

# TOTAL ASSESSMENT GUIDE

## Chapter 1 An Introduction to Child Development

Topic		Factual	Conceptual	Applied
<b>QUICK QUIZ 1</b>	Multiple Choice	1-5	6-7, 10	8-9
<b>What is child development?</b>	Multiple Choice	1-2		
	True/False			
	Short Answer			
	Essay	94		
<b>What is the scope of the field of child development?</b>	Multiple Choice	3-6, 21		7-20, 22-25
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<b>What are major societal influences that determine development?</b>	Multiple Choice	26-28, 31	32-33	29-30, 34-35
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<b>How have the views of childhood changed historically?</b>	Multiple Choice	36-45, 47-48	46	
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<b>What are the key issues and questions in the field of child development?</b>	Multiple Choice	52, 54-55, 59-61	49-50, 53, 58, 62, 64, 66	51, 56, 57, 63, 65, 67-68
	True/False	82	79-81, 83	78
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<b>What is the future of child development likely to hold?</b>	Multiple Choice			
	True/False			
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	Essay			

## Quick Quiz

- Which of the following statements about child development is true? Child development
  - focuses on the period from adolescence through middle adulthood.
  - focuses only on the changes that occur in large groups of children.
  - is predominantly a philosophical belief system.
  - focuses on growth, change, and stability.
- Child development is divided into which of the following three topical areas?
  - prenatal development, cognitive development, social and personality development
  - prenatal development, cognitive development, physical development
  - cognitive development, physical development, social and personality development
  - early childhood, adolescence, social and personality development
- In addition to topical areas, child development is organized by chronological periods based on
  - legal events, i.e., getting a driver's license.
  - arbitrary but designated age ranges.
  - biological events, i.e., digestion and elimination.
  - clear and precise age ranges that are consistent for everyone.
- Two broad cultural orientations that must be factored within child development are
  - race and ethnicity.
  - nature and nurture.
  - individualism and collectivism.
  - autonomy and dependence.
- \_\_\_\_\_ is to biological factors as \_\_\_\_\_ is to cultural factors.
  - Individualism; collectivism
  - Ethnicity; race
  - Race; ethnicity
  - Collectivism; individualism
- Which of the following is considered to be a cohort influence?
  - history-graded influences
  - learning to walk
  - age-graded influences
  - non-normative life events
- A child's ability to think about objects symbolically represents a qualitative change in cognitive development. The achievement of this step is an example of
  - continuous development.
  - discontinuous change.
  - sensitive development.
  - critical development.
- Sandy is pregnant and is concerned about the impact of illness during particular periods of prenatal development. She consults her doctor as to the \_\_\_\_\_ period during which exposure to certain illnesses would result in irreversible consequences.
  - sensitive
  - critical
  - continuous
  - discontinuous
- Oscar's room is always a mess. "You must have been raised in a pig pen," said Felix. "No way," responded Oscar, "I was born this way!" The friends are debating the issue of
  - continuous vs. discontinuous development.
  - critical vs. sensitive periods.
  - nature vs. nurture.
  - cultural vs. social development.
- "Every day I read another article with advice about raising my children. How can I know what is true?" One piece of good advice for this new parent is
  - just do whatever your parents did.
  - ask friends for advice.
  - maintain a healthy dose of skepticism.
  - stop reading conflicting advice.

## Quick Quiz Answers

1. **Chapter Section:** An Orientation to Child Development

**Answer:** d      **Page(s):** 5      **Type:** Factual      **Diff:** Easy

**Rationale:** Child development involves the scientific study of the patterns of growth, change, and stability that occur from conception through adolescence. While large groups of children may be studied, they are not studied exclusively, nor are child development researchers concerned only with the period from adolescence to adulthood. Child development does use theory, but findings are grounded in scientific research not philosophical beliefs.

2. **Chapter Section:** An Orientation to Child Development

**Answer:** d      **Page(s):** 5      **Type:** Factual      **Diff:** Easy

**Rationale:** The three major topics of child development are physical, cognitive, and social and personality development. Prenatal development represents a time period to which topical areas apply.

3. **Chapter Section:** An Orientation to Child Development

**Answer:** b      **Page(s):** 5      **Type:** Factual      **Diff:** Easy

**Rationale:** In addition to the topical divisions, the discipline is also focused on particular time periods of development. These time periods (prenatal, infant and toddlerhood, early childhood, middle childhood and adolescence) are determined by arbitrary, but agreed upon, designated age ranges, biological events (i.e., sexual maturity not digestion) and environmental events (beginning of formal school not obtaining a legal document).

4. **Chapter Section:** Developmental Diversity

**Answer:** c      **Page(s):** 7      **Type:** Factual      **Diff:** Medium

**Rationale:** There are both broad and finer sociocultural factors that child development specialists must consider. An example from the textbook of two broad cultural orientations that influence development is the individualistic and collectivist cultural orientation.

5. **Chapter Section:** Developmental Diversity

**Answer:** c      **Page(s):** 7      **Type:** Factual      **Diff:** Medium

**Rationale:** Race is a biological concept, referring to classifications based on physical and structural characteristics of the species. Ethnicity, or ethnic group, is a broader category that refers to cultural background, nationality, religion, and language.

6. **Chapter Section:** Developmental Diversity

**Answer:** a      **Page(s):** 8 - 9      **Type:** Conceptual      **Diff:** Difficult

**Rationale:** All of the answers represent influences that the developmental researcher must consider, but only history-graded events are cohort effects. Non-normative life events are specific, atypical events that occur in a particular person's life at a time when such events do not happen to most people. The others represent influences that occur at a particular chronological age (age-graded), or are universal events that most everyone experiences.

7. **Chapter Section:** Children: Past, Present, and Future

**Answer:** b      **Page(s):** 11      **Type:** Conceptual      **Diff:** Difficult

**Rationale:** A defining feature of discontinuous change is the qualitative change that occurs in each stage or step.

8. **Chapter Section:** Children: Past, Present, and Future

**Answer:** b      **Page(s):** 12      **Type:** Applied      **Diff:** Difficult

**Rationale:** Sandy is concerned about the critical period, a specific time when the illness would have its greatest consequences. During this time, the concern is that there would be permanent, irreversible harm done to the fetus. This is contrasted with the sensitive period, which is a specific time when an organism is particularly susceptible to certain kinds of stimuli in the environment.

9. **Chapter Section:** Children: Past, Present, and Future

**Answer:** c      **Page(s):** 12 - 13      **Type:** Applied      **Diff:** Difficult

**Rationale:** The debate between Oscar and Felix best represents the nature-versus-nurture debate. Nature represents the belief that the cause is genetic or hormonal, while nurture represents environment or experience. So, the friends' debate becomes upbringing (nurture) or heredity (nature).

