiko and her siblings with affection and support, including encouragement to do well in the makeshift school at the internment camp. Reiko's close relationship with her parents, as well as social support from other children and teachers within the internment camp, helped protect her from the damaging effects of trauma, disruption, and persecution. After the war, when the family returned to their old neighborhood, Reiko was able to revive her friendship with Mary Frances, which helped her feel safe at school. In each case, Reiko's personal characteristics—her buoyant personality and active, curious nature —played a role in her resilience, making her receptive to positive experiences and relationships that compensated to some extent for the stresses caused by persecution, relocation, and internment.

REFLECT: Describe an aspect of your development that differs from a parent's or a grandparent's when he or she was your age. How might differing *contexts* be responsible? (pp. 8–9, section 1.2.2)

This is an open-ended question with no right or wrong answer.

CONNECT: What aspect of behaviorism made it attractive to critics of psychoanalytic theory? How did Piaget's theory respond to a major limitation of behaviorism? (pp. 16–20)

The early behaviorists sought to create an objective science of psychology that would study directly observable events—stimuli and responses. As psychologists wondered whether behaviorism might offer a more direct and effective explanation of the development of children's social behavior than the less precise concepts of psychoanalytic theory, several kinds of social learning theory emerged. The most influential emphasizes *modeling,* also known as *imitation* or *observational learning,* as a powerful source of development.

Behaviorism and social learning theory were criticized for offering too narrow a view of important environmental influences, which extend beyond immediate reinforcement, punishment, and modeled behaviors to people's rich physical and social worlds. They also underestimated children's contributions to their own development. Piaget did not believe that children's learning depends on reinforcers, such as rewards from adults. Rather, according to Piaget's cognitive-developmental theory, children actively construct knowledge as they manipulate and explore their world.

Besides investigating children's understanding of their physical environment, Piaget explored their reasoning about the social world. He convinced the field that children are active learners whose minds consist of rich structures of knowledge.

APPLY: A 4-year-old becomes frightened of the dark and refuses to go to sleep at night. How would a psychoanalyst and a behaviorist differ in their views of how this problem developed? (pp. 14–15, 16–17, sections 1.4.1, 1.4.2)

According to the psychoanalytic perspective, children move through a series of stages in which they confront conflicts between biological drives and social expectations. In this view, fear of the dark reflects an unconscious motivation or deep-seated anxiety within the child. A psychoanalyst might conclude, for example, that the child's fear really represents anxiety about nighttime separation from the parent. Once the anxiety is resolved, the fear will subside.

In contrast, behaviorists look at the effects on behavior of directly observable events, not at the inner workings of the mind. From a behaviorist perspective, a child would be afraid of the dark as a result of previous negative experiences in the

dark. Perhaps the child heard a sudden, loud noise at night or was frightened by the visual images of a nightmare. On the basis of these experiences, the child would be conditioned to respond fearfully to being in the dark.

REFLECT: Illustrate Bandura's ideas by describing a personal experience in which you observed and received feedback from another person that strengthened your self-efficacy. How did that person's message influence your self-perceptions and choice of models? (p. 17, section 1.4.2)

This is an open-ended question with no right or wrong answer.

CONNECT: Explain how each recent theoretical perspective regards children as active contributors to their own development. (pp. 21–29, sections 1.5.1–1.5.6)

Information processing: The information-processing approach regards children as active, sense-making beings who modify their thinking in response to environmental demands. In this view, the human mind is a symbol-manipulating system through which information flows. From the time information is presented to the senses at input until it emerges as a behavioral response at output, it is actively coded, transformed, and organized. When presented with a task, children perform a set of mental operations and experiment with various strategies in their attempts to solve the problem.

Developmental neuroscience: By analyzing brain activity while children perform various tasks, *developmental cognitive neuroscientists* investigate how genetic makeup combines with specific experiences at various ages to influence the brain's growth and organization. A complementary new area, *developmental social neuroscience,* considers the relationship between changes in the brain and emotional and social development, including the negative impact of extreme circumstances—such as early rearing in emotionally deprived settings or child abuse and neglect— on brain development and cognitive, emotional, and social skills.

Ethology and evolutionary developmental psychology: Both ethologists and evolutionary developmental psychologists are interested in the evolutionary history of behavior and its adaptive, or survival, value. For instance, newborn behaviors such as smiling, babbling, grasping, and crying are built-in social signals that encourage the caregiver to approach, care for, and interact with the baby. By keeping the parent near, these behaviors help ensure that the baby will be fed, protected from danger, and provided with the stimulation and affection necessary for healthy growth. Evolutionary psychologists aim to understand the entire *person–environment system.*

Vygotsky's sociocultural theory: Vygotsky's theory focuses on how culture—the values, beliefs, customs, and skills of a social group— is transmitted to the next generation. According to Vygotsky, social interaction, particularly cooperative dialogues with more knowledgeable members of society, is necessary for children to acquire the ways of thinking and behaving that make up a community's culture. Like Piaget, Vygotsky saw children as active, constructive beings. But whereas Piaget emphasized children's independent efforts to make sense of their world, Vygotsky viewed cognitive development as a *socially mediated process,* in which children depend on assistance from adults and more-expert peers as they tackle new challenges.

Ecological systems theory: Ecological systems theory views the child as developing within a complex *system* of relationships affected by multiple levels of the surrounding environment. The child's biologically influenced dispositions join with environmental forces to mold development. Life changes can be imposed on the child, or they can arise from within the child, since as children get older they select, modify, and create many of their own settings and experiences. How they do so depends on their physical, intellectual, and personality characteristics and their environmental opportunities. In ecological systems theory, children and their environments form a network of interdependent effects that, together, determine the course of development.

Dynamic systems perspective: Much like ecological systems theory, the dynamic systems perspective maintains that the child's mind, body, and physical and social worlds form an *integrated system* that guides mastery of new skills. The system is *dynamic,* or constantly in motion. A change in any part of it—from brain growth to changes in physical and social surroundings— disrupts the current organism–environment relationship. When this happens, children actively reorganize their behavior so the various components of the system work together again but in a more complex, effective way.

APPLY: Mario wants to find out precisely how children of different ages recall stories. Desiree is interested in how adult–child communication in different cultures influences children's storytelling. Which theoretical perspective has Mario probably chosen? How about Desiree? Explain. (pp. 21–22, 24–25, sections 1.5.1, 1.5.4)

Mario has probably chosen an information-processing perspective. In this approach, he will likely design a flowchart to map the precise steps children use to recall stories. Then he will analyze each step separately so that he can compare them in detail as they apply to children of different ages.

Desiree is more likely to choose a sociocultural perspective, focusing on how culture—the values, beliefs, customs, and skills of a social group— is transmitted from one generation to the next through social interaction. For example, she might compare the ways in which children in different cultures engage in storytelling with adults and older peers and how these interactions help them develop the storytelling skills that are valued within each culture.

REFLECT: To illustrate the chronosystem in ecological systems theory, select an important event from your childhood, such as a move to a new neighborhood, a class with an inspiring teacher, or parental divorce. How did the event affect you? How might its impact have differed had you been five years younger? How about five years older? (p. 27, section 1.5.5)

This is an open-ended question with no right or wrong answer.

CONNECT: What strengths and limitations do the clinical, or case study, method and ethnography have in common? (pp. 34–35, 1.7.1)

Both the clinical method and ethnography are descriptive, qualitative research techniques. But whereas the aim of the clinical method is to obtain as complete a picture as possible of a single individual's psychological functioning, ethnography is directed toward understanding a culture or a distinct social group. A major strength of both methods is that they yield richly detailed descriptions that offer valuable insights into the multiplicity of factors affecting development. Limitations of both methods are that: 1) investigators' cultural values or theoretical preferences may lead them to observe selectively or misinterpret what they see and 2) findings cannot be assumed to generalize to other individuals or cultures.

APPLY: A researcher wants to study the thoughts and feelings of children who have a parent on active duty in the military. Which method should she use? Why? (pp. 33–34, section 1.7.1)

The *clinical interview* is the method best suited to investigating this research question because the researcher wants to learn about participants' thoughts and feelings. The clinical interview uses a flexible, conversational style, so it permits individuals to display their thoughts in terms that are as close as possible to the way they think in everyday life. This method also provides a large amount of information in a fairly brief period.

The researcher might also consider using a *structured interview*, such as a questionnaire, in which each participant is asked the same questions in the same way. The structured interview eliminates the risk that variations in responses may reflect the manner of interviewing rather than real differences in the way children think about a topic. It is also more efficient: Answers are briefer and can be gathered from an entire group at the same time. However, structured interviews do not yield the same depth of information as a clinical interview.

CONNECT: Review the study of the Family Check-Up, described on page 39, section 1.7.2. Why is it ethically important for researchers to offer the intervention to the no-intervention control group after completion of the study? (*Hint:* Refer to Table 1.6 on page 45, section 1.8) (pp. 39, 44–46, sections 1.7.2, 1.8)

One of the research rights states that when researchers are investigating experimental treatments believed to be beneficial, children in control groups have the right to alternative beneficial treatments (if available) or to the same treatment (if found to be effective) once the research is complete. In this case, families assigned to the Family Check-Up, but not controls, gained in positive parenting, which predicted a reduction in child problem behaviors and higher academic achievement when the children reached school age. Once this favorable aspect of the Family Check-Up was known, it was ethically important that families in the control group be given an opportunity similar to the advantages provided to the experimental group.

REFLECT: Suppose a researcher asks you to enroll your baby in a 10-year longitudinal study. What factors would lead you to agree and stay involved? Do your answers shed light on why longitudinal studies often have biased samples? Explain. (pp. 41–42, section 1.7.3)

This is an open-ended question with no right or wrong answer.

