

## Chapter 2—An Introduction to Growth and Development

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### TRUE/FALSE

1. To effectively observe children, your understanding of development is essential.

ANS: T                      PTS: 1                      DIF: Easy

2. Development ends at the age of 16.

ANS: F                      PTS: 1                      DIF: Medium

3. The words growth and development mean the same thing.

ANS: F                      PTS: 1                      DIF: Medium

4. Piaget's theory of human development was called a constructivist theory.

ANS: T                      PTS: 1                      DIF: Medium

5. Development only depends upon the heredity of an individual.

ANS: F                      PTS: 1                      DIF: Easy

6. The cephalocaudal principle and the proximodistal principle are two principles that describe how a child's motor development progresses.

ANS: T                      PTS: 1                      DIF: Easy

7. The cephalocaudal principle describes motor development as progressing from the midline of the body outward to the extremities.

ANS: F                      PTS: 1                      DIF: Medium

8. Immediate circumstances, historical reasons, adaptive reasons, and evolutionary reasons are called levels of explanation.

ANS: T                      PTS: 1                      DIF: Medium

### MULTIPLE CHOICE

1. Which of the following are guideposts to understanding children?
- A wide range of individual differences characterizes normal development
  - All the domains of development are interrelated
  - Development necessarily takes place within an environment of one kind or another
  - The developing child as active rather than passive
  - All answers are correct

ANS: E                      PTS: 1                      DIF: Difficult

2. Differentiation is a process in which:

- skills that a child developed at an earlier time in his development remain the same through

adulthood

- b. behaviors that are initially expressed in a diffuse, nonspecific way, eventually separate out and become more skilled, specific, and independent of one another
- c. skills and behaviors that are initially separate and independent of one another are combined and can work together as a harmonious unit
- d. none of these answers is correct

ANS: B                    PTS: 1                    DIF: Difficult

3. Hierarchic integration is a process in which:
- a. behaviors that are initially expressed in a diffuse, nonspecific way, eventually separate out and become more skilled, specific, and independent of one another
  - b. skills and behaviors that are initially separate and independent of one another are combined and can work together as a harmonious unit
  - c. skills that a child developed at an earlier time in his development remain the same through adulthood
  - d. none of these answers is correct

ANS: B                    PTS: 1                    DIF: Difficult

4. Walking, running, and the use of complete sentences are examples of:
- a. emergent properties
  - b. growth
  - c. quantitative change
  - d. none of these answers is correct

ANS: A                    PTS: 1                    DIF: Difficult

5. Those who believe in the mechanistic model of development agree that:
- a. development is discontinuous
  - b. development occurs in stages
  - c. development does not occur in stages
  - d. none of these answers is correct

ANS: C                    PTS: 1                    DIF: Difficult

6. Those who believe in the organismic model of development agree that:
- a. development does not occur in stages
  - b. development occurs in stages
  - c. development is continuous
  - d. none of these answers is correct

ANS: B                    PTS: 1                    DIF: Difficult

7. According to Stage Theory:
- a. individuals can differ in speed with which they progress through stages
  - b. certain principles by which change can be described, explained, and predicted are recognized
  - c. both “individuals can differ in speed with which they progress through stages” and “certain principles by which change can be described, explained, and predicted are recognized”
  - d. children move from the sensorimotor stage to the concrete operational stage
  - e. all answers are correct

ANS: C                    PTS: 1                    DIF: Difficult

8. The id, ego, and superego belong to the psychoanalytic perspective of which man?
- Jean Piaget
  - Sigmund Freud
  - Erik Erikson
  - Lev Vygotsky

ANS: B                      PTS: 1                      DIF: Easy

9. Psychosocial crisis belongs to the theory of personality development of which man?
- Jean Piaget
  - Sigmund Freud
  - Lev Vygotsky
  - Erik Erikson

ANS: D                      PTS: 1                      DIF: Medium

10. The sensorimotor, preoperational, concrete operational, and formal operational periods belong to the cognitive perspective of which man?
- Jean Piaget
  - Erik Erikson
  - Sigmund Freud
  - Lev Vygotsky

ANS: A                      PTS: 1                      DIF: Medium

11. The sociocultural theory is attributed to which man?
- Sigmund Freud
  - Lev Vygotsky
  - Jean Piaget
  - Erik Erikson

ANS: B                      PTS: 1                      DIF: Medium

## COMPLETION

1. The ability for children to overcome traumatic experiences in their lives is called \_\_\_\_\_.

ANS: resiliency

PTS: 1                      DIF: Medium

2. The statement that development change contributes to the essentially forward direction of the development process means that development is \_\_\_\_\_.