10. **Chapter Section:** Children: Past, Present, and Future

**Answer:** c      **Page(s):** 15      **Type:** Conceptual      **Diff:** Medium

**Rationale:** While there is much conflicting advice available for new parents, it is always a good idea to apply skepticism to child development advice. Consumers are advised to 1) consider the source of the information, 2) evaluate the credentials of the person providing the advice, 3) understand the difference between anecdotal and scientific evidence, 4) keep in mind cultural context, and 5) don't assume that because many people believe something is true, it must be true.

## Chapter 1

### An Introduction to Child Development

#### Multiple Choice Questions

- 1.1 Child development
- a. takes a scientific approach.
  - b. focuses on prenatal to late adulthood.
  - c. focuses on growth, change, and stability.
  - d. focuses primarily on deviations from normal development.

**Chapter Section:** An Orientation to Child Development

**Answer:** c      **Page(s):** 5      **Type:** Factual      **Diff:** Easy

**Rationale:** The definition of child development is that it is a field that involves the scientific study of the patterns of growth, change, and stability that occur from conception through adolescence.

- 1.2 Which of the following statements is true of the discipline?
- a. Child development is the scientific study of the patterns of growth, change, and stability that occur from conception through adolescence.
  - b. Child development is a specialized branch of psychology; therefore only psychologists are trained and can conduct research in this area.
  - c. Child development spans the period of prenatal development through old age.
  - d. Child development focuses only on questions of practical importance to psychologists.

**Chapter Section:** An Orientation to Child Development

**Answer:** a      **Page(s):** 5      **Type:** Factual      **Diff:** Easy

**Rationale:** The definition of child development is that it is a field that involves the scientific study of the patterns of growth, change, and stability that occur from conception through adolescence.

- 1.3 Development involving the body's physical makeup, including the brain, nervous system, muscles, and senses and the need for food, drink, and sleep, is called
- a. physical development.
  - b. personality development.
  - c. cognitive development.
  - d. social development.

**Chapter Section:** An Orientation to Child Development

**Answer:** a      **Page(s):** 5 - 6      **Type:** Factual      **Diff:** Easy

**Rationale:** This is the definition of physical development, which is one of the major topics in child development.

- 1.4 Development involving the ways that growth and change in intellectual capabilities influence a person's behavior is called
- a. physical development.
  - b. personality development.
  - c. cognitive development.
  - d. social development.

**Chapter Section:** An Orientation to Child Development

**Answer:** c      **Page(s):** 5 - 6      **Type:** Factual      **Diff:** Easy

**Rationale:** This is the definition of cognitive development, which is one of the major topics in child development.

- 1.5 Development involving the ways that the enduring characteristics that differentiate one person from another change over the life span is called
- a. physical development.
  - b. personality development.
  - c. cognitive development.
  - d. social development.

**Chapter Section:** An Orientation to Child Development

**Answer:** b      **Page(s):** 5 - 6      **Type:** Factual      **Diff:** Easy

**Rationale:** This is the definition of personality development, which is one of the major topics in child development.

- 1.6 The way in which individuals' interactions with others and their social relationships grow, change, and remain stable over the course of life is called
- a. physical development.
  - b. personality development.
  - c. cognitive development.
  - d. social development.

**Chapter Section:** An Orientation to Child Development

**Answer:** d      **Page(s):** 5 - 6      **Type:** Factual      **Diff:** Easy

**Rationale:** This is the definition of social development, which is one of the major topics in child development.

- 1.7 Gaby is interested in studying how social relationships of children change over the course of development. Gaby is interesting in studying
- a. physical development.
  - b. cognitive development.
  - c. personality development.
  - d. social development.

**Chapter Section:** An Orientation to Child Development

**Answer:** d      **Page(s):** 5 - 6      **Type:** Applied      **Diff:** Easy

**Rationale:** This question would be considered within social development and the social relationships of children.

- 1.8 Dr. Rodriguez is conducting research on the problem-solving capacities of young children. She most likely is interested in studying
- a. physical development.
  - b. cognitive development.
  - c. personality development.
  - d. social development.

**Chapter Section:** An Orientation to Child Development

**Answer:** b      **Page(s):** 5 - 6      **Type:** Applied      **Diff:** Easy

**Rationale:** This question would be considered within cognitive development, or the growth and change in intellectual capabilities and the influence on the individual's behavior.

- 1.9 Dr. Sport studies gross motor development in children; specifically, Dr. Sport is interested in how children's ball throwing changes over the course of development. He is interested in studying
- a. physical development.
  - b. cognitive development.
  - c. personality development.
  - d. social development.

**Chapter Section:** An Orientation to Child Development

**Answer:** a      **Page(s):** 5 - 6      **Type:** Applied      **Diff:** Easy

**Rationale:** This question would be considered within physical development; specifically, gross motor skill development.

- 1.10 Cheyanna, a child-care provider, often wonders whether the shy children in her program will grow up to be shy adults. Cheyanna is interested in
- a. physical development.
  - b. cognitive development.
  - c. personality development.
  - d. social development.

**Chapter Section:** An Orientation to Child Development

**Answer:** c      **Page(s):** 5 - 6      **Type:** Applied      **Diff:** Easy

**Rationale:** This question would be considered within personality development, including the characteristic of shyness.

1.11 Patsy, a third-grade teacher, often finds herself commenting on the improvement of fine motor skills of the students in her classroom, especially their handwriting. She has noted that at the beginning of the school year the children's writing tends to be large, requiring a lot of writing space. Toward the end of the school year, their writing tends to be smaller and requires very little writing space. Patsy is referring to what aspect of development?

- a. physical development
- b. cognitive development
- c. personality development
- d. social development

**Chapter Section:** An Orientation to Child Development

**Answer:** a      **Page(s):** 5 - 6      **Type:** Applied      **Diff:** Easy

**Rationale:** The skills referred to in this question represent physical development; specifically, fine motor skills development.

1.12 Mr. Espinoza, a first-grade teacher, tells his student-teacher that when the children begin school they seem very immature; that is, they cannot yet read, write, or do simple calculations, nor can they maintain attention for long periods of time. However, at the end of the school year they seem more mature; that is, they can read, write, and do simple calculations, and they can maintain attention for long periods of time. Mr. Espinoza is referring to what aspect of development?

- a. physical development
- b. cognitive development
- c. personality development
- d. social development

**Chapter Section:** An Orientation to Child Development

**Answer:** b      **Page(s):** 5 - 6      **Type:** Applied      **Diff:** Easy

**Rationale:** The skills referred to in this question represent cognitive development; reading, writing, calculations, and attention all are a part of cognitive development.