MEDIA MATERIALS

For details on the video segments that accompany *Infants, Children, and Adolescents,* Ninth Edition, please see the Video Guide, found on the DVD *Explorations in Child and Adolescent Development.* The DVD and guide are available to confirmed adopters of *Infants, Children, and Adolescents,* 9e, through your Pearson sales representative.

Additional videos that may be useful in your class are listed below. These are not available through your Pearson sales representative, but you can order them directly from the distributor. (See contact information at the end of this manual.)

Child Development Theorists: Freud to Erikson to Spock … and Beyond (2009, Films Media Group, 22 min.). An introduction to major child development theorists. Educational resources are available online.

Ethics in Psychological Research (2013, Insight Media, 19 min.). The importance of ethics in psychological research, including examples of research studies that have raised ethical issues.

John Bowlby: Attachment Theory Across Generations (2007, Films Media Group, 40 min.). An exploration of attachment theory. Part of the series *Giants of Psychology.* Educational resources are available online.

Nonexperimental Research Methods in Psychology (2006, Films Media Group, 34 min.). The advantages and limitations of nonexperimental research methods, including questionnaires, interviews, and naturalistic observation. Part of the series *Understanding Psychology.*

Psychology Research in Context (2008, Films Media Group, 29 min.). An overview of selected principles of science that are used in psychological research. Part of the series *Understanding Psychology.* Educational resources are available online.

Research Methods in the Social Sciences (2005, Films Media Group, 4-part series, 23–46 min. each). An exploration of qualitative and quantitative research methods used in the social sciences. Instructors' guides are available online.

Study of the Child: Theories of Development (2007, Films Media Group, 2-part series, 16–27 min. each). A survey of the theories of influential thinkers in child development.

CHAPTER 1
HISTORY, THEORY, AND RESEARCH STRATEGIES

MULTIPLE CHOICE

1) Child development is a field of study devoted to _____.
   A) determining the relative contributions of genetic and environmental influences to human behavior
   B) describing historical perspectives on issues related to rearing children
   C) understanding constancy and change from conception through adolescence
   D) analyzing the changes people experience in every stage of their lives

   Answer: C
   Topic: The Field of Child Development
   Content Ref: p. 4; screen 1.1
   Objective: 1.1a Describe the field of child development, along with factors that stimulated its expansion.
   Skill: Remember
   Difficulty Level: Easy

2) The central questions addressed by the field of child development _____.
   A) have little impact on the choices parents make to promote their children's well-being
   B) have applied, or practical, importance
   C) are based exclusively on research conducted by psychologists
   D) involve all changes a person experiences throughout the lifespan

   Answer: B
   Topic: The Field of Child Development
   Content Ref: p. 4; screen 1.1
   Objective: 1.1a Describe the field of child development, along with factors that stimulated its expansion.
   Skill: Remember
   Difficulty Level: Easy

3) Child development is an interdisciplinary field, meaning it _____.
   A) pertains to children from diverse cultures and backgrounds
   B) has grown through the combined efforts of many different fields of study
   C) produces theories that can be applied in the same way to every culture in the world
   D) is a body of knowledge that is relevant and useful but not scientifically important

   Answer: B
   Topic: The Field of Child Development
   Content Ref: p. 5; screen 1.1
   Objective: 1.1a Describe the field of child development, along with factors that stimulated its expansion.
   Skill: Remember
   Difficulty Level: Moderate

4) Child development is often divided into three broad domains: _____.
   A) physical, cognitive, and emotional and social
   B) biological, psychological, and sociological
   C) applied, interdisciplinary, and holistic
   D) infancy, childhood, and adolescence
   Answer: A
   Topic: The Field of Child Development
   Content Ref: p. 5; screen 1.1.1
   Objective: 1.1b Explain how child development is typically divided into domains and periods.
   Skill: Remember
   Difficulty Level: Moderate

5) In Akhil's short story, which he is writing by hand, he makes predictions about how love and loss will affect members of his family over time. By doing this, Akhil is demonstrating _____.
   A) capacities in each of the three broad domains of child development
   B) the primary importance of the cognitive domain
   C) that new capabilities are the product of exactly one of the three broad domains of child development
   D) that he is aware of the developmental events that make these actions possible
   Answer: A
   Topic: The Field of Child Development
   Content Ref: p. 5; screen 1.1.1
   Objective: 1.1b Explain how child development is typically divided into domains and periods.
   Skill: Apply
   Difficulty Level: Moderate

6) A teacher concludes that improvements in a particular student's academic ability were caused by a change in that student's cognitive abilities. This conclusion is vulnerable to criticism because _____.
   A) changes in academic ability have no relationship to changes in cognitive development
   B) the definitions of the different domains of child development are too vague to support any conclusions about improved abilities
   C) all improvements in academic ability are the product of changes in social and emotional development
   D) the improvements could have been influenced by changes in physical or social and emotional development
   Answer: D
   Topic: The Field of Child Development
   Content Ref: p. 5; screen 1.1.1
   Objective: 1.1b Explain how child development is typically divided into domains and periods.
   Skill: Apply
   Difficulty Level: Difficult

7) The emotional and social domain of child development includes changes in _____.
   A) perceptual and motor capacities
   B) attention and memory
   C) moral reasoning and behavior
   D) problem solving and language
   Answer: C
   Topic: The Field of Child Development
   Content Ref: p. 5; screen 1.1.1
   Objective: 1.1b Explain how child development is typically divided into domains and periods.
   Skill: Apply
   Difficulty Level: Easy

8) During which period of development are the first intimate ties to others formed?
A) infancy and toddlerhood
B) early childhood
C) middle childhood
D) adolescence
Answer: A
Topic: The Field of Child Development
Content Ref: p. 6; screen 1.1.2
Objective: 1.1b Explain how child development is typically divided into domains and periods.
Skill: Understand
Difficulty Level: Easy

9) The developmental period of early childhood spans the approximate age range from _____.
A) conception to birth
B) birth to 2 years
C) 2 to 6 years
D) 4 to 8 years
Answer: C
Topic: The Field of Child Development
Content Ref: p. 6; screen 1.1.2
Objective: 1.1b Explain how child development is typically divided into domains and periods.
Skill: Remember
Difficulty Level: Easy

10) Which statement about emerging adulthood is true?
A) It is a period of development that extends from age 15 to 21.
B) It is a period of development unique to developing nations.
C) Although emerging adults have moved beyond adolescence, they have not yet fully assumed adult roles.
D) It is a period of development mostly limited to young people in developing nations.
Answer: C
Topic: The Field of Child Development
Content Ref: p. 6; screen 1.1.2
Objective: 1.1b Explain how child development is typically divided into domains and periods.
Skill: Remember
Difficulty Level: Easy

11) Theories are vital tools because they _____.
A) provide organizing frameworks for our observations of children.
B) provide the ultimate truth about child development.
C) do not require scientific verification.
D) are not influenced by cultural values and belief systems.
Answer: A
Topic: Basic Issues
Content Ref: p. 7; screen 1.2
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Remember
Difficulty Level: Easy

12) Theories that have been verified by research can serve as a sound basis for practical action by _____.
A) eliminating the influence of cultural values and belief systems
B) illustrating the ultimate truth about child behavior
C) providing conclusions that do not need to be replicated over time
D) describing, explaining, and predicting behavior
Answer: D
Topic: Basic Issues
Content Ref: p. 7; screen 1.2
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Understand
Difficulty Level: Moderate

13) Theories differ from mere opinion or belief because theories _____.
A) are influenced by cultural values
B) depend on scientific verification
C) explain all aspects of development
D) cannot be tested using research procedures
Answer: B
Topic: Basic Issues
Content Ref: p. 7; screen 1.2
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Understand
Difficulty Level: Moderate

14) Reid believes that the difference between the immature and the mature being is simply one of amount or complexity. Reid views development as _____.
A) continuous
B) discontinuous
C) determined by nature
D) determined by nurture
Answer: A
Topic: Basic Issues
Content Ref: p. 7; screen 1.2.1
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Apply
Difficulty Level: Moderate

15) Jessica believes that development takes place in stages in which children change rapidly as they progress to a new level and then change very little for a while. Jessica views development as _____.
A) continuous
B) discontinuous
C) determined by nature
D) determined by nurture
Answer: B
Topic: Basic Issues
Content Ref: p. 8; screen 1.2.1
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Apply
Difficulty Level: Moderate

16) The discontinuous view of development holds that _____.
A) infants and preschoolers respond to the world in much the same way adults do
B) growth is the process of gradually augmenting the skills that were present from birth
C) infants and children have ways of thinking, feeling, and behaving that differ qualitatively from those of adults
D) development is a smooth process limited only by a lack of information and precision
Answer: C
Topic: Basic Issues
Content Ref: p. 8; screen 1.2.1
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Remember
Difficulty Level: Moderate

17) Contemporary theorists regard the contexts that shape development as _____.
A) less important in adolescence than in early childhood
B) entirely dependent on an individual's genetics
C) uniform across different individuals
D) many-layered and complex
Answer: D
Topic: Basic Issues
Content Ref: p. 8; screen 1.2.2
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Remember
Difficulty Level: Moderate

18) New evidence about child development increasingly emphasizes that _____.
A) there is very little cultural diversity in child development
B) environmental but not personal contexts shape development
C) development occurs in a predictable, orderly sequence of stages unaffected by distinct contexts
D) children not only are affected by but also contribute to the contexts in which they develop
Answer: D
Topic: Basic Issues
Content Ref: p. 9; screen 1.2.2
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Remember
Difficulty Level: Moderate

19) The field of child development is becoming increasingly aware that differences in personal and environmental circumstances _____.
A) cause children to follow the same sequence of development
B) make it more difficult for children to contribute to the contexts in which they develop
C) change the order in which children pass through developmental stages
D) foster different intellectual abilities, social skills, and feelings about the self and others
Answer: D
Topic: Basic Issues
Content Ref: p. 9; screen 1.2.3
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Understand
Difficulty Level: Moderate

