Chapter 7 Sensory and Perceptual Development

Multiple Choice Questions

1. Recognition (e.g., “I’ve heard that song before”) and identification (e.g., “That was *Hey Jude*”) are part of
a. sensation.
b. perception.
c. attention.
d. personality.
Answer: b
Learning Objective: 7.1 Explain the issues for understanding perceptual development.
Topic: Issues in the Study of Perceptual Development
Type: Factual
Difficulty: Easy

2. The experience resulting from the stimulation of a sense organ is
a. sensation.
b. perception.
c. recognition.
d. attention.
Answer: a
Learning Objective: 7.1 Explain the issues for understanding perceptual development.
Topic: Issues in the Study of Perceptual Development
Type: Factual
Difficulty: Easy

3. The detection and discrimination of sensory information is referred to as
a. sensation.
b. attention.
c. recognition.
d. perception.
Answer: a
Learning Objective: 7.1 Explain the issues for understanding perceptual development.
Topic: Issues in the Study of Perceptual Development
Type: Factual
Difficulty: Easy

4. The cognitive process that involves the interpretation of sensory stimulation based on experience is known as
a. sensation.
b. perception.
c. attention.
d. recognition memory.
Answer: b
Learning Objective: 7.1 Explain the issues for understanding perceptual development.
Topic: Issues in the Study of Perceptual Development
Type: Factual
Difficulty: Easy

5. The process of _____ is exemplified by a parent who fails to hear his preschooler calling "Daddy! Daddy!" because he is deeply engrossed in adult conversation.
a. sensation
b. perception
c. attention
d. consciousness
Answer: c
Learning Objective: 7.1 Explain the issues for understanding perceptual development.
Topic: Issues in the Study of Perceptual Development
Type: Conceptual
Difficulty: Easy

6. Children who are heavy television viewers often hear their parents exclaim, "If the world were to blow up, you wouldn't even notice!" Which of their children's cognitive processes do the parents appear to be most concerned about?
a. Intelligence
b. Perception
c. Sensation
d. Attention
Answer: d
Learning Objective: 7.1 Explain the issues for understanding perceptual development.
Topic: Issues in the Study of Perceptual Development
Type: Conceptual
Difficulty: Easy

7. In the sequence of time, which is the correct order of events?
a. Sensation, perception, attention
b. Sensation, attention, perception
c. Perception, sensation, attention
d. Attention, perception, sensation
Answer: b
Learning Objective: 7.1 Explain the issues for understanding perceptual development.
Topic: Issues in the Study of Perceptual Development
Type: Conceptual
Difficulty: Easy

8. Which of the following examples is best described as sensation?
a. Detecting a sound
b. The identification of a melody
c. The ability to listen to the radio while the television is on
d. Recognizing a familiar voice
Answer: a
Learning Objective: 7.1 Explain the issues for understanding perceptual development.
Topic: Issues in the Study of Perceptual Development
Type: Factual
Difficulty: Medium

9. Victor is watching television and his mother asks him to go get his hat. He does not move. Which cognitive process is most likely the cause of his inaction?
a. Sensation
b. Perception

c. Attention
d. None of the alternatives are correct
Answer: c
Learning Objective: 7.1 Explain the issues for understanding perceptual development.
Topic: Issues in the Study of Perceptual Development
Type: Conceptual
Difficulty: Medium

10. _____ of the sensory systems are operative at birth; by the end of _____ they will achieve close to adult-levels of functioning.
a. All; infancy
b. Most; infancy
c. Most; childhood
d. All; childhood
Answer: a
Learning Objective: 7.1 Explain the issues for understanding perceptual development.
Topic: Issues in the Study of Perceptual Development
Type: Factual
Difficulty: Easy

11. According to the Gibsons, developmental changes in perceptual skill primarily reflect
a. an increase in cognitive capacity.
b. a learned ability to combine small perceptual units into larger ones.
c. an increased ability to detect those properties of people and objects that change and those that remain the same.
d. the accumulation of knowledge about the world that can be used to mediate perceptual input.
Answer: c
Learning Objective: 7.1 Explain the issues for understanding perceptual development.
Topic: Issues in the Study of Perceptual Development
Type: Factual
Difficulty: Easy

12. According to the _____ view, perception involves combining pieces of input through experience.
a. traditional learning
b. interactionist
c. Gibsonian
d. nativist
Answer: a
Learning Objective: 7.1 Explain the issues for understanding perceptual development.
Topic: Issues in the Study of Perceptual Development
Type: Factual
Difficulty: Medium

13. The changes in blood cortisol level following circumcision are consistent with the assertion that
a. newborns cannot feel pain.
b. touch sensitivity increases over the first few days of life.
c. only boys have haptic perception at birth.
d. newborns are sensitive to external stimulation.
Answer: d

Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Touch and Pain
Type: Conceptual
Difficulty: Medium

14. Compared to newborn boys circumcised with anesthesia, those circumcised without were found, 4 to 6 months later, to be _____ to the pain associated with vaccinations.
a. insensitive
b. insensitive less
c. just as sensitive
d. more sensitive
Answer: d
Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Touch and Pain
Type: Conceptual
Difficulty: Easy

15. To assess the level of pain experienced by young children, which of the following indices may be most useful to health professionals?
a. Parental responses on a 10-point scale about the child's pain level
b. The child's adrenaline levels
c. The child's head movements
d. The child's facial expression changes
Answer: d
Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Touch and Pain
Type: Factual
Difficulty: Medium

16. The earliest age at which fetuses respond to touch is believed to be
a. 2 months post-conception.
b. 6 months post-conception.
c. during the ninth month in utero.
d. in the first few days following birth.
Answer: a
Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Touch and Pain
Type: Factual
Difficulty: Medium

17. Brian is participating in a pain measurement study in children. Which of the following movements is considered to be part of pain expression?
a. Nose wrinkle
b. Smiling
c. Brow higher
d. All of the alternatives are correct
Answer: a

Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Touch and Pain
Type: Conceptual
Difficulty: Easy

18. The active exploratory use of touch is called
a. intermodal integration.
b. synesthesia.
c. haptic perception.
d. kinesthesia.
Answer: c
Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Touch and Pain
Type: Factual
Difficulty: Easy

19. Touch is important because it
a. consoles crying infants.
b. soothes preterms.
c. increases positive emotion.
d. All of the alternatives are correct.
Answer: d
Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Touch and Pain
Type: Factual
Difficulty: Easy

20. Touch is important because it
a. consoles crying infants.
b. increases positive emotion.
c. increases visual attention.
d. All of the alternatives are correct.
Answer: d
Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Touch and Pain
Type: Factual
Difficulty: Easy

21. Evidence shows that parents can recognize their newborns through
a. smell.
b. touch.
c. the newborn's movements.
d. None of the alternatives are correct.
Answer: b
Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Touch and Pain

Type: Factual
Difficulty: Medium

22. Evidence suggests that the ability to smell odours is unambiguously present by
a. 2 months post-conception.
b. 6 months post-conception.
c. 7 months post-conception.
d. birth.
Answer: d
Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Smell and Taste
Type: Factual
Difficulty: Easy

23. Studies show that infants can first distinguish their mother's smell
a. by at least 3 days after birth.
b. by the end of the first week of life.
c. between weeks 2 and 4.
d. by the end of the first month of life.
Answer: a
Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Smell and Taste
Type: Factual
Difficulty: Easy

24. Newborn babies have a preference for _____ solutions and by 4 months of age, they prefer _____ tastes.
a. salty; sweet
b. sweet; sweet
c. sweet; salty
d. salty; salty.
Answer: c
Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Smell and Taste
Type: Factual
Difficulty: Medium

25. Research on the ability to differentiate tastes suggests that
a. newborn infants are able to distinguish tastes at birth, and preferences do not change with age.
b. newborn infants are not able to distinguish tastes until about 4 months of age.
c. surprisingly, newborn infants do not like sweet things.
d. newborn infants are able to distinguish among sweet, sour, bitter, and salty tastes.
Answer: d
Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Smell and Taste
Type: Factual
Difficulty: Easy

26. Vestibular sensitivity refers to
a. the active exploration of objects by touch.
b. our ability to detect gravity and the motion of our bodies.
c. the readjustment in the distance or direction of an action as required for responding appropriately to a perceptual experience.
d. the ability to detect colours at the high and low ends of the spectrum.
Answer: b
Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Vestibular Sensitivity
Type: Factual
Difficulty: Medium

27. _____ sensitivity is the perceptual experience that results from the motion of the body and the pull of gravity.
a. Kinesthetic
b. Vestibular
c. Haptic
d. Visual
Answer: b
Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Vestibular Sensitivity
Type: Factual
Difficulty: Easy

28. When in a situation where visual and vestibular information conflict, such as when the walls of a room move but the infant remains stationary, infant behaviour indicates a particular sensitivity to
a. the visual information, i.e., the infant falls backward.
b. the vestibular information, i.e., the infant falls foreword.
c. neither source of information reliably, i.e., the infant sometimes falls forward; sometimes, backward.
d. both visual and vestibular sources of information, i.e., the infant ends up spinning around in circles.
Answer: a
Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Vestibular Sensitivity
Type: Factual
Difficulty: Medium

29. The development of vestibular sensitivity and posture are a necessary scaffold for the development of
a. sound localization
b. pain perception,
c. smell and taste.
d. motor skills.
Answer: d
Learning Objective: 7.2 Outline the development of the basic sensory capacities such as touch, smell, taste, and vestibular sensitivity.
Topic: Vestibular Sensitivity
Type: Factual
Difficulty: Medium

30. The infant's ability to discriminate among different sounds has been tested using the _____ procedure.
a. paired-associate
b. primacy-recency
c. habituation-dishabituation
d. preference
Answer: c
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Hearing
Type: Factual
Difficulty: Medium

31. The habituation technique
a. exploits the baby's naturally occurring responses to changes in stimulation.
b. includes a dishabituation phase.
c. requires the use of at least two slightly different stimuli.
d. All of the alternatives are correct.
Answer: d
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Hearing
Type: Conceptual
Difficulty: Medium

32. The habituation technique involves repeatedly presenting a stimulus until the infant _____, then presenting a _____ different stimulus to see if the infant's attention toward it stays the same.
a. becomes tired; very
b. becomes tired; slightly
c. stops responding to it; very
d. stops responding to it; slightly
Answer: d
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Hearing
Type: Conceptual
Difficulty: Easy

33. Evidence shows that most fetuses respond to sound by at least _____ weeks post- conception.
a. 10
b. 20
c. 28
d. 38
Answer: c
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Prenatal Hearing
Type: Factual
Difficulty: Medium

34. Evidence shows that most fetuses respond to sound approximately _____ months post- conception.
a. 2.5
b. 4
c. 7
d. 8
Answer: c
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Prenatal Hearing
Type: Conceptual
Difficulty: Medium

35. A pregnant woman who swallowed a microphone in order to detect what her baby heard in utero would be wasting her time unless she swallowed the microphone after the baby had reached _____ gestational weeks.
a. 7
b. 12
c. 22
d. 28
Answer: d
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Prenatal Hearing
Type: Conceptual
Difficulty: Medium

36. Melanie is participating in a research study on the fetus' ability to hear and react to sound. She is 34 weeks pregnant and her fetus is not yet responding to auditory stimuli. Which of the following responses is correct?
a. The fetus should react to the auditory stimuli in the next few weeks
b. The baby is likely to be born with a hearing deficit
c. Fetuses do not react to auditory stimuli in utero, they only hear after birth
d. The fetus is choosing not to respond to the auditory stimuli
Answer: b
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Prenatal Hearing
Type: Conceptual
Difficulty: Easy

37. What is known about early hearing ability in newborn babies?
a. Newborn babies prefer their own mother's voice.
b. Newborn babies cannot tell the difference between their mother's voice and another woman's voice; however, they prefer female voices over male voices.
c. Newborn babies will suck more vigorously when they hear their mother's voice and their father's voice over strangers' voices.
d. Newborn babies prefer instrumental music over human conversation.
Answer: a
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Prenatal Hearing
Type: Factual
Difficulty: Easy

38. As an index of the hearing abilities of either fetuses or newborns, which behaviour/state has been exploited?
a. Sucking rhythm
b. Heart-rate
c. Eye-clamping
d. All of the alternatives are correct.
Answer: d
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Prenatal Hearing
Type: Factual
Difficulty: Easy

39. What is known about the hearing abilities of newborns?
a. Newborns can recognize stories that they heard repeatedly while in utero.
b. Newborns can distinguish between the voice of their own mother and that of a female stranger.
c. If hearing their own mother's voice is contingent upon a particular sucking rhythm, newborns will adjust their sucking in order to hear their own mother's voice.
d. All of the alternatives are correct.
Answer: d
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.Topic: Prenatal Hearing
Type: Factual
Difficulty: Easy

40. Which of the following claims about neonatal hearing abilities appears to be true?
a. Newborns cannot discriminate between the voice of their own mother and that of a female stranger.
b. French newborns can discriminate between a woman speaking French and the same woman, speaking Russian.
c. Newborns can distinguish between a story read to them repeatedly as zygotes and a story that they have not heard before.
d. All of the alternatives are correct.
Answer: b
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Prenatal Hearing
Type: Factual
Difficulty: Medium

41. Caitlin has been reading "The Cat in the Hat" to her fetus since she was 30 weeks pregnant. Which of the following statements most accurately describes how the baby will react once it is born?
a. It will prefer "The Cat in the Hat" to other stories
b. The baby couldn't hear in utero
c. The baby will not discriminate between different stories that will be read to him/her
d. None of the alternatives are correct
Answer: a
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Prenatal Hearing
Type: Conceptual
Difficulty: Easy

42. Relative to adults, newborns are _____ to sound.
a. insensitive
b. less sensitive
c. just as sensitive
d. more sensitive
Answer: b
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Sensitivity to Sound
Type: Factual
Difficulty: Easy

43. Newborns are most sensitive to sounds _____ in pitch.
a. low
b. high
c. moderate
d. loud
Answer: a
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Sensitivity to Sound
Type: Factual
Difficulty: Easy

44.Which of the following sounds is most effective in soothing crying babies?
a. Low frequency tones
b. High frequency tones
c. Children's voices
d. Other babies' cries
Answer: a
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Discriminating Sounds
Type: Factual
Difficulty: Medium

45. To date, research supports which of the following claims?
a. Newborn infants prefer to listen to their father's voices over strange male voices.
b. Six-month-olds can distinguish between lullabies played in different keys.
c. Babies whose mothers score high on scales of verbal output while pregnant tend to talk earlier than babies with mothers who spoke lesser amounts when pregnant.
d. Newborns are as sensitive to sound as adults.
Answer: b
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Discriminating Sounds
Type: Factual
Difficulty: Easy

46. Mary shook a rattle for several minutes near a newborn's left ear. The newborn turned her head toward the left. Mary then shook the rattle continuously on the newborn's right, and the infant then turned her head toward the right. About one month later, Mary tried this same procedure again, but the infant did not turn her head in the direction of the rattle. The best explanation for this is
a. at 2 months of age, the infant lost the ability to orient.
b. the infant dishabituated.
c. this is a normal pattern of behaviour; the head turning to the rattle will reappear at 3 or 4 months of age.
d. the infant had the propensity but not the capacity to turn her head.
Answer: c
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Sound Localization
Type: Conceptual
Difficulty: Easy

47. Head turning to sounds occurs at birth, disappears a month later, only to reappear at 3 or 4 months of age. This exemplifies
a. a U-shaped function.
b. a post-neonatal function.
c. that 4 month olds have had functional neck muscles since birth.
d. that this response to sound at birth is reflexive and not a true indication of hearing ability, as it is at 3 or 4 months of age.
Answer: a
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Sound Localization
Type: Conceptual
Difficulty: Medium

48. Sound localization depends in large part on the detection of a time difference between when sound waves from a single source arrive at the two ears. Which of the following is true?
a. This ability is fixed at birth.
b. Recalibration (or readjustment) occurs in the visual modality, not in the auditory modality.
c. Recalibration is necessary in sound localization, because as the head grows larger, the distance between the two ears increases.
d. Both ears receive sound stimuli simultaneously.
Answer: c
Learning Objective: 7.3 Describe the development of infants' sensitivity to auditory information.
Topic: Sound Localization
Type: Conceptual
Difficulty: Medium

49. Compared with normal adult visual acuity of 20/20, the acuity of a newborn infant is estimated to be
a. the same, 20/20.
b. 20/100.
c. 20/200.
d. 20/400.
Answer: d
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Sensory Capabilities
Type: Factual
Difficulty: Medium

50. The acuity of an infant approximates that of an adult
a. at birth.
b. by 6 months of age.
c. toward the end of the first year.
d. by age 2.
Answer: c
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Sensory Capabilities
Type: Factual
Difficulty: Medium

51. The exact visual acuity of an infant is determined by the point at which she/he
a. begins to look longer at a grey picture than at a black and white bull's eye.
b. can detect the difference between a card that is blue from one that is grey.
c. can habituate to a striped card.
d. can no longer detect the difference between a card with narrow and compressed black and white stripes from one that is plain grey.
Answer: d
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Sensory Capabilities
Type: Conceptual
Difficulty: Easy

52. What do we know about infants' ability to visually accommodate?
a. Adult-like visual accommodation ability is present at birth.
b. Visual accommodation improves after birth and is almost adult-like by 12 months of age.
c. The lens are focused at a distance of about 10 to 15 inches.
d. The 7 to 8 inch focus of newborns was selected through evolution, because this is the typical distance of the mother's face from the baby's eyes during feeding.
Answer: b
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Sensory Capabilities
Type: Factual
Difficulty: Medium

53. What does current evidence suggest is the cause of the newborn's poor visual acuity?
a. The lens of the eye is fixed for optimal focus at about 7 to 8 inches.
b. The neural circuits in the brain are not sufficiently mature to pick up minor differences in the precision of focus.
c. Their immature visual system renders them colour blind.
d. Young babies have exceptional peripheral vision.
Answer: b
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Sensory Capabilities
Type: Conceptual
Difficulty: Medium

54. Fantz' preference method is a powerful technique used to study a host of issues concerning infant vision. What is true about the preference method?
a. It measures heart or respiration rates of babies looking at a pair of visual stimuli.
b. It takes advantage of the fact that babies can be operantly conditioned to turn their heads.
c. It involves presenting stimuli one at a time and then comparing looking times toward each.
d. It involves presenting two visual stimuli simultaneously and then comparing looking times toward each.
Answer: d
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Sensory Capabilities
Type: Factual
Difficulty: Medium

55. The fact that the ability to perceive blue develops later than the ability to perceive red and green seems to be due to the fact that
a. the blue cone system develops later than the red and green cone systems.
b. the red and green cone systems develop later than the blue cone system.
c. infants lack the contrast sensitivity required to perceive subtle colours like blue.
d. infants lack the pattern sensitivity required to perceive subtle colours like blue.
Answer: a
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Sensory Capabilities
Type: Factual
Difficulty: Medium

56. Joyce went to the baby store to purchase wall decorations for her 4-month-old son's bedroom. The clerk suggested that babies lack colour vision and prefer black and white decorations with high-contrast edges. What would be a valid response to this clerk?
a. You're right, babies prefer high-contrast edges, and they only see the world in black and white.
b. You're right, babies prefer high-contrast edges, but they prefer contrasts that decrease in complexity as they get older.
c. I'm not sure I agree. My psychology professor says that colour vision is present at birth, although it does not approximate adult levels until closer to 4 months.
d. Since my baby is 4 months old, I'm sure he prefers pastels.
Answer: c
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Visual Pattern and Contrast
Type: Conceptual
Difficulty: Easy

57. Newborns prefer to look at
a. high-contrast edges.
b. blue objects.
c. pastel colours.
d. very densely packed arrays.
Answer: a
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Visual Pattern and Contrast
Type: Factual
Difficulty: Easy

58. Haith (1980) suggested that the young baby's preference for high contrast regions reflects a biological agenda to keep brain cells firing at a high level. This hypothesis rests on the premise that
a. visual stimulation causes the brain to develop new visual cells.
b. cell pathways deteriorate; use it or lose it.
c. visual stimulation is necessary to prevent loss of REM sleep.
d. unused cells will migrate to non-visual parts of the brain, thus compromising visual acuity.
Answer: b
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Visual Pattern and Contrast
Type: Factual
Difficulty: Medium

59. The baby is programmed to engage in visual activity that is adaptive. This statement is supported by the fact that
a. babies do not need to be prompted to find interesting things to look at.
b. babies prefer to look at stimuli that keeps brain-cell firing at a high level.
c. with age, infants are attracted to increasingly complex stimuli.
d. All of the alternatives are correct.
Answer: d
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Visual Pattern and Contrast
Type: Conceptual
Difficulty: Medium

60. Research by Haith (1990) suggests that, at first, babies see parts of visual arrays, but with development they are able to put the parts together and see them as a whole. Haith's findings support
a. what nurture theorist John Locke would predict.
b. what nature theorist Rousseau would predict.
c. the findings that people blind from birth who receive sight later in life can immediately coordinate visual with haptic information.
d. what environmental-learning theorists would not predict.
Answer: a
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Visual Relations
Type: Conceptual
Difficulty: Easy

61. The fact that visual organization abilities are relatively late developing may be explained by
a. infants' tendency to habituate to groups before elements.
b. infants' tendency to habituate to elements before groups
c. slow maturation of the primary visual cortex.
d. innate biases.
Answer: c
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Visual Relations
Type: Factual
Difficulty: Medium

62. Which of the following is false concerning face perception by newborn babies?
a. Some studies have not found a preference for faces over comparable non-face stimuli.
b. Newborns cannot track a moving face.
c. By about three months of age, the preference for faces over comparable non-face stimuli is clearly established.
d. Babies have shown a preference for attractive over unattractive faces.
Answer: b
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Face Perception
Type: Factual
Difficulty: Medium

63. Which of the following is false about the capabilities of babies less than one year of age?
a. Infants prefer attractive composites over unattractive ones.
b. Infants have shape constancy.
c. Infants prefer to look at their own moving face rather than at other moving faces.
d. Infants can classify faces on the basis of sex.
Answer: c
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Face Perception
Type: Conceptual
Difficulty: Medium

64. Which of the following sensory systems relies entirely on experiences that follow birth?
a. Audition
b. Olfaction
c. Vision
d. Touch
Answer: c
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Face Perception
Type: Factual
Difficulty: Medium

65. Andy realized that a particular object was always a chair, regardless of the angle he viewed it from. This exemplifies
a. invariance.
b. size constancy.
c. shape constancy.
d. binocular depth stability.
Answer: c
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Objects and Their Properties
Type: Conceptual
Difficulty: Easy

66. The realization that one's mother is always the same person even though she is encountered at different times and under different circumstances requires
a. size constancy but not shape constancy.
b. shape constancy but not size constancy.
c. recognition.
d. All of the alternatives are correct.
Answer: c
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Objects and Their Properties
Type: Conceptual
Difficulty: Medium

67. A young boy was raised in the rainforest where he remained until adulthood. One day, after leaving the rainforest, he had the opportunity to look out over an open plain for the first time in his life. He saw a herd of animals in the distance and mistakenly thought they were insects. He made this mistake because he lacked
a. shape constancy.
b. size constancy.
c. brightness constancy.
d. visual acuity.
Answer: b
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Objects and Their Properties
Type: Conceptual
Difficulty: Easy

68. The best advice to give a mother of a newborn who wants her baby to recognize her is
a. From birth, your newborn will be able to recognize your face because recognizing one's mother is an inborn ability.
b. Don't dramatically change your hairstyle or cover your hairline, or your newborn might not recognize you.
c. Because of your newborn's early ability to recognize you, be prepared to deal with stranger anxiety and separation anxiety almost immediately after birth.
d. Make sure that you stand the same distance away from your baby every time you see her, because size constancy is pretty shaky for the first six month of life.
Answer: b
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Objects and Their Properties
Type: Conceptual
Difficulty: Easy

69. Based on research by Slater and colleagues (1990), babies can tell the difference between two different-sized cubes, even if the larger one is placed at a distance so that the retinal size of the two cubes is the same. These researchers
a. found that babies have shape constancy. Babies know that a cube is always a cube.
b. found that babies will always look longer at a smaller cube than at a larger cube.
c. were surprised that babies cannot habituate to cube size.
d. presented a small cube a varying distances. They later presented the small cube with a large cube that was placed at the distance required to produce an image of the same retinal size as the one produced by the small cube.
Answer: d

Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Objects and Their Properties
Type: Conceptual
Difficulty: Medium

70. Based on the findings of Spelke and her colleagues, under which of the following conditions are 4-month-old infants most likely to conclude that the obstructed object is a single continuous object rather than two objects?
a. A long rod, partly hidden by a block, moves up and down.
b. A block, partly hiding a rod, moves up and down.
c. A rod is partly hidden by a block, and both remain stationary.
d. A bar moves out in front of a sphere it had partially blocked.
Answer: a
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Objects and Their Properties
Type: Conceptual
Difficulty: Easy

71. To assess whether infants see objects as continuous or discontinuous, researchers present babies with a display that includes an object, such as a rod, this is partly hidden by another object, such as a block. How do the researchers determine whether the infants see the hidden object as continuous or as two separate objects?
a. Researchers measure whether infants move their heads up and down in an attempt to see around the block.
b. Researchers hand the rod to the infant and observe their actions on it.
c. Researchers observe whether the infants try to remove the block.
d. Researchers later present the rod as a single object or two shorter rods and measure which the babies look at the longest.
Answer: d
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Objects and Their Properties
Type: Factual
Difficulty: Medium

72. An infant is shown an object, such as a rod, which is partially hidden by another object, such as a block. In order for us to conclude that an infant perceived the rod as two separate rods, how would an infant have to respond in a subsequent trial in which she/he had a choice between looking at a single continuous rod or two separate rods?
a. The infant would look longer at the single rod.
b. The infant would look longer at the two rods.
c. The infant would divide his or her attention between the single rod and the two rods.
d. It is not possible to determine whether infants without language think the rod that is partly hidden is a single rod or two separate rods.
Answer: a
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: Objects and Their Properties
Type: Conceptual
Difficulty: Medium