1.13 Dr. Arcia studies the development of emotions. He has observed that it is not until a child is in preschool that children develop a sense of guilt. Dr. Arcia is interested in

- a. physical development.
- b. cognitive development.
- c. personality development.
- d. social development.

**Chapter Section:** An Orientation to Child Development

**Answer:** d      **Page(s):** 5 - 6      **Type:** Applied      **Diff:** Easy

**Rationale:** Development of emotions represents social development.

1.14 Dr. Pearson studies the patterns of aggression. Mainly, he is interested in discovering whether aggressive toddlers grow up to be aggressive adults. He is interested in

- a. physical development.
- b. cognitive development.
- c. personality development.
- d. social development.

**Chapter Section:** An Orientation to Child Development

**Answer:** c      **Page(s):** 5 - 6      **Type:** Applied      **Diff:** Easy

**Rationale:** Patterns of aggression represent personality development.

1.15 Dr. Love studies dating patterns; specifically, how dating has evolved over the course of history. Dr. Love most likely studies

- a. physical development.
- b. cognitive development.
- c. personality development.
- d. social development.

**Chapter Section:** An Orientation to Child Development

**Answer:** d      **Page(s):** 5 - 6      **Type:** Applied      **Diff:** Easy

**Rationale:** Dating patterns represent social development.

- 1.16 Allissa often goes to the park to observe children at play. She is amazed at how children of different ages interact with each other. Allissa is interested in observing
- a. physical development.
  - b. cognitive development.
  - c. personality development.
  - d. social development.

**Chapter Section:** An Orientation to Child Development

**Answer:** d      **Page(s):** 5 - 6      **Type:** Applied      **Diff:** Easy

**Rationale:** The interaction of children of different ages represents social development.

- 1.17 Ms. Bujanos, a third-grade teacher, finds it fascinating to watch how children's attention spans and their ability to plan and to problem solve increase over the course of the school year. Ms. Bujanos is observing
- a. physical development.
  - b. cognitive development.
  - c. personality development.
  - d. social development.

**Chapter Section:** An Orientation to Child Development

**Answer:** b      **Page(s):** 5 - 6      **Type:** Applied      **Diff:** Easy

**Rationale:** Attention span and problem solving are parts of cognitive development.

- 1.18 Richard, a preschool teacher, believes that children who are aggressive preschoolers will become aggressive adults. Richard is referring to \_\_\_\_\_ development.
- a. physical
  - b. cognitive
  - c. personality
  - d. social

**Chapter Section:** An Orientation to Child Development

**Answer:** c      **Page(s):** 5 - 6      **Type:** Applied      **Diff:** Easy

**Rationale:** Aggressive patterns over time represent personality development.

- 1.19 Erikah, an infant and toddler teacher, loves to watch how babies grasp objects. She has noticed that at first babies attempt to grasp objects using their whole hand, but by the end of the first year they are able to grasp objects with just their forefinger and thumb. Erikah is observing
- a. physical development.
  - b. cognitive development.
  - c. personality development.
  - d. social development.

**Chapter Section:** An Orientation to Child Development

**Answer:** a      **Page(s):** 5 - 6      **Type:** Applied      **Diff:** Easy

**Rationale:** The changing ability to grasp objects represents physical development.

- 1.20 Professor Maldonado's course covers infant and toddler development. This means that students will be studying which of the following age ranges?
- a. ages 6 to 12 years
  - b. ages 12 to 20 years
  - c. ages birth to 3 years
  - d. ages 3 to 6 years

**Chapter Section:** An Orientation to Child Development

**Answer:** c      **Page(s):** 6      **Type:** Applied      **Diff:** Easy

**Rationale:** The infant and toddler age range is birth to 3 years of age.

- 1.21 Entry into adolescence is dependent upon
- a. the personality of the child.
  - b. the cultural traditions.
  - c. the child's decision.
  - d. achievement of sexual maturity.

**Chapter Section:** An Orientation to Child Development

**Answer:** d      **Page(s):** 6      **Type:** Factual      **Diff:** Easy

**Rationale:** The start of adolescence is determined when sexual maturity is reached.

- 1.22 Mr. Moorhouse, a social worker, works with troubled adolescents by trying to find ways to keep them in school and off the streets. What age range does Mr. Moorhouse work with?
- a. ages 6 to 12 years
  - b. ages 12 to 20 years
  - c. ages birth to 3 years
  - d. ages 3 to 6 years

**Chapter Section:** An Orientation to Child Development

**Answer:** b      **Page(s):** 6      **Type:** Applied      **Diff:** Easy

**Rationale:** Adolescence is generally considered to be a part of the 12- to 20-years age range.

- 1.23 Liza is the director of a preschool. She primarily works with children between what age range?
- a. ages 6 to 12 years
  - b. ages 12 to 20 years
  - c. ages birth to 3 years
  - d. ages 3 to 6 years

**Chapter Section:** An Orientation to Child Development

**Answer:** d      **Page(s):** 6      **Type:** Applied      **Diff:** Easy

**Rationale:** Preschool is generally considered to be a part of the 3- to 6-years age range.

- 1.24 Dr. Chen counsels children in middle childhood. She primarily sees children between which age range?
- a. ages 6 to 12 years
  - b. ages 12 to 20 years
  - c. ages birth to 3 years
  - d. ages 3 to 6 years

**Chapter Section:** An Orientation to Child Development

**Answer:** a      **Page(s):** 6      **Type:** Applied      **Diff:** Easy

**Rationale:** Middle childhood is generally considered to be a part of the 6- to 12-years age range.

- 1.25 Ms. Chapa is a reading specialist and tutors elementary school children between the ages of 6 to 12 years. Therefore, she works with children in
- a. infancy and toddlerhood.
  - b. preschool.
  - c. middle childhood.
  - d. adolescence.

**Chapter Section:** An Orientation to Child Development

**Answer:** c      **Page(s):** 6      **Type:** Applied      **Diff:** Easy

**Rationale:** Children between 6 and 12 years of age are considered to be in middle childhood.

- 1.26 \_\_\_\_\_ is a biological concept that should be employed to refer to classifications based on physical and structural characteristics of a species.
- a. Ethnic group
  - b. Race
  - c. Ethnicity
  - d. Diversity

**Chapter Section:** Developmental Diversity

**Answer:** b      **Page(s):** 7      **Type:** Factual      **Diff:** Easy

**Rationale:** This is the definition of race.

- 1.27 \_\_\_\_\_ refers to cultural background, nationality, religion, and language.
- a. Race
  - b. Originality
  - c. Ethnicity
  - d. Diversity

**Chapter Section:** Developmental Diversity

**Answer:** c      **Page(s):** 7      **Type:** Factual      **Diff:** Easy

**Rationale:** This is the definition of ethnicity.

- 1.28 A group of people born at around the same time in the same place is called a \_\_\_\_\_.  
a. cohort  
b. clique  
c. composite  
d. gang

**Chapter Section:** Developmental Diversity

**Answer:** a      **Page(s):** 8      **Type:** Factual      **Diff:** Easy

**Rationale:** This is the definition of a cohort.

- 1.29 Sara and her friends reached adolescence at the peak of AIDS awareness, and for that reason they are more aware of how AIDS is transmitted relative to their parents' generation. This is an example of a  
a. composite.  
b. clique.  
c. cohort.  
d. gang.