20) Researchers who have different views of the nature–nurture controversy most likely disagree about _____.
A) whether nature includes the hereditary information children receive from their parents
B) whether nurture includes social forces as well as physical forces
C) the relative influence of genetic and environmental factors in development
D) which influences other than nature and nurture best explain differences in developmental outcomes
Answer: C
Topic: Basic Issues
Content Ref: p. 9; screen 1.2.3
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Understand
Difficulty Level: Moderate

21) Charlene believes that her daughter's ability to think in complex ways is largely the result of a genetically determined timetable of growth. Charlene's view emphasizes the role of _____ in developmental processes.
A) nurture
B) nature
C) plasticity
D) early experiences
Answer: B
Topic: Basic Issues
Content Ref: p. 9; screen 1.2.3
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Apply
Difficulty Level: Moderate

22) Theorists who believe that children who are high or low in a characteristic will remain so at later ages typically stress the importance of _____.
A) heredity
B) stages
C) nurture
D) plasticity
Answer: A
Topic: Basic Issues
Content Ref: p. 9; screen 1.2.3
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Understand
Difficulty Level: Moderate

23) Theorists who emphasize plasticity argue that _____.
A) early experiences establish a lifelong pattern of behavior
B) heredity has the most influence on behavior
C) children who are high or low in a characteristic will remain so at later ages
D) development is open to change in response to influential experiences
Answer: D
Topic: Basic Issues
Content Ref: p. 9; screen 1.2.3
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Understand
Difficulty Level: Easy

24) Theorists who see development as having substantial plasticity would likely _____.
A) believe that children who start high in a characteristic are likely to remain that way
B) support interventions in adolescence but not earlier
C) be skeptical about early childhood interventions
D) be optimistic about the potential positive impact of interventions
Answer: D
Topic: Basic Issues
Content Ref: p. 9; screen 1.2.3
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Understand
Difficulty Level: Moderate

25) Justin spent his first 18 months in an orphanage. Justin's adoptive mother believes sensitive caregiving will help him overcome his early stressful experiences. She is emphasizing the role of _____ in development.
A) nature
B) nurture
C) stability
D) stages
Answer: B
Topic: Basic Issues
Content Ref: p. 9; screen 1.2.3
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Apply
Difficulty Level: Moderate

26) People who conclude that the course of development is largely due to _____ would be likely to _____.
A) nature; support interventions throughout the course of development
B) nurture; oppose early childhood interventions
C) early experiences; believe that stimulation and support would help children develop at their best
D) heredity; believe that negative early experiences can be overcome by later, positive experiences
Answer: C
Topic: Basic Issues
Content Ref: p. 9; screen 1.2.3
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Apply
Difficulty Level: Moderate

27) The most consistent asset of resilient children is _____.
A) high self-esteem
B) access to high-quality child care
C) a strong bond with a competent, caring adult
D) being identified as gifted
Answer: C
Topic: Basic Issues
Content Ref: p. 10 Box: Biology and Environment: Resilient Children; screen 1.2.4
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Remember
Difficulty Level: Moderate

28) According to research on resilience, which characteristic is most likely to increase the chances that a child will be able to offset the impact of a stressful home life?
A) being easily irritated
B) being emotionally reactive
C) having musical talent
D) associating with rule-breaking peers
Answer: C
Topic: Basic Issues
Content Ref: p. 10 Box: Biology and Environment: Resilient Children; screen 1.2.4
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Remember
Difficulty Level: Moderate

29) Research demonstrates that children's parental relationships and personal characteristics are _____.
A) interrelated; each is a factor that can influence the other
B) distinct; each has a separate impact that can be isolated
C) the most important factors influencing the ability to adapt effectively
D) the only factors that consistently offer protection from the damaging effects of stressful life events
Answer: A
Topic: Basic Issues
Content Ref: p. 10 Box: Biology and Environment: Resilient Children; screen 1.2.4
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Remember
Difficulty Level: Moderate

30) A developmental systems perspective envisions the process of development as _____.
A) the product of hereditary influences along with other biological factors
B) a challenge to the view that theories should describe, explain, and predict behavior
C) best understood by isolating the effects of many contributing factors
D) a perpetually ongoing process that is molded by a complex network of influences
Answer: D
Topic: Basic Issues
Content Ref: p. 11; screen 1.2.4
Objective: 1.2 Identify three basic issues on which theories of child development take a stand.
Skill: Remember
Difficulty Level: Moderate

31) In medieval times, _____.
A) children dressed and acted like adults
B) children and adults were treated equally by the courts
C) children were viewed as blank slates
D) childhood was regarded as a separate period of life
Answer: D
Topic: Historical Foundations
Content Ref: p. 11; screen 1.3.1
Objective: 1.3 Describe major early influences on the scientific study of child development.
Skill: Remember
Difficulty Level: Easy

32) In medieval times, religious writings _____.
A) gave rise to the view that children are born evil
B) viewed children's characters as being entirely shaped by experience
C) contained contradictory depictions of children's basic nature
D) portrayed children as being equivalent to adults in most respects
Answer: C
Topic: Historical Foundations
Content Ref: p. 12; screen 1.3.1
Objective: 1.3 Describe major early influences on the scientific study of child development.
Skill: Remember
Difficulty Level: Easy

33) During the Reformation, the Puritans _____.
A) characterized children as innocent and close to angels
B) regarded children as fully mature by the time they were 7 or 8 years old
C) recommended permissive child-rearing practices
D) believed that children were born evil and had to be civilized
Answer: D
Topic: Historical Foundations
Content Ref: p. 12; screen 1.3.2
Objective: 1.3 Describe major early influences on the scientific study of child development.
Skill: Remember
Difficulty Level: Easy

34) John Locke viewed the child as a *tabula rasa*, meaning that children _____.
A) are not capable of making ethical decisions
B) have characters that are shaped entirely by experience
C) are resistant to any attempts to shape their characters
D) are born evil and needed purification
Answer: B
Topic: Historical Foundations
Content Ref: p. 12; screen 1.3.3
Objective: 1.3 Describe major early influences on the scientific study of child development.
Skill: Remember
Difficulty Level: Moderate

35) John Locke opposed the use of _____.
A) praise as a reward
B) adult attention as a reward
C) physical punishment
D) any form of discipline
Answer: C
Topic: Historical Foundations
Content Ref: p. 12; screen 1.3.3
Objective: 1.3 Describe major early influences on the scientific study of child development.
Skill: Remember
Difficulty Level: Easy

36) Which developmental proposal held by John Locke is best supported by present-day research?
A) the notion that the child is a blank slate
B) the conception of children as "noble savages"
C) believing that children do little to influence their destinies
D) using adult attention and approval as a reward for desired behaviors
Answer: D
Topic: Historical Foundations
Content Ref: p. 12; screen 1.3.3
Objective: 1.3 Describe major early influences on the scientific study of child development.
Skill: Remember
Difficulty Level: Easy

37) All contemporary child development theories view children as _____.
A) naturally endowed with a sense of right and wrong
B) passive and emotionally fragile
C) shaped entirely by experience
D) active, purposeful beings
Answer: D
Topic: Historical Foundations
Content Ref: p. 12; screen 1.3.3
Objective: 1.3 Describe major early influences on the scientific study of child development.
Skill: Remember
Difficulty Level: Easy

38) Jean-Jacques Rousseau saw children as _____.
A) determining their own destinies
B) blank slates to be filled by adult instruction
C) tainted by original sin
D) passive and highly plastic
Answer: A
Topic: Historical Foundations
Content Ref: p. 12-13; screen 1.3.3
Objective: 1.3 Describe major early influences on the scientific study of child development.
Skill: Remember
Difficulty Level: Easy

39) According to Charles Darwin's view of evolution, _____.
A) physical characteristics and behavior can help individuals survive and pass on their characteristics
B) only the physically strongest members of a species are likely to survive and produce offspring
C) adaptations eventually produce individuals that are essentially identical
D) early prenatal growth has a limited role in the environmental fitness of individuals
Answer: A
Topic: Historical Foundations
Content Ref: p. 13; screen 1.3.4
Objective: 1.3 Describe major early influences on the scientific study of child development.
Skill: Understand
Difficulty Level: Moderate

40) Charles Darwin influenced the scientific study of children by _____.
A) proving that the development of the human child follows the same general plan as the evolution of the human species
B) documenting observations about the prenatal development of many species
C) arguing that human development is the product of a series of events that unfolds automatically
D) creating the first successful intelligence test
Answer: B
Topic: Historical Foundations
Content Ref: p. 12-13; screen 1.3.4
Objective: 1.3 Describe major early influences on the scientific study of child development.
Skill: Understand
Difficulty Level: Difficult

41) G. Stanley Hall and his student Arnold Gesell _____.
A) were major proponents of the mental testing movement
B) devised theories of child development based on evolutionary ideas
C) emphasized environmental influences in producing developmental advances
D) rejected the normative approach to studying development
Answer: B
Topic: Historical Foundations
Content Ref: p. 13; screen 1.3.4
Objective: 1.3 Describe major early influences on the scientific study of child development.
Skill: Remember
Difficulty Level: Moderate

42) Arnold Gesell _____.
A) was among the first researchers to make knowledge about child development meaningful to parents
B) is generally regarded as the founder of the child study movement
C) proposed the principle of natural selection on which Darwin based his theory of evolution
D) constructed the first successful intelligence test
Answer: A
Topic: Historical Foundations
Content Ref: p. 13; screen 1.3.4
Objective: 1.3 Describe major early influences on the scientific study of child development.
Skill: Remember
Difficulty Level: Moderate