73. Experiments with the visual cliff using heart rate as the dependent measure show that infants first appear to perceive depth at
a. 2 months of age.
b. 7 months of age.
c. 9 months of age.
d. 12 months of age.
Answer: a
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: The Spatial Layout
Type: Factual
Difficulty: Easy

74. At what age do infants first appear to respond to the deep side of the visual cliff with fear?
a. 2 months of age
b. 7 months of age
c. 9 months of age
d. 12 months of age
Answer: b
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: The Spatial Layout
Type: Factual
Difficulty: Easy

75. When infants are afraid, their heart rates _____, but when they are merely interested their heart rates _____.
a. decrease; increase
b. increase; decrease
c. decrease; also, decrease
d. increase; remain unchanged
Answer: b
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: The Spatial Layout
Type: Conceptual
Difficulty: Medium

76.What motor milestone appears related to the appearance of fear of depth?
a. Sitting alone
b. Crawling
c. Walking
d. Reaching
Answer: b
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: The Spatial Layout
Type: Factual
Difficulty: Easy

77. What measures do researchers use to determine whether infants perceive depth on the visual cliff?
a. Preference test and habituation
b. Habituation and sucking rate
c. Sucking rate and galvanic skin response
d. Heart rate and willingness to cross the deep side of the cliff
Answer: d
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: The Spatial Layout
Type: Factual
Difficulty: Easy

78. In order to explain the relation between self-produced locomotion and fear of depth as assessed in the visual cliff, researchers have suggested that _____ is required.
a. new perceptual learning
b. a more unified understanding of space
c. experience with the effects of one's own movements
d. All of the alternatives are correct.
Answer: d
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: The Spatial Layout
Type: Factual
Difficulty: Medium

79. Of the following, who is most likely to have acquired depth perception?
a. Anthony who has been using a walker
b. Myriam who is starting to sit up
c. Carol who is 2 months old
d. Sandra who is a newborn
Answer: a
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: The Spatial Layout
Type: Conceptual
Difficulty: Easy

80. Which of the following helps babies to perceive depth?
a. Pictorial cues
b. Motion parallax
c. Relative size of object
d. All of the alternatives are correct.
Answer: d
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: The Spatial Layout
Type: Factual
Difficulty: Medium

81. _____ is/are visual cue(s) that indicate(s) the relative distances of objects through movement of the objects or of the observer.
a. Pictorial cues
b. Motion parallax
c. Relative size of object
d. Kinetic cues
Answer: d
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: The Spatial Layout
Type: Factual
Difficulty: Medium

82. Baby Bryce seems to be judging the distance between his moving stroller and a dog running towards him. What perceptual cue is he most likely using?
a. Pictorial cues
b. Kinetic cues
c. Both a and b
d. Babies do not use cues to judge distances
Answer: b
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: The Spatial Layout
Type: Conceptual
Difficulty: Medium

83. Allocentric coding of location in space means
a. determining whether an object shifts from the right to the left visual field.
b. determining whether an object shifts from the left to the right visual field.
c. that the understanding of space and objects is tied to one's own actions and body.
d. that the understanding of space and objects is tied to other objects in the environment.
Answer: d
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: The Spatial Layout
Type: Factual
Difficulty: Hard

84. Linda Acredolo placed babies at 6, 11, and 16 months of age in a room where they were trained to turn in one direction, say left, to make an interesting display appear in a window. The window was either marked with a big star or left unmarked. After learning to turn left to make the display appear, the babies were rotated 180 degrees. At what age did the babies begin to use the landmark to help them locate the window where the interesting display would appear?
a. 6 months
b. 11 months
c. 16 months
d. Acredolo found that few babies at any of these ages used the landmark appropriately.
Answer: b
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: The Spatial Layout
Type: Factual
Difficulty: Medium

85. Linda Acredolo placed babies in a room where they were trained to turn in one direction, say left, to make an interesting display appear in a window. The window was either marked with a big star or left unmarked. After learning to turn left to make the display appear, the babies were rotated 180 degrees. What would we conclude if the babies responded correctly in the new trials (they turned right), regardless of whether the window was marked by a star or not?
a. The babies used the landmark to help locate the window with the interesting display.
b. The babies did not need to use the landmark to help locate the window with the interesting display.
c. The babies were responding with reference to their own bodies.
d. Babies are not equipped to use landmarks to help with these kinds of tasks.
Answer: b
Learning Objective: 7.4 Outline infants' capacity for processing visual information.
Topic: The Spatial Layout
Type: Conceptual
Difficulty: Medium

86.To argue that there exists some coordination of the senses since birth, is
a. the approach of those interested in intermodal relations.
b. to argue that the senses are largely separate at birth.
c. to argue that experience accounts for 100% of this development.
d. the approach of those interested in learned associations.
Answer: a
Learning Objective: 7.5 Gain an understanding of how infants integrate the information from different senses that come from a single event.
Topic: Intermodal Perception
Type: Conceptual
Difficulty: Easy

87. A child may have different representations of a dog for each mode, e.g., a visual image, a smell image, an auditory image, and a touch image. The idea that each of these images are first separate but are later coordinated into one image of dog is consistent with
a. cognitive neuroscience.
b. ethological theory.
c. Gibson's theory.
d. Piaget's theory.
Answer: d
Learning Objective: 7.5 Gain an understanding of how infants integrate the information from different senses that come from a single event.
Topic: Intermodal Perception
Type: Conceptual
Difficulty: Medium

88. Newborns will turn their head toward
a. the sound of a voice or rattle if the sound is continuous.
b. the side of a cheek that is stroked.
c. a breast pad that exudes the odour of their mothers' milk.
d. All of the alternatives are correct.
Answer: d
Learning Objective: 7.5 Gain an understanding of how infants integrate the information from different senses that come from a single event.
Topic: Exploratory Intermodal Relations
Type: Factual

Difficulty: Easy

89. Which of the following newborn behaviours fails to lend support for the idea of prepared relations?
a. The rooting reflex
b. Improvements in the visually-guided reach that are due to experience
c. Reflexive orientations to locate auditory stimuli or to track moving visual stimuli
d. None of the alternatives are correct.
Answer: d
Learning Objective: 7.5 Gain an understanding of how infants integrate the information from different senses that come from a single event.
Topic: Exploratory Intermodal Relations
Type: Factual
Difficulty: Medium

90. Elizabeth has just given birth. The nurse suggests that she put Baby Adele on her stomach, close to her nipple. Suddenly, she sees Baby Adele attempting to reach for the nipple and to squirm towards it. This is an example of what?
a. Attention
b. A prepared relation
c. A kinetic cue
d. None of the alternatives are correct
Answer: b
Learning Objective: 7.5 Gain an understanding of how infants integrate the information from different senses that come from a single event.
Topic: Exploratory Intermodal Relations
Type: Conceptual
Difficulty: Medium

91. Coordinated intermodal relations present at birth because of biological factors, but that are modifiable with experience, are called
a. visual-haptic relations.
b. parallax.
c. prepared relations.
d. naturalistic modifications.
Answer: c
Learning Objective: 7.5 Gain an understanding of how infants integrate the information from different senses that come from a single event.
Topic: Exploratory Intermodal Relations
Type: Factual
Difficulty: Medium

92. Research on intermodal relations between sensory modes indicates that
a. relations between sensory modes are not present at birth.
b. relations between sensory modes are not modifiable by experience.
c. experience is a necessary aspect to this development because intermodal sensory coordination must be recalibrated to adapt to changes in physical body size.
d. All of the alternatives are correct.
Answer: c
Learning Objective: 7.5 Gain an understanding of how infants integrate the information from different senses that come from a single event.
Topic: Exploratory Intermodal Relations

Type: Factual
Difficulty: Medium

93. Meltzoff and Borton (1979) had 1-month-olds suck on a nubby or smooth nipple. They later measured the babies' looking times at pictures of smooth and nubby nipples. If visual-haptic relations are coordinated in 1-month-olds, in theory, infants should
a. look longer at the nipple they had sucked.
b. reach out to the nipple they had not sucked.
c. spit out the nubby nipple, but not the smooth nipple.
d. look longer at the nubby nipple if they sucked on the smooth nipple, and vice versa.
Answer: a
Learning Objective: 7.5 Gain an understanding of how infants integrate the information from different senses that come from a single event.
Topic: Intermodal Representation
Type: Conceptual
Difficulty: Easy

94. Researchers have discovered that infants as young as 1 month of age who explore an object through touch will subsequently prefer to gaze more at that object than at a mismatched object. According to the textbook, what is the problem with this report?
a. The researchers were mistaken; the babies were gazing at the background behind the object rather than at the object.
b. Infants as young as 1 month of age cannot perceive touch.
c. While some replicate these results, others do not.
d. All of the alternatives are problems.
Answer: c
Learning Objective: 7.5 Gain an understanding of how infants integrate the information from different senses that come from a single event.
Topic: Intermodal Representation
Type: Factual
Difficulty: Medium

95. Bushnell (1982) used mirrors to trick infants into touching a furry object when what they saw they were reaching for was one that was smooth. How did 8-, 9.5- and 11-month-old infants respond on such trick trials?
a. None of the babies seemed to notice the difference.
b. Only the 11-month-old infants seemed surprised.
c. Both the 9.5- and 11-month-old infants seemed surprised.
d. Infants at all ages appeared surprised.
Answer: c
Learning Objective: 7.5 Gain an understanding of how infants integrate the information from different senses that come from a single event.
Topic: Intermodal Representation
Type: Factual
Difficulty: Medium

96. Spelke showed infants two films side-by-side (either a person playing peek-a-boo or a hand hitting a wooden block and a tambourine). How did the infants respond when the soundtracks to the films were varied?
a. The infants looked more at the film that matched the soundtrack.
b. The infants looked more at the film that did not match the soundtrack being played.
c. The infants only showed a preference for the peek-a-boo film when the appropriate soundtrack accompanied it.
d. The infants looked more at the peek-a-boo film with or without appropriate sound.
Answer: a
Learning Objective: 7.5 Gain an understanding of how infants integrate the information from different senses that come from a single event.
Topic: Intermodal Representation
Type: Factual
Difficulty: Easy

97. By 4 months of age, infants are able to make matches on the basis of which kinds of auditory and visual stimuli?
a. Tempo but not rhythm
b. Changes in direction but not tempo or rhythm
c. Kinds of sounds new objects will make when struck together
d. All of the alternatives are correct.
Answer: c
Learning Objective: 7.5 Gain an understanding of how infants integrate the information from different senses that come from a single event.
Topic: Intermodal Representation
Type: Factual
Difficulty: Medium

98. Based on research in the area of auditory-visual relations, which of the following correctly describes whom infants will look more at?
a. Even at 4 months of age, babies will look more at a female than a male when they hear a male voice, unless the male voice is their father's voice.
b. Since babies tend to look more at people's hair than mouths, they do not distinguish between the mouths of speaker who say pep and the mouths of speakers who say pop.
c. As early as 3.5 months of age, babies look more at their mother when they hear her voice and at their father when they hear his voice.
d. All of the alternatives are correct.
Answer: c
Learning Objective: 7.5 Gain an understanding of how infants integrate the information from different senses that come from a single event.
Topic: Intermodal Representation
Type: Factual
Difficulty: Medium

99. Barry and Darlene are both in front of their 4 month-old, Baby Lennon. Barry starts talking. What is Baby Lennon most likely to do?
a. Look at his mother Darlene
b. Look at his toy monkey
c. Look at his father Barry
d. Fall asleep
Answer: c

Learning Objective: 7.5 Gain an understanding of how infants integrate the information from different senses that come from a single event.
Topic: Intermodal Representation
Type: Conceptual
Difficulty: Easy

100. Firm evidence that 4-month olds can detect a correspondence between sounds and sights comes from reports of their increased attention
a. to films with mismatched, as opposed to matched, soundtracks.
b. to mother's face when accompanied by the voice of a stranger than when it is accompanied by her own voice.
c. to a speaker whose word (one repeated several times beforehand) was heard on a soundtrack.
d. All of the alternatives are correct.
Answer: c
Learning Objective: 7.5 Gain an understanding of how infants integrate the information from different senses that come from a single event.
Topic: Intermodal Representation
Type: Factual
Difficulty: Medium

101. A natural reaction to novel stimuli that enhances stimulus processing is known as
a. the defensive reflex.
b. habituation.
c. dishabituation.
d. the orienting reflex.
Answer: d
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Infancy: Attention and Action
Type: Factual
Difficulty: Easy

102. Susan read in her child psychology textbook that Sokolov first described the _____ as a change in a baby's state to one of quiet inactivity (heart rate slows), marked by widened eyes.
a. attention holding
b. orienting reflex
c. defensive reflex
d. selective attention reflex
Answer: b
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Infancy: Attention and Action
Type: Factual
Difficulty: Medium

103. Selective attention involves
a. the shifting of attention from one item to another.
b. the inhibiting of returning to an item one has already searched.
c. the disengagement of attention from one item in order to shift to another.
d. All of the alternatives are correct.
Answer: d

Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Infancy: Attention and Action
Type: Factual
Difficulty: Easy

104. Baby Muriel has the capacity of choosing to look at patterned displays over non-patterned displays. What type of attention does this portray?
a. Divided attention
b. Visionomic attention
c. Selective attention
d. All of the alternatives are correct
Answer: c
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Infancy: Attention and Action
Type: Conceptual
Difficulty: Easy

105. Studies suggest that infants start to use attentional pop-out and visual search for selectively attending at _____.
a. birth
b. 3 months
c. 6 months
d. 12 months.
Answer: b
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Infancy: Attention and Action
Type: Factual
Difficulty: Medium

106. Inhibition of return has been demonstrated in infants as young as 6 months, and possibly even in newborns. This phenomenon involves
a. a neural process involve inhibitory neurotransmitters.
b. an endocrine process involving inhibitory hormones.
c. inhibiting attention from going back to items to which one has previously attended.
d. an orienting response to a novel stimulus.
Answer: c
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Infancy: Attention and Action
Type: Factual
Difficulty: Medium

107. Three-month-old Aimee has an array of items to look at. She chooses to look at the items that
a. activate her defensive reflex.
b. are extreme in brightness level, rather than intermediate.
c. provide relative stimulation, rather than absolute stimulation.
d. are stationary rather than moving.
Answer: c

Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Infancy: Attention and Action
Type: Conceptual
Difficulty: Easy

108. Which of the following is an example of absolute stimulation?
a. A new toy
b. A puzzle-box
c. A surprise
d. A rattle
Answer: d
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Infancy: Attention and Action
Type: Conceptual
Difficulty: Easy

109. Which of the following is an example of relative stimulation?
a. A puzzle-box
b. A rattle
c. A squeaky-toy
d. Perfume
Answer: a
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Infancy: Attention and Action
Type: Conceptual
Difficulty: Easy

110. According to research cited in your textbook (e.g., by Kagan), at what age do infants start to attend most to things that seem surprising or discrepant from what they know?
a. Under 3 months of age
b. After 3 months of age
c. Between 8 and 12 months of age
d. Researchers have not been able to answer this question.
Answer: b
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Infancy: Attention and Action
Type: Factual
Difficulty: Medium

111. Haith and his colleagues presented babies as young as 4 months old with attractive pictures alternating on the left and right sides of a computer screen. The pictures were shown for less than one second and followed each other after a 1 second delay. The researchers discovered that
a. after 3 weeks of training in this procedure, the babies learned to expect where the next picture would appear and would look, in advance, to that side of a computer screen.
b. after less than 1 minute in this procedure, the babies learned to expect where the next picture would appear and would look, in advance, to that side of a computer screen.
c. the babies seemed to expect a picture to appear, but did not specifically target a particular area of the computer screen.
d. the babies seemed to show a preference for the right side of the computer screen, suggesting left-hemisphere control for the perception of pictures.
Answer: b
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Infancy: Attention and Action
Type: Factual
Difficulty: Medium

112. Children under age two-and-one-half years are easily distracted from television shows by toys present in the room. This most clearly illustrates which aspect of attention described by Flavell?
a. Control
b. Adaptability
c. Planfulness
d. Strategies
Answer: a
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Older Children: Attention and Action
Type: Conceptual
Difficulty: Easy

113. Suppose that a researcher presented first graders and sixth graders with a series of line drawings. Each drawing was centred in the middle of a card. The children were told to memorize the drawings. Around the periphery of each card were some extraneous pictures that the children were told to ignore. The first graders were distracted by the peripheral pictures and remembered fewer drawings than the sixth graders, who were able to focus on the drawings and ignore the pictures in the periphery. This example illustrates
a. planfulness.
b. adaptability.
c. propensity.
d. attention deficit disorder.
Answer: b
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Older Children: Attention and Action
Type: Conceptual
Difficulty: Medium

114. Guatemalan Mayan toddlers are able to attend simultaneously to two or three ongoing events. For example, one child "skilfully closed things in a jar with his older sister, whistled on his toy whistle…and at the same time watched a passing truck with interest." This situation was described in the textbook as
a. multi-tasking that reflects attention deficit hyperactivity disorder.
b. Type B behaviour.
c. an attentional pattern that mirrors that of his mother.
d. rare in Guatemala but more likely to happen in the U.S.
Answer: c
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Older Children: Attention and Action
Type: Factual
Difficulty: Medium

115. Guatemalan Mayan toddlers are able to attend simultaneously to two or three ongoing events. For example, one child simultaneously "skilfully closed things in a jar with his older sister, whistled on his toy whistle…and at the same time watched a passing truck with interest." This ability to attend to several events at once reflects
a. a universal, inborn skill.
b. an attentional pattern that may be normal in the Guatemalan Mayan culture.
c. one of the negative effects of co-sleeping.
d. too much sugar in the Guatemalan Mayan diet.
Answer: b
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Older Children: Attention and Action
Type: Conceptual
Difficulty: Easy

116. L. Hay placed glass wedges in front of the eyes of 5- to 11-year old children that created a shift in the apparent location of visual objects. Hay's research on the adjustment of reaching in response to the visual perceptual changes suggests that
a. by age five, children are able to use feedback very effectively.
b. 7-year-olds tend to overemphasize feedback and overcompensate and make continual corrections in their reaching behaviour.
c. by age seven, children made appropriate use of feedback.
d. with age, children make greater use of feedback to the detriment of performance.
Answer: b
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Older Children: Attention and Action
Type: Factual
Difficulty: Medium

117. Sharon is worried because her son, Mike, is hyperactive, has difficulty paying attention, and is often impulsive and uncontrollable. Mike behaves this way at home and at school. Sharon should consider getting Mike tested for
a. obsessive-compulsive disorder.
b. encopresis.
c. attention-deficit hyperactivity disorder.
d. organic brain dysfunction.
Answer: c
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Older Children: Attention and Action
Type: Conceptual
Difficulty: Easy

118. Which of the following is true concerning attention-deficit hyperactivity disorder (ADHD)?
a. Stimulant drugs such as Ritalin are no longer prescribed to treat ADHD.
b. The most effective treatment for ADHD combines medication with changes in the child's environment.
c. Most children outgrow ADHD, so the currently accepted treatment is to do nothing about it.
d. Operant conditioning, modelling, and family-oriented approached are not effective in treating ADHD.
Answer: b
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Older Children: Attention and Action
Type: Factual
Difficulty: Easy

119. A study investigated the strategies of 4-, 7-, and 12-year-olds while playing the video game, *Asteroids.* This study (Roberts, 1991) found that
a. from the beginning, the older children used more sophisticated strategies than the younger children and continued to perform better than the younger children over time.
b. while the 12-year-old children were initially better than the younger children, by the end of the study the 4-year-olds were just as good having developed the same sophisticated strategies used by the older children.
c. the 7-year-olds maintained their superior performance throughout the experiment.
d. while all groups initially simplified the game by using as few controls as possible, with time, the older groups began to use new strategies, which caused a temporary decrement in performance.
Answer: d
Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Older Children: Attention and Action
Type: Factual
Difficulty: Easy

120. Mary is struggling in class. Her teacher indicates that she is often disruptive, defiant, has trouble keeping her friends, and struggles to stay focused in class. Her teacher suggests that Mary suffers from which disorder?
a. Oppositional-defiant disorder
b. Attention-deficit hyperactivity disorder
c. A learning disorder
d. None of the alternatives are correct
Answer: b

Learning Objective: 7.6 Sketch the development of infants' ability to allocate their attention and to use that attention to guide their behaviour.
Topic: Older Children: Attention and Action
Type: Conceptual
Difficulty: Easy

Chapter 8 Cognitive Development: Piagetian and Vygotskian Approaches

Multiple Choice Questions

1. Cognition refers to
a. the higher-order mental processes by which humans attempt to understand and adapt to their world.
b. permanent changes in behaviour that can be attributed to experience.
c. what one knows.
d. the lower-order mental processes by which humans select, interpret, and organize sensations.
Answer: a
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages.
Topic: Chapter Introduction
Type: Factual
Difficulty: Easy

2. The textbook examines the development of cognition from three perspectives. Which of the following is NOT one of these major approaches?
a. Piagetian
b. Information-processing
c. Sociocultural
d. Humanistic
Answer: d
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages.
Topic: Chapter Introduction
Type: Factual
Difficulty: Easy

3. According to Piaget, basic forms of knowledge
a. are present at birth.
b. are established by the end of the sensorimotor period.
c. are established by the end of the concrete operational period.
d. develop throughout childhood.
Answer: d
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages. Topic: Piaget's Theory
Type: Conceptual
Difficulty: Easy

4. Piaget's theory and research focus on the
a. learning of specific behaviours.
b. development of cognition over the course of evolution.
c. nature and origins of knowledge.
d. philosophical roots of psychology.
Answer: c
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages.
Topic: Piaget's Theory
Type: Factual
Difficulty: Medium

5. Which of the following research questions is most likely to be studied by a scientist working within a Piagetian framework?
a. How do the strategies children use to process text change with age?
b. At what age do infants first distinguish the sound of their mother's voice from that of other females?
c. How do children's ideas about the causes of disease change across childhood?
d. Does the number of items a child can hold in short-term memory with or without rehearsal change with age?
Answer: c
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages.
Topic: Piaget's Theory
Type: Conceptual
Difficulty: Medium

6. Piaget's theory of cognitive development was predominantly influenced by which of the following sets of basic biological principles?
a. Phenotype and genotype
b. Organization, adaptation, and development
c. Mutation and facilitation
d. Adaptation, construction, and deterioration
Answer: b
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages. Topic: Piaget's Theory
Type: Factual
Difficulty: Easy

7. Piaget explained developmental changes in children's thinking in terms of
a. the construction and modification of cognitive structures.
b. learning.
c. increased cognitive capacity and efficiency of processing.
d. the development of connections between individual neurons and neural networks.
Answer: a
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages.
Topic: Piaget's Theory
Type: Conceptual
Difficulty: Easy

8. Which of the following is characteristic of preschoolers' thought processes?
a. The capacity for hypothetical-deductive reasoning
b. The use of operations to understand the world
c. Gradually acquiring the ability to understand object permanence
d. Perceiving a change in an object's appearance as a change in its quantitative properties
Answer: d
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages.
Topic: Piaget's Theory
Type: Factual
Difficulty: Medium

9. According to Piaget, human _____ is an environmentally-adaptive phenomenon.
a. play behaviour
b. intelligence
c. mutation
d. maturation
Answer: b
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages.
Topic: Piaget's Theory
Type: Factual
Difficulty: Easy

10. The process by which we interpret the environment in terms of our current cognitive structures is known as
a. organization.
b. adaptation.
c. assimilation.
d. accommodation.
Answer: c
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages.
Topic: Piaget's Theory
Type: Factual
Difficulty: Easy

11. Attempts to program a DVD Recorder to record a special program by following the sequence of steps one has used in the past to set the microwave to defrost a chicken best illustrate the Piagetian principle of
a. adaptation.
b. appropriation.
c. accommodation.
d. assimilation.
Answer: d
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages.
Topic: Piaget's Theory
Type: Conceptual
Difficulty: Easy

12. The Piagetian concept of *accommodation* refers to the process by which
a. we interpret the environment to make it fit with our current cognitive structures.
b. the visual system coordinates input from the left and right eyes to produce one image.
c. we modify our cognitive structures to make them fit with the environment.
d. the cognitive system corrects, or reverses, potential disturbances thereby arriving at correct solutions of problems.
Answer: c
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages.
Topic: Piaget's Theory
Type: Factual
Difficulty: Medium

13. At age 3, Naeela is quite skilled at blowing whistles, playing her toy trumpet, and blowing bubbles. Her initial attempts to work a kazoo fail, however, and she finds she has to make adjustments to produce sounds with a kazoo. The process by which Naeela modifies her actions to make the kazoo work best illustrates the Piagetian concept of
a. assimilation.
b. compensation.
c. accommodation.
d. organization.
Answer: c
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages.
Topic: Piaget's Theory
Type: Conceptual
Difficulty: Easy

14. The first of Piaget's periods of cognitive development is called the
a. concrete operational period.
b. formal operational period.
c. sensorimotor period.
d. preoperational period.
Answer: c
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages.
Topic: Piaget's Theory
Type: Factual
Difficulty: Easy

15. According to Piaget, children first begin to use representations to solve problems and to share ideas during the _____ period of cognitive development.
a. sensorimotor
b. preoperational
c. concrete operational
d. formal operational
Answer: b
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages.
Topic: Piaget's Theory
Type: Factual

Difficulty: Easy

16. Concrete operational thinking is characterized by
a. hypothetical-deductive reasoning.
b. the development of operations.
c. increasing egocentrism.
d. understanding the world through overt action.
Answer: b
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages.
Topic: Piaget's Theory
Type: Factual
Difficulty: Easy