**Chapter Section:** Developmental Diversity

**Answer:** c      **Page(s):** 8 - 9      **Type:** Applied      **Diff:** Moderate

**Rationale:** A cohort is a group of people born within the same time frame and in the same vicinity who in this case share a common historical experience.

- 1.30 Sam often characterizes his grandparents' generation as being tightfisted with money. He believes that they have trouble spending money because they grew up during the Depression. The Depression is a common event to this cohort and is known as a  
a. sociocultural influence.  
b. common biological influence.  
c. history-graded influence.  
d. non-normative life influence.

**Chapter Section:** Developmental Diversity

**Answer:** c      **Page(s):** 8 - 9      **Type:** Applied      **Diff:** Difficult

**Rationale:** The Depression would be considered a major social event with similar influences on members of this particular cohort.

- 1.31 Sociocultural influences on a cohort include  
a. ethnicity.  
b. natural disasters.  
c. wars.  
d. puberty.

**Chapter Section:** Developmental Diversity

**Answer:** a      **Page(s):** 8 - 9      **Type:** Factual      **Diff:** Moderate

**Rationale:** Ethnicity, social class, and sub-cultural membership are all sociocultural influences on development.

- 1.32 Most children in the United States enter into some sort of formal education between the ages of 5 and 7 years. This is referred to as a \_\_\_\_\_ event.  
a. special  
b. cohort  
c. normative  
d. history-graded

**Chapter Section:** Developmental Diversity

**Answer:** c      **Page(s):** 8 - 9      **Type:** Conceptual      **Diff:** Moderate

**Rationale:** Entering formal education is something that occurs for most children in the United States between the ages of 5 and 7. This is therefore considered a normative age-graded influence.

- 1.33 Children who lived in New York City shared both biological and environmental challenges due to the terrorist attack on the World Trade Towers that occurred on September 11, 2001. This is an example of a \_\_\_\_\_ event.
- a. normative sociocultural-graded
  - b. non-normative life
  - c. normative age-graded
  - d. normative history-graded

**Chapter Section:** Developmental Diversity

**Answer:** d      **Page(s):** 8 - 9      **Type:** Conceptual      **Diff:** Difficult

**Rationale:** History-graded influences are related to a particular historical moment, i.e., the attacks on the World Trade Center. The children living in New York City shared this event, making it a normative history-graded influence.

- 1.34 Louise Brown grew up with the knowledge that she was the first person to be conceived using in vitro fertilization. This atypical experience in Elizabeth's life is referred to as a \_\_\_\_\_ event.
- a. normative sociocultural-graded
  - b. non-normative life
  - c. normative age-graded
  - d. normative history-graded

**Chapter Section:** Developmental Diversity

**Answer:** b      **Page(s):** 9      **Type:** Applied      **Diff:** Difficult

**Rationale:** This atypical event represents a non-normative life event, which is something that happens to one person, not to the entire cohort.

- 1.35 The influx of immigrants from Mexico into border communities often requires school districts to actively find ways to meet the needs of immigrant families. Specifically, many public schools are implementing preschool programs for children with limited English proficiency in an effort to teach these children English, so that they will be better equipped to participate in the classroom. This is an example of a \_\_\_\_\_ event.
- a. sociocultural-graded
  - b. non-normative life
  - c. normative age-graded
  - d. normative history-graded

**Chapter Section:** Developmental Diversity

**Answer:** a      **Page(s):** 9      **Type:** Applied      **Diff:** Difficult

**Rationale:** This represents an event for a group of individuals who are defined by ethnicity and language, one of the factors considered by sociocultural graded influences.

- 1.36 Children in medieval Europe were thought of as
- a. wild animals that needed to be tamed.
  - b. miniature, somewhat imperfect adults.
  - c. inconsequential individuals not worth mentioning.
  - d. knowledgeable and enlightened human beings.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** b      **Page(s):** 9      **Type:** Factual      **Diff:** Easy

**Rationale:** Based on an analysis of art from medieval Europe, children were portrayed in adult clothing, not treated in any significant way, suggesting the belief that children were in fact thought of as miniature adults.

- 1.37 Childhood was not seen as a distinct, qualitatively different stage relative to adulthood during the \_\_\_\_\_ period.
- a. performationism
  - b. medieval
  - c. constructivism
  - d. ideological

**Chapter Section:** Children: Past, Present, and Future

**Answer:** b      **Page(s):** 9      **Type:** Factual      **Diff:** Medium

**Rationale:** Based on an analysis of art from medieval Europe, children were portrayed in adult clothing, not treated in any significant way.

- 1.38 John Locke felt that children entered the world with no specific characteristics or personality, this is called \_\_\_\_.
- a. noble savage
  - b. nature
  - c. *tabula rasa*
  - d. evolution

**Chapter Section:** Children: Past, Present, and Future

**Answer:** c      **Page(s):** 10      **Type:** Factual      **Diff:** Medium

**Rationale:** John Locke considered a child to be a “blank slate” or *tabula rasa*. He believed children entered the world with no specific characteristics or personalities.

- 1.39 Jean-Jacque Rousseau felt that children were born with an innate sense of right and wrong and referred to children as \_\_\_\_.
- a. noble savages
  - b. natural animals
  - c. *tabula rasa*
  - d. evolved animals

**Chapter Section:** Children: Past, Present, and Future

**Answer:** a      **Page(s):** 10      **Type:** Factual      **Diff:** Medium

**Rationale:** Jean-Jacque Rousseau thought of children as noble savages who were born with an innate sense of right and wrong.

- 1.40 The earliest systematic study of children began with recorded observations of children in
- a. artwork depicting children.
  - b. baby biographies.
  - c. videos about children.
  - d. music about children.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** b      **Page(s):** 10      **Type:** Factual      **Diff:** Easy

**Rationale:** Baby biographies were one of the first systematic records of the observation of children. Darwin later pioneered a more scientific observation utilizing this same tool. Artwork analysis was not systematic, but rather retrospective interpretation.