43) Alfred Binet and Theodore Simon _____.
A) wrote the first widely accepted book on sanitary childbirth practices
B) were the first researchers to make knowledge about child development meaningful to parents
C) regarded development as a maturational process
D) constructed the first successful intelligence test
Answer: D
Topic: Historical Foundations
Content Ref: p. 14; screen 1.3.4
Objective: 1.3 Describe major early influences on the scientific study of child development.
Skill: Remember
Difficulty Level: Easy

44) The first successful intelligence test was originally constructed to _____.
A) measure individual differences in IQ

B) document age-related improvements in children's intellectual functioning
C) identify children with learning problems for placement in special classes
D) compare the scores of children who varied in gender, ethnicity, and birth order
Answer: C
Topic: Historical Foundations
Content Ref: p. 14; screen 1.3.4
Objective: 1.3 Describe major early influences on the scientific study of child development.
Skill: Remember
Difficulty Level: Moderate

45) According to _____, children move through a series of stages in which they confront conflicts between biological drives and social expectations.
A) the normative approach
B) behaviorism
C) social learning theory
D) the psychoanalytic perspective
Answer: D
Topic: Mid-Twentieth-Century Theories
Content Ref: p. 14; screen 1.4.1
Objective: 1.4 Describe theories that influenced child development research in the mid-twentieth century.
Skill: Remember
Difficulty Level: Easy

46) Sigmund Freud constructed his psychosexual theory _____.
A) on the basis of his adult patients' memories of painful childhood events
B) by conducting studies of animal behavior
C) on the basis of interviews with institutionalized children and adolescents
D) by carefully observing his own children
Answer: A
Topic: Mid-Twentieth-Century Theories
Content Ref: p. 14; screen 1.4.1
Objective: 1.4 Describe theories that influenced child development research in the mid-twentieth century.
Skill: Remember
Difficulty Level: Easy

47) Unlike Freud, Erikson _____.
A) viewed children as taking an active role in their own development
B) argued that normal development must be understood in relation to each culture's life situation
C) minimized the role of culture in individual development
D) primarily focused on the importance of early life experiences
Answer: B
Topic: Mid-Twentieth-Century Theories
Content Ref: p. 16; screen 1.4.1
Objective: 1.4 Describe theories that influenced child development research in the mid-twentieth century.
Skill: Remember
Difficulty Level: Easy

48) One reason that the psychoanalytic perspective is no longer in the mainstream of child development research is that _____.
A) many psychoanalytic ideas, such as ego functioning, are too vague to be tested empirically

B) psychoanalytic theorists accept the clinical method in which age-related averages represent typical development
C) modern researchers have demonstrated that personality development does not take place in stages
D) it failed to consider the early parent–child relationship, which is central to modern theories

Answer: A
Topic: Mid-Twentieth-Century Theories
Content Ref: p. 16; screen 1.4.1
Objective: 1.4 Describe theories that influenced child development research in the mid-twentieth century.
Skill: Remember
Difficulty Level: Moderate

49) Ivan Pavlov taught dogs to salivate at the sound of a bell by using _____.
A) operant conditioning
B) classical conditioning
C) punishment
D) modeling

Answer: B
Topic: Mid-Twentieth-Century Theories
Content Ref: pp. 16-17; screen 1.4.2
Objective: 1.4 Describe theories that influenced child development research in the mid-twentieth century.
Skill: Remember
Difficulty Level: Moderate

50) On a few occasions, Jack's mother gave him candy to keep him quiet when she took him to the doctor's office. Now every time Jack goes to the doctor's office, he asks his mother for candy. This is an example of _____.
A) classical conditioning
B) operant conditioning
C) observational learning
D) modeling

Answer: B
Topic: Mid-Twentieth-Century Theories
Content Ref: p. 17; screen 1.4.2
Objective: 1.4 Describe theories that influenced child development research in the mid-twentieth century.
Skill: Apply
Difficulty Level: Moderate

51) In a historic experiment with an 11-month-old called Albert, John Watson demonstrated that _____.
A) children cannot be conditioned to fear a formerly neutral stimulus
B) infants as young as a few months old will repeat a behavior to obtain a desirable reward
C) adults can mold children's behavior by carefully controlling stimulus–response associations
D) children have an innate, inborn fear of rats

Answer: C
Topic: Mid-Twentieth-Century Theories
Content Ref: p. 17; screen 1.4.2
Objective: 1.4 Describe theories that influenced child development research in the mid-twentieth century.
Skill: Understand
Difficulty Level: Moderate

52) At his preschool, Paul sees a child hit someone else to get a desired toy. Later, Paul hits another child and takes the child's cookies. According to social learning theory, why would Paul do what he did?

A) Through classical conditioning, Paul has learned to associate violence with acquiring desired objects.
B) Paul is currently in the sensorimotor stage and is incapable of making moral decisions.
C) The frequency of this behavior was increased through reinforcement.
D) Observational learning taught him that an aggressive response was appropriate.

Answer: D
Topic: Mid-Twentieth-Century Theories
Content Ref: p. 17; screen 1.4.2
Objective: 1.4 Describe theories that influenced child development research in the mid-twentieth century.
Skill: Understand
Difficulty Level: Moderate

53) Aurelia tells her daughter, "I know you can do a good job on that homework" because she believes that if she encourages persistence, her daughter will start to view herself as hardworking and high-achieving. Aurelia is _____.
A) using behavior modification
B) promoting psychosocial thinking
C) applying a cognitive-developmental approach
D) encouraging self-efficacy in her daughter

Answer: D
Topic: Mid-Twentieth-Century Theories
Content Ref: p. 17; screen 1.4.2
Objective: 1.4 Describe theories that influenced child development research in the mid-twentieth century.
Skill: Apply
Difficulty Level: Moderate

54) Both behaviorism and social learning theory have been criticized for _____.
A) emphasizing nature over nurture
B) presenting ideas that are too vague to test empirically
C) overestimating children's contributions to their own development
D) underestimating children's contributions to their own development

Answer: D
Topic: Mid-Twentieth-Century Theories
Content Ref: p. 18; screen 1.4.2
Objective: 1.4 Describe theories that influenced child development research in the mid-twentieth century.
Skill: Understand
Difficulty Level: Moderate

55) According to Jean Piaget's cognitive-developmental theory, _____.
A) development must be understood in relation to each child's culture
B) adult teaching is the best way to foster development
C) children actively construct knowledge as they manipulate and explore their world
D) children's learning depends on reinforcers, such as rewards from adults

Answer: C
Topic: Mid-Twentieth-Century Theories
Content Ref: p. 18; screen 1.4.3
Objective: 1.4 Describe theories that influenced child development research in the mid-twentieth century.
Skill: Remember
Difficulty Level: Easy

56) According to Piaget's theory, during the sensorimotor stage, children _____.
A) can think of all possible outcomes in a scientific problem

B) organize objects into hierarchies of classes and subclasses
C) "think" by acting on the world with their eyes, ears, hands, and mouth
D) can evaluate the logic of verbal statements without referring to real-world circumstances

Answer: C
Topic: Mid-Twentieth-Century Theories
Content Ref: p. 19; screen 1.4.3
Objective: 1.4 Describe theories that influenced child development research in the mid-twentieth century.
Skill: Remember
Difficulty Level: Moderate

57) Four-year-old Ingo engages in make-believe play, stirring beads in a bowl and saying, "Soup is ready!" According to Piaget, this kind of play is indicative of the _____ stage of cognitive development.
A) sensorimotor
B) preoperational
C) concrete operational
D) formal operational

Answer: B
Topic: Mid-Twentieth-Century Theories
Content Ref: p. 19; screen 1.4.3
Objective: 1.4 Describe theories that influenced child development research in the mid-twentieth century.
Skill: Apply
Difficulty Level: Moderate

58) Sydney, when faced with a problem, starts with a hypothesis, deduces testable inferences, and isolates and combines variables to see which inferences are confirmed. Sydney is in Piaget's _____ stage of development.
A) sensorimotor
B) preoperational
C) concrete operational
D) formal operational

Answer: D
Topic: Mid-Twentieth-Century Theories
Content Ref: p. 19; screen 1.4.3
Objective: 1.4 Describe theories that influenced child development research in the mid-twentieth century.
Skill: Apply
Difficulty Level: Moderate

59) Jamar understands that a certain amount of liquid or clay remains the same even after its appearance changes, and can organize objects into hierarchies of classes and subclasses. Nonetheless, Jamar may not be in the concrete operational stage because _____.
A) children in the concrete operational stage usually do not have those abilities
B) the concrete operational stage comes after the formal operational stage
C) children in the sensorimotor stage also possess those abilities
D) children in the formal operational stage also possess those abilities

Answer: D
Topic: Mid-Twentieth-Century Theories
Content Ref: p. 19; screen 1.4.3
Objective: 1.4 Describe theories that influenced child development research in the mid-twentieth century.
Skill: Apply
Difficulty Level: Difficult

60) Research on Piaget's cognitive-developmental theory indicates that _____.
A) he overestimated the competencies of infants and young children
B) children generally reach their full intellectual potential, regardless of education and experience
C) children's performance on Piagetian problems can be improved with training
D) his stagewise account overemphasizes social and cultural influences on development
Answer: C
Topic: Mid-Twentieth-Century Theories
Content Ref: p. 20; screen 1.4.3
Objective: 1.4 Describe theories that influenced child development research in the mid-twentieth century.
Skill: Apply
Difficulty Level: Difficult

61) The information-processing approach views the human mind as a _____.
A) product of socially mediated processes
B) combination of the id, ego, and superego
C) system of genetically programmed behaviors and processes
D) symbol-manipulating system through which information flows
Answer: D
Topic: Recent Theoretical Perspectives
Content Ref: p. 21; screen 1.5.1
Objective: 1.5 Describe recent theoretical perspectives on child development.
Skill: Remember
Difficulty Level: Easy