17. The ability to engage in scientific problem-solving is characteristic of which of Piaget's stages of cognitive development?
a. Preoperational period
b. Sensorimotor period
c. Formal operational period
d. Concrete operational period
Answer: c
Learning Objective: 8.1 Define the concepts from biology that Piaget used to explain cognitive development and evaluate his theory of stages.
Topic: Piaget's Theory
Type: Factual
Difficulty: Easy

18. Piaget's conclusions about infant development were based on
a. computer simulations.
b. questionnaires and surveys.
c. laboratory studies.
d. naturalistic observation and experimentation.
Answer: d
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Studying Infant Intelligence
Type: Factual
Difficulty: Medium

19. One strength of Piaget's studies is that
a. behavioural observations occurred in the controlled setting of the laboratory.
b. they were longitudinal.
c. they involved observations of large numbers of children.
d. they were cross-sectional investigations of children with disabilities.
Answer: b
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Studying Infant Intelligence
Type: Factual
Difficulty: Easy

20. A weakness in Piaget's studies of infants includes
a. a small sample size.
b. observations limited to laboratory settings.
c. single assessments of individual children.
d. lack of experimental manipulations.
Answer: a
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Studying Infant Intelligence
Type: Factual
Difficulty: Medium

21. The sensorimotor period is divided into _____ substages.
a. three
b. four
c. five
d. six
Answer: d
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Easy

22. In Piaget's view, reflexes are important because
a. development occurs as babies adapt their reflexes in response to new experiences.
b. reflexes serve as the means by which babies interact with their parents.
c. reflexes stimulate neurological development.
d. reflexes are key indicators of central nervous system damage.
Answer: a
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Easy

23. In Piagetian theory, an organized pattern of sucking applied to different stimuli illustrates the concept of a(n)
a. intentional behaviour.
b. concrete operation.
c. sensorimotor scheme.
d. conditioned response.
Answer: c
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Easy

24. What happens during Piaget's second sensorimotor substage?
a. The infant acquires reflexes.
b. The infant acquires the concept of object permanence.
c. The infant is capable of deferred imitation.
d. The infant develops sensorimotor schemes.
Answer: d
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Medium

25. The difference between the schemes of substage 1 infants and substage 2 infants is that
a. substage 1 infants use schemes for the pleasure of using them, whereas substage 2 infants use schemes to explore the environment.
b. the schemes of substage 1 infants are limited to single sensory modalities whereas the schemes of substage 2 infants involve the coordination of input from more than one modality.
c. substage 1 infants can reproduce activities they happen upon by chance, whereas substage 2 infants can employ means-ends analysis to produce a desired effect.
d. when trying to solve problems, substage 1 infants use initially successful solutions repeatedly, whereas substage 2 infants engage in active trial and error.
Answer: b
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Medium

26. The combination of schemes involving different sensory modes is first characteristic of which substage of the sensorimotor period?
a. substage 2 (1 to 4 months)
b. substage 3 (4 to 8 months)
c. substage 4 (8 to 12 months)
d. substage 5 (12 to 18 months)
Answer: a
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Easy

27. According to Piaget, infants should be capable of visually directed reaching by
a. 4 months of age.
b. 8 months of age.
c. 12 months of age.
d. 18 months of age.
Answer: a
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual

Difficulty: Medium

28. The difference between the schemes of substage 2 infants and substage 3 infants is that
a. substage 2 infants use schemes for the pleasure of using them, whereas substage 3 infants use schemes to explore the environment.
b. substage 2 infants are limited to reflexive activity, whereas substage 3 infants develop skills and action patterns to interpret the world.
c. substage 2 infants can reproduce activities they happen upon by chance, whereas substage 3 infants can employ means-ends analysis to produce a desired effect.
d. the schemes of substage 2 infants are limited to single sensory modalities whereas the schemes of substage 3 infants involve the coordination of input from more than one modality.
Answer: a
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Medium

29. An after-the-fact grasp of causality is characteristic of which sensorimotor substage?
a. substage 2 (1 to 4 months)
b. substage 3 (4 to 8 months)
c. substage 4 (8 to 12 months)
d. substage 5 (12 to 18 months)
Answer: b
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Hard

30. Lilli accidentally discovers that if she bounces while sitting in her infant seat, a toy attached to the seat spins around. Entranced by the movement of the toy, Lilli continues to bounce and bounce and bounce. Lilli's behaviour is most characteristic of infants in which substage of the sensorimotor period?
a. substage 2 (1 to 4 months)
b. substage 3 (4 to 8 months)
c. substage 4 (8 to 12 months)
d. substage 5 (12 to 18 months)
Answer: b
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Conceptual
Difficulty: Medium

31. During which sensorimotor substage do infants first discover procedures for reproducing interesting events?
a. substage 0 (the prenatal period)
b. substage 1 (birth to 1 month)
c. substage 2 (1 to 4 months)
d. substage 3 (4 to 8 months)
Answer: d

Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Easy

32. The difference between the schemes of substage 3 infants and substage 4 infants is that
a. substage 3 infants use schemes for the pleasure of using them, whereas substage 4 infants use schemes to explore the environment.
b. the schemes of substage 3 infants are limited to single sensory modalities whereas the schemes of substage 4 infants involve the coordination of input from more than one modality.
c. substage 3 infants can reproduce activities they happen upon by chance, whereas substage 4 infants can employ means-ends analysis to produce a desired effect.
d. when trying to solve problems, substage 3 infants use initially successful solutions repeatedly, whereas substage 4 infants engage in active trial and error.
Answer: c
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Medium

33. Which of the following is a limitation of infant thought during the third substage (ages 4 to 8 months) of the sensorimotor period?
a. The infant is unable to reproduce interesting events.
b. The infant cannot figure out in advance how to produce interesting events.
c. The infant is unable to coordinate information from different sensory modalities.
d. The infant cannot coordinate schemes.
Answer: b
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Easy

34. During which sensorimotor substage do infants first demonstrate genuinely intentional behaviour?
a. substage 3 (4 to 8 months)
b. substage 4 (8 to 12 months)
c. substage 5 (12 to 18 months)
d. substage 6 (18 to 24 months)
Answer: b
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Easy

35. According to Piaget, the first genuinely intentional behaviour patterns emerge during _____ of infant development.
a. substage 2 (1 to 4 months)
b. substage 3 (4 to 8 months)
c. substage 4 (8 to 12 months)
d. substage 5 (12 to 18 months)
Answer: c
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Easy

36. Baby Rebecca spots her favourite squeaky toy under her dog Roxy's foot. To retrieve the toy, Rebecca needs first to push Roxy's foot aside before attempting to grasp the toy. Rebecca would be cognitively unable to perform this series of actions until which substage of sensorimotor development?
a. substage 2 (1 to 4 months)
b. substage 3 (4 to 8 months)
c. substage 4 (8 to 12 months)
d. substage 5 (12 to 18 months)
Answer: c
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Conceptual
Difficulty: Medium

37. When confronted with a still-face situation, where mothers remain unresponsive to infants' attempts to interact, 6-month-old infants attempt to re-establish the interaction by increasing their frequency of vocalization and smiling. This suggests that infants may _____ earlier than Piaget theorized.
a. reproduce activities they happen upon by chance
b. engage in intentional behaviour
c. coordinate input from more than one modality
d. make the A-not-B error
Answer: b
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Conceptual
Difficulty: Hard

38. What is the primary difference between infant abilities during the fourth and fifth substages of the sensorimotor period?
a. An infant in the fifth substage is capable of symbolic thought.
b. The substage 5 infant acts to achieve goals.
c. The substage 5 infant deliberately varies her behaviour to create new schemes.
d. An infant in the fifth substage can search systematically for hidden objects.
Answer: c
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages

Type: Conceptual
Difficulty: Medium

39. The difference between the schemes of substage 4 infants and substage 5 infants is that
a. substage 4 infants use schemes for the pleasure of using them, whereas substage 5 infants use schemes to explore the environment.
b. the schemes of substage 4 infants are limited to single sensory modalities whereas the schemes of substage 5 infants involve the coordination of input from more than one modality.
c. substage 4 infants can reproduce activities they happen upon by chance, whereas substage 5 infants can employ means-ends analysis to produce a desired effect.
d. when trying to solve problems, substage 4 infants repeatedly use initially successful solutions despite subsequent failure, whereas substage 5 infants engage in active trial and error.
Answer: d
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Medium

40. Babies first begin to use tools to solve problems during which substage of sensorimotor development?
a. substage 2 (1 to 4 months)
b. substage 3 (4 to 8 months)
c. substage 4 (8 to 12 months)
d. substage 5 (12 to 18 months)
Answer: d
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Easy

41. The great scientist, Timothy O., is sitting in his high chair observing the different sounds mashed peas, applesauce, and Cheerios make as they hit the floor and walls. The groans emitted by his caregiver provide interesting sidelight, as well. Timothy O. is likely to be in which substage of sensorimotor development?
a. substage 3 (4 to 8 months)
b. substage 4 (8 to 12 months)
c. substage 5 (12 to 18 months)
d. substage 6 (18 to 24 months)
Answer: c
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Conceptual
Difficulty: Medium

42. Babies first become capable of mental representation during which substage of sensorimotor development?
a. substage 3 (4 to 8 months)
b. substage 4 (8 to 12 months)
c. substage 5 (12 to 18 months)
d. substage 6 (18 to 24 months)
Answer: d
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Easy

43. The ability to solve a problem by imagining the solution in advance first appears during which substage of the sensorimotor period?
a. substage 3 (4 to 8 months)
b. substage 4 (8 to 12 months)
c. substage 5 (12 to 18 months)
d. substage 6 (18 to 24 months)
Answer: d
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Easy

44. The transition to the preoperational period is marked by the ability to
a. think about and act on the world internally.
b. act intentionally.
c. engage in tool-use and means-end analysis.
d. conserve mass, volume, and quantity.
Answer: a
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Factual
Difficulty: Easy

45. Juan is exploring a new toy with his mother. He observes that whenever his mother moves a lever, a plastic shape falls through a chute. Juan makes several attempts to operate the lever. He pulls it, pushes it up, and wiggles it. He pauses, as if in deep thought, and then, with sudden deliberation, pushes the lever down and successfully retrieves the plastic shape. According to Piaget, Juan is most likely in which substage of the sensorimotor period?
a. substage 3 (4 to 8 months)
b. substage 4 (8 to 12 months)
c. substage 5 (12 to 18 months)
d. substage 6 (18 to 24 months)
Answer: d
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages

Type: Conceptual
Difficulty: Medium

46. Violet is riding on her tractor when she sees she is approaching a closed door. At first, she keeps on going and crashes into the door. Since she wants to get on the other side of the door, she gets off her tractor, looks at the door, and tries to push it. She sees that the door is not opening. She then decides to try the doorknob. According to Piaget, Violet is most likely in which substage of the sensorimotor period?
a. substage 3 (4 to 8 months)
b. substage 4 (8 to 12 months)
c. substage 5 (12 to 18 months)
d. substage 6 (18 to 24 months)
Answer: c
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: The Six Substages
Type: Conceptual
Difficulty: Medium

47. Object permanence refers to the concept that
a. an object's identity remains the same even when its appearance changes.
b. some objects will exist forever.
c. an object is most likely to be found in the location it was last seen.
d. objects have a permanent existence that is independent of our perceptual contact with them.
Answer: d
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Object Permanence
Type: Factual
Difficulty: Easy

48. Babies are likely to search for partially, but not completely, hidden objects during which substage in the sensorimotor period?
a. substage 3 (4 to 8 months)
b. substage 4 (8 to 12 months)
c. substage 5 (12 to 18 months)
d. substage 6 (18 to 24 months)
Answer: a
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Object Permanence
Type: Factual
Difficulty: Medium

49. Babies are first likely to engage in a systematic search for an object hidden from view during which substage of the sensorimotor period?
a. substage 2 (1 to 4 months)
b. substage 3 (4 to 8 months)
c. substage 4 (8 to 12 months)
d. substage 5 (12 to 18 months)
Answer: c

Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Object Permanence
Type: Factual
Difficulty: Medium

50. The A-not-B error refers to the tendency of infants to
a. search the location where an object was previously found, even if it was observed to have been moved somewhere else.
b. search for objects they have dropped, but not search for objects others have moved.
c. always search the last place they observed an object first.
d. search visually but not manually for an object.
Answer: a
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Object Permanence
Type: Factual
Difficulty: Easy

51. Which of the following is characteristic of thought during substage 4 of the sensorimotor period?
a. Intentional behaviour
b. Systematic search for hidden objects
c. A-not-B error
d. All of the alternatives are correct.
Answer: d
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Object Permanence
Type: Factual
Difficulty: Easy

52. The A-not-B error is characteristic of thought during which substage of the sensorimotor period?
a. substage 3 (4 to 8 months)
b. substage 4 (8 to 12 months)
c. substage 5 (12 to 18 months)
d. substage 6 (18 to 24 months)
Answer: b
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Object Permanence
Type: Factual
Difficulty: Easy

53. Maggie is in substage 5 of the sensorimotor period. She should be able to successfully search for a toy if she
a. never saw the toy.
b. observed her mother put the toy in her pocket and then watched as her mother moved it to her purse.
c. observed her mother put the toy in her pocket, but did not watch as her mother considered putting it in her purse before finally hiding it behind a pillow.
d. observed her mother put the toy in her pocket and then transfer it to her purse, but did not witness her mother then return the toy to her pocket.
Answer: b
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Object Permanence
Type: Conceptual
Difficulty: Medium

54. Susan is babysitting her nephew Charlie when he discovers her handbag and its assorted contents, including a pair of small scissors. Susan takes the dangerous object from Charlie and tries to hide it from him in her pocket, under the newspaper, on top of the television, and so on, but Charlie keeps finding the scissors even when he did not see where Susan hid it. What is the youngest Charlie is likely to be?
a. 6 months
b. 10 months
c. 15 months
d. 20 months
Answer: d
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Object Permanence
Type: Conceptual
Difficulty: Medium

55. Kellie's mom is trying to wean her off the bottle. When Kellie gets up in the morning and when she goes to bed at night, she asks for her bottle, even though there are no bottles that are visible. According to Piaget, which substage of sensorimotor development is Kellie in?
a. substage 3 (4 to 8 months)
b. substage 4 (8 to 12 months)
c. substage 5 (12 to 18 months)
d. substage 6 (18 to 24 months)
Answer: d
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Object Permanence
Type: Conceptual
Difficulty: Medium

56. The ability to locate objects even after multiple invisible displacements coincides with the development of
a. representational thought.
b. conservation.
c. intentional behaviour.
d. means-end analysis.
Answer: a

Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Object Permanence
Type: Factual
Difficulty: Medium

57. According to the textbook, the development of object permanence illustrates two general themes in Piaget's theory. They are
a. recognition and recall.
b. content and structure.
c. progressive decentering and invariants.
d. schemes and operations.
Answer: c
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Object Permanence
Type: Factual
Difficulty: Medium

58. Because you are a developmental psychologist, you are often solicited by all of your non-psychologist friends to answer their many questions about their child's development. One couple is worried because their child does not search for objects that they have hidden. You reassure them that their child is following Piaget's developmental stages. How old is this child most likely to be?
a. 2 months
b. 5 months
c. 9 months
d. 12 months
Answer: a
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Object Permanence
Type: Conceptual
Difficulty: Medium

59. In infancy, egocentrism is manifest in a(n)
a. inability to distinguish the self from the outer world.
b. unwillingness to share objects with others.
c. selfish nature.
d. tendency to focus on only one aspect of a problem at a time.
Answer: a
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Object Permanence
Type: Factual
Difficulty: Medium

60. Researchers believe Piaget may have underestimated the infant's understanding of object permanence because
a. the items Piaget expected infants to find were not interesting to babies.
b. his means of assessing object permanence required that infants have sufficient motor skills to search for objects and lift barriers.
c. he did not include young infants in his studies.
d. his measures of object permanence required that the infants use language to indicate where the hidden objects were located.
Answer: b
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Testing Piaget's Claims: More Recent Work on Infant Cognition
Type: Factual
Difficulty: Medium

61. Renée Baillargeon (1987) habituated 3.5- and 4.5-month-old infants to a screen that rotated in a 180 degree arc. She then placed a wooden box directly in the path of the screen, and rotated the screen either until it made contact with the box (a *possible event*) or until it passed through the box (an *impossible event*). On the basis of what evidence did Baillargeon conclude that 4.5-month-olds possessed some notion of object permanence?
a. The infants moved their heads extensively as if in visual search for the box in the impossible condition.
b. The infants crawled to search for the box in the impossible condition.
c. The infants looked longer at the impossible event.
d. There were no differences in the looking times between the two conditions for the older infants, whereas the younger infants looked longer at the possible event than the impossible event.
Answer: c
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Testing Piaget's Claims: More Recent Work on Infant Cognition
Type: Factual
Difficulty: Medium

62. Research suggesting that Piaget may have underestimated infants' understanding about object relations has been strengthened by recent research that has found
a. brain correlates for the capacity for object permanence.
b. object permanence in actions relying on the foot rather than hand.
c. object permanence in non-human primates
d. All of the alternatives are correct.
Answer: a
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Testing Piaget's Claims: More Recent Work on Infant Cognition
Type: Factual
Difficulty: Medium

63. _____ studies have typically been relied on to reduce the response demands of infants being tested for their understanding of cause-effect relationships.
a. Habituation
b. Preference method
c. Visual tracking
d. Operant-conditioning
Answer: a
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Testing Piaget's Claims: More Recent Work on Infant Cognition
Type: Factual
Difficulty: Easy

64. Meltzoff and Moore have examined infants' ability to imitate facial expression of a variety of sorts. They found that even newborns can imitate mouth opening and tongue protrusion. Other researchers have attempted to replicate Meltzoff and Moore's findings. The best summary of our knowledge to date is:
a. For the first six months, infants are not able to imitate movements for which there is perceptible feedback (e.g., a finger wiggle). They can imitate behaviours for which there is no perceptible feedback.
b. Some researchers have not been able to replicate Meltzoff and Moore's findings.
c. During the first six months, we do not expect babies to imitate mouth movements, because babies tend to focus on hair rather than facial features.
d. By six months of age, babies reliably imitate movements that both do and don't provide perceptible feedback.
Answer: b
Learning Objective: 8.2 Trace the substages and benchmarks of the sensorimotor period in child development.
Topic: Testing Piaget's Claims: More Recent Work on Infant Cognition
Type: Factual
Difficulty: Medium

65. According to Piaget, it becomes possible for children to share their thinking with others during which period of cognitive development?
a. Sensorimotor period
b. Preoperational period
c. Concrete operational period
d. Formal operational period
Answer: b
Learning Objective: 8.3 Identify some strengths and limitations of preoperational thought in children's cognitive development.
Topic: Thought in the Preschooler: The Preoperational Period
Type: Factual
Difficulty: Easy

66. Symbolic functioning is evidenced when children
a. open their mouths prior to opening a drawer.
b. pretend that a rock is a turtle.
c. use language.
d. All of the alternatives are correct.
Answer: d

Learning Objective: 8.3 Identify some strengths and limitations of preoperational thought in children's cognitive development.
Topic: The Preoperational Period: More About Representation
Type: Factual
Difficulty: Medium

67. Which of the following is NOT symbolic functioning?
a. Ngoc sees her friend jump up and down and screams when she doesn't get her way; two days later, Ngoc jumps up and down and screams when her father refuses to buy her a desired toy.
b. Jonathan pretends that a bar of soap is a car.
c. Ethan uses a bowl to carry five pieces of fruit.
d. Reza says *"I'm hungry."* in Farsi.
Answer: c
Learning Objective: 8.3 Identify some strengths and limitations of preoperational thought in children's cognitive development.
Topic: The Preoperational Period: More About Representation
Type: Conceptual
Difficulty: Easy

68. Which of the following abilities does NOT emerge at the onset of the preoperational period?
a. Ability to talk about objects in their absence
b. Symbolic play
c. Seriation
d. Deferred imitation
Answer: c
Learning Objective: 8.3 Identify some strengths and limitations of preoperational thought in children's cognitive development.
Topic: The Preoperational Period: More About Representation
Type: Factual
Difficulty: Easy

69. The realization that the qualitative or generic nature of something is not changed by a change in its appearance is known as
a. qualitative identity.
b. object permanence.
c. reversibility.
d. equilibrium.
Answer: a
Learning Objective: 8.3 Identify some strengths and limitations of preoperational thought in children's cognitive development.
Topic: Strengths of Preoperational Thought
Type: Factual
Difficulty: Easy

70. Archie sees his older sister sweeping with a broom. A week later, he takes the broom and starts sweeping the floor. This is an example of _____.
a. symbolic function
b. deferred imitation
c. symbolic play
d. All of the alternatives are correct
Answer: b

Learning Objective: 8.3 Identify some strengths and limitations of preoperational thought in children's cognitive development.
Topic: Strengths of Preoperational Thought
Type: Factual
Difficulty: Easy

71. Children who believe a black cat can be transformed into a black dog by placing a dog mask over the cat's head do not yet understand
a. object permanence.
b. motherese.
c. qualitative identity.
d. symbolic representation.
Answer: c
Learning Objective: 8.3 Identify some strengths and limitations of preoperational thought in children's cognitive development.
Topic: Strengths of Preoperational Thought
Type: Conceptual
Difficulty: Medium

72. Ruby recently got her hair cut and now insists she is a boy unless she is wearing a dress. Ruby appears to lack a complete understanding of
a. transitivity.
b. qualitative identity.
c. class inclusion.
d. compensation.
Answer: b
Learning Objective: 8.3 Identify some strengths and limitations of preoperational thought in children's cognitive development.
Topic: Strengths of Preoperational Thought
Type: Conceptual
Difficulty: Medium

73. During the preschool years, egocentrism is reflected in children's inability to
a. distinguish between themselves and the external world.
b. consider more than one aspect of a problem at a time.
c. take into consideration the point of view of someone whose perspective is different from theirs.
d. be generous to others.
Answer: c
Learning Objective: 8.3 Identify some strengths and limitations of preoperational thought in children's cognitive development.
Topic: Limitations of Preoperational Thought
Type: Factual
Difficulty: Easy

74. Egocentric speech is exemplified when preschoolers
a. only want to talk about themselves.
b. repeatedly make verbal attempts to draw attention to themselves.
c. talk about things in such a way that the listener could only understand if she/he had the same knowledge.
d. won't let anyone else get a word in edgewise.
Answer: c

Learning Objective: 8.3 Identify some strengths and limitations of preoperational thought in children's cognitive development.
Topic: Limitations of Preoperational Thought
Type: Conceptual
Difficulty: Medium

75. A Piagetian would describe the difficulties that adult listeners face when having phone conversations with preschoolers in terms of the child's
a. articulation errors.
b. limited vocabulary.
c. self-centredness.
d. egocentric speech.
Answer: d
Learning Objective: 8.3 Identify some strengths and limitations of preoperational thought in children's cognitive development.
Topic: Limitations of Preoperational Thought
Type: Conceptual
Difficulty: Medium

76. The best-known task for studying children's perspective-taking skills is known as the
a. visual cliff.
b. three mountains problem.
c. conservation of number task.
d. phone task.
Answer: b
Learning Objective: 8.3 Identify some strengths and limitations of preoperational thought in children's cognitive development.
Topic: Limitations of Preoperational Thought
Type: Factual
Difficulty: Easy

77. The concept of centration refers to
a. the young child's tendency to focus on only one aspect of a problem at a time.
b. a form of preoperational reasoning that qualifies as neither deduction nor induction.
c. the belief that psychological phenomena have a real, material existence.
d. the idea that even objects of nature were created by human beings.
Answer: a
Learning Objective: 8.3 Identify some strengths and limitations of preoperational thought in children's cognitive development.
Topic: Limitations of Preoperational Thought
Type: Factual
Difficulty: Easy

78. According to a Piagetian, the most likely reason that a 4-year-old could not solve a conservation of number problem is that
a. 4-year-olds cannot yet count.
b. 4-year-olds do not understand that the numbers in the two sets are equal prior to the transformation.
c. the child's attention is captured by the length of the row and she/he finds it difficult to focus on other aspects of the row of beads, such as the quantitative aspect.
d. the child does not understand the point of the question, Do the two rows have the same number of chips, or does one row have more chips than the other?
Answer: c
Learning Objective: 8.3 Identify some strengths and limitations of preoperational thought in children's cognitive development.
Topic: Limitations of Preoperational Thought
Type: Conceptual
Difficulty: Medium

79. Conservation of continuous quantity is the conservation of
a. play dough.
b. weight.
c. area.
d. liquid.
Answer: d
Learning Objective: 8.3 Identify some strengths and limitations of preoperational thought in children's cognitive development.
Topic: Limitations of Preoperational Thought
Type: Conceptual
Difficulty: Medium

80. Approximately what ages are encompassed by the period of concrete operations?
a. 0 to 1 months
b. 2 to 6 years
c. 6 to 12 years
d. 13 years through adulthood
Answer: c
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: Middle-Childhood Intelligence: The Concrete Operational Period
Type: Factual
Difficulty: Easy

81. Concrete operational thinking is characterized by
a. hypothetical-deductive reasoning.
b. success on conservation tasks.
c. increasing egocentrism.
d. understanding the world through overt action.
Answer: b
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concrete Operational Period: A Sampling of Tasks
Type: Factual
Difficulty: Easy

82. Which of the following statements about the acquisition of conservation is true?
a. Different forms of conservation are mastered at different times.
b. The first form of conservation to be mastered appears in most American samples around age nine.
c. All forms of conservation are mastered within a period of three years.
d. Conservation is an accomplishment that is specific to males. Females rarely acquire conservation.
Answer: a
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concrete Operational Period: A Sampling of Tasks
Type: Factual
Difficulty: Easy