ANS: directional

PTS: 1                      DIF: Difficult

3. The process in which behaviors that are initially expressed in a diffuse, nonspecific way eventually separate out and become more skilled, specific, and independent of one another is called \_\_\_\_\_.

ANS: differentiation

PTS: 1 DIF: Difficult

4. The process in which skills and behaviors that are initially separate and independent of one another are combined and can work together as a harmonious unit is called \_\_\_\_\_.

ANS: hierarchic integration

PTS: 1 DIF: Difficult

5. Development results in increasing \_\_\_\_\_ in organization and functioning.

ANS: complexity

PTS: 1 DIF: Difficult

6. \_\_\_\_\_ means to increase in size, function, or complexity to some point of optimal maturity.

ANS: Growth

PTS: 1 DIF: Medium

7. The theoretical perspective that conceptualizes human beings as being like machines that are essentially passive and act primarily as responders to environmental stimuli is called the \_\_\_\_\_ view.

ANS: mechanistic

PTS: 1 DIF: Difficult

8. A theoretical perspective that conceptualizes human beings as active participants in their own development rather than as passive reactors to the world around them is called the \_\_\_\_\_ view.

ANS: organismic

PTS: 1 DIF: Difficult

9. The view that all developmental change has to be seen as part of, or as taking place within, a larger social/cultural environment is called \_\_\_\_\_.

ANS: contextualism

PTS: 1 DIF: Difficult

10. A theory that holds that development occurs in a steplike fashion, with each step or level qualitatively distinct from, and more complex than, previous levels is called the \_\_\_\_\_ theory.

ANS: stage

PTS: 1 DIF: Medium

11. \_\_\_\_\_ sciences rely on the physical senses to take in relevant data and measure that data in some way.

ANS: Empirical

PTS: 1                      DIF: Difficult

## MATCHING

*Match each statement with the correct item below.*

- a. Change over time in the structure, thoughts, and behaviors of an individual due to biological and environmental influences.
  - b. The principle that describes motor development as progressing from the midline of the body outward to the extremities; thus, chest, shoulders, and upper arms come under control before the hands and feet.
  - c. The name given to Vygotsky's theory of mental development in which the emphasis is shifted away from the child in explaining development and to the influence of the individual's social or cultural environment.
  - d. A theory that holds that development occurs in a steplike fashion, with each step or level qualitatively distinct from, and more complex than, previous levels.
  - e. A condition in which an individual's response to a stimulus has rewarding or satisfying consequences.
  - f. Assumes that the developing child participates in the developmental process and literally constructs his or her own reality.
  - g. The first stage in Piaget's theory of cognitive development; in this stage, the infant learns about his environment by active manipulation of the objects in it.
  - h. Increase in size, function, or complexity to some point of optimal maturity; associated with quantitative change.
1. sensorimotor period
  2. proximodistal principle
  3. reinforcement
  4. sociocultural theory
  5. stage theory
  6. constructivist theory
  7. development
  8. growth

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|-----------|--------|-------------|
| 1. ANS: G | PTS: 1 | DIF: Medium |
| 2. ANS: B | PTS: 1 | DIF: Medium |
| 3. ANS: E | PTS: 1 | DIF: Medium |
| 4. ANS: C | PTS: 1 | DIF: Medium |
| 5. ANS: D | PTS: 1 | DIF: Medium |
| 6. ANS: F | PTS: 1 | DIF: Medium |
| 7. ANS: A | PTS: 1 | DIF: Medium |
| 8. ANS: H | PTS: 1 | DIF: Medium |