- 1.41 Among the first instances in which children were methodically studied came in the form of
- a. baby pictures.
  - b. baby biographies.
  - c. children’s literature.
  - d. case studies of babies.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** b      **Page(s):** 10      **Type:** Factual      **Diff:** Easy

**Rationale:** Baby biographies were one of the first systematic records of the observation of children.

- 1.42 An increasing focus on childhood can be attributed in part to
- a. an increase in the adult labor pool.
  - b. limited education for children.
  - c. better nutrition for children.
  - d. increased parent-child contact.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** a      **Page(s):** 10      **Type:** Factual      **Diff:** Moderate

**Rationale:** As the adult labor pool increased and laws were created for the protection of children, children were separated from adults while they attended universal school programs. All of these represent a new focus on childhood.

- 1.43 Which one of the following people wrote a book targeting adolescence as a distinct period?
- a. G. Stanley Hall.
  - b. Charles Darwin.
  - c. Leta Stetter Hollingworth.
  - d. Alfred Binet.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** a      **Page(s):** 10      **Type:** Factual      **Diff:** Difficult

**Rationale:** G. Stanley Hall wrote the first book that targeted adolescence as a distinct period. Leta Stetter Hollingworth was one of the first female psychologists to focus on child development. Alfred Binet, a French psychologist, pioneered work on children's intelligence testing. Charles Darwin focused on baby biographies as a way of understanding how species developed.

- 1.44 Which of the following people focused their efforts on children's intelligence?
- a. G. Stanley Hall.
  - b. Charles Darwin.
  - c. Leta Stetter Hollingworth.
  - d. Alfred Binet.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** d      **Page(s):** 10      **Type:** Factual      **Diff:** Difficult

**Rationale:** Alfred Binet, a French psychologist, pioneered work on children's intelligence testing. G. Stanley Hall wrote the first book that targeted adolescence as a distinct period. Leta Stetter Hollingworth was one of the first female psychologists to focus on child development. Charles Darwin focused on baby biographies as a way of understanding how species developed.

- 1.45 Which of the following people overcame prejudice against women and was one of the first psychologists to focus on child development?
- a. Hall.
  - b. Darwin.
  - c. Hollingworth.
  - d. Binet.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** c      **Page(s):** 10      **Type:** Factual      **Diff:** Difficult

**Rationale:** Leta Stetter Hollingworth was one of the first female psychologists to focus on child development. Alfred Binet, a French psychologist, pioneered work on children's intelligence testing. G. Stanley Hall wrote the first book that targeted adolescence as a distinct period. Charles Darwin focused on baby biographies as a way of understanding how species developed.

- 1.46 Using the normative approach, psychologists studied large numbers of children to determine
- a. the nature of normal growth.
  - b. the variance between individual children.
  - c. the correct growth.
  - d. necessary sample sizes for growth.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** a      **Page(s):** 10      **Type:** Conceptual      **Diff:** Moderate

**Rationale:** The normative approach is a method of studying large groups of children to determine the normal (normative) growth. These established milestones for children are based on age.

- 1.47 The first researcher to look at adolescence as a separate period of development was
- a. Alfred Binet.
  - b. G. Stanley Hall.
  - c. Charles Darwin.
  - d. Leta Stetter Hollingworth.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** b      **Page(s):** 10      **Type:** Factual      **Diff:** Easy

**Rationale:** G. Stanley Hall wrote the first book, *Adolescence* (Hall, 1904/1916) that targeted adolescence as a distinct period of development.

- 1.48 This psychologist not only pioneered work on children's intelligence, but also investigated memory and mental calculation.
- a. Alfred Binet.
  - b. G. Stanley Hall.
  - c. Charles Darwin.
  - d. Leta Stetter Hollingworth.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** a      **Page(s):** 10      **Type:** Factual      **Diff:** Moderate

**Rationale:** Alfred Binet, a French psychologist, developed one of the first intelligence tests for school children in France.

- 1.49 Researchers who believe development is gradual, with achievements at one level building on those of previous levels, would be characterized as \_\_\_\_\_ theorists.
- a. radical
  - b. liberal
  - c. discontinuous
  - d. continuous

**Chapter Section:** Children: Past, Present, and Future

**Answer:** d      **Page(s):** 11      **Type:** Conceptual      **Diff:** Moderate

**Rationale:** Continuous change is represented by gradual development in which achievements build on those of previous levels.

- 1.50 Changes in height as a child ages is an example of \_\_\_\_\_ change.
- a. qualitative
  - b. critical period
  - c. continuous
  - d. discontinuous

**Chapter Section:** Children: Past, Present, and Future

**Answer:** c      **Page(s):** 11      **Type:** Conceptual      **Diff:** Difficult

**Rationale:** Continuous change is represented by gradual development in which achievements build on those of previous levels.

- 1.51 Natalie believes that development proceeds gradually, or the result of \_\_\_\_\_ change, whereas Mika believes development is stage-like, or the result of \_\_\_\_\_ change.
- a. gradual; qualitative
  - b. quantitative; qualitative
  - c. continuous; discontinuous
  - d. discontinuous; continuous

**Chapter Section:** Children: Past, Present, and Future

**Answer:** c      **Page(s):** 11      **Type:** Applied      **Diff:** Difficult

**Rationale:** Continuous change is gradual development in which the achievements at one level build on those of previous levels. Discontinuous change is development that occurs in stages in which there is a qualitative difference from one stage to the next.

- 1.52 A view that regards development as gradual, with achievements at one level building on those of previous levels, is called
- a. radical.
  - b. liberal.
  - c. discontinuous.
  - d. continuous.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** d      **Page(s):** 11      **Type:** Factual      **Diff:** Easy

**Rationale:** Continuous change is gradual development in which the achievements at one level build on those of previous levels.

- 1.53 Researchers who see development as occurring in distinct steps or stages believe change is
- a. radical.
  - b. liberal.
  - c. discontinuous.
  - d. continuous.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** c      **Page(s):** 11      **Type:** Conceptual      **Diff:** Easy

**Rationale:** Discontinuous change is development that occurs in stages in which there is a qualitative difference from one stage to the next.

- 1.54 The absence of particular environmental influences in a(n) \_\_\_\_\_ period is likely to produce permanent, irreversible consequences.
- a. prenatal
  - b. critical
  - c. plasticity
  - d. sensitive

**Chapter Section:** Children: Past, Present, and Future

**Answer:** b      **Page(s):** 12      **Type:** Conceptual      **Diff:** Easy

**Rationale:** Contrasted with a sensitive period, the critical period is one in which the absence of particular environmental influences will produce permanent, irreversible consequences. The critical period represents the time in development when a particular event has the greatest consequence to the developing individual.