83. Different forms of conservation are mastered at different times. Which of the following is in the correct order from earliest to latest acquired?
a. Number, mass, weight
b. Mass, length, number
c. Weight, area, mass
d. Number, length, continuous quantity
Answer: a
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concrete Operational Period: A Sampling of Tasks
Type: Factual
Difficulty: Hard

84. Adrian is 6 years old. It is most likely that he has acquired which form of conservation?
a. Conservation of numbers
b. Conservation of letters
c. Conservation of weight
d. Conservation of length
Answer: a
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concrete Operational Period: A Sampling of Tasks
Type: Factual
Difficulty: Medium

85. According to Piaget, a child operates logically if she/he can
a. use representations.
b. consistently apply the same criteria when classifying objects.
c. think about an object as simultaneously belonging to both a subclass and a superordinate class.
d. engage in deferred imitation.
Answer: b
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concrete Operational Period: A Sampling of Tasks
Type: Conceptual
Difficulty: Medium

86. A preoperational child is presented with 8 blue beads and 5 yellow beads, all of which are wooden. When asked whether there are more blue beads or more wooden beads, a preoperational child is likely to respond:
a. “There are more blue beads.”
b. “There are more yellow beads.”
c. “There are more wooden beads.”
d. “There are more beads.”
Answer: c
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concrete Operational Period: A Sampling of Tasks
Type: Factual
Difficulty: Easy

87. Preoperational children are unable to solve class inclusion problems because they cannot
a. conserve.
b. count.
c. think about an object as simultaneously belonging to both a subclass and a superordinate class.
d. reverse their actions.
Answer: c
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concrete Operational Period: A Sampling of Tasks
Type: Conceptual
Difficulty: Easy

88. Understanding the logical necessity of the hierarchical structure of classes emerges during the
a. sensorimotor period.
b. formal operational period.
c. concrete operational period.
d. preoperational period.
Answer: c
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concrete Operational Period: A Sampling of Tasks
Type: Factual
Difficulty: Easy

89. A child, who possesses _____, will arrange 10 sticks, each of varying lengths, in an order where they vary either from smallest to largest or from largest to smallest.
a. seriation
b. conservation
c. transitivity
d. reversibility
Answer: a
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concrete Operational Period: A Sampling of Tasks
Type: Factual
Difficulty: Medium

90. A child who fails to appreciate that A< C, after being shown that A< B, and B<C, is showing an inability to appreciate
a. seriation.
b. conservation.
c. transitivity.
d. reversibility.
Answer: c
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concrete Operational Period: A Sampling of Tasks
Type: Factual
Difficulty: Medium

91. During Piaget's _____ period of development, a child would be able to arrange six sticks of differing lengths in a row from smallest to largest.
a. sensorimotor
b. formal operational
c. concrete operational
d. preoperational
Answer: c
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concrete Operational Period: A Sampling of Tasks
Type: Factual
Difficulty: Easy

92. How do operations differ from sensorimotor schemes?
a. Operations involve some form of action on the world.
b. Operations exist within a larger system of interrelated cognitive structures.
c. Operations involve internal actions.
d. Operations are generalizable.
Answer: c
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concept of Operations
Type: Factual
Difficulty: Medium

93. An important feature of concrete operational thought is _____, the ability to simultaneously keep in mind multiple aspects of a situation.
a. reversibility
b. compensation
c. negation
d. decentration
Answer: d
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concept of Operations
Type: Factual
Difficulty: Medium

94. Akshay understands that the change in the length of a row in a number conservation task is compensated for by the change in the spacing between the objects. In being able to keep both aspects of this situation in mind, Akshay is showing _____.
a. reversibility
b. seriation
c. decentration
d. negation
Answer: c
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concept of Operations
Type: Factual
Difficulty: Medium

95. Decentration means that children understand that while some features of a problem may change, others remain constant; that is, they appreciate the concept of _____.
a. reversibility
b. qualitative identity
c. negation
d. seriation
Answer: b
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concept of Operations
Type: Factual
Difficulty: Hard

96. _____ is Piaget's term for the power of operations to correct for potential disturbances and thus arrive at correct solutions to problems.
a. Reversibility
b. Seriation
c. Negation
d. Transitivity
Answer: a
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concept of Operations
Type: Factual
Difficulty: Medium

97. Sohee knows that a round ball of clay has the same amount of clay as a hot dog made of clay. She reasons that they have equal mass because, although the clay as a hot dog is much shorter than the ball, it is also much longer. Sohee is demonstrating the type of reversibility known as
a. inversion.
b. compensation.
c. negation.
d. identity.
Answer: b
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.

Topic: The Concept of Operations
Type: Conceptual
Difficulty: Medium

98. Eva administered a standard conservation of mass task to 7-year-old Juanita. After Juanita agreed that two balls of clay were of the same amount, Eva rolled one of the balls into a sausage. When Eva asked if the ball and the sausage still had the same amount of clay, Juanita said yes and used inversion (negation) to justify her answer. Which of the following is the justification Juanita gave?
a. "You didn't add any clay, and you didn't take any clay away, so the amount must be the same."
b. "If you rolled the sausage back into a ball you would see that it's still the same amount."
c. "The sausage is longer but the ball is taller."
d. "If you put them on a scale, the sausage and the ball would both weight the same."
Answer: b
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: The Concept of Operations
Type: Conceptual
Difficulty: Hard

99. Researchers have been able to demonstrate perspective-taking skills in children as young as
a. 12 months.
b. 18 months.
c. 24 months.
d. 36 months.
Answer: a
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: More on the Preoperational-Concrete Operational Contrast
Type: Conceptual
Difficulty: Medium

100. Researchers have demonstrated that children three years of age and younger have more advanced perspective-taking skills than Piaget had believed. What have researchers done to show this?
a. They have simplified some of the standard Piagetian tasks.
b. They have cited examples of how young children point in order to direct another's attention to an object.
c. They have pointed out that even young preschoolers adjust their speech with an appreciation of what the listener knows.
d. All of the alternatives are correct.
Answer: d
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: More on the Preoperational-Concrete Operational Contrast
Type: Conceptual
Difficulty: Medium

101. DeLoache and her colleagues have studied preschoolers' understanding of maps and scale models. In their research, preschoolers' inability to think about small Snoopy as being both a symbol for big Snoopy and as an object in itself is similar to
a. the inability for a non-conserver to think about height and width of a beaker simultaneously.
b. the inability of a preschooler to think about a red wooden bead as being simultaneously both red and wooden in the class inclusion problem.
c. the inability of a preschooler to think about "Stick A" as being simultaneously both bigger and smaller than other sticks in a seriation problem.
d. All of the alternatives are correct.
Answer: d
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: More on the Preoperational-Concrete Operational Contrast
Type: Conceptual
Difficulty: Medium

102. Dual representation refers to the realization
a. that relations can be reduced to logical necessities.
b. a superordinate class cannot be smaller than one of its subclasses.
c. that the world can be explored overtly and covertly, through thought.
d. that an object can be represented in two ways simultaneously.
Answer: d
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: More on the Preoperational-Concrete Operational Contrast
Type: Conceptual
Difficulty: Easy

103. Gelman (1972) found that 3-year-olds show an ability to conserve number. One criticism of studies such as Gelman's is that
a. methodological changes may bias younger children to give responses that appear to be evidence of conservation skills.
b. lower level perceptual mechanisms, rather than cognitive mechanisms of true conservation, may be responsible for the younger children's performance.
c. younger children may be sensitive to the deletion or addition of information, rather than conserving information across changes in a display.
d. All of the alternatives are correct.
Answer: d
Learning Objective: 8.4 Analyze the cognitive task masteries that characterize concrete operational thought.
Topic: More on the Preoperational-Concrete Operational Contrast
Type: Conceptual
Difficulty: Hard

104. Why are the operations used by children of middle childhood referred to as concrete operations?
a. Because mental actions are initiated by immediate reality.
b. Because mental actions are initiated by imagined realities.
c. Because mental actions are initiated by reflexive behaviour.
d. Because mental actions are easy to understand.
Answer: a

Learning Objective: 8.5 Explain the characteristics and outcomes of formal operations compared with concrete operations.
Topic: Characteristics of Formal Operational Thought
Type: Conceptual
Difficulty: Easy

105. The distinguishing feature of the formal operational period is
a. representational thought.
b. hypothetical-deductive reasoning.
c. mastery of tasks such as conservation, seriation, and class inclusion.
d. in-the-head-problem solving.
Answer: b
Learning Objective: 8.5 Explain the characteristics and outcomes of formal operations compared with concrete operations.
Topic: Characteristics of Formal Operational Thought
Type: Factual
Difficulty: Easy

106. A form of problem-solving characterized by the ability to generate and test hypotheses and draw logical conclusions from the results of tests is referred to as
a. representational thought.
b. hypothetical-deductive reasoning.
c. symbolic function.
d. relational reasoning.
Answer: b
Learning Objective: 8.5 Explain the characteristics and outcomes of formal operations compared with concrete operations.
Topic: Characteristics of Formal Operational Thought
Type: Factual
Difficulty: Easy

107. A family is planning their annual summer vacation and are trying to decide where to go and how to best divide their time to different activities. One of the children, Bryan, has many suggestions to offer, such as “If we go to Florida, then there will be activities for everyone. What if we stopped at many different places on our way there to please everyone?” It is likely that Bryan is _____ years old.
a. 6
b. 8
c. 10
d. 12
Answer: d
Learning Objective: 8.5 Explain the characteristics and outcomes of formal operations compared with concrete operations.
Topic: Characteristics of Formal Operational Thought
Type: Factual
Difficulty: Easy

108. In solving the pendulum problem,
a. formal operational thought is rarely used.
b. adult physics majors would probably be at a disadvantage.
c. one first needs to identify the potentially important variables such as weight and length.
d. All of the alternatives are correct.
Answer: c
Learning Objective: 8.5 Explain the characteristics and outcomes of formal operations compared with concrete operations.
Topic: A Research Example: Reasoning about Pendulums
Type: Conceptual
Difficulty: Medium

109. Recent research using natural science tasks have produced results suggesting that Piaget may have provided overly optimistic age norms for the development of
a. perspective-taking.
b. understanding cause-effect relations.
c. conservation.
d. formal operations.
Answer: d
Learning Objective: 8.5 Explain the characteristics and outcomes of formal operations compared with concrete operations.
Topic: More Recent Work on Formal Operations
Type: Conceptual
Difficulty: Easy

110. Researchers were interested in how students solved three tasks. The first task involved determining what factors influence the bending of a rod. The second task involved experimenting with different combinations of chemicals to determine which combination produced a yellow solution. The third task was the pendulum problem. These researchers were most likely studying the cognitive abilities of
a. preschoolers.
b. formal operational thinking.
c. scripts.
d. the influence of positive and negative reinforcement.
Answer: b
Learning Objective: 8.5 Explain the characteristics and outcomes of formal operations compared with concrete operations.
Topic: A Research Example: Reasoning about Pendulums
Type: Conceptual
Difficulty: Easy

111. Researchers were interested in how students solved three tasks. The first task involved determining what factors influence the bending of a rod. The second task involved experimenting with different combinations of chemicals to determine which combination produced a yellow solution. The third task was the pendulum problem. These researchers were most likely studying the cognitive abilities of
a. preschoolers.
b. elementary school students.
c. adolescents.
d. boys.
Answer: c

Learning Objective: 8.5 Explain the characteristics and outcomes of formal operations compared with concrete operations.
Topic: A Research Example: Reasoning about Pendulums
Type: Conceptual
Difficulty: Easy

112. Recent studies have found that modifications to Inhelder and Piaget's natural science tasks have resulted in improvements in reasoning among adults. Which is NOT one of these modifications?
a. Providing a hint or prompt
b. Using more extended training procedures
c. Showing how to solve the tasks during training
d. Varying the content of the tasks so that they become either familiar or interesting
Answer: c
Learning Objective: 8.5 Explain the characteristics and outcomes of formal operations compared with concrete operations.
Topic: More Recent Work on Formal Operations
Type: Factual
Difficulty: Medium

113. De Lisi and Staudt compared the formal operational reasoning skills of physics, English, and political science majors on tasks involving physics, literary analysis, and political concepts and found that
a. performance of the groups did not vary across tasks.
b. subjects showed the most sophisticated reasoning on the task that most closely matched their interests.
c. all groups performed worst on the physics problem.
d. the political science majors performed the worst on all problems.
Answer: b
Learning Objective: 8.5 Explain the characteristics and outcomes of formal operations compared with concrete operations.
Topic: More Recent Work on Formal Operations
Type: Factual
Difficulty: Medium

114. Criteria for stage theory include all of the following except:
a. There are qualitative as well as quantitative changes with development.
b. Stages occur in an invariant sequence.
c. All children reach the same stage at the same age.
d. Abilities determined by the same underlying structures should emerge at the same time.
Answer: c
Learning Objective: 8.6 Explain the general characteristics of Piaget's theory and evaluate the theory overall.
Topic: Evaluation of Piaget's Theory: Stages
Type: Factual
Difficulty: Medium

115. Findings of cross-cultural studies of Piagetian concepts suggest that
a. only children in western, industrialized cultures acquire the cognitive operations described by Piaget.
b. children in all cultures acquire the same cognitive skills, at the same ages, in the same order, and to the same degree.
c. specific experiences affect the development of Piagetian concepts.
d. it is not possible to conduct cross-cultural research using Piagetian tasks.
Answer: c

Learning Objective: 8.6 Explain the general characteristics of Piaget's theory and evaluate the theory overall.
Topic: Evaluation of Piaget's Theory: Universality
Type: Conceptual
Difficulty: Medium

116. With respect to Piagetian concepts, which has NOT been shown to be affected by culture?
a. The rate of development
b. The development of conservation
c. The final level of development
d. The order in which abilities emerge
Answer: b
Learning Objective: 8.6 Explain the general characteristics of Piaget's theory and evaluate the theory overall.
Topic: Evaluation of Piaget's Theory: Universality
Type: Factual
Difficulty: Easy

117. With respect to Piagetian concepts, which has NOT been shown to be affected by culture?
a. The development of object permanence
b. The rate of development
c. The final level of development
d. The order in which abilities emerge
Answer: a
Learning Objective: 8.6 Explain the general characteristics of Piaget's theory and evaluate the theory overall.
Topic: Evaluation of Piaget's Theory: Universality
Type: Factual
Difficulty: Easy

118. Atchkoué, a young First Nations girl from Canada, is being interviewed in her native language by a native speaker on conservation and object permanence. It is likely that she will perform _____ on this task than the rest of the Canadian children (who are not First Nations children) being interviewed for this research.
a. Less well
b. Better
c. The same (or equally as well)
d. Research using First Nations children is not valid
Answer: c
Learning Objective: 8.6 Explain the general characteristics of Piaget's theory and evaluate the theory overall.
Topic: Evaluation of Piaget's Theory: Universality
Type: Factual
Difficulty: Easy

119. According to Piaget, there are four causes of cognitive development. According to your textbook, every theory accepts in some way three of these four causes. The fourth cause is uniquely Piagetian. Which is it?
a. Biological maturation
b. Physical experience
c. Social experience
d. Equilibration
Answer: d
Learning Objective: 8.6 Explain the general characteristics of Piaget's theory and evaluate the theory overall.
Topic: Evaluation of Piaget's Theory: Cognitive Change
Type: Factual
Difficulty: Easy

120. In Piaget's theory, the biological process of self-regulation that propels the cognitive system to higher and higher levels of equilibrium is called
a. assimilation.
b. adaptation.
c. organization.
d. equilibration.
Answer: d
Learning Objective: 8.6 Explain the general characteristics of Piaget's theory and evaluate the theory overall.
Topic: Evaluation of Piaget's Theory: Cognitive Change
Type: Factual
Difficulty: Medium

121. Which of the following Piagetian concepts explains motivation and the upward, progressive direction of development?
a. Assimilation
b. Decentration
c. Equilibration
d. Horizontal decalage
Answer: c
Learning Objective: 8.6 Explain the general characteristics of Piaget's theory and evaluate the theory overall.
Topic: Evaluation of Piaget's Theory: Cognitive Change
Type: Factual
Difficulty: Medium

122. A mental grouping of different items into a single category on the basis of some underlying similarity is the definition of a
a. script.
b. concept.
c. schema.
d. icon.
Answer: b
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.

Topic: New Directions: Concepts
Type: Factual
Difficulty: Easy

123. Four-year-old children were shown pictures of a flamingo whose legs get cold at night and a bat whose legs stay warm at night. What would a child who was perceptually oriented say about the legs of a blackbird?
a. "Its legs will be warm."
b. "Its legs will be cold."
c. "I can't tell you."
d. "One leg will be warm and one leg will be cold."
Answer: a
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: New Directions: Concepts
Type: Conceptual
Difficulty: Medium

124. In the Gelman and Markman study, 4-year-old children were shown pictures of a flamingo whose legs get cold at night and a bat whose legs stay warm at night. What was their surprising finding?
a. Consistent with Piaget's ideas, these children are perception bound.
b. Consistent with Piaget's ideas, these children are conceptual thinkers.
c. In contrast with Piaget's ideas, these preschoolers were not perception bound.
d. In contrast with Piaget's ideas, these preschoolers were perception bound.
Answer: c
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: New Directions: Concepts
Type: Conceptual
Difficulty: Medium

125. Animism refers to the tendency to
a. endow inanimate objects with qualities of living things.
b. assume that all objects and events in the world were created by human beings.
c. believe that psychological phenomena have a real, material existence.
d. believe that one's identity can be changed by wearing a mask or changing clothes.
Answer: a
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: New Directions: Concepts
Type: Factual
Difficulty: Easy

126. Barbara doesn't want to leave her doll at home because she indicates that her doll will be sad and cry. This refers to
a. Assimilation
b. Conservation
c. Animism
d. Theory of mind
Answer: c

Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: New Directions: Concepts
Type: Factual
Difficulty: Easy

127. What concept is defined as thoughts and beliefs concerning the mental world?
a. False belief
b. Immanent justice
c. Theory of mind
d. Metamemory
Answer: c
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: Theory of Mind
Type: Factual
Difficulty: Easy

128. What concept is defined as the realization that people can hold beliefs that are not true?
a. Theory of mind
b. False belief
c. Immanent justice
d. Metamemory
Answer: b
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: Theory of Mind
Type: Factual
Difficulty: Easy

129. Alfred went to school and was surprised to learn that the big computer box in the corner of the play area held lost-and-found items rather than a computer. One day, Alfred's friend, Erika, lost her sweater. He told her to look in the play area. She didn't think of looking in the computer box, and Alfred was surprised. He thought that everyone knew that the computer box held lost items. Alfred did not understand
a. false belief.
b. animism.
c. decentration.
d. the realism-relativism distinction.
Answer: a
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: Theory of Mind
Type: Conceptual
Difficulty: Medium

130. Bobby's mother has a refrigerator magnet made of clay that resembles a piece of chocolate candy. Bobby believed it was a real piece of candy until he tried to take a bite out of it. Later, Bobby told his friend, Mike, that he knew it wasn't real candy all along. This is an example of
a. conservation of mass.
b. a failure to understand false belief.
c. deliberate lying.
d. false consensus.
Answer: b
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: Theory of Mind
Type: Conceptual
Difficulty: Medium

131. Bobby's mother has a refrigerator magnet made of clay that resembles a piece of chocolate candy. Bobby knows it isn't real candy. This is an example of
a. conservation of mass.
b. the appearance-reality distinction.
c. qualitative identity.
d. false consensus.
Answer: b
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: Theory of Mind
Type: Conceptual
Difficulty: Easy

132. Three-year-old Andy was in the hospital recovering from surgery. Andy told his mother that he needed the operation because he had
a. caught a virus when his sister sneezed.
b. appendicitis.
c. been bad.
d. drunk a glass of water that had been sitting beside a dead spider.
Answer: c
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: Theory of Mind
Type: Conceptual
Difficulty: Medium

133. Research has shown that most 5-year-olds demonstrate that they
a. understand what they know and how they know it.
b. can recapture how one of their own beliefs came to be instilled.
c. can appreciate which of their senses can pick up specific types of information.
d. are capable of all of the above.
Answer: d
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: Theory of Mind
Type: Conceptual
Difficulty: Medium

134. Research has shown that most 3-year-olds demonstrate that they
a. understand what they know and how they know it.
b. can recapture how one of their own beliefs came to be instilled.
c. believe they have always known clearly, recently-acquired facts.
d. are capable of all of the above.
Answer: c
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: Theory of Mind
Type: Conceptual
Difficulty: Easy

135. The ability to distinguish the social and nonsocial worlds is present from
a. birth.
b. 4 months.
c. 7 months.
d. the beginning of the preoperational period.
Answer: a
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: Theory of Mind
Type: Factual
Difficulty: Medium

136. Social referencing is demonstrated by young infants when they
a. follow the gaze of a favourite doll.
b. turn to a teddy bear for guidance about how to interpret a new situation.
c. look to an older sibling to judge how to react.
d. All of the alternatives are correct.
Answer: c
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: Theory of Mind
Type: Factual
Difficulty: Easy

137. Lan noticed that her 18-month old son, Huy, seems to read her cues by focusing his gaze on stimuli to which she diverts her own gaze. This tendency to enter into the attentional focus of another is called
a. cognitive referencing.
b. mimicry.
c. selective attention.
d. joint attention.
Answer: d
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: Theory of Mind
Type: Factual
Difficulty: Easy

138. Social referencing refers to the process by which one
a. influences and adjusts to another's behaviour, producing a smoothly running interactive system.
b. determines one's social status in a peer group.
c. uses information gained from other people's reactions and emotional expressions to regulate one's own behaviour.
d. adapts one's behaviour to fit with societal expectations.
Answer: c
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: Theory of Mind
Type: Factual
Difficulty: Medium

139. Several studies have reported _____correlation between number of siblings and false belief understanding.
a. a positive
b. a negative
c. a zero
d. a curvilinear
Answer: a
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: Theory of Mind
Type: Factual
Difficulty: Medium

140. Baby Leila is playing with her dad when he suddenly looks over towards the door. Leila notices he has turned his head, looks at him for a few moments then turns her head towards the door. This is an example of _____.
a. Social referencing
b. Joint attention
c. Divided attention
d. Appearance-reality distinction
Answer: b
Learning Objective: 8.7 Discuss and describe more recent research of children's cognitive development that has been influenced by Piaget's cognitive-developmental approach.
Topic: Theory of Mind
Type: Factual
Difficulty: Medium

141. "The accumulated knowledge of a people is encoded in their language and embodied in the physical artifacts, beliefs, values, customs, institutions, and activities passed down from one generation to the next" refers to
a. information processing.
b. culture.
c. long term memory.
d. sociobiology.
Answer: b
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.