62) Lillian uses flowcharts to map the precise steps individuals use to solve problems and complete tasks. Lillian is most likely a(n) _____ theorist.
A) psychoanalytic
B) information-processing
C) psychosocial
D) social learning
Answer: B
Topic: Recent Theoretical Perspectives
Content Ref: p. 21.; screen 1.5.1
Objective: 1.5 Describe recent theoretical perspectives on child development.
Skill: Apply
Difficulty Level: Moderate

63) Both Piaget's theory and the information-processing approach _____.
A) regard children as active beings who modify their own thinking in response to environmental demands
B) focus on the development of imagination and creativity
C) regard perception, memory, and problem solving as similar at all ages
D) emphasize the importance of developmental stages
Answer: A
Topic: Recent Theoretical Perspectives
Content Ref: p. 22; screen 1.5.1
Objective: 1.5 Describe recent theoretical perspectives on child development.
Skill: Remember
Difficulty Level: Moderate

64) Ishika studies the relationship between changes in the brain and the developing child's cognitive processing and behavior patterns. She is part of a group of researchers drawing inspiration from the fields of psychology, biology, neuroscience, and medicine. Ishika would most likely consider herself to be a(n)_____.
A) behaviorist
B) developmental cognitive neuroscientist
C) evolutionary developmental psychologist
D) information-processing researcher
Answer: B
Topic: Recent Theoretical Perspectives
Content Ref: p. 22; screen 1.5.2
Objective: 1.5 Describe recent theoretical perspectives on child development.
Skill: Apply
Difficulty Level: Moderate

65) The field of developmental neuroscience is yielding practical applications by _____.
A) identifying experiences that support or undermine brain development
B) cataloging the relative influence of parents, education, and economic inequality on human growth
C) attributing psychological outcomes entirely to genetic causes
D) examining the adaptive value of physical characteristics and behavior
Answer: A
Topic: Recent Theoretical Perspectives
Content Ref: p. 22; screen 1.5.2
Objective: 1.5 Describe recent theoretical perspectives on child development.
Skill: Understand
Difficulty Level: Moderate

66) Which recent theoretical perspective is concerned with the adaptive, or survival, value of behavior?
A) information processing
B) ethology
C) sociocultural theory
D) ecological systems theory
Answer: B
Topic: Recent Theoretical Perspectives
Content Ref: p. 23; screen 1.5.3
Objective: 1.5 Describe recent theoretical perspectives on child development.
Skill: Remember
Difficulty Level: Easy

67) The term "sensitive period" applies better to human development than the strict notion of a critical period because _____.
A) the boundaries of a sensitive period are less well-defined than are those of a critical period
B) the capacity to acquire certain skills cannot occur later than a well-defined optimal period
C) there are more sensitive periods than critical periods in human development
D) sensitive periods, but not critical periods, have been empirically tested
Answer: A
Topic: Recent Theoretical Perspectives
Content Ref: pp 23-24.; screen 1.5.3
Objective: 1.5 Describe recent theoretical perspectives on child development.
Skill: Understand
Difficulty Level: Moderate

68) According to Vygotsky's theory, _____.
A) today's lifestyles differ so radically from those of our evolutionary ancestors that certain evolved behaviors are no longer adaptive
B) children shape their own development during both sensitive and critical developmental periods
C) children revise incorrect ideas in their ongoing efforts to achieve equilibrium between internal structures and everyday information
D) social interaction is necessary for children to acquire the ways of thinking and behaving that make up a community's culture
Answer: D
Topic: Recent Theoretical Perspectives
Content Ref: p. 24; screen 1.5.4
Objective: 1.5 Describe recent theoretical perspectives on child development.
Skill: Remember
Difficulty Level: Easy

69) Which statement provides an explanation of behavior that illustrates Vygotsky's theory?
A) When his mother takes him to the grocery store, Tom is well-behaved because he knows that his mother will reward him with candy.
B) When playing on the beach, Kehaulani builds the same sort of sand castle that she observed her younger sister building a few days ago.
C) Yesica, a Brazilian child candy seller with no schooling, develops sophisticated mathematical abilities .
D) When trying to solve a math equation, Otto tries several formulas before he stumbles on the correct one.
Answer: C
Topic: Recent Theoretical Perspectives
Content Ref: p. 25; screen 1.5.4
Objective: 1.5 Describe recent theoretical perspectives on child development.
Skill: Apply
Difficulty Level: Moderate

70) Vygotsky's emphasis on culture and social experience led him to _____.
A) neglect the biological side of development
B) overemphasize the role of heredity in cognitive change
C) emphasize children's independent efforts to make sense of their world
D) place too much emphasis on children's capacity to shape their own development
Answer: A
Topic: Recent Theoretical Perspectives
Content Ref: p. 25; screen 1.5.4
Objective: 1.5 Describe recent theoretical perspectives on child development.
Skill: Remember
Difficulty Level: Easy

71) Ecological systems theory views the child as _____.
A) a blossoming flower whose development is a genetically determined series of events that unfold automatically
B) developing within a complex system of relationships affected by multiple levels of the surrounding environment
C) a social being influenced primarily by observational learning or adult modeling
D) a computer-like system that actively codes, transforms, and organizes information
Answer: B
Topic: Recent Theoretical Perspectives
Content Ref: p. 25; screen 1.5.5
Objective: 1.5 Describe recent theoretical perspectives on child development.

Skill: Remember
Difficulty Level: Easy

72) According to ecological systems theory, interactions between a mother and her child occur in the _____.
A) microsystem
B) mesosystem
C) exosystem
D) macrosystem
Answer: A
Topic: Recent Theoretical Perspectives
Content Ref: p. 26.; screen 1.5.5
Objective: 1.5 Describe recent theoretical perspectives on child development.
Skill: Understand
Difficulty Level: Moderate

73) According to ecological systems theory, a parent's workplace is in the _____.
A) microsystem
B) mesosystem
C) exosystem
D) macrosystem
Answer: C
Topic: Recent Theoretical Perspectives
Content Ref: p. 27; screen 1.5.5
Objective: 1.5 Describe recent theoretical perspectives on child development.
Skill: Understand
Difficulty Level: Moderate

74) Theorists who adopt the dynamic systems perspective argue that a change in any part of the integrated system of mind, body, and physical and social worlds _____.
A) leads to an increase in mental-processing power of the person experiencing the change
B) causes a child to stagnate at a particular developmental stage
C) disrupts the current organism–environment relationship for the child
D) leads to a return to less-complex and less-effective patterns of behavior
Answer: C
Topic: Recent Theoretical Perspectives
Content Ref: p. 27-28; screen 1.5.6
Objective: 1.5 Describe recent theoretical perspectives on child development.
Skill: Remember
Difficulty Level: Easy

75) Family chaos is especially prevalent among _____.
A) dual-earner parents with three or more children
B) single mothers with unstable child-care arrangements
C) single fathers who use firm discipline with their children
D) single mothers who rely on multiple sources of social support
Answer: B
Topic: Recent Theoretical Perspectives
Content Ref: p. 28 Box: SOCIAL ISSUES: Family Chaos Undermines Parents' and Children's Well-Being; screen 1.5.6
Objective: 1.5 Describe recent theoretical perspectives on child development.
Skill: Remember
Difficulty Level: Moderate

76) Family chaos _____.
A) is limited to economically disadvantaged households
B) does not occur when families engage in joint activities
C) induces in children feelings of powerlessness
D) is an unavoidable byproduct of modern hectic social structures
Answer: C
Topic: Recent Theoretical Perspectives
Content Ref: p. 28 Box: SOCIAL ISSUES: Family Chaos Undermines Parents' and Children's Well-Being; screen 1.5.6
Objective: 1.5 Describe recent theoretical perspectives on child development.
Skill: Remember
Difficulty Level: Moderate

77) According to the dynamic systems perspective, development of a more effectively functioning system results from _____.
A) the child actively reorganizing her or his behavior
B) parental training of more complex behaviors in the child
C) allowing the child to overcome environmental risks independently
D) exposing the child to conflicts between biological drives and social expectations
Answer: A
Topic: Recent Theoretical Perspectives
Content Ref: p. 28; screen 1.5.6
Objective: 1.5 Describe recent theoretical perspectives on child development.
Skill: Remember
Difficulty Level: Easy

78) Both _____ and _____ emphasize many possible courses of development.
A) the psychoanalytic perspective; ethology
B) ethology; ecological systems theory
C) cognitive-developmental theory; behaviorism
D) behaviorism; Vygotsky's sociocultural theory
Answer: D
Topic: Comparing Child Development Theories
Content Ref: p. 31; screen 1.6
Objective: 1.6 Identify the stand taken by each major theory on the three basic issues of child development.
Skill: Understand
Difficulty Level: Moderate

79) Piaget's cognitive-developmental theory and the psychoanalytic perspective view development as _____.
A) continuous
B) discontinuous
C) culturally determined
D) determined by heredity
Answer: B
Topic: Comparing Child Development Theories
Content Ref: p. 31; screen 1.6
Objective: 1.6 Identify the stand taken by each major theory on the three basic issues of child development.
Skill: Understand
Difficulty Level: Moderate

80) Which pair of theories differ the most in their stances on the relative influence of nature and nurture?
A) behaviorism and evolutionary developmental psychology
B) Vygotsky's sociocultural theory and ecological systems theory
C) information processing and cognitive-developmental theory
D) ethology and Vygotsky's sociocultural theory
Answer: A
Topic: Comparing Child Development Theories
Content Ref: p. 31; screen 1.6
Objective: 1.6 Identify the stand taken by each major theory on the three basic issues of child development.
Skill: Understand
Difficulty Level: Difficult

81) Which pair of theories adopts the same perspective on whether development is continuous or discontinuous?
A) the psychoanalytic perspective and the information processing perspective
B) behaviorism and cognitive-developmental theory
C) ethology and Vygotsky's sociocultural theory
D) social learning theory and the dynamic systems perspective
Answer: C
Topic: Comparing Child Development Theories
Content Ref: p. 31; screen 1.6
Objective: 1.6 Identify the stand taken by each major theory on the three basic issues of child development.
Skill: Understand
Difficulty Level: Difficult