- 1.55 Which of the following may be subject to sensitive periods?
- a. language development
  - b. prenatal development of lungs
  - c. prenatal development of fingers/toes
  - d. color blindness

**Chapter Section:** Children: Past, Present, and Future

**Answer:** a      **Page(s):** 12      **Type:** Factual      **Diff:** Moderate

**Rationale:** As opposed to the rigidity of the critical periods, the sensitive period represents plasticity and flexibility, particularly in the domains of cognitive personality and social development. That is, only language development can be subject to plasticity or developed later if the proper stimuli are absent during the sensitive period.

- 1.56 A time in development when a particular event has its greatest impact is known as a(n)
- a. important period.
  - b. sensitive period.
  - c. critical period.
  - d. definitive period.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** c      **Page(s):** 12      **Type:** Conceptual      **Diff:** Easy

**Rationale:** Contrasted with a sensitive period, the critical period is one in which the absence of particular environmental influences will produce permanent, irreversible consequences. The critical period represents the time in development when a particular event has the greatest consequence to the developing individual.

- 1.57 Shirin came down with a case of rubella in the eleventh week of pregnancy. As a result, her child was born blind. On the other hand, Sohair came down with a case of rubella in the thirtieth week of pregnancy. As a result, her child was unaffected. Shirin's child was exposed during a(n)
- a. integral period in development.
  - b. sensitive period in development.
  - c. critical period in development.
  - d. definitive period in development.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** c      **Page(s):** 12      **Type:** Applied      **Diff:** Difficult

**Rationale:** During the critical period, the child is most vulnerable to environmental stimuli that will produce permanent, irreversible consequences.

- 1.58 A specific time when organisms are particularly susceptible to certain kinds of stimuli in their environments is referred to as
- a. grave.
  - b. critical.
  - c. opportune.
  - d. sensitive.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** d      **Page(s):** 12      **Type:** Conceptual      **Diff:** Moderate

**Rationale:** As opposed to the rigidity of the critical periods, the sensitive period represents plasticity and flexibility, particularly in the domains of cognitive personality and social development.

- 1.59 The degree to which a developing behavior or physical structure is modifiable is referred to as
- a. plasticity.
  - b. critical.
  - c. definitive.
  - d. integral.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** a      **Page(s):** 12      **Type:** Factual      **Diff:** Easy

**Rationale:** Plasticity refers to the degree to which a developing behavior or physical structure is modifiable.

- 1.60 The process of the predetermined unfolding of genetic information is called \_\_\_\_\_.
- a. maturation
  - b. aging
  - c. destiny
  - d. maternity

**Chapter Section:** Children: Past, Present, and Future

**Answer:** a      **Page(s):** 12      **Type:** Factual      **Diff:** Easy

**Rationale:** Maturation is defined as the process of the predetermined unfolding of genetic information.

- 1.61 The nature-versus-nurture debate with regard to intelligence is complicated because genetically determined traits have both \_\_\_\_\_ and \_\_\_\_\_ impacts on children's behaviors and resulting environments.
- a. social; economic
  - b. direct; indirect
  - c. positive; neutral
  - d. negative; neutral

**Chapter Section:** Children: Past, Present, and Future

**Answer:** b      **Page(s):** 12 - 13      **Type:** Factual      **Diff:** Medium

**Rationale:** The effects of nature may play out such that a genetic predisposition shapes how the parents and others treat the child creating both direct and indirect impacts on a child's outcomes.

- 1.62 Ultimately, we should consider the two sides of the nature-nurture issue as
- a. opposite ends of a continuum.
  - b. no longer being relevant.
  - c. equals.
  - d. no longer being practical.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** a      **Page(s):** 12 - 13      **Type:** Conceptual      **Diff:** Moderate

**Rationale:** A continuum can be established between nature (genetic, innate characteristics) and nurture (which relies on environment and experiences). While each of these represents the two ends of the continuum, most behaviors will fall between them.

- 1.63 Dr. Del Bosque's research on programs designed to assist at-risk children in overcoming the effects on intelligence by poverty suggests that these programs are successful and therefore should be expanded. Dr. Del Bosque would most likely take the position that development is largely due to \_\_\_\_\_.
- a. nature
  - b. destiny
  - c. critical period exposures
  - d. nurture

**Chapter Section:** Children: Past, Present, and Future

**Answer:** d      **Page(s):** 12 - 13      **Type:** Applied      **Diff:** Difficult

**Rationale:** Nurture, the influence of environment and experience, is represented by the children's participation in the program.

- 1.64 Dr. Farahmand believes that development is primarily due to nurture; therefore, he would support which of the following programs?
- potential parents being genetically screened for traits that might be detrimental
  - prenatal screening for genetic defects
  - preschool programs for all children
  - parents' test scores being used to admit biological children into elite preschools

**Chapter Section:** Children: Past, Present, and Future

**Answer:** c      **Page(s):** 12 - 13      **Type:** Conceptual      **Diff:** Difficult

**Rationale:** Nurture represents the environment and experience. All of these represent environmental interventions that will encourage experiences, except prenatal screening. Looking for genetic defects represents a nature stance.

- 1.65 Catarino, an infant and toddler teacher, has developed an intervention program aimed at teaching physically delayed infants and toddlers motor skills. Catarino most likely believes that development is mostly
- the result of nature.
  - the result of genes.
  - stable.
  - the result of nurture.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** d      **Page(s):** 12 - 13      **Type:** Applied      **Diff:** Moderate

**Rationale:** Nurture represents the environment and experience. The use of strategies that will work on motor skills represents a nurture stance.

- 1.66 Research that supports the view that children's intelligence is mostly due to the genes that children inherit from their parents implies that this development is primarily the result of
- nature.
  - nurture.
  - continuous change.
  - discontinuous change.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** a      **Page(s):** 12 - 13      **Type:** Conceptual      **Diff:** Moderate

**Rationale:** The nature stance implies that intelligence is inherited and not a byproduct of environment or experiences.

- 1.67 When considering the origins of violence, psychologists with a \_\_\_\_\_ stance suggest that violence is linked with early maltreatment of children; psychologists with a \_\_\_\_\_ stance look at hormonal influences on violent behavior.
- nature; nature
  - nurture; nurture
  - nature; nurture
  - nurture; nature

**Chapter Section:** From Research to Practice: Preventing Violence in Children

**Answer:** d      **Page(s):** 12 - 14      **Type:** Applied      **Diff:** Difficult

**Rationale:** Psychologists with the nurture stance believe that behavior is the result of the environment and experience. Psychologists with the nature stance believe that behavior is the result of heredity and hormonal influences. Most psychologists support a stance that incorporates both sides of this issue.