Topic: The Social Origins of Thought
Type: Factual
Difficulty: Easy

142. An adult is interacting with a young child who is very close to mastering a new task. What type of scaffolding should the adult be using with this child?
a. Direct and explicit
b. Direct and implicit
c. Less direct and less challenging
d. Less direct and more demanding
Answer: d
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Social Origins of Thought
Type: Factual
Difficulty: Easy

143. Three themes in Vygotsky's writings have proved especially influential in guiding contemporary sociocultural theory and research. Which of the following is NOT one of them?
a. Individual mental development has its origins in social sources.
b. Human thought and action are mediated by cultural tools.
c. The study of mental functioning requires the study of change across multiple levels ranging from momentary learning to species history.
d. Individuals are responsible for their own mental development.
Answer: d
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Social Origins of Thought
Type: Factual
Difficulty: Medium

144. Which of the following is a Vygotskian concept that is defined as "the distance between what a child can accomplish independently and what the child can accomplish with the help of an adult or more capable peer"?
a. Zone of proximal development
b. Scaffolding
c. Guided participation
d. Shaping
Answer: a
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Social Origins of Thought
Type: Factual
Difficulty: Easy

145. Vygotsky's term for the difference between what children can accomplish themselves and what they can do with adult assistance is known as the
a. level of actual development.
b. zone of proximal development.
c. level of potential development.
d. zone of optimal development.
Answer: b
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Social Origins of Thought
Type: Factual
Difficulty: Easy

146. The concept of the zone of proximal development has been used in examining
a. the success of adult–child interactions in model copying tasks in which the child is required to copy what an adult model does.
b. learning numerical skills.
c. learning to use memory, planning, and strategies to solve problems.
d. All of the alternates are correct.
Answer: d
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Social Origins of Thought
Type: Factual
Difficulty: Medium

147. The form of teaching in which the more advanced partner continually adjusts the kind and level of help provided in response to the level of the learner's performance is known as
a. sensitive instruction.
b. modeling.
c. scaffolding.
d. reinforcement.
Answer: c
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Social Origins of Thought
Type: Factual
Difficulty: Easy

148. Barbara Rogoff (1990) coined the term _____ to describe the process by which young children become competent by participating in everyday, purposeful activities under the guidance of more experienced partners.
a. error-free learning
b. independent performance
c. guided participation
d. scaffolding
Answer: c
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Social Origins of Thought
Type: Factual

Difficulty: Medium

149. Which of the following is an incorrect statement about Vygotsky's concept of tools?
a. Tools always assume the form of representations (e.g., maps).
b. Tools can assume both representational and physical (e.g., computer) forms.
c. Children learn how to use tools through interactions with more experienced individuals.
d. Higher mental functions develop through children's use of tools.
Answer: a
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: Tools and Artifacts
Type: Conceptual
Difficulty: Easy

150. According to Vygotsky, tools such as maps and language allow children to develop _____,
a. higher mental functions
b. language.
c. a sense of community.
d. All of the alternatives are correct.
Answer: c
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: Tools and Artifacts
Type: Factual
Difficulty: Medium

151. Tim is five years old. In preparation for going to the park this morning, his mother verbally guides him as he attempts to tie his shoes, and she continues to guide him until he successfully ties his shoes. The type of development most relevant to this situation is _____ development.
a. ontogenetic
b. microgenetic
c. phylogenetic
d. cultural/historical
Answer: b
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Cultural-Historical Context of Development
Type: Conceptual
Difficulty: Easy

152. Which type of development focuses on the capabilities that distinguish humans from other animals?
a. Ontogenetic
b. Microgenetic
c. Phylogenetic
d. Cultural/historical
Answer: c
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Cultural-Historical Context of Development
Type: Factual
Difficulty: Easy

153. A researcher is interested in how children, moment-by-moment, go about solving a problem that is presented to them in the laboratory. What type of development is the researcher concerned with?
a. Ontogenetic
b. Microgenetic
c. Phylogenetic
d. Cultural/historical
Answer: b
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Cultural-Historical Context of Development
Type: Conceptual
Difficulty: Easy

154. Some researchers were interested in studying whether or not Sam and Sally "talk to themselves" as they work on difficult math problems. The researchers shot 20-minute videotapes of Sam and Sally as they worked on math problems when they were in the first grade, third grade, and finally the fifth grade. The 20-minute videos captured _____ development, and a comparison of the first, third, and fifth grade videotapes captured _____ development.
a. ontogenetic; microgenetic
b. microgenetic; phylogenetic
c. phylogenetic; cultural/historical
d. microgenetic; ontogenetic
Answer: d
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Cultural-Historical Context of Development
Type: Conceptual
Difficulty: Medium

155. A researcher says the following: "I believe that the mechanisms of change in cognitive development are mainly due to processes internal to the individual child." What theory do you think this researcher adheres to?
a. Vygotskian
b. Evolutionary
c. Social learning
d. Piagetian
Answer: d
Learning Objective 8.9 Compare and contrast the theories of Piaget and Vygotsky on the role of language in cognitive development.
Topic: Piaget and Vygotsky on Language and Thought
Type: Conceptual
Difficulty: Medium

156. Symbolic play includes
a. pretending with and without objects.
b. building structures out of blocks.
c. using a shovel to dig a hole in the ground.
d. sweeping the floor with a broom.
Answer: a

Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: Object Exploration, Tool Use, and Play
Type: Factual
Difficulty: Medium

157. There are research studies that suggest that early experience exploring objects may not be essential for normal cognitive development. Which statement supports this?
a. Access to toys is highly predictive of the intellectual capabilities of white North American children.
b. Access to toys is highly predictive of the intelligence test performance of Hispanic children.
c. Despite wide cultural differences in access to objects, infants the world over follow the same sequence of sensorimotor development and use the same procedures to manipulate and explore objects.
d. Infants in poor health continue to engage in toy play in all parts of the world.
Answer: c
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Role of Pretend Play
Type: Conceptual
Difficulty: Medium

158. A culture that focuses on the self's role within a broader social network, marked by an emphasis on interpersonal connectedness, social obligation, and conformity
a. has an independent orientation.
b. would tend to use object play as a means to teach infants about the world.
c. would tend to use object play as a means to teach infants how to explore the world on their own.
d. would most likely use object play as an opportunity to promote social interaction and affiliation.
Answer: d
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Role of Pretend Play
Type: Conceptual
Difficulty: Hard

159. Two children are "playing house," with one child acting as the mother and the other acting as her child. This is an example of
a. replica toy play.
b. imaginary companions.
c. solitary pretense.
d. sociodramatic play.
Answer: d
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Role of Pretend Play
Type: Factual
Difficulty: Easy

160. Which of the following is not an instance of pretend play?
a. Janie talks to her imaginary companion Beth while pouring her some tea.
b. Joey uses a banana as a telephone.
c. Billy constructs a big block tower with his friend Bart.

d. Jilly and her Mom ride an imaginary bus while Jilly acts as the driver.
Answer: c
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Role of Pretend Play
Type: Conceptual
Difficulty: Easy

161. Which of the following is not true about the emergence of pretend play?
a. It is affected by the significance that caregivers place on play as compared to other activities
b. It is affected by other cognitive developments such as memory
c. It is affected by the child's IQ level
d. It is affected by adults' beliefs about the value of play
Answer: c
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: Symbolic Play
Type: Factual
Difficulty: Medium

162. Which of the following is a correct statement about pretend play across cultures?
a. In some cultures children never engage in pretend play.
b. Children in all cultures engage in the same amount of pretend play.
c. There are wide variations in when, where, and how often pretend play occurs.
d. None of the alternatives are correct.
Answer: c
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Role of Pretend Play
Type: Factual
Difficulty: Medium

163. Vygotsky stated that "In play, a child is always above his average age, above his daily behaviour; in play it is as though he were a head taller than himself." This statement refers to the idea that
a. play functions as a zone of proximal development.
b. play is pure assimilation.
c. play promotes physical development.
d. play enables a child to regress.
Answer: a
Learning Objective: 8.8 Analyze the three main themes on which sociocultural approaches to development are based.
Topic: The Role of Pretend Play
Topic: Implications of Symbolic Play for Development
Type: Conceptual
Difficulty: Medium

164. Private speech is

a. speech that children produce and direct toward themselves during a problem solving activity.
b. more common when in isolation than when in groups.
c. usually loud and is never a whisper.
d. more common when confronted with impossible tasks.
Answer: a
Learning Objective: 8.9 Compare and contrast the theories of Piaget and Vygotsky on the role of language in cognitive development.
Topic: Private Speech
Type: Factual
Difficulty: Easy

165. Vygotsky viewed self-regulation as developing out of _____, a process he called "sociogenesis."
a. social pressure
b. the child's social interactions
c. genetic predisposition
d. rewards for successive approximations to desired responses
Answer: b
Learning Objective: 8.9 Compare and contrast the theories of Piaget and Vygotsky on the role of language in cognitive development.
Topic: Private Speech
Type: Factual
Difficulty: Easy

166. Which of the following is false about private speech?
a. Children with learning and behaviour problems tend to rely on private speech longer.
b. It is most evident at the beginning of a new task.
c. It occurs most often on tasks that are challenging.
d. It increases as children master a task.
Answer: d
Learning Objective: 8.9 Compare and contrast the theories of Piaget and Vygotsky on the role of language in cognitive development.
Topic: Private Speech
Type: Factual
Difficulty: Medium

167. You might expect a preschooler's private speech to decline in the following situation
a. When surrounded by peers who speak a foreign language
b. When surrounded by unfamiliar peers
c. When sitting alone at a table
d. All of the alternatives are correct
Answer: d
Learning Objective: 8.9 Compare and contrast the theories of Piaget and Vygotsky on the role of language in cognitive development.
Topic: Private Speech
Type: Factual
Difficulty: Medium

168. According to Vygotsky, private speech grows out of
a. the child's already existing language abilities.
b. the child's particular level of cognitive development.

c. children's interactions with parents and adults as they work together on tasks.
d. children's interactions with less experienced peers.
Answer: c
Learning Objective: 8.9 Compare and contrast the theories of Piaget and Vygotsky on the role of language in cognitive development.
Topic: Private Speech
Type: Factual
Difficulty: Easy

169. Based on material presented in the text, which of the following children shows the most cognitive maturity?
a. Sandy, who whispers to herself as she solves a challenging math problem.
b. Shannon, who used to use private speech but now rarely does, because this speech has become internalized.
c. Susan who has a learning problem and relies on private speech.
d. Soraya, who does not seem to use private speech, because she has been punished for making too much noise when she talks to herself.
Answer: b
Learning Objective: 8.9 Compare and contrast the theories of Piaget and Vygotsky on the role of language in cognitive development.
Topic: Private Speech
Type: Conceptual
Difficulty: Easy

170. A teacher is having difficulty explaining the process of photosynthesis to her class and so decides to use the whole-class discussion method. Which of the following should this teacher do?
a. Ask students to clarify or expand on their own reasoning for the class.
b. Explain photosynthesis to the whole class without any feedback from the students.
c. Be the only person to explain and evaluate the students' responses.
d. None of the alternatives are correct.
Answer: a
Learning Objective: 8.10 Evaluate the contributions of Piaget and Vygotsky to education.
Topic: Peer Learning in Classrooms
Type: Conceptual
Difficulty: Easy

171. A common problem associated with peer learning and whole class discussions is that
a. scaffolding is not effective in these formats.
b. children's explanations are too long and detailed.
c. teachers in North America prefer peer learning and whole class discussions over a teacher-lecturer format.
d. teachers in North America may be reluctant to use these approaches, because they are afraid that students may not be able to generate the correct answer if these approaches are used.
Answer: d
Learning Objective: 8.10 Evaluate the contributions of Piaget and Vygotsky to education.
Topic: Peer Learning in Classrooms
Type: Factual
Difficulty: Medium

172. The hypothesis-experiment-instruction method is most similar to a group taking a(n)
a. matching test.
b. essay test.
c. multiple choice test.
d. fill in the blank test.
Answer: c
Learning Objective: 8.10 Evaluate the contributions of Piaget and Vygotsky to education.
Topic: Peer Learning in Classrooms
Type: Conceptual
Difficulty: Medium

173. Which of the following is the best description of the hypothesis-experiment-instruction method?
a. The teacher provides a problem with several plausible solutions. Each student chooses one of the solutions, and there is a class discussion involving defending or refuting each alternative solution.
b. The teacher provides a problem and asks students to come up with the solution. The teacher provides the correct answer, and a student who got the correct answer stands up and defends it.
c. The teacher provides a problem with several plausible alternative solutions. The teacher lectures and provides a defence for the best alternative.
d. The teacher provides a problem and asks students to hypothesize about plausible alternative solutions. Students are rewarded for coming up with as many alternative solutions as they can.
Answer: a
Learning Objective: 8.10 Evaluate the contributions of Piaget and Vygotsky to education.
Topic: Peer-learning in Classrooms
Type: Factual
Difficulty: Medium

174. Two key variables that are highly associated with Japanese culture contribute to the success of the hypothesis-experiment-instruction method in Japan. These two key variables are:
a. passive participation by some of the students (thus allowing the more active students to lead the class) and acceptance of large class size.
b. teachers who create a classroom climate where students who have the wrong answers are not called on and embarrassed, and verbal students who avoid taking up class time by allowing the quiet students to speak.
c. the creation of a classroom climate where students feel comfortable making mistakes in front of their peers, and students who are predisposed to learn from their peers.
d. active participation by every student in the class and active direction by a teacher who consistently uses the lecture format.
Answer: c
Learning Objective: 8.10 Evaluate the contributions of Piaget and Vygotsky to education.
Topic: Peer learning in Classrooms
Type: Factual
Difficulty: Medium

Chapter 9 Cognitive Development: The Information-Processing Approach

Multiple Choice Questions

1. Which of the following statements is true?
a. Children are less accurate than adults in identifying perpetrators in police line-ups
b. Children are more accurate than adults in identifying perpetrators in police line-ups
c. Children are just as accurate as adults in identifying perpetrators in police line-ups

d. Children's memory capacity does not develop until the age of 12
Answer: c
Learning Objective: 9.1 Define the information-processing approach and describe three methods of studying information processing.
Topic: Chapter Introduction
Type: Conceptual
Difficulty: Easy

2. Which activities involve the psychological processes studied by information processing researchers?
a. Learning to read
b. Finding a street address
c. Figuring out how to open a locked door
d. All of the alternatives are correct.
Answer: d
Learning Objective: 9.1 Define the information-processing approach and describe three methods of studying information processing.
Topic: The Nature of the Information-Processing Approach
Type: Conceptual
Difficulty: Easy

3. The information processing perspective differs from the traditional learning view because information processing theorists are concerned with _____ rather than with _____, as are traditional learning theorists.
a. input into the sensory registers; external responses
b. the internal processes involved when information is processed; external stimuli and external responses
c. more recent phenomena; phenomena more familiar to the animal lab experimentalist
d. how information is processed to produce response output; permanent memory store
Answer: b
Learning Objective: 9.1 Define the information-processing approach and describe three methods of studying information processing.
Topic: The Flowchart Metaphor
Type: Conceptual
Difficulty: Easy

4. According to the flowchart metaphor, a teacher's goal is to get the pupils to store information in their
a. auditory registers.
b. sensory registers.
c. short-term memories.
d. long-term memories.
Answer: d
Learning Objective: 9.1 Define the information-processing approach and describe three methods of studying information processing.
Topic: The Flowchart Metaphor
Type: Conceptual
Difficulty: Easy

5. Ryan, a second grader, is practicing his spelling with his father when he comes across a new word he has not heard before. According to the flowchart metaphor, where does this new word that he has just heard enter first?
a. Visual register
b. Auditory register

c. Short-term memory (working memory)
d. Response-generating mechanism
Answer: b
Learning Objective: 9.1 Define the information-processing approach and describe three methods of studying information processing.
Topic: The Flowchart Metaphor
Type: Conceptual
Difficulty: Easy

6. Which statement below is false?
a. Humans and computers can be said to store representations of symbols.
b. Humans and computers can be said to manipulate symbols to solve problems.
c. Humans and computers are limited in the amount of information they can store and manipulate.
d. Humans can learn from experience and modify their rule systems in a progressively adaptive direction, however, computers cannot.
Answer: d
Learning Objective: 9.1 Define the information-processing approach and describe three methods of studying information processing.
Topic: The Computer Metaphor
Type: Factual
Difficulty: Medium

7. The term flowchart and the concept of a computer metaphor are related most to
a. learning theory.
b. the nurture perspective.
c. environmental/learning theory.
d. information processing.
Answer: d
Learning Objective: 9.1 Define the information-processing approach and describe three methods of studying information processing.
Topic: The Computer Metaphor
Type: Factual
Difficulty: Easy

8. _____ refers to programming a computer to perform a cognitive task in the same way in which humans are thought to perform it.
a. Computer programming
b. Computer simulation
c. Rule-encoding
d. Symbol manipulation
Answer: b
Learning Objective: 9.1 Define the information-processing approach and describe three methods of studying information processing.
Topic: The Computer Metaphor
Type: Factual
Difficulty: Easy

9. At the most specific level, the computer makes possible one of the prime methodologies of the information-processing approach,
a. computer programming.
b. symbol manipulation.
c. computer simulation.
d. rule-encoding.
Answer: c
Learning Objective: 9.1 Define the information-processing approach and describe three methods of studying information processing.
The Computer Metaphor
Type: Factual
Difficulty: Medium

10. The information-processing approach that is most similar to the complex system of neurons in the human brain is
a. the computer simulation model.
b. the flowchart model.
c. connectionism.
d. Case's operating space-short-term-storage space model.
Answer: c
Learning Objective: 9.1 Define the information-processing approach and describe three methods of studying information processing.
The Computer Metaphor
Type: Factual
Difficulty: Medium

11. Connectionist computer programs take the form of
a. microgenetic studies.
b. training studies.
c. parallel symbolic systems.
d. artificial neural networks.
Answer: d
Learning Objective: 9.1 Define the information-processing approach and describe three methods of studying information processing.
The Computer Metaphor
Type: Factual
Difficulty: Medium

12. The microgenetic technique is to the longitudinal approach as a
a. movie is to snapshots.
b. pen is to a pencil.
c. point is to a dot.
d. moon is to the sun.
Answer: a
Learning Objective: 9.1 Define the information-processing approach and describe three methods of studying information processing.
The Computer Metaphor
Type: Conceptual
Difficulty: Medium

13. The min strategy involves
a. programming computers to solve a problem in the smallest number of steps.
b. programming computers to simulate mathematical abilities in children.
c. counting up from the larger of two addends to arrive at a sum.
d. counting down from the larger of two addends to arrive at a sum.
Answer: c
Learning Objective: 9.1 Define the information-processing approach and describe three methods of studying information processing.
The Computer Metaphor
Type: Factual
Difficulty: Hard

14. Which approach allows a researcher to gather the most information about the path, rate, breadth, variability, and sources of cognitive change?
a. Cross sectional
b. Interview
c. Microgenetic
d. Correlational
Answer: c
Learning Objective: 9.1 Define the information-processing approach and describe three methods of studying information processing.
The Computer Metaphor
Type: Factual
Difficulty: Medium

15. What do information processing approaches have in common with Piaget's theory?
a. All agree that a complex system of mental rules underlies cognitive performance.
b. All subscribe to a stage model of development.
c. All emphasize environmental influences more than biological influences on development.
d. All attempt to explain and describe basic cognitive processes such as sensation, perception, and attention.
Answer: a
Learning Objective: 9.1 Define the information-processing approach and describe three methods of studying information processing.
Topic: Comparisons with Piaget
Type: Conceptual
Difficulty: Medium

16. Compared to Piaget's theory, most information processing theories tend to
a. be less concerned with process-oriented questions.
b. describe development in terms of broader stages.
c. be more domain-specific.
d. be less concerned with underlying psychological processes than behaviour.
Answer: c
Learning Objective: 9.1 Define the information-processing approach and describe three methods of studying information processing.
Topic: Comparisons with Piaget
Type: Conceptual
Difficulty: Easy

17. Event memory involves the use of
a. scripts for sequences of familiar actions or routine events in a familiar context.
b. pre-existing knowledge to interpret information that is taken in.
c. specific, personal, and long-lasting memories about the self.
d. a past stimulus when the stimulus is no longer present.
Answer: a
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Memory in Infancy
Type: Conceptual
Difficulty: Medium

18. Constructive memory involves the use of
a. scripts for sequences of familiar actions or routine events in a familiar context.
b. pre-existing knowledge to interpret information that is taken in.
c. specific, personal, and long-lasting memories about the self.
d. a past stimulus when the stimulus is no longer present.
Answer: b
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Memory in Infancy
Type: Conceptual
Difficulty: Medium

19. Eight-month-old David watched as his mother covered his favourite toy with a diaper. David later moved the diaper in order to retrieve his toy. In remembering where his toy was, David utilized
a. recall memory.
b. recognition memory.
c. constructive memory.
d. event memory.
Answer: a
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Memory in Infancy
Type: Conceptual
Difficulty: Easy

20. Suppose that you witnessed a hold-up at a bank, and you were later asked to identify the robber in a police line up. This identification of the robber from a line up of people involves
a. recall memory.
b. recognition memory.
c. constructive memory.
d. event memory.
Answer: b
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Memory in Infancy
Type: Conceptual
Difficulty: Easy

21. Suppose that you witnessed a hold-up at a bank, and you were later asked to help a police artist develop a sketch of the robber. You would rely on _____ to develop the sketch.
a. recall memory
b. recognition memory
c. constructive memory
d. event memory
Answer: a
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Memory in Infancy
Type: Conceptual
Difficulty: Easy

22. Rosita's baby sitter lives in an apartment complex with an unusual and striking entrance. Every morning when Rosita's father carries her through the entrance on the way to the sitter's apartment, Rosita begins to bounce and babble in excitement. Rosita's behaviour best illustrates
a. recall memory.
b. constructive memory.
c. recognition memory.
d. script memory.
Answer: c
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Memory in Infancy
Type: Conceptual
Difficulty: Easy

23. Victor's parents brought him to Disneyland when he was 5 years old. He relies on _____ to remember his trip.
a. Recognition memory
b. Autobiographical memory
c. Self-constructive memory
d. None of the alternatives are correct
Answer: b
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Memory in Infancy
Type: Conceptual
Difficulty: Easy

24. Habituation studies have been relied on to investigate the information processing abilities of nonverbal infants. Dishabituation or the _____ informs researchers about the infant's recognition memory.
a. recovery of response to a new stimulus
b. failure to habituate to a single stimulus
c. loss of interest in a single stimulus
d. infant's fatigue
Answer: a
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recognition Memory

Type: Conceptual
Difficulty: Medium

25. We can learn a lot about newborn memory capabilities through _____ studies.
a. habituation
b. classical conditioning
c. operant conditioning
d. All of the alternatives are correct.
Answer: d
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recognition Memory
Type: Conceptual
Difficulty: Easy

26. Studies that demonstrate newborns prefer to listen to stories and languages they were exposed to in utero provide evidence that very young infants are capable of
a. habituation.
b. classical conditioning.
c. recognition memory.
d. recall memory.
Answer: c
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recognition Memory
Type: Conceptual
Difficulty: Easy

27. The habituation paradigm is used to test _____ in infants.
a. recognition memory
b. generalizability
c. operant conditioning
d. recall
Answer: a
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recognition Memory
Type: Conceptual
Difficulty: Easy

28. The fact that babies as young as 2 months of age will kick their leg in order to make a mobile jump suggests that
a. even very young infants can be classically conditioned.
b. babies will emit behaviour simply to produce an interesting sight.
c. in order to serve as a reinforcer for infants, a consequence must satisfy a biological need.
d. habituation emerges very early in infancy.
Answer: b
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recognition Memory
Type: Conceptual

Difficulty: Medium

29. Flavie is 2 months old. Her parents have bought her a new play mat that includes a mobile. When kicked, the mobile will light up and play music. Which of the following statements is true?
a. Flavie will be able to learn that kicking the mobile will lead to an action
b. Flavie does not have enough memory capacity to remember this association
c. Flavie will use the mobile to prevent her from getting upset
d. All of the alternatives are correct
Answer: a
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recognition Memory
Type: Conceptual
Difficulty: Easy

30. One- and two-day-old infants received a sucrose solution. The sucrose served as an unconditioned stimulus that elicited the unconditioned response of sucking. The conditioned stimulus consisted of the experimenter stroking the baby's forehead immediately before the delivery of sucrose. The conditioned response is the
a. sucking in response to the sucrose alone.
b. sucking in response to the forehead stroking alone.
c. sucking in response to dextrose.
d. head turn toward the sucrose.
Answer: b
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recognition Memory
Type: Factual
Difficulty: Medium

31. One- and two-day-old infants received a sucrose solution. The sucrose served as an unconditioned stimulus that elicited the unconditioned response of sucking. Milliseconds before the delivery of sucrose, the experimenter stroked the baby's forehead. Eventually, to the stroke of the forehead, the baby would suck. The conditioned stimulus is
a. the stroke of the forehead.
b. the sucrose alone.
c. the experimenter.
d. dextrose.
Answer: a
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recognition Memory
Type: Factual
Difficulty: Medium

32. In their first half of life, infants' memories are not as developed as are those of older infants. Which modification to research procedures has resulted in the earliest indication of a long-term memory?
a. Employing speech stimuli
b. Employing dynamic, moving stimuli
c. Employing face stimuli
d. Employing mobiles as stimuli
Answer: a
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recognition Memory
Type: Factual
Difficulty: Medium

33. Using a dynamic, moving stimulus, Bahrick and Pickens showed a memory retention of up to three months in
a. newborns.
b. 2-month-olds.
c. 3-month-olds.
d. 5-month-olds.
Answer: c
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recognition Memory
Type: Factual
Difficulty: Medium

34. Three-month-old infants are exposed to the mobile procedure in which they learn to activate a mobile by kicking their legs. For about how long will the babies be able to remember the association between the kicking and the movement of the mobile?
a. 1 hour
b. 1 day
c. 1 week
d. 1 year
Answer: c
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recognition Memory
Type: Factual
Difficulty: Easy

35.Two groups of infants were exposed to the mobile procedure in which they learned to activate a mobile by kicking their legs. After 13 days, one group of infants watched as the experimenter jiggled the mobile over their heads. How did the infants in the two groups behave when placed in the mobile procedure at day 14?
a. Both groups did a moderate amount of kicking.
b. The infants who saw the mobile jiggled at day 13 kicked more than the babies who did not observe the jiggling.
c. The infants who did not see the mobile jiggled at day 13 kicked more than the babies who watched the experimenter jiggle the mobile.
d. Neither group appeared to remember the association between kicking their legs and the movement of the mobile.
Answer: b
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recognition Memory
Type: Factual
Difficulty: Medium

36. Infants were exposed to the mobile procedure in which they learned to activate a mobile by kicking their legs. After 13 days, they watched as the experimenter jiggled the mobile over their heads. In this experiment, _____ occurred when the mobile was jiggled.
a. memory loss
b. reactivation
c. cueing
d. crying
Answer: b
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recognition Memory
Type: Factual
Difficulty: Medium

37. _____ refers to the preservation of the memory for an event through reencounter with at least some portion of the event in the interval between initial experience and memory test.
a. Long-term memory
b. Reactivation
c. Memory-loss prevention
d. Activation
Answer: b
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recognition Memory
Type: Factual
Difficulty: Easy

38. Infants, age 12 to 24 months, were shown a series of pictures of various kinds of food, then given a choice of looking at either a previously unseen item from the food category (e.g., an apple) or an item from a new category (e.g., a chair). What were the findings of this study?
a. The infants looked longer at the chair than the apple, suggesting they had learned a general category of food and found a new category more interesting.
b. The infants looked longer at the apple than the chair, suggesting they had learned a general category of food and found it comforting to look at a familiar category.
c. The older infants looked longer at the chair, suggesting they had learned a general category of food, whereas the younger infants looked longer at the apple, suggesting they had not noticed a relationship among the food items presented previously.
d. The infants spent an equal amount of time looking at the chair and the apple, suggesting they had not noticed a relationship among the food items presented previously.
Answer: a
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recognition Memory
Type: Factual
Difficulty: Hard

39. If Alice is 17 months old, she should be able to remember information for approximately _____ weeks.
a. 3
b. 7
c. 9
d. 13
Answer: d
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recognition Memory
Type: Conceptual
Difficulty: Medium

40. Thirteen-month-olds can remember and imitate simple sequences of action such as how to give teddy a bath (first place in tub, then wash with a sponge, then dry with a towel). This example suggests that _____ have their origins in infancy.
a. scripts
b. categorization abilities
c. metamemory skills
d. problem-solving strategies
Answer: a
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recall Memory
Type: Conceptual
Difficulty: Easy

41. Matthew, a 14-month-old, has just watched his first deer hunting movie with his father. Research suggests that
a. If he sees a deer, he will not “remember” to pretend to shoot it because his memory is not yet developed
b. If he sees a deer, he will shoot it as in the hunting movie

c. He will know how to manipulate guns and hunting material because watching this movie has allowed him brain to make different associations (recall memory)
d. None of the alternatives are correct
Answer: b
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recall Memory
Type: Conceptual
Difficulty: Easy