82) In general, theories that have been developed more recently are more likely than earlier theories to claim that _____.
A) development is continuous
B) development is discontinuous
C) there is one course of development
D) there are many courses of development
Answer: D
Topic: Comparing Child Development Theories
Content Ref: p. 31; screen 1.6
Objective: 1.6 Identify the stand taken by each major theory on the three basic issues of child development.
Skill: Understand
Difficulty Level: Difficult

83) Which statement describes a unique strength of naturalistic observation?
A) Investigators can see directly the everyday behaviors they hope to explain.
B) It permits comparisons of participants' responses to the same conditions.
C) Great depth and breadth of information can be obtained in a short time.
D) It grants each participant an equal opportunity to display the behavior of interest.
Answer: A
Topic: Studying the Child
Content Ref: p. 32; screen 1.7.1
Objective: 1.7a Describe research methods commonly used to study children.
Skill: Understand
Difficulty Level: Moderate

84) Kai-ming observes children's responses to bullying by watching them interact with one another in a park. One major limitation in Kai-ming's study is that _____.
A) children are unlikely to respond similarly when faced with bullying in other environments
B) not all children will face the same bullying behaviors and have the same opportunity to respond
C) some children will report made-up thoughts and feelings in hopes of pleasing Kai-ming
D) Kai-ming has no reliable way to record his observations
Answer: B
Topic: Studying the Child
Content Ref: p. 32; screen 1.7.1
Objective: 1.7a Describe research methods commonly used to study children.
Skill: Apply
Difficulty Level: Moderate

85) A major advantage of structured observations is that they _____.
A) are useful for studying behaviors that investigators rarely have an opportunity to see in everyday life
B) permit participants to display their thoughts in terms that are as close as possible to the way they think in everyday life
C) yield richly detailed narratives that offer valuable insights into the many factors that affect development.
D) allow researchers to see the behavior of interest as it occurs in natural settings
Answer: A
Topic: Studying the Child
Content Ref: p. 33; screen 1.7.1
Objective: 1.7a Describe research methods commonly used to study children.
Skill: Understand
Difficulty Level: Moderate

86) One limitation of systematic observation as a general research strategy is that it _____.
A) provides little information about how participants actually behave
B) tells investigators little about the reasoning behind behaviors
C) underestimates the capacities of individuals who have difficulty putting their thoughts into words
D) is inappropriate for participants with poor memories, who may have trouble recalling exactly what happened
Answer: B
Topic: Studying the Child
Content Ref: p. 33; screen 1.7.1
Objective: 1.7a Describe research methods commonly used to study children.
Skill: Understand
Difficulty Level: Moderate

87) One major strength of the clinical interview is that it _____.
A) makes comparing individuals' responses very easy
B) can provide a large amount of information in a fairly brief period
C) is directed toward understanding a culture or distinct social group
D) allows researchers to see the behavior of interest as it occurs in everyday life
Answer: B
Topic: Studying the Child
Content Ref: p. 34; screen 1.7.1
Objective: 1.7a Describe research methods commonly used to study children.
Skill: Remember
Difficulty Level: Easy

88) One major limitation of research methods that rely on self-reports is that _____.
A) the manner of interviewing, more than participants' true thoughts on a topic, tends to shape responses
B) the process of interviewing participants is time-consuming and expensive
C) participants may knowingly or unknowingly give false reports of their thoughts and experiences
D) these methods cannot allow for differences in participants' ability to express themselves
Answer: C
Topic: Studying the Child
Content Ref: p. 34; screen 1.7.1
Objective: 1.7a Describe research methods commonly used to study children.
Skill: Remember
Difficulty Level: Moderate

89) Which statement about the clinical, or case study, method, is true?
A) It involves bringing together a wide range of information about many people at a single point in time.
B) It involves bringing together a wide range of information about many people over a long period of time.
C) Its aim is to obtain as complete a picture as possible of one child's psychological functioning and the experiences that led up to it.
D) It is especially inappropriate when studying the development of individuals who are few in number but vary widely in characteristics.
Answer: C
Topic: Studying the Child
Content Ref: p. 34; screen 1.7.1
Objective: 1.7a Describe research methods commonly used to study children.
Skill: Remember
Difficulty Level: Moderate

90) Natasha spent three years in Botswana, participating in the daily life of a community there. She gathered extensive field notes, consisting of a mix of self-reports from members of the community and her own observations. Which research method did Natasha most likely use in her research?
A) ethnography
B) structured observation
C) questionnaires and tests
D) the clinical, or case study, method
Answer: A
Topic: Studying the Child
Content Ref: p. 35; screen 1.7.1
Objective: 1.7a Describe research methods commonly used to study children.
Skill: Apply
Difficulty Level: Moderate

91) What is one limitation of the ethnographic method?
A) Investigators' cultural values sometimes lead them to misinterpret what they see.
B) It provides little information on how people actually behave.
C) It requires technology such as surveillance cameras and one-way mirrors.
D) It cannot provide information about the reasoning behind participants' responses.
Answer: A
Topic: Studying the Child
Content Ref: p. 35; screen 1.7.1
Objective: 1.7a Describe research methods commonly used to study children.
Skill: Understand
Difficulty Level: Moderate

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92) Compared to their agemates, adolescents from immigrant families are _____ likely to _____.
A) more; have early sex
B) more; use drugs and alcohol
C) less; do well academically
D) less; commit delinquent and violent acts
Answer: D
Topic: Studying the Child
Content Ref: p. 36 Box: CULTURAL INFLUENCES: Immigrant Youths: Adapting to a New Land; screen 1.7.1
Objective: 1.7a Describe research methods commonly used to study children.
Skill: Remember
Difficulty Level: Easy

93) Immigrant parents of successful youths typically _____.
A) are less likely than native-born parents to view school success as important
B) develop close ties to an ethnic community
C) encourage their children to adopt all aspects of the majority culture
D) stress individualistic values over collectivist values
Answer: B
Topic: Studying the Child
Content Ref: p. 36 Box: CULTURAL INFLUENCES: Immigrant Youths: Adapting to a New Land; screen 1.7.1
Objective: 1.7a Describe research methods commonly used to study children.
Skill: Remember
Difficulty Level: Easy

94) In a correlational design, researchers _____.
A) examine relationships between participants' characteristics and their behavior or development
B) divide events and behaviors of interest into two types: dependent variables and independent variables
C) use a random procedure to assign people to two or more treatment conditions
D) directly control or manipulate changes in an independent variable
Answer: A
Topic: Studying the Child
Content Ref: p. 37; screen 1.7.2
Objective: 1.7b Distinguish between correlational and experimental research designs, noting the strengths and limitations of each.
Skill: Remember
Difficulty Level: Moderate

95) One major limitation of correlational studies is that _____.
A) researchers' expectations alter the experiences of the people being studied
B) researchers do not gather information about everyday life
C) they do not provide a clear inference of cause and effect
D) the results cannot be generalized to other people and settings
Answer: C
Topic: Studying the Child
Content Ref: p. 37; screen 1.7.2
Objective: 1.7b Distinguish between correlational and experimental research designs, noting the strengths and limitations of each.
Skill: Remember

Difficulty Level: Moderate

96) Zan's research shows that playing a musical instrument is correlated with a better academic performance. Which conclusion is most strongly supported by this study?
A) Playing a musical instrument causes increased academic performance.
B) Playing a musical instrument is related to increased academic performance.
C) Increased academic performance makes students more likely to want to play a musical instrument.
D) A third variable, such as family income, causes students to perform better academically and want to play a musical instrument.
Answer: B
Topic: Studying the Child
Content Ref: p. 37; screen 1.7.2
Objective: 1.7b Distinguish between correlational and experimental research designs, noting the strengths and limitations of each.
Skill: Apply
Difficulty Level: Difficult

97) In interpreting a correlation coefficient, _____.
A) the magnitude of the number shows the direction of the relationship
B) the sign of the number shows the strength of the relationship
C) a positive sign means that as one variable increases, the other decreases
D) a zero correlation indicates no relationship
Answer: D
Topic: Studying the Child
Content Ref: p. 37; screen 1.7.2
Objective: 1.7b Distinguish between correlational and experimental research designs, noting the strengths and limitations of each.
Skill: Understand
Difficulty Level: Moderate

98) Correlations of +.77 and −.77 _____.
A) show the same direction of relationship between two variables
B) are low, because all correlations between −1.00 and +1.00 are low
C) are equally strong
D) reveal the same pattern of relationship between two variables
Answer: C
Topic: Studying the Child
Content Ref: p. 37; screen 1.7.2
Objective: 1.7b Distinguish between correlational and experimental research designs, noting the strengths and limitations of each.
Skill: Apply
Difficulty Level: Moderate

99) A researcher examining academic performance among high school students demonstrates that there is a strong positive correlation between students' community involvement and their grade point averages. Does this correlation demonstrate that increasing community involvement will increase grade point averages?
A) Yes, because strong positive correlations demonstrate causal relationships.
B) Yes, because grade point averages are strongly correlated with academic performance.
C) No, because a negative correlation would have demonstrated that increasing community involvement will increase grade point averages.
D) No, because the findings do not rule out the possibility that a third factor could affect community involvement and grade point averages.
Answer: D
Topic: Studying the Child
Content Ref: p. 37; screen 1.7.2
Objective: 1.7b Distinguish between correlational and experimental research designs, noting the strengths and limitations of each.
Skill: Apply
Difficulty Level: Difficult