- 1.68 When evaluating recommendations and suggestions regarding child development questions, consumers must
- assume that the majority is likely to be right.
  - ignore cultural context, if the advice is good it will apply universally.
  - understand the difference between anecdotal and scientific evidence.
  - consider whether the advice is given by someone who has children of their own.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** c      **Page(s):** 15      **Type:** Applied      **Diff:** Moderate

**Rationale:** In addition to these three recommendations, individuals should also consider cultural context and should carefully examine all evidence carefully.

## True/False Questions

1.69 Topical areas of child development are confined to particular age ranges that are encompassed in the field of child development.

**Chapter Section:** An Orientation to Child Development

**Answer:** False    **Page(s):** 5-6    **Type:** Factual    **Diff:** Easy

1.70 A researcher interested in the attachment process and the relationship between infants and their primary caregiver is focusing on cognitive development.

**Chapter Section:** An Orientation to Child Development

**Answer:** False    **Page(s):** 5-6    **Type:** Conceptual    **Diff:** Moderate

1.71 A teacher reading a report on a child's problem-solving skills, attention and short term memory is focusing on the child's cognitive development.

**Chapter Section:** An Orientation to Child Development

**Answer:** True    **Page(s):** 5 - 6    **Type:** Applied    **Diff:** Moderate

1.72 Mr. Jones teaches math to 10-year-old students; therefore, Mr. Jones works with adolescent students.

**Chapter Section:** An Orientation to Child Development

**Answer:** False    **Page(s):** 5 - 6    **Type:** Applied    **Diff:** Moderate

1.73 A researcher interested in the nutritional intake of children that are clinically obese is interested in physical development.

**Chapter Section:** An Orientation to Child Development

**Answer:** True    **Page(s):** 5 - 6    **Type:** Applied    **Diff:** Moderate

1.74 Mrs. Jones provides play therapy for 4-year-olds with emotional difficulties; therefore, Mrs. Jones works with preschoolers.

**Chapter Section:** An Orientation to Child Development

**Answer:** True    **Page(s):** 5 - 6    **Type:** Applied    **Diff:** Moderate

1.75 A group of people born at around the same time and place is called a cohort.

**Chapter Section:** An Orientation to Child Development

**Answer:** True    **Page(s):** 8    **Type:** Factual    **Diff:** Easy

1.76 English philosopher, John Locke believed children were born with an innate sense of right and wrong and morality.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** False    **Page(s):** 10    **Type:** Conceptual    **Diff:** Difficult

1.77 Baby biographies were one of the first examples in which children were methodically studied.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** True **Page(s):** 10 **Type:** Factual **Diff:** Easy

1.78 A researcher focusing solely on the infancy period is taking a life span approach to development.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** False **Page(s):** 11 **Type:** Applied **Diff:** Moderate

1.79 Continuous change refers to change that takes place in distinct stages or steps.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** False **Page(s):** 11 **Type:** Conceptual **Diff:** Moderate

1.80 Discontinuous change focuses on one level building on the previous level.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** True **Page(s):** 11 **Type:** Conceptual **Diff:** Moderate

1.81 During a sensitive period, organisms are not particularly susceptible to certain kinds of stimuli in the environment.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** False **Page(s):** 12 **Type:** Conceptual **Diff:** Difficult

1.82 Plasticity refers to the idea that development is modifiable.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** True **Page(s):** 12 **Type:** Factual **Diff:** Difficult

1.83 Researchers in the field of child development believe that our genetic traits are solely responsible for our development.

**Chapter Section:** Children: Past, Present, and Future

**Answer:** False **Page(s):** 13 **Type:** Conceptual **Diff:** Moderate

## Short Answer Questions

1.84 Identify and describe the three topical areas of child development.

**Chapter Section:** An Orientation to Child Development

**Page(s):** 5

**Type:** Factual

**Diff:** Easy

**Answer:** A good answer would include the following key points:

- The field of child development includes three major topical areas. These are physical development, cognitive development, and social and personality development.
- Physical development examines the ways in which the body's makeup – the brain, nervous system, muscles and senses, and the need for food, drink and sleep – helps determine behavior.
- Cognitive development involves the ways that growth and change in intellectual capabilities influence a person's behavior.
- Personality development involves the ways that the enduring characteristics differentiate one person from another. Social development focuses on the ways in which individual's interactions with others and their social relationships grow, change, and remain stable over the life-span.

1.85 Identify the specific age categories child developmentalists typically examine.

**Chapter Section:** An Orientation to Child Development

**Page(s):** 6 - 7

**Type:** Factual

**Diff:** Easy

**Answer:** A good answer would include the following key points:

- The prenatal period (conception – birth)
- Infant and toddlerhood (birth–age 3)
- Preschool period (3–6 years)
- Middle Childhood (6–12 years)
- Adolescence (12–20 years)

1.86 Describe the following influences on development: history-graded influences, age-graded influences, sociocultural-graded influences and non-normative influences.

**Chapter Section:** An Orientation to Child Development

**Page(s):** 8 - 9

**Type:** Conceptual

**Diff:** Difficult

**Answer:** A good answer would include the following key points:

- History-graded influences are biological and environmental influences associated with a particular historical movement.
- Age-graded influences are biological and environmental influences that are similar for individuals in a particular age group, regardless of when and where they are raised.
- Sociocultural-graded influences include ethnicity, social class, subcultural membership, and other factors.
- Non-normative life events are specific, atypical events that occur in a particular person's life at a time when such events do not happen to most people.

1.87 John Locke (1632–1704) considered children to be “blank slates” with no specific characteristics or traits. In his view, children were entirely shaped by experience. With this view in mind, construct an argument for Locke’s stance in the nature-versus- nurture debate.

**Chapter Section:** Children: Past, Present, and Future

**Page (s):** 10 - 13    **Type:** Applied    **Diff:** Difficult

**Answer:** A good answer would include the following key points:

- Locke’s view of childhood.
- A definition of the nature-versus-nurture issue. Nature refers to traits, abilities, and capacities that are inherited. Nurture refers to environmental influences that shape behavior.
- Locke believed that children were shaped by their experience; thus, he would subscribe to the notion that nurture ultimately impacts growth and development.

1.88 Compare the views of Locke and Rousseau in relationship to the “nature-versus-nurture” debate.

**Chapter Section:** Children: Past, Present, and Future

**Page(s):** 10 - 13    **Type:** Applied    **Diff:** Difficult

**Answer:** A good answer would include the following key points:

- Locke viewed children’s development as entirely shaped by their experience. Therefore, Locke would subscribe to the notion that nurture, our environmental influences, shape and affect development.
- Alternatively, Rousseau viewed children as born with an innate sense of right and wrong and that growth occurred in stages and unfolded automatically. He is more closely aligned with the nature camp in this issue. Nature is defined as traits, abilities, and capacities that are inherited.
- One additional note, Rousseau did believe that the environment could affect these stages, thus taking a contemporary approach to the notion that behavior and development are shaped by both nature and nurture.