42. The statement there is no autobiographical memory for the events of infancy refers to
a. prospective recall.
b. infantile amnesia.
c. retroactive memory.
d. the conjugate reinforcement technique.
Answer: b
Learning Objective: 9.2 Explain the information-processing model of memory, and trace developmental changes in the kinds of memory.
Topic: Recall Memory
Type: Factual
Difficulty: Medium

43. Three possible contributions to developmental improvement in memory that are considered by the text are
a. greater use of mnemonic strategies, greater knowledge about memory, and more powerful cognitive structures.
b. increase in eidetic memory, physiological changes in the brain, and increase in metamemory.
c. decrease in mnemonics, decrease in metamemory, and increase in adaptation.
d. elimination of the utilization deficiency, increase in production deficiency, and refined equilibration.
Answer: a
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: Memory in Older Children
Type: Factual
Difficulty: Easy

44. Techniques that people use in an attempt to help them remember something are called
a. metamemory.
b. scripts.
c. schemas.
d. mnemonic strategies.
Answer: d
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Strategies
Type: Factual
Difficulty: Easy

45. Tim was asked to remember pictures of a cow, truck, tree, car, dog, and flower. Tim rearranged the pictures into the following pairs: cow-dog, car-truck, and tree-flower during his study period. The pictures were then taken away, and Tim was asked to recall them. The fact that Tim used a mnemonic strategy but it didn't seem to help suggests that he has a
a. utilization deficiency.
b. production deficiency.
c. organization deficiency.
d. conceptual deficiency.
Answer: a
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Strategies
Type: Conceptual
Difficulty: Medium

46. Classic research by Flavell and his colleagues showed that most older children use rehearsal as a mnemonic strategy. Kamisha, as expected by Flavell's research, uses rehearsal to memorize verses for Sunday school each week. One day at school, her teacher asks her to memorize a short speech for a school assembly. Kamisha does not know how to begin memorizing this short speech. It doesn't occur to her to use rehearsal. This is an example of
a. utilization deficiency.
b. production deficiency.
c. organization deficiency.
d. conceptual deficiency.
Answer: b
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Strategies
Type: Conceptual
Difficulty: Easy

47. Marissa is undergoing neuropsychological testing and is being asked to remember a list of words. Which of the following is a strategy she might attempt to use to remember the words?
a. Utilization
b. Elaboration
c. Recall
d. None of the alternatives are correct
Answer: b
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Strategies
Type: Conceptual
Difficulty: Easy

48. Flavell and his colleagues asked 5-, 7-, and 10-year-olds to participate in a memory task. Each participant was shown an array of 7 pictures, and a subset of the 7 was pointed to on a given trial. The participants were told to remember the subset of pictures in order. These researchers found that:
a. there was a utilization deficiency; children who rehearsed did not remember more.
b. there was a production deficiency; children who knew how to rehearse didn't use rehearsal.
c. surprisingly, there was no age difference in performance.
d. surprisingly, even the 5-year-olds used elaboration.
Answer: b
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Strategies
Type: Conceptual
Difficulty: Medium

49. Two brothers, ages 3 and 6, are taking turns hiding the car keys from their mother. What memory strategies are the two brothers likely to use to help themselves remember where the car keys are?
a. The 3-year-old is likely to use rehearsal, whereas the 6-year-old will use elaboration.
b. The 3-year-old is likely to rehearse the location by repeating it out loud, whereas the 6-year-old is likely to silently rehearse the location.
c. The 3-year-old is not likely to rehearse the location whereas the 6-year-old may rehearse the location.
d. The 3-year-old is likely to use rehearsal, whereas the 6-year-old will simply remember the location without employing any strategies.
Answer: c
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Strategies
Type: Conceptual
Difficulty: Hard

50. Between age 6 and adolescence, children become increasingly likely to use mnemonics to remember a list of words such as cow, truck, tree, car, dog, flower, etc. The mnemonic that the youngest children would be most likely to use is
a. organizing them into abstract categories.
b. rehearsing the entire list out loud.
c. creating visual images that link the items.
d. elaboration.
Answer: b
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Strategies
Type: Factual
Difficulty: Medium

51. When compared to the performance of older children on memory tasks, younger children are
a. less likely to use any memory strategies.
b. more likely to limit rehearsal to items that are visually present.
c. less likely to use elaboration.
d. All of the alternatives are correct.
Answer: d

Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Strategies
Type: Factual
Difficulty: Easy

52. The last memory strategy to appear in children's repertoire is
a. elaboration.
b. organization.
c. categorization.
d. rehearsal.
Answer: a
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Strategies
Type: Factual
Difficulty: Easy

53. In one study, children as young as 3 years of age had to keep track of a toy dog that was hidden under one of several cups. What memory strategy did the children use to help them remember where the dog was hidden?
a. The children rehearsed the location out loud.
b. The children sat with their eyes and a finger fixed on the cup where the dog was hidden.
c. The children placed a raisin on top of the cup with the dog.
d. The children did not use any strategies to help them remember where the dog was hidden.
Answer: b
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Strategies
Type: Factual
Difficulty: Medium

54. Which of the following is the least mature mnemonic strategy?
a. Repeating the times-tables over and over again
b. Grouping to-be-remembered items into categories
c. Staring at and putting one's finger on a cup that momentarily covers the toy whose movements must be tracked
d. Linking a new, to-be-remembered item to a familiar image or story
Answer: c
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Strategies
Type: Conceptual
Difficulty: Medium

55. Mnemonic strategies that students use in an attempt to remember school material are
a. called study strategies.
b. typically acquired and mastered by the end of elementary school.
c. directly taught by teachers and are an established part of the curriculum.
d. called academic schemes.
Answer: a

Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Strategies
Type: Factual
Difficulty: Easy

56. Memory strategies appear to aid memory by
a. expanding the capacity of the sensory register.
b. strengthening neural connections.
c. overcoming information-processing limitations.
d. exercising the executive function.
Answer: c
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Strategies
Type: Factual
Difficulty: Medium

57. Knowing that you have an easier time remembering baseball statistics than the birthdates of relatives is an example of
a. social cognition.
b. metamemory.
c. a script.
d. habituation.
Answer: b
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Metamemory
Type: Conceptual
Difficulty: Easy

58. Metacognition refers to
a. knowledge about memory.
b. cognitions that are mathematical in nature.
c. thoughts about mental or psychological phenomena.
d. effects of a general knowledge system about how information is interpreted and remembered.
Answer: c
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Metamemory
Type: Conceptual
Difficulty: Easy

59. The kind of metamemorial knowledge that 6-year-olds possess includes
a. the understanding that, at McDonald's, you pay for your food before you eat it.
b. a clear recollection of the birth of a sibling when they were three years of age.
c. awareness that it is easier to remember the names of the children in their own kindergarten class than the names of children in a different class.
d. knowledge that The Incredibles are fictional characters.
Answer: c

Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Metamemory
Type: Conceptual
Difficulty: Medium

60. When asked how many items from a list of 10 they would be able to recall, more than half of the preschoolers and kindergarteners asked responded with an estimate of
a. 1.
b. 5.
c. 8.
d. 10.
Answer: d
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Metamemory
Type: Factual
Difficulty: Easy

61. Studies that examine the relationship between metamemory and performance on memory tasks suggest that
a. while practice on memory tasks improves performance, efforts to train children in various forms of metamemory have not improved performance on memory tasks.
b. as metamemory increases, memory performance decreases.
c. what children know about their memory processes is not always reflected in their actual behaviour.
d. what children know about their memory is highly predictive of how they will perform on a wide range of memory tasks.
Answer: c
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Metamemory
Type: Factual
Difficulty: Medium

62. What is the relationship between knowledge base and memory development?
a. Increases in knowledge base and improvements in memory develop in parallel but do not influence each other directly.
b. While increases in memory abilities lead to increases in knowledge, the reverse is not true.
c. As children acquire more knowledge, it becomes harder for them to remember new information.
d. As children acquire more knowledge, they understand more and hence remember more.
Answer: d
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Knowledge
Type: Conceptual
Difficulty: Easy

63. Constructive memory refers to
a. techniques that people use in an attempt to remember something.
b. thoughts that have constructive psychological phenomena as their target.
c. the preservation of the memory for an event through reencounter with at least some portion of the event in the interval between initial exposure to, and the time of recall about, the event.
d. effects of the general knowledge system on how information is interpreted and remembered.
Answer: d
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Knowledge
Type: Conceptual
Difficulty: Easy

64. Researchers interested in constructive memory study
a. how general knowledge affects memory.
b. the development of memory strategies.
c. how metamemory leads to improved memory performance.
d. how developmental increases in cognitive capacity lead to decreases in memory performance.
Answer: a
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Knowledge
Type: Conceptual
Difficulty: Easy

65. How do "constructive memory" processes change with age?
a. Children's memory becomes more accurate and less affected by prior knowledge.
b. Children become increasingly likely to rely on what they know to draw inferences beyond the information given.
c. Children draw fewer inferences from the information given.
d. As one's knowledge base increases, the ability to remember events literally (like a video recorder) increases.
Answer: b
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Knowledge
Type: Conceptual
Difficulty: Medium

66. Because of the nature of constructive memory,
a. memory ends up being a literal copy of what is experienced.
b. memory is fixed.
c. memory for an event can become distorted.
d. different individuals typically assimilate an event in the same way.
Answer: c
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Knowledge
Type: Conceptual
Difficulty: Easy

67. Karina, a five-year old, is shown some gender-stereotypical pictures that were reversed (for example, a boy playing with dolls and a girl playing with trucks and tractors). Based on recent research on constructive memory, what is Karina most likely to remember?
a. She is most likely to "correct" these images by saying that the boy was playing with the trucks and tractors and that the girl was playing with the dolls
b. She is going to remember all of the images correctly
c. She is most likely not to be able to remember a single item from the pictures because she is too young
d. None of the alternatives are correct
Answer: a
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Knowledge
Type: Conceptual
Difficulty: Easy

68. When Piaget and Inhelder asked 4- and 5-year-old children to draw their recollections of a seriated array they had seen 1 week earlier, their illustrations
a. suggested a more accurate understanding of seriation than is typically observed when preschoolers actually solve seriation problems.
b. included different errors than are typically observed when preschoolers actually solve seriation problems.
c. included the same errors observed when preschoolers actually solve seriation problems.
d. included far more errors than is observed when preschoolers have the opportunity to physically place sticks in serial order.
Answer: c
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Knowledge
Type: Factual
Difficulty: Medium

69. Which of the following influences constructive memory?
a. Cognitive level
b. Gender and ethnic stereotypes
c. Information stored in long-term-memory
d. All of the alternatives are correct.
Answer: d
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Knowledge
Type: Conceptual
Difficulty: Easy

70. Memory for the arrangement of chess pieces on a checkerboard has been used to assess
a. eyewitness memory.
b. expertise.
c. constructive memory.
d. utilization deficiency.
Answer: b
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.

Topic: The Role of Knowledge
Type: Factual
Difficulty: Easy

71. Controlled investigations into the reliability of children's eyewitness testimony suggest that
a. children are more likely to omit certain details than they are to introduce false information.
b. the younger the child (up to age 3), the more accurate the recall is likely to be.
c. young children are less likely to incorporate the implications of leading questions into subsequent testimony than are adults.
d. children appear to be particularly poor at memory for faces.
Answer: a
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Knowledge
Type: Factual
Difficulty: Medium

72. For the purposes of eyewitness testimonies, recall inaccuracies in children can be reduced by using
a. very specific questions.
b. a free-recall format.
c. mnemonic strategies.
d. a uniformed police officer to conduct all testimonial interviews.
Answer: b
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Knowledge
Type: Factual
Difficulty: Easy

73. Schneider et al. compared the performance of 10- to 13-year-olds and adults on a task involving memory for the layout of chess pieces on a chessboard. Half of the children and adults were chess experts and half were not. They found that the
a. adults outperformed the children, regardless of chess expertise, presumably because of the adults' larger short-term memory capacity.
b. child experts outperformed the adult novices because their knowledge of chess aided memory.
c. child experts performed as well as the adult novices, suggesting that knowledge can compensate for memory limitations.
d. child experts performed as well as adult novices when there were a few pieces on the board, but when many chess pieces were involved, the adult novices outperformed the children.
Answer: b
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Knowledge
Type: Factual
Difficulty: Medium

74. Schneider and colleagues compared memory for the arrangement of chess pieces in experts and novices. Participants were early adolescents and adults. They found that
a. the adults in the study remembered less than the early adolescents on other memory tests that did not rely on expertise in chess.
b. expertise had no effect on memory performance.
c. it seems that experts are less likely to use memory strategies effectively in the area of expertise.
d. older age was associated with better performance when chess expertise was not relevant to the task.
Answer: d
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Knowledge
Type: Conceptual
Difficulty: Medium

75. Robert, 3 years old and Jack, 6 years old, were both witnesses to a store robbery. Which of the following statements is true?
a. Both Robert and Jack will be able to provide very accurate descriptions of the thief
b. Jack is most likely to remember more accurate details of the event
c. Robert is most likely to remember more accurate details of the event
d. Jack is more suggestible to influence than Robert
Answer: b
Learning Objective: 9.3 Describe how memory develops in older children and the tools that contribute to this development of memory.
Topic: The Role of Knowledge
Type: Conceptual
Difficulty: Medium

76. By which age has it been demonstrated that infants have some sensitivity to numbers?
a. Shortly after birth
b. 3 months
c. 5 months
d. 12 months
Answer: a
Learning Objective: 9.4 Describe the development in the understanding of number from infancy to school age.
Topic: Infants' Response to Number
Type: Conceptual
Difficulty: Easy

77. In a series of studies, Wynn used Baillargeon's possible event-impossible event procedure to study 5-month-old infants' understanding simple addition and subtraction. Infants' reactions:
a. did not differ between possible and impossible event situations.
b. reflected surprise when possible events were depicted, but not when impossible events were depicted.
c. suggested that the infants have rudimentary arithmetic ability, but other interpretations of the findings are possible.
d. were difficult to interpret, because object permanence was a necessary skill that the 5-month-olds did not have yet.
Answer: c
Learning Objective: 9.4 Describe the development in the understanding of number from infancy to school age.
Topic: Infants' Response to Number

Type: Factual
Difficulty: Medium

78. Gallistel and Gelman (1992) have proposed that number skills in infants are due to the existence of
a. a preverbal counting mechanism that represents quantity.
b. preverbal arithmetic skills of subtraction and addition.
c. an unsuitable methodology that has led to the misinterpretation of simple perceptual preferences.
d. improvements in long-term memory.
Answer: a
Learning Objective: 9.4 Describe the development in the understanding of number from infancy to school age.
Topic: Infants' Response to Number
Type: Factual
Difficulty: Medium

79. Although many accept that 5-month-old infants have basic number concepts, children do not have an understanding of the underlying number principles until at least
a. 6 months of age.
b. 12 months of age.
c. 18 months of age.
d. 36 months of age.
Answer: d
Learning Objective: 9.4 Describe the development in the understanding of number from infancy to school age.
Topic: Preschool Developments
Type: Factual
Difficulty: Medium

80. Bailey, a 4-year-old, always recites numbers in the same order ("1, 3, 4, …). According to Gelman and Gallistel, which of the following counting principle is applied?
a. one-one
b. stable-order
c. abstraction
d. All of the alternatives are correct
Answer: b
Learning Objective: 9.4 Describe the development in the understanding of number from infancy to school age.
Topic: Preschool Developments
Type: Conceptual
Difficulty: Easy

81. Siegler and colleagues studied children's use of strategies on arithmetic problems and found that
a. children of a given age do not vary much in the strategies they prefer and the skill with which they execute those strategies.
b. children at any point in development may employ a number of different strategies, sometimes using one approach and at other times using another.
c. with development, there is a progression from less efficient to more efficient strategies, but this is the exception rather than the rule.
d. All of the alternatives are correct.
Answer: b

Learning Objective: 9.4 Describe the development in the understanding of number from infancy to school age.
Topic: Arithmetic
Type: Factual
Difficulty: Medium

82. Which of the following depicts the min strategy for solving 3 + 5?
a. Put up three fingers on one hand and five fingers on the other hand, and count 1, 2, 3, 4, 5, 6, 7, 8.
b. Count up from the larger addend (which is 5); say 6, 7, 8.
c. Say 3 + 5 is like 4 + 4, so it's 8.
d. Say the answer 8 and explain it by saying, I just knew it was 8.
Answer: b
Learning Objective: 9.4 Describe the development in the understanding of number from infancy to school age.
Topic: Arithmetic
Type: Factual
Difficulty: Easy

83. Siegler's overlapping waves model represents the fact that
a. different children, each of whom represents a wave, have different but overlapping waves of ability.
b. more than one strategy is available to solve arithmetic problems, and each strategy is used to a different degree at different points in one's development.
c. arithmetic ability is distributed like wave, and different age groups will have different crests.
d. older children may ebb and flow in their use of higher level arithmetic strategies.
Answer: b
Learning Objective: 9.4 Describe the development in the understanding of number from infancy to school age.
Topic: Arithmetic
Type: Conceptual
Difficulty: Medium

84. Most children have some grasp of the inversion principle by the time they reach the
a. end of infancy.
b. beginning of the preoperational period.
c. end of the preschool period.
d. end of childhood, upon reaching 18.
Answer: c
Learning Objective: 9.4 Describe the development in the understanding of number from infancy to school age.
Topic: Arithmetic
Type: Factual
Difficulty: Easy

85. To determine that a child can apply the inversion principle when solving arithmetic problems, Jeffrey Bisanz
a. used the Baillargeon possible event-impossible event procedure.
b. compared the length of time it took to solve inversion and standard arithmetic questions.
c. had children solve arithmetic problems using blocks rather than numerical symbols.
d. allowed children to use blocks of various sizes.
Answer: b

Learning Objective: 9.4 Describe the development in the understanding of number from infancy to school age.
Topic: Arithmetic
Type: Factual
Difficulty: Medium

86. Which response pattern should be evident in the child who uses inversion to solve applicable arithmetic problems?
a. The child states out loud that she/he is applying the principle of inversion.
b. Greater accuracy on the standard problems
c. A consistency in the application of a rule across problems
d. Greater accuracy on the inversion problems
Answer: d
Learning Objective: 9.4 Describe the development in the understanding of number from infancy to school age.
Topic: Arithmetic
Type: Factual
Difficulty: Easy

87. Jeffrey Bisanz found that, compared to their performances on standard arithmetic problems, preschoolers were _____ when solving the inversion problems.
a. faster
b. three times less accurate
c. only accurate
d. slower
Answer: a
Learning Objective: 9.4 Describe the development in the understanding of number from infancy to school age.
Topic: Arithmetic
Type: Factual
Difficulty: Easy

88. The dimension-change card sort is used to study
a. arithmetic ability.
b. stereotyped sex differences.
c. rule-based reasoning.
d. attention.
Answer: c
Learning Objective: 9.5 Analyze the abilities and skills children use to solve problems, and give examples of how research on problem solving can be applied.
Topic: The Development of Rules
Type: Factual
Difficulty: Easy

89. Research using the dimension-change card sort has demonstrated that
a. 3-year-olds are capable of rule-based problem solving, but with some definite limitations.
b. 3-year-olds have a difficult time on this task if the rules are changed the second time the game is played.
c. 3-year-olds do not embed simple rules within a more complex rule system.
d. All of the alternatives are correct.
Answer: d

Learning Objective: 9.5 Analyze the abilities and skills children use to solve problems, and give examples of how research on problem solving can be applied.
Topic: The Development of Rules
Type: Factual
Difficulty: Medium

90. Three-year-olds were shown pictures of blue cars, red cars, blue flowers, and red flowers. They were asked to sort the pictures into a stack of blue things and a stack of red things. They performed very well on this task. They were then asked to sort the same cards again, but this time they should make a stack of cars and a stack of flowers. What is the likely outcome?
a. Three-year-olds should be able to successfully sort the cards into a stack of cars and a stack of flowers.
b. Because of their limited conceptual ability, three-year-olds will not be able to distinguish between cars and flowers, and both stacks will be a mixture of cars and flowers.
c. Three-year-olds will probably repeat what they did before; they will sort the cards into blue things and red things.
d. Three-year-olds will ignore the directions and will make four stacks (blue cars, red cars, blue flowers, and red flowers).
Answer: c
Learning Objective: 9.5 Analyze the abilities and skills children use to solve problems, and give examples of how research on problem solving can be applied.
Topic: The Development of Rules
Type: Conceptual
Difficulty: Medium

91. Analogical reasoning
a. is a formal operational skill that does not appear until adolescence.
b. has been demonstrated in infants less than 18-months-old.
c. is also known as hypothetical-deductive reasoning.
d. must involve verbal material.
Answer: b
Learning Objective: 9.5 Analyze the abilities and skills children use to solve problems, and give examples of how research on problem solving can be applied.
Topic: Reasoning by Analogy
Type: Conceptual
Difficulty: Medium

92. Researchers have shown that most (60% of) infants can engage in analogical reasoning by the time they are
a. 5-6 months-old.
b. 11-13 months-old.
c. 12-18 months-old.
d. 24-months-old.
Answer: b
Learning Objective: 9.5 Analyze the abilities and skills children use to solve problems, and give examples of how research on problem solving can be applied.
Topic: Reasoning by Analogy
Type: Conceptual
Difficulty: Medium

93. Three-year-old children heard a story about a genie who needed to transport some jewels over a wall and into a bottle. The genie solved her problem by rolling up a piece of poster board so that it formed a tube, placing one end of the tube in the mouth of the bottle, and rolling the jewels through the tube and into the bottle. After hearing this story, three-year-old children
a. successfully generalized what they learned in this story to a similar story.
b. were able to suggest a similar solution to the Easter Bunny, who needed to transport his eggs across a river and into a basket on the other side.
c. showed that they could solve analogies.
d. were not able to suggest a similar solution to the Easter Bunny, who needed to transport his eggs across a river and into a basket on the other side. However, five-year-olds were able to suggest a similar solution to the Easter Bunny.
Answer: d
Learning Objective: 9.5 Analyze the abilities and skills children use to solve problems, and give examples of how research on problem solving can be applied.
Topic: Reasoning by Analogy
Type: Factual
Difficulty: Medium

94. The mechanism of cognitive change that is most closely related to attention is
a. encoding.
b. automatization.
c. strategy construction.
d. strategy selection.
Answer: a
Learning Objective: 9.6 Describe the mechanisms that have been proposed to account for cognitive change.
Topic: Cognitive Change
Type: Factual
Difficulty: Easy

95. The increase in the efficiency with which cognitive operations are executed as a result of practice is known as
a. strategy construction.
b. encoding.
c. activation.
d. automatization.
Answer: d
Learning Objective: 9.6 Describe the mechanisms that have been proposed to account for cognitive change.
Topic: Cognitive Change
Type: Factual
Difficulty: Easy

96. The mechanism of cognitive change that is most closely related to practice is
a. strategy construction.
b. encoding.
c. activation.
d. automatization.
Answer: d
Learning Objective: 9.6 Describe the mechanisms that have been proposed to account for cognitive change.

Topic: Cognitive Change
Type: Factual
Difficulty: Easy

97. The mechanisms of cognitive change favoured by information processing theorists include
a. equilibration and adaptation.
b. automatization, strategy construction, and strategy selection.
c. assimilation and accommodation.
d. imitation, modelling, and reinforcement.
Answer: b
Learning Objective: 9.6 Describe the mechanisms that have been proposed to account for cognitive change.
Topic: Cognitive Change
Type: Factual
Difficulty: Easy

98. Jennifer has to remember the grocery list which includes salt, sugar, cumin, milk, yogurt, cheese, apples, celery, and carrots. She remembers condiments, dairy, and produce. This example best illustrates
a. automatization.
b. encoding.
c. strategy construction.
d. strategy selection.
Answer: c
Learning Objective: 9.6 Describe the mechanisms that have been proposed to account for cognitive change.
Topic: Cognitive Change
Type: Conceptual
Difficulty: Easy

99. Out of the three major approaches to cognitive development, which is the approach that has been most successful at constructing precise models of the cognitive change process?
a. Piagetian
b. Information processing
c. Cognitive testing
d. Ethological
Answer: b
Learning Objective: 9.6 Describe the mechanisms that have been proposed to account for cognitive change.
Topic: Chapter Conclusion
Type: Factual
Difficulty: Easy
Chapter 10 Intelligence and Schooling

Multiple Choice Questions

1. The intelligence-test approach is also called the _____ approach.
a. psychometric
b. intellectual assessment
c. achievement test
d. bell curve

Answer: a
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Introduction

Type: Factual

Difficulty: Easy

2. An IQ test necessarily involves _____.
a. an evaluative component that is impossible to escape
b. not just differences but ordered differences
c. racial bias
d. both a and b

Answer: d
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Introduction

Type: Conceptual

Difficulty: Hard

3. One reason why the psychometric approach has been more controversial than Piaget's approach is that
a. Piaget's emphasis was on goals of development, and the psychometric approach emphasized similarities in children's development.
b. the psychometric approach identifies ordered differences in children's intelligence level, whereas Piaget emphasized individual differences in rates of growth.
c. the psychometric approach identifies ordered differences in children's intelligence level, whereas Piaget emphasized similarities in children's development.
d. Piaget's emphasis is on evaluation, whereas the psychometric approach emphasizes norms.

Answer: c
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Introduction

Type: Factual

Difficulty: Easy

4. Which of the following approaches has provided the most practical applications (i.e., is most pragmatic)?
a. Sociocultural
b. Psychometric
c. Piagetian
d. Information processing

Answer: b
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Introduction

Type: Factual

Difficulty: Easy

5. How does the intelligence test approach to cognitive development differ from both the Piagetian and information processing perspectives?
a. The intelligence test approach is more scientific.
b. The intelligence test approach emphasizes individual differences in children's intelligence.
c. The intelligence test approach emphasizes basic processes.
d. The intelligence test approach emphasizes the origins of knowledge.