100) In an experimental design, _____.
A) the events and behaviors are divided into two types: independent and dependent variables
B) investigators are unable to control for participants' characteristics that could reduce the accuracy of their findings
C) researchers infer cause and effect by directly controlling changes in the dependent variable
D) researchers gather information on individuals, generally in natural life circumstances, and make no effort to alter their experiences
Answer: A
Topic: Studying the Child
Content Ref: p. 38; screen 1.7.2
Objective: 1.7b Distinguish between correlational and experimental research designs, noting the strengths and limitations of each.
Skill: Remember
Difficulty Level: Moderate

101) In an experiment examining how much children share when adults are and are not watching, the dependent variable would be _____.
A) whether adults are watching
B) the age of the children
C) prior behavior of the adults in the experiment
D) how much the children share
Answer: D
Topic: Studying the Child
Content Ref: p. 38; screen 1.7.2
Objective: 1.7b Distinguish between correlational and experimental research designs, noting the strengths and limitations of each.
Skill: Apply
Difficulty Level: Moderate

102) In an experiment examining whether a specific type of intervention improves the psychological adjustment of shy children, the independent variable would be the _____.
A) type of intervention
B) number of children in the sample who are already shy
C) number of shy children who benefit from the intervention
D) measure of psychological adjustment
Answer: A
Topic: Studying the Child
Content Ref: p. 38; screen 1.7.2
Objective: 1.7b Distinguish between correlational and experimental research designs, noting the strengths and limitations of each.
Skill: Apply
Difficulty Level: Moderate

103) In an experiment examining whether participation in sports increases high school graduation rates, a confounding variable would be the _____.
A) students' participation rates in sports
B) high school graduation rates of the students
C) future college and career success of the students
D) physical health of the students being studied
Answer: D
Topic: Studying the Child
Content Ref: p. 38; screen 1.7.2
Objective: 1.7b Distinguish between correlational and experimental research designs, noting the strengths and limitations of each.
Skill: Apply
Difficulty Level: Difficult

104) The presence of confounding variables reduces the accuracy of a study's findings because confounding variables _____.
A) make it difficult to determine what produced changes in the dependent variable
B) prevent researchers from manipulating the independent variable
C) reduce the strength of the relationship between the independent and dependent variables
D) change the sign of the relationship between the independent and dependent variables
Answer: A
Topic: Studying the Child
Content Ref: p. 38; screen 1.7.2
Objective: 1.7b Distinguish between correlational and experimental research designs, noting the strengths and limitations of each.
Skill: Understand
Difficulty Level: Difficult

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105) By using _____ assignment of participants to treatment conditions, investigators increase the chances that participants' characteristics will be equally distributed across treatment groups.
A) sequential
B) random
C) systematic
D) correlational
Answer: B
Topic: Studying the Child
Content Ref: p. 38; screen 1.7.2
Objective: 1.7b Distinguish between correlational and experimental research designs, noting the strengths and limitations of each.
Skill: Remember
Difficulty Level: Easy

106) Henry wants to know if a teacher's use of encouragement in the classroom affects children's self-esteem. To increase the accuracy of his findings, Henry should _____.
A) carefully distribute the children across treatment conditions according to their academic test scores
B) divide the children so that each treatment condition has an equal number of boys and girls
C) randomly assign children to treatment conditions
D) assign all the quieter children to the same treatment condition
Answer: C
Topic: Studying the Child
Content Ref: p. 38; screen 1.7.2
Objective: 1.7b Distinguish between correlational and experimental research designs, noting the strengths and limitations of each.
Skill: Apply
Difficulty Level: Moderate

107) Researchers randomly assigned adolescents to either a single-grade classroom in their school or a mixed-grade classroom in their school and then measured several learning outcomes in each group. This is an example of _____.
A) naturalistic observation
B) a case study
C) a natural experiment
D) a field experiment
Answer: D
Topic: Studying the Child
Content Ref: p. 39; screen 1.7.2
Objective: 1.7b Distinguish between correlational and experimental research designs, noting the strengths and limitations of each.
Skill: Apply
Difficulty Level: Moderate

108) Rohan wanted to compare how children from different family environments make friends at school. He carefully chose participants to ensure that their personal characteristics, other than their family backgrounds, were as much alike as possible. Rohan then observed the participants in a school setting. Rohan used_____.
A) a laboratory experiment
B) random assignment
C) a natural, or quasi-, experiment
D) a correlational design
Answer: C
Topic: Studying the Child
Content Ref: p. 39; screen 1.7.2
Objective: 1.7b Distinguish between correlational and experimental research designs, noting the strengths and limitations of each.
Skill: Apply
Difficulty Level: Moderate

109) Unlike natural experiments, field experiments _____.
A) randomly assign participants to treatment conditions
B) are conducted in laboratories
C) measure the strength of relationships
D) provide no evidence of cause and effect
Answer: A
Topic: Studying the Child
Content Ref: p. 39; screen 1.7.2
Objective: 1.7b Distinguish between correlational and experimental research designs, noting the strengths and limitations of each.
Skill: Understand
Difficulty Level: Moderate

110) To examine whether interpersonal popularity was stable or unstable over time, Grayson studied a group of children at regular intervals from the time they were 5 to 18 years old. This is an example of a _____ research design.
A) sequential
B) microgenetic
C) cross-sectional
D) longitudinal
Answer: D
Topic: Studying the Child
Content Ref: p. 39; screen 1.7.3
Objective: 1.7c Describe designs for studying development, noting the strengths and limitations of each.
Skill: Apply
Difficulty Level: Moderate

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111) A major strength of the longitudinal research design is that researchers can _____.
A) examine relationships between early and later behaviors
B) collect a large amount of data in a short time span
C) explore similarities among children of different cohorts
D) study participants differing in age at the same point in time
Answer: A
Topic: Studying the Child
Content Ref: p. 39; screen 1.7.3
Objective: 1.7c Describe designs for studying development, noting the strengths and limitations of each.
Skill: Remember
Difficulty Level: Easy

112) Davina's longitudinal study of the effects of subsidized child care on behavior problems was criticized because all the participants she enlisted came from families that had positive previous experiences with child care. Choosing only these participants is an example of _____.
A) cohort effects
B) selective attrition
C) practice effects
D) biased sampling
Answer: D
Topic: Studying the Child
Content Ref: p. 41; screen 1.7.3
Objective: 1.7c Describe designs for studying development, noting the strengths and limitations of each.
Skill: Apply
Difficulty Level: Moderate

113) Cohort effects occur when _____.
A) participants in longitudinal studies become "test-wise" from repeated study
B) particular cultural and historical conditions influence participants born within the same general time period
C) participants in longitudinal studies move away or drop out of the research project
D) participants in a study are tipped off about the true purposes and nature of a research study
Answer: B
Topic: Studying the Child
Content Ref: p. 41; screen 1.7.3
Objective: 1.7c Describe designs for studying development, noting the strengths and limitations of each.
Skill: Remember
Difficulty Level: Moderate

114) Sajish wants to study the attitudes that children of different ages have about friendship. He arranges for groups of children currently in grades 2, 6, and 10 to complete a questionnaire on forming close friendships. This is an example of a _____ study.
A) cross-sectional
B) longitudinal
C) microgenetic
D) sequential
Answer: A
Topic: Studying the Child
Content Ref: p. 42; screen 1.7.3
Objective: 1.7c Describe designs for studying development, noting the strengths and limitations of each.
Skill: Apply
Difficulty Level: Moderate

115) What is one strength of the cross-sectional research design?
A) It provides evidence about individual trends.
B) It cannot be influenced by cohort effects.
C) It is not affected by participant dropout or practice effects.
D) It permits longitudinal comparisons.
Answer: C
Topic: Studying the Child
Content Ref: p. 42; screen 1.7.3
Objective: 1.7c Describe designs for studying development, noting the strengths and limitations of each.
Skill: Understand
Difficulty Level: Moderate

116) A disadvantage of cross-sectional research is that _____.
A) it is more inefficient and inconvenient than longitudinal research
B) it does not provide evidence about change at the individual level
C) it can be threatened by practice effects and participant dropout
D) age-related changes cannot be examined
Answer: B
Topic: Studying the Child
Content Ref: p. 42; screen 1.7.3
Objective: 1.7c Describe designs for studying development, noting the strengths and limitations of each.
Skill: Understand
Difficulty Level: Moderate

117) One advantage of a sequential research design is that _____.
A) researchers can find out whether cohort effects are operating by comparing participants of the same age who were born in different years
B) it takes less time to complete than a longitudinal study
C) if the longitudinal and cross-sectional outcomes differ, researchers can be especially confident about their findings
D) it is especially useful for studying the strategies children use to acquire new knowledge in reading and science
Answer: A
Topic: Studying the Child
Content Ref: p. 43; screen 1.7.4
Objective: 1.7c Describe designs for studying development, noting the strengths and limitations of each.
Skill: Remember
Difficulty Level: Moderate

118) An adaptation of the longitudinal approach called the _____ design presents children with a novel task and follows their mastery over several closely spaced sessions.
A) correlational
B) sequential
C) cross-sectional
D) microgenetic
Answer: D
Topic: Studying the Child
Content Ref: p. 44; screen 1.7.4
Objective: 1.7c Describe designs for studying development, noting the strengths and limitations of each.
Skill: Remember
Difficulty Level: Easy

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119) One limitation of microgenetic studies is that _____.
A) participant dropout often distorts developmental trends
B) the time required for children to change is difficult to anticipate
C) they are more prone to sampling bias than are other types of research designs
D) cohort effects often limit the generalizability of their findings
Answer: B
Topic: Studying the Child
Content Ref: p. 44; screen 1.7.4
Objective: 1.7c Describe designs for studying development, noting the strengths and limitations of each.
Skill: Remember
Difficulty Level: Easy