1.89 Define continuous change and discontinuous change.

**Chapter Section:** An Orientation to Child Development

**Page(s):** 11    **Type:** Factual    **Diff:** Easy

**Answer:** A good answer would include the following key points:

- Continuous change is gradual, where achievements at one level build on the previous level. Continuous change is quantitative.
- Discontinuous change occurs in distinct steps or stages. Behavior and processes are qualitatively different at different stages.

1.90 Outline the major points of the critical versus sensitive periods issue encompassing the field of child development today.

**Chapter Section:** Children: Past, Present, and Future

**Page(s):** 12    **Type:** Conceptual    **Diff:** Moderate

**Answer:** A good answer would include the following key points:

- A critical period is a specific time during development when a particular event has its greatest consequences. Critical periods occur when the presence of certain kinds of stimuli are necessary for development to proceed normally.
- In a sensitive period, organisms are particularly susceptible to certain kinds of stimuli in the environment. A sensitive period represents the optimal period for development, but consequences of absent stimuli are reversible.

1.91 Identify two advantages of taking a life span approach to development.

**Chapter Section:** Children: Past, Present, and Future

**Page(s):** 12                      **Type:** Conceptual                      **Diff:** Moderate

**Answer:** A good answer would include the following key points:

- The entire period encompassing conception to adolescence is important.
- Growth and change continue over the entire life span that is reflected in current research.
- In order to understand social influences on children, we need to understand the people of different ages who make up the social environment. This allows us to understand the impact of various influences of individuals in the environment.

1.92 Identify three future trends likely to emerge in the field of child development.

**Chapter Section:** Children: Past, Present, and Future

**Page(s):** 13                      **Type:** Conceptual                      **Diff:** Moderate

**Answer:** A good answer would include three of the following key points:

- The field will become increasingly specialized and new areas of study will emerge.
- Information about genes and genetics will influence all spheres of child development.
- Research will be influenced by major public-interest issues, such as, violence, poverty, child care and family life.
- The increasing diversity of the population will lead to more focus on issues of diversity.
- A growing number of professionals from a variety of fields will draw from the field of child development to pursue their own work.

1.93 List three strategies for assessing information in the field of child development.

**Chapter Section:** Becoming an Informed Consumer of Development

**Page(s):** 15                      **Type:** Conceptual                      **Diff:** Moderate

**Answer:** A good answer would include three of the following key points:

- Consider the source of the advice.
- Evaluate the credentials of the person providing the advice.
- Understand the difference between anecdotal evidence and scientific evidence.
- Keep cultural context in mind.
- Do not assume that widely held beliefs are necessarily true. Scientific evidence has often found that even some of the most basic presumptions are invalid.

## Essay Questions

1.94 What is child development?

**Chapter Section:** An Orientation to Child Development

**Page(s):** 5                      **Type:** Factual                      **Diff:** Easy

**Answer:** A good answer would include the following key points:

Child development:

- takes a scientific approach
- focuses on human development, specifically on the process from conception through childhood and adolescence
- studies change, growth, consistency, and continuity

1.95 What is the scope of the child development field?

**Chapter Section:** An Orientation to Child Development and Developmental Diversity

**Page(s):** 5–7

**Type:** Factual

**Diff:** Moderate

**Answer:** A good answer will include the following key points:

The scope of child development encompasses three main topical areas:

- physical development
- cognitive development
- personality and social development

Child development typically examines specific age categories:

- prenatal development
- infant and toddlerhood (birth through age 3)
- preschool (age 3 through age 6)
- middle childhood (age 6 through 12)
- adolescence (age 12 through 20).

In addition, child development must consider the cultural context:

- broad—such as individualistic and collectivist orientation
- specific—such as ethnic, racial, socioeconomic, and gender

Finally, it is important to consider the influences on development:

- history-graded cohort influences
- age-graded cohort influences
- sociocultural graded cohort influences
- non-normative life events

1.96 Clues to the changing perspective of childhood are evident in the culture and the culture's artifacts. For example, during the medieval times, children were thought of as miniature adults, and this perspective was portrayed in the clothing they wore and their representations in art of that time. Consider the perspective of childhood today and give evidence from our society of that perspective.

**Chapter Section:** Children: Past, Present, and Future

**Page(s):** 9 - 13

**Type:** Applied

**Diff:** Difficult

**Answer:** There are many answers that may be given, but primarily the student should identify the child-centered perspective of our society and then give evidence that may include (but not limited to):

- toys, television, and books targeted to specific ages of children
- laws that protect children from exploitation
- diversity of schools and preschool programs for children
- availability of diverse athletic, cultural, and recreational activities for children

1.97 What are the key issues and questions in the field of child development?

**Chapter Section:** Children: Past, Present, and Future

**Page(s):** 11-14

**Type:** Factual

**Diff:** Moderate

**Answer:** Four key issues in child development are:

- whether developmental change is continuous or discontinuous
- whether development is largely governed by critical or sensitive periods during which certain influences or experiences must occur for development to be normal
- whether to focus on certain particularly important periods in human development or on the entire life span
- the nature-nurture question, which focuses on the relative importance of genetic versus environmental influences

## Virtual Child Questions

- 1.98 Think about the topical areas of development as noted in your text. List one example that you have observed this week. Think about the area of feeding, communication, and motor behavior. Note whether there is any change in behavior or development dependent on your interaction with your child.
- 1.99 Read the section covering the nature-versus-nurture issue. Observe some of the physical and behavioral traits and characteristics of your child and describe these in your journal. Also, think back to some of your own behaviors and traits as a child. Have you noticed any similarities? If so, do you think these behaviors and traits are the result of genetics, the environment, or both? Explain.
- 1.100 Again, consider the implications of the nature-versus-nurture issue. How might you arrange the environment to facilitate growth across all three areas of topical development (physical, cognitive, personality/social)? Do you think these environmental factors will impact the growth of your child? If so, what does this say about your own belief about the nature-versus-nurture issue?
- 1.101 As you observe your child this week, think about the issue of whether change is continuous or discontinuous as discussed in Chapter 1. Have you noticed any gradual changes that have built on changes from the previous week? If so, list these changes and indicate the type of change. Alternatively, perhaps you've noticed a qualitative difference in your child's behavior and development. Does this development appear to be stage-like? If so, what does that tell you in regard to the type of change noted?
- 1.102 Think about the time and place that your infant was born. Do you know anyone who may have a child born around the same time and place as your child? During this time, was there a major historical event taking place that may ultimately influence the development of the children? How would you describe this cohort? Additionally, were there any non-normative life events that occurred early on that may affect your child? Explain.