Answer: b
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Introduction

Type: Factual

Difficulty: Easy

6. The psychometric approach differs from the Piagetian and information processing approaches in which way?
a. It is normative rather than idiographic.
b. It does not allow us to make value judgments about children.
c. It can make a difference in a child's life (e.g., what kind of schooling he will receive).
d. It is the most theoretically-based approach.

Answer: c
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Introduction

Type: Conceptual

Difficulty: Easy

7. The first successful intelligence test was invented
a. in Paris by Jean Piaget.
b. at Stanford University by David Wechsler.
c. in Paris by Alfred Binet and Theodore Simon.
d. in the Soviet Union by Lev Vygotsky.

Answer: c
Learning Objective 10.1 Explain how intelligence traditionally is defined and measured.

Topic: The Binet Approach to Measuring Intelligence

Type: Factual

Difficulty: Easy

8. The purpose of the first intelligence test was to
a. determine admittance to Stanford University.
b. assess fitness for military service during World War I.
c. distinguish between children who could succeed in school with additional help and those incapable of succeeding within the normal school curriculum.
d. serve as a research tool in assessing whether intelligence is due primarily to genetic or environmental influences.

Answer: c
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: The Binet Approach to Measuring Intelligence

Type: Factual

Difficulty: Medium

9. Items included on the original intelligence tests were
a. based on Piaget's theory of cognitive development.
b. selected on the basis of how well they distinguished between academically successful and unsuccessful children.
c. derived from the information processing approach to cognition.
d. adapted from children's problem-solving behaviour in natural environments.

Answer: b
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: The Binet Approach to Measuring Intelligence

Type: Factual

Difficulty: Medium

10. How is the current version of the Stanford-Binet similar to the original intelligence test?
a. It is a global measure of intelligence.
b. It is a test of adult intelligence.
c. It is divided into a verbal scale and a performance scale.
d. It includes only nonverbal questions.

Answer: a
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: The Binet Approach to Measuring Intelligence

Type: Factual

Difficulty: Easy

11. One characteristic common to all standardized tests of intelligence is that the IQ scores are
a. a function of how the child’s performance compares with the performance of other children of the same age.
b. likely to increase with age.
c. all above average.
d. based on an absolute metric of intelligence, the Stanford-Binet.

Answer: a
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: The Binet Approach to Measuring Intelligence

Type: Factual

Difficulty: Medium

12. How do the Wechsler tests differ from the Stanford-Binet?
a. The Wechsler tests assess the quality of children's home environment.
b. The Wechsler tests measure childhood intelligence.
c. The Wechsler tests measure everyday reasoning, not academic skills.
d. The Wechsler tests are divided into four scales assessing different aspects of intellectual functioning.

Answer: d
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Other Tests of Childhood Intelligence

Type: Factual

Difficulty: Easy

13. The Wechsler Intelligence Scale for Children (4^{th} edition) measures perceptual reasoning by items that include
a. testing vocabulary and general information.
b. reproducing a design using coloured blocks.
c. short-term memory and mental arithmetic.
d. copying symbols paired with numbers.

Answer: b
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Other Tests of Childhood Intelligence

Type: Factual

Difficulty: Medium

14. The Wechsler Intelligence Scale for Children (4^{th} edition) measures processing speed by items that include
a. testing vocabulary and general information.
b. reproducing a design using coloured blocks.
c. short-term memory and mental arithmetic.
d. copying symbols paired with numbers.

Answer: d
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Other Tests of Childhood Intelligence

Type: Factual

Difficulty: Medium

15. John is undergoing intelligence testing in the context of a neuropsychological evaluation. The psychologist informs him that his working memory is in the average range for his age. How did the psychologist test this?

a. testing his vocabulary and general information
b. reproducing a design using coloured blocks.
c. short-term memory and mental arithmetic.
d. copying symbols paired with numbers.

Answer: c
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Other Tests of Childhood Intelligence

Type: Conceptual

Difficulty: Medium

16. The Kaufman Assessment Battery for Children
a. is not an IQ test.
b. is criticized for being culturally biased.
c. is based on information-processing conceptions of intelligence.
d. is not theoretically based.

Answer: c
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Other Tests of Childhood Intelligence

Type: Factual

Difficulty: Medium

17. The Bayley Scales of Infant Development measure
a. only motor skills such as muscular coordination.
b. only mental skills such as memory and sensory-perceptual acuity.
c. mental skills and language development.
d. motor skills and mental skills.

Answer: d
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Other Tests of Childhood Intelligence

Type: Factual

Difficulty: Medium

18. Cathy is 18 months old and is undergoing testing by a psychologist to evaluate whether she is suffering from an intellectual disability or not. What test is the psychologist most likely to use?
a. The Wechsler Intelligence Scale for Children (WISC-IV)
b. The Wechsler Preschool and Primary Scale of Intelligence (WPPSI-III)
c. The Bayley Scales of Development
d. All of the above alternatives are correct

Answer: c
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Other Tests of Childhood Intelligence
Type: Conceptual
Difficulty: Medium

19. Bill, who is 30 months old, has just been administered the Bayley Scales of Development. He obtained average results on all of the subscales. What does this predict?
a. Bill is of average intelligence
b. Bill will score in the average range on later IQ tests
c. Bill suffers from intellectual disability
d. No later IQ score can be predicted from the Bayley scales

Answer: d
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Other Tests of Childhood Intelligence
Type: Conceptual
Difficulty: Medium

20. Test reliability refers to
a. how well a test predicts a child's performance in school.
b. whether a test measures what it is supposed to measure.
c. whether repeated presentations of the test yield consistent results.
d. whether the test is correlated with school achievement.

Answer: c
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Evaluating Intelligence Tests

Type: Factual

Difficulty: Easy

21. To determine criterion validity, we must specify a/an _____ measure of the attribute we are attempting to assess.
a. reliable
b. consistent
c. unrelated
d. external

Answer: d
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Evaluating Intelligence Tests

Type: Conceptual

Difficulty: Medium

22. The most common external criterion applied to intelligence tests has been
a. school performance.
b. performance on the Stanford-Binet.
c. response to novelty and automatization of processing.
d. success at solving problems in the natural environment.

Answer: a
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Evaluating Intelligence Tests

Type: Factual

Difficulty: Easy

23. The average correlations between school performance and scores on the Stanford-Binet are around
a. .5.
b. .85.
c. .9.
d. 1.00.

Answer: a
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Evaluating Intelligence Tests

Type: Factual

Difficulty: Easy

24.Which of the following accurately reflect this textbook teachings on IQ tests?
a. IQ tests tap cognitive skills that are universally important.
b. IQ tests do measure something of what we mean by intelligence in our culture.
c. Unfortunately, there are no alternatives to IQ within the psychometric tradition.
d. The correlation between IQ and academic performance is 1.00.

Answer: b
Learning Objective: 10.1 Explain how intelligence traditionally is defined and measured.

Topic: Evaluating Intelligence Tests

Type: Factual

Difficulty: Medium

25. Factor analysis is a statistical technique used to assess
a. reaction time.
b. the organization or structure of intelligence.
c. automatization of processing.
d. reliability of IQ.

Answer: b
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Organization of Intelligence

Type: Factual

Difficulty: Easy

26. The earliest proponent of the general intelligence view was
a. Charles Spearman.
b. Louis Thurstone.
c. J. P. Guilford.
d. Arthur Jensen.

Answer: a
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Organization of Intelligence

Type: Factual

Difficulty: Easy

27. In Charles Spearman's theory, “g” stands for
a. general intelligence.
b. specific intelligence.
c. motivation level.
d. genetic background.

Answer: a
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Organization of Intelligence

Type: Factual

Difficulty: Medium

28. The consistent finding of positive correlations among different measures of intelligence is MOST supportive of the idea that
a. there is no such thing as general intelligence.
b. intelligence is genetically determined.
c. cultural influences on intelligence are minimal.
d. intelligence is one unitary trait.

Answer: d
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Organization of Intelligence

Type: Conceptual

Difficulty: Easy

29. The fact that correlations among different measures of intelligence are far from perfect MOST strongly supports that idea that
a. intelligence is one unitary trait.
b. the most intelligent individuals possess the greatest number of intelligences.
c. specific subskills of intelligence exist.
d. intellectual ability is largely determined by genetics.

Answer: c
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Organization of Intelligence

Type: Conceptual

Difficulty: Easy

30. How is intelligence portrayed in a hierarchical model of intelligence?
a. Intelligence is seen as a single unitary trait.
b. There is a general kind of intelligence that distinguishes people, but also many specific subskills underneath the general ability.
c. Individuals are placed along a hierarchy of how many different kinds of intelligence they possess.
d. Different kinds of intelligence are believed to reflect the evolution of different brain structures.

Answer: b
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Organization of Intelligence

Type: Factual

Difficulty: Medium

31. What is the most common explanation given for the fact that infant intelligence is a poor predictor of later intelligence?
a. Infant intelligence tests are not reliable measures of infant intelligence.
b. Intelligence in later childhood is solely the product of environmental influences, so one would not expect high correlations between infant intelligence, which may be attributed to genetic influences, and later intelligence.
c. Childhood measures of intelligence are not valid measures of childhood intelligence.
d. Intelligence in infancy requires different skills than later intelligence.

Answer: d
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Stability of IQ

Type: Conceptual

Difficulty: Medium

32. The argument that there is discontinuity between the nature of intelligence in infancy and childhood is not supported by research on
a. higher order thinking.
b. abstract thinking.
c. response to novelty.
d. sensorimotor skills.

Answer: c
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Stability of IQ

Type: Factual

Difficulty: Medium

33. The Fagan Test of Infant Intelligence does not measure
a. looking time.
b. response to novelty.
c. a variable that shows continuity between infancy and childhood.
d. motor skills.

Answer: d
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Stability of IQ

Type: Conceptual

Difficulty: Easy

34. Your baby nephew seems to be very alert and responds very quickly to novelty. For instance, he'll show an especially strong visual preference for a new toy or object compared with a more familiar one. According to your text, your nephew and other babies like him tend to do

a. well on later IQ tests.

b. poorly on later IQ tests because they have difficulty focusing.

c. particularly well on later spatial reasoning tests.

d. particularly well on later verbal reasoning tests.

Answer: a
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Stability of IQ

Type: Conceptual

Difficulty: Medium

35. Adam's IQ was assessed when he was 3, 6, 9, 12, 15, and 18 years of age. Which of the following is most likely?
a. Adam's IQ at age 3 is not as good a predictor of his IQ at age 18 as his IQ at age 12 is.
b. Adam's IQ will be stable from age 3 to 18.
c. Adam's IQ ranking in comparison to his cohort will be consistent across time.
d. Adam's IQ will fluctuate more when he is older than when he is younger.

Answer: a
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Stability of IQ

Type: Conceptual

Difficulty: Medium

36. Longitudinal studies of IQ change during childhood suggest that
a. some children may show shifts in IQ as large as 40 points or more.
b. the majority of children show shifts in IQ at least as large as 30 points.
c. most children show increases in IQ over the course of childhood.
d. the average correlation between IQ measured at age 3 and that at age 18 is approximately .80.

Answer: a
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Stability of IQ

Type: Factual

Difficulty: Easy

37. Which of the following issues is relevant to a discussion of IQ?
a. Normative versus idiographic
b. Continuity versus discontinuity
c. Nature versus nurture
d. All of the alternatives are correct.

Answer: d
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Origins of Individual Differences

Type: Factual

Difficulty: Medium

38. It is difficult to separate environmental and genetic influences on IQ even in studies of adopted children because
a. although the separation of mother and infant does not always occur at birth, the biological mother provides none of the postbirth environment.
b. the adoptive mother makes important prenatal environmental contributions to intelligence.
c. adoption agencies often try to match characteristics of adoptive parents with those of biological parents.
d. All of the alternatives are correct.

Answer: c
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Origins of Individual Differences

Type: Factual

Difficulty: Medium

39. Adoption studies suggest that IQ scores of adopted children
a. correlate more strongly with the IQs of their adoptive parents than the IQs of their biological mother.
b. are lower, on average, than those of children reared with their biological parents.
c. correlate more strongly with the IQ of their biological mother than the IQ of their adoptive parents.
d. are highly correlated with their non-biological siblings.

Answer: c

Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Origins of Individual Differences

Type: Factual

Difficulty: Easy

40. Tamara is an adopted child. Studies suggest her performance on intelligence tests will likely
a. be above 100.
b. correlate more strongly with the IQ scores of her adoptive parents than her biological parents.
c. remain below average throughout childhood and adulthood.
d. correlate more strongly with the IQ of her adoptive siblings than the IQ of her biological mother.

Answer: a
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Origins of Individual Differences

Type: Factual

Difficulty: Medium

41. A plausible explanation for the fact that adopted children have higher than average IQ scores is that
a. being separated from one's biological parents controls for the effects of genes.
b. adoption removes the confound of genes and environment.
c. early rearing experiences are less important.
d. adoptive parents tend to be highly motivated.

Answer: a
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Origins of Individual Differences

Type: Factual

Difficulty: Medium

42. The conclusion to be drawn in studies of adopted children is that
a. both genetic and environmental influences play a role in the development of intelligence.
b. the level of intelligence an individual attains is due primarily to genetic factors.
c. the level of intelligence an individual attains is due primarily to environmental factors.
d. biological mothers of adopted children tend to have, on average, lower IQs than other mothers.

Answer: a
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Origins of Individual Differences

Type: Factual

Difficulty: Medium

43. The strongest support for a large genetic influence on IQ would be provided by
a. a high positive correlation between the IQs of separated monozygotic twins who were separated at birth and who grew up in extremely different environments.
b. a high positive correlation between the IQs of dizygotic twins who were raised together.
c. a higher positive correlation between the IQs of adopted children and their adoptive parents than between adopted children and their biological parents.
d. a high positive correlation between the IQs of nonbiological siblings raised together.

Answer: a
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Origins of Individual Differences

Type: Conceptual

Difficulty: Hard

44. Heritability refers to
a. the proportion of genes associated with a given trait such as intelligence.
b. the proportion of variance in a trait that can be attributed to genetic variance in the sample being studied.
c. the rate at which a given trait is shared by siblings.
d. the probability that a child will inherit a given trait from his or her parents.

Answer: b
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Origins of Individual Differences

Type: Factual

Difficulty: Medium

45. The most widely accepted contemporary estimate of heritability of IQ is around
a. .8
b. 80% of IQ.
c. .4 to .7
d. 0.

Answer: c
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Origins of Individual Differences

Type: Factual

Difficulty: Medium

46. What does the heritability statistic estimate?
a. The extent to which differences among people on a given trait come from differences in their genes as opposed to differences in their environments
b. The degree of physical similarity between parents and offspring
c. The extent to which environments within a sample are free to vary
d. The likelihood of inheriting a given trait from one's parents

Answer: a
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Origins of Individual Differences

Type: Factual

Difficulty: Medium

47. The heritability of IQ in a given sample is .80. What does that figure tell us about the heritability of IQ in an entirely different sample?
a. The heritability of IQ is likely to be .80.
b. Knowing the heritability of IQ in one sample tells us nothing for certain about the heritability of IQ in an entirely different sample.
c. Genetic influences on IQ are greater than environmental influences in all samples.
d. The proportion of each individual's IQ that is due to heredity is 80%.

Answer: b
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Origins of Individual Differences

Type: Conceptual

Difficulty: Medium

48. Performance on IQ tests has improved steadily ever since the tests were first introduced, with an average gain of about 3 points per decade. This phenomenon is called the
a. Flynn effect.
b. contiguity effect.
c. cohort effect.
d. heritability effect.

Answer: a
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Origins of Individual Differences

Type: Factual

Difficulty: Easy

49. Within-group genetic differences in IQ provide _____ between-group differences in the heredity of IQ.
a. a good estimate of
b. a reasonable estimate of
c. a poor estimate of
d. no direct evidence for

Answer: d
Learning Objective: 10.2 Understand the organization and stability of intelligence, and the origins of individual differences.

Topic: Origins of Individual Differences

Type: Conceptual

Difficulty: Hard

50. Sameroff et al. followed a sample of children from age 4 to 14 and found that
a. IQ was negatively related to a number of risk factors.
b. risk factors were not related to IQ, demonstrating that environment has little impact on IQ.
c. risk factors were important at age 4 but had no relation to IQ later on.
d. the number of risk factors was positively correlated with age.

Answer: a
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.
Topic: Longitudinal Studies

Type: Factual

Difficulty: Easy

51. Which of the following is true about the influence of risk factors on children's IQ scores?

a. Risk factors can also have an impact on later language development and school performance

b. It is the accumulation of different forms of risk that is most detrimental

c. Risk factors are correlated with children's IQ

d. All of the alternatives are correct.

Answer: d
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Longitudinal Studies

Type: Factual

Difficulty: Medium

52. In the longitudinal study of Robert McCall and his colleagues, children who increased in IQ tended to have parents who
a. did not emphasize intellectual acceleration but used moderately severe punishment.
b. did not emphasize intellectual acceleration but scored high in their use of punishment.
c. emphasized intellectual acceleration and scored high in their use of punishment.
d. emphasized intellectual acceleration and were intermediate in their use of punishment.

Answer: d

Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Longitudinal Studies
Type: Factual
Difficulty: Medium

53. The HOME instrument is used to assess
a. safety features in the homes of day-care providers.
b. the quality of a child's home environment.
c. marital quality in families with young children.
d. the appropriateness of families seeking to adopt children.

Answer: b
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Research with The HOME

Type: Factual

Difficulty: Easy

54. The HOME scales developed by Caldwell and Bradley assess the quality of the home environment by
a. asking mothers and fathers to complete a questionnaire regarding parenting practices.
b. observing mother-child, father-child, and sibling interaction during repeated observation sessions in the home.
c. interviewing the mother and observing the mother-child interaction.
d. having trained inspectors complete a checklist of safety features in the home.

Answer: c
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Research with The HOME

Type: Factual

Difficulty: Medium

55. The HOME instrument assesses quality of the child's environment at which age?
a. infancy
b. preschool
c. middle childhood and adolescence
d. All of the alternatives are correct.

Answer: d
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Research with The HOME

Type: Factual

Difficulty: Easy

56. What is one caution to keep in mind about the HOME scores and IQ?

a. HOME scores do not adequately reflect the child's home environment

b. HOME scores are not only a reflection of environmental factors but also genetic ones

c. There are no versions of the HOME instrument for older children

d. Parents never act naturally when being observed by researchers in their home

Answer: b
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Research with The HOME

Type: Conceptual

Difficulty: Medium

57.Studies that evaluate environmental influences on IQ using the HOME have found that
a. HOME scores during infancy correlate with infant intelligence.
b. HOME scores at the end of infancy correlate with IQ at age 4.
c. HOME scores during infancy are related to later school performance.
d. All of the alternatives are correct

Answer: d
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Research with The HOME

Type: Factual

Difficulty: Medium

58. Dr. Reggie, a developmentalist, wants to study the quality of internationally-adopted children's homes compared to homes with families raising their biological children. Which measure will he use?
a. The Wechsler Intelligence Scale for Children (WISC-IV)
b. The Wechsler Preschool and Primary Scale of Intelligence (WPPSI-III)
c. The Home Observation for Measurement of the Environment (HOME)
d. The Reggie Scale

Answer: c
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Research with The HOME

Type: Conceptual

Difficulty: Easy

59. Which of the following is not part of the measurements obtained in the Home Observation for Measurement of the Environment (HOME)?
a. Emotional and Verbal Responsivity of Parent
b. Parental Violence
c. Avoidance of Restriction and Punishment
d. Parental Involvement with Child

Answer: b
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Research with The HOME

Type: Conceptual

Difficulty: Easy

60. Studies that compare the academic achievement of Asian and American children suggest that
a. Asian children outperform American children on tests of general intelligence.
b. Asian children outperform American children on tests of mathematics achievement.
c. Asian children have more innate mathematical ability than American children.
d. American children catch up to their Asian counterparts by the 5th grade.

Answer: b
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Families and Achievement: Cross-Cultural Research

Type: Factual

Difficulty: Medium

61. On standardized tests of mathematics, Canadian children

a. perform worse than their American counterparts.

b. perform significantly better than their American counterparts.

c. perform significantly better than Chinese and Japanese students.

d. do not rival their Chinese and Japanese counterparts.

Answer: b
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Families and Achievement: Cross-Cultural Research

Type: Factual

Difficulty: Medium

62. Studies that compare maternal influences on the academic achievement of American and Asian students suggest that
a. Asian mothers are more likely to attribute academic success to hard work than innate ability.
b. American mothers are more likely to provide help with their children's homework than Asian mothers.
c. Asian mothers are more satisfied with their children's schools than American mothers.
d. Asian mothers are more satisfied with their children's school performance than American mothers.

Answer: a
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Families and Achievement: Cross-Cultural Research

Type: Factual

Difficulty: Medium

63. Which of the following factors is identified as being an important environmental contributor to mathematical achievement in Canadian children?
a. Having peers that are very skilled in mathematics
b. Higher parental education and skill
c. Having two or more older siblings
d. Having authoritarian parents
Answer: b
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Families and Achievement: Cross-Cultural Research
Type: Factual
Difficulty: Easy

64. One plausible reason for ethnic differences in IQ scores is
a. minority children are disproportionately more likely to be living in poverty.
b. IQ may be culturally biased towards the middle-class majority.
c. stereotype threat.
d. All of the alternatives are correct.

Answer: d
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Ethnicity, Environment, and IQ Scores

Type: Conceptual

Difficulty: Medium

65. An important finding from the Abecedarian Project is that
a. it is better to intervene in the school years than to intervene during the early years.
b. intervention does not affect IQ.
c. some effects of the intervention were still evident on cognitive and academic measures at age 21.
d. the superiority of the treatment group over the control group increased throughout the school years.

Answer: c
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Early Intervention Programs

Type: Factual

Difficulty: Medium

66.The US Project Head Start is associated with
a. moderate IQ gain.
b. better health status.
c. gains in social competence.
d. both b and c.

Answer: d
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Early Intervention Programs

Type: Factual

Difficulty: Medium

67. Zoe, a 3-year-old girl, is from an economically-disadvantaged neighbourhood. Both of her parents are unemployed and have not finished high school. Considering recent research studies, which of the following statements is most likely?

a. If Zoe is put in a high quality daycare and her parents receive instruction on the principles of child development, Zoe will show an increase in her IQ.

b. If Zoe is put in a high quality daycare and her parents receive instruction on the principles of child development, Zoe will show a decrease in her IQ.

c. If Zoe is put in a high quality daycare and her parents receive instruction on the principles of child development, Zoe will show neither an increase nor a decrease in her IQ.

d. Early intervention projects have not been shown to contribute positively to child development

Answer: a
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Early Intervention Programs

Type: Conceptual

Difficulty: Easy

68. Follow-up studies of Better Beginnings, Better Futures appear to indicate that the project led to
a. reduced participants' needs for special education classes.
b. moderate IQ gains.
c. scholastic achievement.
d. All of the alternatives are correct

Answer: a
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Early Intervention Programs

Type: Factual

Difficulty: Medium

69. Which of the following is not an observed outcome of the Better Beginnings, Better Futures program?

a. An overall improvement in scholastic achievement

b. A reduction in behavioural and emotional problems

c. Decreases in children's need for special education services

d. Improvements in children's health

Answer: a
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Early Intervention Programs

Type: Factual

Difficulty: Medium

70.What is the main goal of Aboriginal Head Start?

a. Developing early language skills

b. Providing children with health care and nutritional analyses

c. Preparing children for entry into elementary school

d. Improving parenting skills

Answer: c
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Early Intervention Programs

Type: Factual

Difficulty: Medium

71. The following factor makes Better Beginnings, Better Futures and Aboriginal Head Start unique among early intervention programs.

a. A predominant focus on boosting early IQ

b. A focus on language development

c. A holistic approach and an emphasis on community involvement

d. All of the alternatives are correct.

Answer: c
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Early Intervention Programs

Type: Factual

Difficulty: Medium

72. What can we conclude about the effectiveness of intervention projects aimed at promoting school success?
a. Children who participate in intervention programs show immediate increases in IQ.
b. The increases in IQ shown by children who participate in intervention programs are evident in long-term follow-ups.
c. While children who participate in intervention programs show increases in IQ, the programs do not affect their school achievement.
d. It is unfortunate that intervention projects affect IQ but do not positively affect any other variables.

Answer: a
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Conclusions From Early Intervention Programs

Type: Factual

Difficulty: Medium

73. In order to maximize the positive effects of intervention, a family at risk would want to enrol in a program that
a. begins during a child's infancy years, is intense, and is brief in duration.
b. focuses on parent training.
c. focuses primarily on raising IQ.
d. begins during a child's infancy years and is extended into the preschool and early school years.

Answer: d
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Conclusions From Early Intervention Programs

Type: Conceptual

Difficulty: Medium

74. In order to maximize the positive effects of intervention, a family at risk would want to enrol in a program that
a. begins during a child's infancy years, is intense, and is brief in duration.
b. focuses on parent training.
c. focuses primarily on raising IQ.
d. None of the alternatives are correct.

Answer: d
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Conclusions From Early Intervention Programs

Type: Conceptual

Difficulty: Medium

75. The Robin family lives in a disadvantaged neighbourhood, both parents have little education, and they have 3 children. According to research, which of the following statements is true?
a. They should enrol their children in programs that start at school-age in order for their children to benefit from them
b. They should enrol their children in a program that is short in time
c. They should enrol their children in a comprehensive program that uses multiple routes
d. None of the alternatives are correct

Answer: c
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Conclusions From Early Intervention Programs

Type: Conceptual

Difficulty: Easy

76. Students of ethnic minorities can suffer stereotype threat even if group members
a. are told a test is just problem-solving task.
b. do not believe the stereotype.
c. are not told anything about the nature of the task.
d. All of the alternatives are correct.