120) An investigator wanted to gather information from high school students about their sexual experiences. He felt that the students would be more honest in their responses if their parents were unaware that they were participating in the study. If the investigator chooses to interview the students without their parents' knowledge, he will violate which of the following children's research rights?
A) privacy
B) protection from harm
C) informed consent
D) beneficial treatments
Answer: C
Topic: Ethics in Research on Children
Content Ref: p. 45; screen 1.8
Objective: 1.8 Discuss special ethical concerns that arise in research on children.
Skill: Apply
Difficulty Level: Moderate

121) The right of privacy in research means that _____.
A) children have the right to concealment of their identity on all information collected in the course of the research project
B) investigators do not have to reveal the true purpose of their study to participants under the age of 12
C) children must have access to all the data in every study in which they participate
D) researchers cannot ask children personal questions that might make the children feel uncomfortable
Answer: A
Topic: Ethics in Research on Children
Content Ref: p. 45; screen 1.8
Objective: 1.8 Discuss special ethical concerns that arise in research on children.
Skill: Understand
Difficulty Level: Moderate

122) Ethical standards permit deception in research studies if _____.
A) the participants are young enough that they would not understand the deception
B) investigators satisfy institutional review boards that such practices are necessary
C) researchers can observe participants from behind one-way mirrors
D) the participants give informed consent and the researchers never reveal the true purpose of the study
Answer: B
Topic: Ethics in Research on Children
Content Ref: p. 45; screen 1.8
Objective: 1.8 Discuss special ethical concerns that arise in research on children.
Skill: Understand
Difficulty Level: Moderate

123) Which statement about debriefing is correct?
A) Young children often lack the cognitive skills to understand the reasons for deceptive procedures.
B) It should be done with children, and usually works well, but it does not have to be done with adults.
C) It is most effective when it is done before the data collection begins.
D) It involves explaining to research participants that they have the right to alternative beneficial treatments.
Answer: A
Topic: Ethics in Research on Children
Content Ref: p. 46; screen 1.8
Objective: 1.8 Discuss special ethical concerns that arise in research on children.
Skill: Understand
Difficulty Level: Moderate

ESSAY

124) Identify the three basic issues on which theories of child development take a stand, and briefly describe the opposing views taken on each basic issue.
Answer: The three basic issues on which theories of child development take a stand and the opposing views taken on each issue are as follows:
1. *Is the course of development continuous or discontiunous?* If development is continuous—a process of gradually adding more of the same types of skills that were there to begin with—then infants and preschoolers respond to the world in much the same way as adults do. The difference between the immature and the mature being is simply one of amount or complexity. If development is discontinuous—a process in which new ways of understanding and responding to the world emerge at specific times—then infants and children have unique ways of thinking, feeling, and behaving.
2. *Does one course of development characterize all children, or are there many possible courses?* Theories that accept the discontinuous perspective regard development as taking place in stages—qualitative changes in thinking, feeling, and behaving that characterize specific periods of development. Stage theorists assume that people everywhere follow the same sequence of development. At the same time, the field of child development is becoming increasingly aware that children grow up in distinct contexts that can result in different paths of change. Contemporary theorists regard the contexts that shape development as many-layered and complex. Different circumstances foster different cognitive capacities, social skills, and feelings about the self and others.
3. *What are the roles of genetic and environmental factors—nature and nurture—in development?* The age-old nature–nurture controversy asks whether genetic or environmental factors are more important in influencing development. Although all theories grant roles to both nature and nurture, they vary in emphasis.

Content Ref: pp. 7-9; screens 1.2, 1.2.1–1.2.4

125) Describe the contributions and limitations of behaviorism and social learning theory to the scientific study of human development.
Answer: According to behaviorism, directly observable events—stimuli and responses—are the appropriate focus of study. Traditional behaviorists use classical and operant conditioning to mold children's behavior. The most influential kind of social learning theory emphasizes modeling, also known as imitation or observational learning, as a powerful source of development. The most recent version of the theory places such strong emphasis on how children think about themselves and other people that it is called a social-cognitive approach.

Behaviorism and social learning theory have had a major impact on practices with children. Applied behavior analysis consists of observations of relationships between behavior and environmental events, followed by systematic changes in those events based on procedures of

conditioning and modeling. The goal is to eliminate undesirable behaviors and increase desirable responses. It has been used to relieve a wide range of difficulties in children and adults, ranging from poor time management and unwanted habits to serious problems such as language delays, persistent aggression, and extreme fears.

Nevertheless, many theorists believe that behaviorism and social learning theory offer too narrow a view of important environmental influences, which extend beyond immediate reinforcement, punishment, and modeled behaviors to children's rich physical and social worlds. Behaviorism and social learning theory have also been criticized for underestimating children's contributions to their own development.

Content Ref: pp. 16-18; screen 1.4.2

126) Compare the terms *critical period* and *sensitive period*, and discuss how observations of imprinting led to the development of these concepts.

Answer: Imprinting refers to the following behavior of certain baby birds, which ensures that the young will stay close to the mother and be fed and protected from danger. Imprinting takes place during an early period of development. If the mother is absent during this time but an object resembling her in important features is present, young birds may imprint on it instead.

Observations of imprinting led to the concept of a *critical period*. That refers to a limited time span during which a child is biologically prepared to acquire certain adaptive behaviors. By comparison, a *sensitive period* is a time that is biologically optimal for certain capacities to emerge because the individual is especially responsive to environmental influences. The idea of a sensitive period applies better to human development than the strict notion of a critical period.

Content Ref: pp. 23-24; screen 1.5.3

127) Discuss ecological systems theory, and describe each level of the environment.

Answer: Ecological systems theory views the child as developing within a complex system of relationships affected by multiple levels of the surrounding environment. Because the child's biologically influenced dispositions join with environmental forces to mold development, Urie Bronfenbrenner characterized his perspective as a bioecological model. He envisioned the environment as a series of interrelated, nested structures that form a complex functioning whole, or system. The microsystem concerns relations between the child and the immediate environment; the mesosytem includes connections among immediate settings; the exosystem includes social settings that affect but do not contain the child; and the macrosystem consists of the values, laws, customs, and resources of the culture that affect activities and interactions at all inner layers. The chronosystem is not a specific context. Instead, it refers to the dynamic nature of child development.

Content Ref: pp. 25-27; screen 1.5.5

128) Two types of systematic observation used in child development research are naturalistic and structured observation. Explain the benefits and limitations of each.

Answer: In naturalistic observation, the investigator goes into a natural environment and observes the behavior of interest. The great strength of naturalistic observation is that investigators can see directly the everyday behaviors they hope to explain. One limitation of this research method is that not all individuals have the same opportunity to display a particular behavior in everyday life. To remedy this, structured observations might be made in a laboratory setting, where conditions are the same for all participants. In this approach, the investigator sets up a laboratory situation that evokes the behavior of interest so that every participant has an equal opportunity to display the response. Structured observation permits greater control over the research situation than does naturalistic observation. In addition, the method is especially useful for studying behaviors that investigators rarely have an opportunity to see in everyday life. A limitation of structured observation is that participants may not behave in the laboratory as they typically behave in their natural environment.

Content Ref: pp. 32-33; screen 1.7.1

129) Suppose that a study of educational outcomes in a city found that there is a positive correlation between attending a school known for its distinctive curriculum and scores on college entrance examinations. Explain why it would be premature to conclude that the school's distinctive curriculum is responsible for students' higher scores on college entrance examinations.
Answer: Correlational studies can show a relationship between variables but cannot by themselves prove cause and effect. In general if A and B are correlated, A may cause B, but B may cause A, or some third factor may cause both A and B. In this case, the positive correlation between attending a school known for a distinctive curriculum and scores on college entrance examinations is logically consistent with the notion that the curriculum improves these kinds of test scores, but there are other potential explanations for this correlation. For example, some other characteristic of the school, such as teacher quality or greater physical security, may be responsible for the higher scores. It is also possible that the direction of the causal relationship is the other way around: perhaps students who are likely to get high scores in the first place are more likely to choose this particular school and experience its distinctive curriculum. A school with a strong reputation may attract students who are more serious about education, leading to better test results that were not caused by anything related to the school's curriculum choices.
Content Ref: p. 37; screen 1.7.2

130) Describe some problems that investigators face in conducting longitudinal research.
Answer: Longitudinal investigations pose a number of problems. For example, biased sampling—the failure to enlist participants who adequately represent the population of interest—is a common problem. People who willingly participate in research that requires them to be observed and tested over many years are likely to have distinctive characteristics, such as a special appreciation for the scientific value of research. Furthermore, longitudinal samples generally become more biased as the investigation proceeds because of selective attrition. Participants may move away or drop out of the study for other reasons, and the ones who remain are likely to differ in important ways from the ones who do not continue. Also, from repeated study, people may become "test-wise." Their performance may improve as a result of practice effects—better test-taking skills and increased familiarity with the test—not because of factors commonly associated with development. Finally, the most widely discussed threat to the accuracy of longitudinal findings is cultural–historical change, commonly called cohort effects. Longitudinal studies examine the development of cohorts—children born at the same time, who are influenced by particular cultural and historical conditions. Results based on one cohort may not apply to children developing at other times.
Content Ref: pp. 39-42; screen 1.7.3

131) Why are ethical concerns heightened when children participate in research? How is informed consent applied to children?
Answer: When children take part in research, ethical concerns are especially complex. Children are more vulnerable than adults to physical and psychological harm. In addition, immaturity makes it difficult or impossible for children to evaluate for themselves what participation in research will mean.
All research participants, including children, have the right to have explained to them, in language appropriate to their level of understanding, all aspects of the research that may affect their willingness to participate. When children are participants, informed consent of parents as well as others who act on the child's behalf (such as school officials) should be obtained. As soon as children are old enough to appreciate the purpose of the research, and certainly by 7 years of age, their own informed assent, or agreement, should be obtained in addition to parental consent.
Content Ref: pp. 44-46; screen 1.8

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