Answer: d
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Conclusions From Early Intervention Programs

Type: Factual

Difficulty: Medium

77. Research suggests that stereotype threat can be reduced by
a. increasing interactions between ethnic minority and majority children.
b. increasing levels of anxiety in the testing situation.
c. degrading the accomplishments of ethnic majority students.
d. None of the alternatives are correct.

Answer: a
Learning Objective: 10.3 Understand the ways in which the environment affects IQ.

Topic: Conclusions From Early Intervention Programs

Type: Factual

Difficulty: Medium

78. Aspects of cognitive development affected by schooling include all of the following EXCEPT
a. the ability to match stimuli.
b. classification skills.
c. metacognition.
d. the ability to conserve.

Answer: d
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Schooling: Cross-Cultural Studies

Type: Factual

Difficulty: Easy

79. Rogoff discusses factors that formal schooling may impart to children. According to Rogoff, schooling affects cognitive development by
a. increasing attention span.
b. teaching children multitudes of facts.
c. strengthening neural connections through demand and use.
d. teaching specific skills, emphasizing a search for general rules, teaching literacy, and promoting abstract thought because of verbal instructions.

Answer: d
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Schooling: Cross-Cultural Studies

Type: Factual

Difficulty: Medium

80. On which task are 8-year-olds with school experience MOST likely to outperform 8-year-olds without school experience?
a. Conservation of volume
b. Categorizing food items according to an abstract classification scheme
c. Conservation of number
d. Navigating their way around the community in which they live

Answer: b

Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Amount of Schooling

Type: Conceptual

Difficulty: Medium

81. Stephen Ceci argues that the positive relationship between schooling and IQ
a. is supported by the fact that children's IQs tend to decline over summer vacation.
b. reflects the fact that schooling nurtures the same skills assessed on IQ tests.
c. is due in part to the fact that intelligent people tend to stay in school longer.
d. All of the alternatives are correct

Answer: d
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Amount of Schooling

Type: Factual

Difficulty: Medium

82. Andrew was born two days before the school entrance cut-off date. His parents decide to "hold him back a year," i.e., they decide to delay his kindergarten entrance one year so that he will be among the oldest in his class rather than among the youngest in his class. Which of the following is relevant information that Andrew's parents should consider?
a. Children whose birthdays make them just barely old enough to qualify for school entry obtain higher IQ scores by age 8 than children whose birthdays make them fall just short.
b. IQ is not related to years in school.
c. Intelligent people stay in school longer.
d. Starting school early does not seem to nurture any specific cognitive abilities.

Answer: a
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Amount of Schooling

Type: Conceptual

Difficulty: Medium

83. Jenny is 16 and has dropped out of school. According to recent research, what can be expected?
a. She will remain stable in her IQ
b. She will experience an increase in her IQ because she will be employed
c. She will experience a decline in her IQ
d. None of the alternatives are correct

Answer: c
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Amount of Schooling

Type: Conceptual

Difficulty: Easy

84. According to Michael Rutter, factors that distinguish successful schools from those that are less successful include all of the following EXCEPT
a. class sizes are smaller than average.
b. teachers hold high but realistic goals for students.
c. students spend most of their time in class engaged in academic activities.
d. students have a voice in decisions concerning the school.

Answer: a
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Quality of Schooling

Type: Factual

Difficulty: Medium

85. Rose is attending a high school that receives a lot of funding and has a beautiful physical environment. According to research, what can be expected?

a. That the graduation rate at her school will be high

b. That performance on standardized tests will be high at this school

c. That Rose will have good grades

d. There is little association between funding and physical environment and other factors

Answer: d
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Quality of Schooling

Type: Conceptual

Difficulty: Easy

86.Perhaps surprisingly, _____does not seem to influence school success.

a. class size

b. clear emphasis on academic goals

c. assignment and grading of homework regularly

d. firm but fair discipline

Answer: a
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Quality of Schooling

Type: Factual

Difficulty: Easy

87. Ability grouping refers to the following practice of

a. separating students into groups of similar ability for instructional purposes.

b. dividing children into groups based on their scores on the mathematical scale of an IQ test.

c. parents' tendency to unconsciously group their children according to ability.

d. None of the alternatives are correct

Answer: a
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Quality of Schooling

Type: Factual

Difficulty: Easy

88. Mrs. Hunting has assigned 6-year-old Jackie to the "bluebird" reading group, which is a group of the slower readers in the class. What is a potential problem of using such ability grouping?
a. Jackie's placement in this group might be due to an error; Mrs. Hunting's assessment may not be an accurate reflection of Jackie's true ability or potential.
b. Jackie may not receive instruction that is of the same quality as that given to a higher level reading group.
c. Jackie's placement in this group may affect her self-image, which in turn may affect subsequent academic expectation and performance.
d. All of the alternatives are correct.

Answer: d
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Quality of Schooling

Type: Factual

Difficulty: Medium

89. Early adolescence is a time of heightened self-consciousness, or a heightened desire and a heightened capacity for decision making and autonomy, of an increased concern with close peer relations, and of an increased need for supportive adults outside of the home. It may not be the best time for a shift to junior high or middle school. The relevant concept here is
a. the cultural compatibility hypothesis.
b. actor-observer bias.
c. stage-environment fit.
d. goodness of fit.

Answer: c
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Quality of Schooling

Type: Factual

Difficulty: Easy

90. According to Bronfenbrenner's ecological systems theory, schools, families, and peers fall within the environmental layer labelled the _____.
a. exosystem
b. endosystem
c. microsystem
d. mesosystem

Answer: c
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Contextual Contributors to Schooling

Type: Factual

Difficulty: Medium

91. According to the cultural compatibility hypothesis, children learn most effectively
a. in segregated schools.
b. when teachers expect them to do well.
c. when instructional methods are compatible with the patterns of learning that are familiar in the child's culture.
d. in bilingual classrooms.

Answer: c
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Contextual Contributors to Schooling

Type: Factual

Difficulty: Easy

92. According to the text, classroom observations of native Hawaiian and First Nations children suggest that instructional styles can clash with cultural norms guiding
a. language exchanges.
b. use of materials.
c. how books are treated.
d. references to religion.

Answer: a
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Contextual Contributors to Schooling

Type: Conceptual

Difficulty: Easy

93. Wait time, which is the length of time one participant in a dialogue waits before responding to the other participant, is a good example of the importance of
a. selective placement.
b. the cultural compatibility hypothesis.
c. cumulative deficit.
d. the Flynn effect.

Answer: b
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Contextual Contributors to Schooling

Type: Factual

Difficulty: Medium

94. Rosenthal and Jacobson's book *Pygmalion in the Classroom* draws attention to the fact that
a. the cultural compatibility hypothesis is often invisible.
b. stereotype threats can be unwittingly perpetuated by teachers.
c. the Flynn effect renders many teaching references outdated.
d. teachers' expectations can affect the results they obtain from their students.

Answer: d
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Contextual Contributors to Schooling

Type: Factual

Difficulty: Easy

95. Rosenthal and Jacobson's research concerning the effects of teachers' expectancies on students' academic performance is controversial because
a. the original studies were unethical.
b. the original studies were too artificial to be able to replicate.
c. teachers' expectations are but one of many contributors to children's intellectual performance.
d. All of the alternatives are correct

Answer: c
Learning Objective: 10.4 Evaluate different aspects of the schooling experience and how these affect cognitive development.

Topic: Contextual Contributors to Schooling

Type: Factual

Difficulty: Hard

96. Evolutionary psychologists label the environment that produced a species' evolved tendencies is its
a. environment of evolutionary adaptiveness.
b. social and ecological domains.
c. primary domain.
d. mesosystem.

Answer: a

Learning Objective: 10.5 Identify alternative conceptions of intelligence.

Topic: Evolutionary Approaches

Type: Factual

Difficulty: Easy

97. Evolutionary theorists believe that the environment that produced our modern cognitive abilities occurred
a. two to three million years ago during the Pleistocene era.
b. during an era when humans and their protohuman ancestors lived as hunter-gatherers.
c. during a time when problems included finding food, attracting and choosing mates, recognizing kin, and "mind-reading" (e.g., inferring other's motives, intentions, and knowledge).
d. All of the alternatives are correct.

Answer: d
Learning Objective: 10.5 Identify alternative conceptions of intelligence.

Topic: Evolutionary Approaches

Type: Factual

Difficulty: Medium

98. David Geary, an evolutionary psychologist, developed a model that depicts domains of the human mind that have evolved over time. According to Geary,
a. biologically primary abilities have been shaped by natural selection.
b. biologically primary abilities are not universal but are specific to certain cultures.
c. biologically secondary abilities include language and face recognition.
d. biologically secondary abilities have been shaped by natural selection.

Answer: a
Learning Objective: 10.5 Identify alternative conceptions of intelligence.

Topic: Evolutionary Approaches

Type: Factual

Difficulty: Medium

99. Biologically primary abilities
a. are evolved abilities shaped by natural selection to solve recurring problems faced by ancestral humans.
b. are non-evolved abilities that are considered "unnatural."
c. include abilities such as reading and writing.
d. are culture specific rather than universal.

Answer: a
Learning Objective: 10.5 Identify alternative conceptions of intelligence.

Topic: Evolutionary Approaches

Type: Factual

Difficulty: Medium

100. Amir is from Africa. According to Geary's model, which of the following abilities will Amir have that anyone from another culture or continent would also have?
a. Facial recognition

b. Body recognition
c. Reading
d. All of the above alternatives are correct

Answer: a
Learning Objective: 10.5 Identify alternative conceptions of intelligence.

Topic: Evolutionary Approaches

Type: Conceptual

Difficulty: Medium

101. A central theme of Vygotsky's theory and that of later Soviet psychologists is an emphasis on
a. genetic influences on intellectual development.
b. alternative forms of intelligence such as bodily-kinesthetic intelligence.
c. what children can accomplish with the assistance of other more mature members of their culture.
d. level of actual development.

Answer: c
Learning Objective: 10.5 Identify alternative conceptions of intelligence.

Topic: Dynamic Testing

Type: Factual

Difficulty: Medium

102. Dr. Lee administered a memory test to 10-year-old Timothy and found that Timothy did not do well on the test. Then Dr. Lee taught Timothy to use the elaboration mnemonic. Dr. Lee later gave Timothy a memory test similar to the first test to see if Timothy was able to elaborate on his own. This test-train-test procedure is
a. an example of how dynamic assessment is carried out.
b. known as scaffolding.
c. generally not successful.
d. inconsistent with Vygotsky's ideas.

Answer: a
Learning Objective: 10.5 Identify alternative conceptions of intelligence.

Topic: Dynamic Testing

Type: Conceptual

Difficulty: Easy

103. Intelligence is seen as a composite of a number of "specific" intelligences as opposed to a general ability by whom?
a. J. P. Guilford
b. Louis Thurstone
c. Howard Gardner
d. All of the alternatives are correct.

Answer: d
Learning Objective: 10.5 Identify alternative conceptions of intelligence.

Topic: Gardner's Multiple Intelligences

Type: Factual

Difficulty: Easy

104. The basic premise of Howard Gardner's theory of intelligence is that
a. intelligence includes information processing, contextual, and experiential components.
b. the primary mechanism through which intelligence develops is social interaction.
c. humans possess a number of relatively distinct intelligences.
d. human intelligence is shaped primarily by brain structure.

Answer: c
Learning Objective: 10.5 Identify alternative conceptions of intelligence.

Topic: Gardner's Multiple Intelligences

Type: Factual

Difficulty: Easy

105. According to Howard Gardner, evidence (or signs) for a distinct form of intelligence exists when
a. the intelligence shows a distinct developmental and evolutionary history.
b. it is possible to define the intelligence in terms of a set of core cognitive operations.
c. there is experimental evidence (e.g., factor analytic studies) in support of the intelligence.
d. All of the alternatives are correct.

Answer: d
Learning Objective: 10.5 Identify alternative conceptions of intelligence.

Topic: Gardner's Multiple Intelligences

Type: Factual

Difficulty: Medium

106. Which of the following is considered by Gardner as support (a sign) for specific intelligences?
a. Deviation from the normal developmental path
b. The existence of individuals with exceptional talents in a specific area (e.g., Mozart or savants)
c. Linguistic abilities that are selectively impaired due to brain injury
d. All of the alternatives are correct

Answer: d
Learning Objective: 10.5 Identify alternative conceptions of intelligence.

Topic: Gardner's Multiple Intelligences

Type: Factual

Difficulty: Easy

107. Gardner's theory of multiple intelligences includes all of the following EXCEPT
a. musical intelligence.
b. mechanical intelligence.
c. personal intelligence.
d. bodily-kinesthetic intelligence.

Answer: b
Learning Objective: 10.5 Identify alternative conceptions of intelligence.

Topic: Gardner's Multiple Intelligences

Type: Factual

Difficulty: Medium

108. Hannah is considered "gifted" by her teachers and parents. Hannah would most likely display all but which of the following characteristics?
a. Exceptionality "across the board" (i.e., global giftedness)
b. Precocity
c. Marching to her own drummer
d. A rage to master

Answer: a
Learning Objective: 10.5 Identify alternative conceptions of intelligence.

Topic: Giftedness and Creativity

Type: Factual

Difficulty: Medium

109. Which of the following is an example of convergent thinking?
a. Coming up with the answer to an addition problem
b. Coming up with an unusual use for a newspaper
c. Coming up with various interpretations of a squiggle drawing
d. Coming up with different functions for a box
Answer: a
Learning Objective: 10.5 Identify alternative conceptions of intelligence.
Topic: Giftedness and Creativity
Type: Conceptual
Difficulty: Medium

110. Which of the following is an example of divergent thinking?
a. What IQ tests measure.
b. A logical deduction
c. Thinking of as many uses for a brick as one can
d. A math problem

Answer: c
Learning Objective: 10.5 Identify alternative conceptions of intelligence.

Topic: Giftedness and Creativity

Type: Conceptual

Difficulty: Easy

111. The selection of IQ tests available to the contemporary practitioner
a. measures all intellectual abilities.
b. exhausts the domain of human intelligence.
c. does not exhaust the domain of human intelligence.
d. exhausts most domains of human intelligence.

Answer: c
Learning Objective: 10.5 Identify alternative conceptions of intelligence.

Topic: Chapter Conclusion

Type: Factual

Difficulty: Easy

112. The psychometric focus on individual differences may cause us to lose track of
a. the strengths that particular children possess.
b. the ways in which all children are similar in their intellectual development.
c. the multi-facetted nature of intelligence.
d. both a and b.

Answer: d
Learning Objective: 10.5 Identify alternative conceptions of intelligence.

Topic: Chapter Conclusion

Type: Conceptual

Difficulty: Medium

Chapter 11 Language Development

Multiple Choice Questions

1. The argument that language is the product of nature alone is refuted by the following.
a. Humans make and understand an infinite number of statements.
b. Thousands of languages exist.
c. Different languages use different grammatical structures.
d. All of the alternatives are correct.
Answer: d
Learning Objective: 11.1 Compare and contrast four major theories of language development.
Topic: Introduction
Type: Factual
Difficulty: Easy

2. According to the textbook, how does human language differ from animal communication?
a. Humans can produce and recognize an infinite number of sentences.
b. Human language has an inborn component and animal communication does not.
c. Human language learning by young children is a long and difficult process.
d. Human language consists of one tongue used by all members of the species.

Answer: a
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Introduction

Type: Factual

Difficulty: Medium

3. In his book, *Verbal Behavior*, B. F. Skinner argued that language development can be explained by
a. operant conditioning.
b. biological maturation.
c. innate structures.
d. social learning theory.

Answer: a

Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Nativist Theory

Type: Factual

Difficulty: Easy

4. The first significant challenge to Skinner's theory of verbal learning came from
a. Jerome Bruner.
b. Daniel Slobin.
c. Noam Chomsky.
d. Albert Bandura.

Answer: c
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Nativist Theory

Type: Factual

Difficulty: Easy

5. Chomsky's explanation of language development emphasized
a. learning and conditioning principles.
b. innate structures and biological mechanisms.
c. children's cognitive abilities.
d. the language support system provided by parents.

Answer: b
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Nativist Theory

Type: Factual

Difficulty: Easy

6. The fact that young children acquire language so quickly and easily supports the idea that language
a. is acquired by means of rewards and punishment.
b. depends on cognitive development.
c. is acquired through imitation and modeling.
d. has a biological basis.

Answer: d
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Nativist Theory

Type: Conceptual

Difficulty: Easy

7. In Chomsky's original model, the hypothetical brain structure that analyzes speech input is known as the
a. surface structure.
b. deep structure.
c. language acquisition device.
d. transformational grammar.

Answer: c
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Nativist Theory

Type: Factual

Difficulty: Easy

8. In Chomsky's model, transformational grammar refers to the
a. set of rules that translate a language's surface structure to a deep structure the child can innately understand.
b. way words and phrases are arranged in spoken languages.
c. inborn knowledge humans have about the properties of language.
d. brain structure responsible for analyzing speech input.

Answer: a
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Nativist Theory

Type: Factual

Difficulty: Medium

9. The fact that deaf children not exposed to either spoken or signed languages still develop “home signs” supports the _____ approach to language development.
a. nativist
b. environment/learning
c. cognitive-developmental
d. sociocultural

Answer: a
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Nativist Theory

Type: Factual

Difficulty: Medium

10. In a paper that Noah Chomsky published with Marc Hauser and Tecumseh Fitch in 2002, they proposed that
a. the processes that support language are unique to the human species
b. most language abilities involve cognitive and perceptual mechanisms shared with other species.
c. most language abilities involve cognitive and perceptual mechanisms shared with other psychological abilities.
d. both b and c

Answer: d
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Nativist Theory

Type: Factual

Difficulty: Hard

11. The belief that environmental factors are important in normal language acquisition is supported by evidence that
a. adults and older children adopt a clear and simple language style termed infant-directed speech.
b. adults never respond to the grammatical accuracy of a child's statement.
c. most of children's acquisition of grammar can be traced to exact copying of statements they have heard others say.
d. milestones in vocabulary development are linked to neurological development.

Answer: a
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Environmental/Learning Approaches

Type: Factual

Difficulty: Easy

12. Kyle was born deaf to hearing parents. Neither of his parents learned sign language. He developed a few “home signs”, but actually learned sign language in his educational setting. Given this information, what can be expected of Kyle’s language development?
a. He will learn sign language very easily in his educational setting
b. He will perform less well in sign language measures than if he had learned sign language earlier
c. Since language development is innate, he will have developed his own sign language
d. None of the alternatives are correct

Answer: b
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Environmental/Learning Approaches

Type: Conceptual

Difficulty: Easy

13. Infant-directed speech consists of
a. productivity in language.
b. a type of deep structure.
c. familiar words, repetition, and short, simple sentences.
d. specific training in the grammatical rules of language.

Answer: c
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Environmental/Learning Approaches

Type: Factual

Difficulty: Easy

14. Nativists have argued that parents do not specifically train children in the rules of language. Recent analyses of parent-child interaction indicate that
a. it is true that parents do not respond to the grammatical accuracy of their children's speech.
b. parents respond to the grammatical accuracy of their children's speech when parents are aware that other adults are listening.
c. parents respond to the grammatical accuracy of their children's speech by providing their children with many forms of feedback and instruction.
d. parents respond to the grammatical accuracy of their children's speech, but parents provide very limited forms of feedback and instruction.

Answer: c
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Environmental/Learning Approaches

Type: Factual

Difficulty: Medium

15. Use of words such as _____ depend on an understanding of object permanence.
a. "all gone."
b. "mama."
c. "more."
d. "nose."

Answer: a
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Cognitive-Developmental Models

Type: Factual

Difficulty: Easy

16. One cognitive-developmental approach to language development is based on a belief that children use _____ as a means of extracting the rules of language from the speech that they hear.
a. attentional strategies
b. a language acquisition device
c. a language acquisition support system
d. early cognitive concepts

Answer: d
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Cognitive-Developmental Models

Type: Factual

Difficulty: Medium

17. Some cognitive-developmental approaches to language development have relied on _____.
a. attentional strategies
b. artificial neural networks
c. a language acquisition device
d. a language acquisition support system

Answer: b
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Cognitive-Developmental Models

Type: Factual

Difficulty: Medium

18. The model of language development that emphasizes the role of social interaction in language learning is the
a. psycholinguistic.model.
b. cognitive-developmental model.
c. learnability theory.
d. sociocultural theory.

Answer: d
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Sociocultural Approaches

Type: Factual

Difficulty: Medium

19. According to Jerome Bruner, structured interactive routines such as peek-a-boo and pat-a-cake aid in language acquisition by allowing the child to
a. learn specific language elements by memorizing words and actions in very restricted contexts.
b. receive systematic reinforcement for language production.
c. practice articulation.
d. use words and actions flexibly in constantly changing, unpredictable contexts.

Answer: a
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Sociocultural Approaches

Type: Factual

Difficulty: Medium

20. The phrase language acquisition support system (LASS) refers to the
a. hypothesized brain mechanism responsible for analyzing speech input.
b. variety of neurological, auditory, and vocalization structures responsible for the production and comprehension of language.
c. way in which nonverbal modes of communication assist in the production and comprehension of language.
d. structured opportunities for language learning offered to infants in their social environments.

Answer: d
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Sociocultural Approaches

Type: Factual

Difficulty: Easy

21. Which illustrates Bruner's concept of a format?
a. A mother humming a lullaby to her infant
b. A mother and baby singing and acting out the words to “Itsy Bitsy Spider”
c. Parents engaged in conversation over dinner with the baby seated nearby in a highchair
d. A mother using infant-directed speech

Answer: b
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Sociocultural Approaches

Type: Conceptual

Difficulty: Easy

22. Sociocultural theorists concern themselves with the functional basis for language because
a. language helps them achieve goals by communicating with others.
b. of the power of the LAD.
c. of an innate tendency to construct general rules from concrete examples.
d. parents and other adults force them to.

Answer: a
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Sociocultural Approaches

Type: Factual

Difficulty: Medium

23. Which of the following is not cited in your text as an example of scaffolding used within formatted interactions (the central components of the LASS) between parent and child?

a. Simplified speech

b. Punishment for incorrect or inaccurate statements

c. Repetition

d. Correcting the child’s incorrect or inaccurate statements

Answer: b
Learning Objective: 11.1 Compare and contrast four major theories of language development.

Topic: Sociocultural Approaches

Type: Factual

Difficulty: Medium

24. Rachel is starting to use the “r” sound in her speech. She is
a. just starting to speak, the “r” sound appears in the first three sounds
b. has been speaking for a while, the “r” sound appears later than others
c. probably using sentences
d. None of the alternatives are correct

Answer: b
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Speech Perception
Type: Conceptual
Difficulty: Medium

25. Phonology refers to
a. the study of speech sounds.
b. the ability to detect different phonemes in speech.
c. the social uses of language.
d. None of the alternatives are correct.
Answer: a
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.
Topic: Speech Perception
Type: Factual
Difficulty: Easy

26. The term phoneme refers to
a. contrasts of speech sounds that change the meaning of what is heard.
b. the basic unit of meaning in a language.
c. the different kinds of sounds that can be articulated by our oral musculature.
d. prefixes and suffixes that, when added to words, change their meaning.

Answer: a
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Speech Perception

Type: Factual

Difficulty: Easy

27. What is the impact of experience on categorical perception?
a. Categorical perception is not present in young infants and appears to be entirely dependent upon experience.
b. Infants possess an innate ability to discriminate a wide range of sound contrasts, but the environment quickly begins to fine-tune the discriminations, eliminating those that will not be needed and improving the child's ability to use others.
c. Categorical perception is present in newborns, and while infants never lose the ability to discriminate phonemic boundaries, they become more skilled at detecting subtle differences between categories based on their experience of hearing a language being spoken.
d. Categorical perception is present in newborns and is not modifiable by experience.

Answer: b
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Speech Perception

Type: Factual

Difficulty: Medium

28. Japanese adults have difficulty distinguishing between the sounds *r* and *l*. How skilled are Japanese infants at discriminating between the two sounds?
a. Japanese 6-month-olds exposed to only the Japanese language have as much difficulty discriminating between the sounds *r* and *l* as Japanese adults.
b. Japanese 6-month-olds have as much difficulty discriminating between the sounds *r* and *l* as Japanese adults, regardless of whether they have been exposed to languages that include the *r*/*l* contrast or not.
c. Japanese infants are able to discriminate between the sounds *r* and *l* as easily as American infants exposed to languages where the *r*/*l* contrast is present.
d. Neither Japanese infants nor American infants are skilled at discriminating between the sounds *r* and *l*.

Answer: c
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Speech Perception

Type: Conceptual

Difficulty: Medium

29. Nine-month-old American babies exposed to English
a. prefer listening to words that are accented (stressed) on the first syllable.
b. can discriminate between the *r* sound and the *l* sound.
c. can demonstrate categorical perception.
d. All of the alternatives are correct.

Answer: d
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Listening Preferences

Type: Factual

Difficulty: Medium

30. The fact that infants narrow their phoneme categories around the same time as they begin learning words means that they will
a. immediately apply their phoneme perception skills to early word learning.
b. not confuse similar sounding words.
c. the two skills are caused by one underlying mechanism.
d. None of the alternatives are correct.

Answer: d
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Listening Preferences

Type: Factual

Difficulty: Hard

31. Five-month-old Reza prefers
a. hearing his mother speaking rather than his mother humming.
b. hearing his mother use infant-directed speech.
c. his mother's voice over another woman's voice.
d. All of the alternatives are correct.

Answer: d
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Listening Preferences

Type: Conceptual

Difficulty: Easy

32. Carrie's mother speaks both English and French. When she was pregnant with Carrie, she used both languages on a daily basis. Which statement is true?
a. Carrie will develop a preference for listening to English
b. Carrie will develop a preference for listening to French
c. Carrie will develop a preference for both English and French
d. Carrie will develop a preference for novel languages, such as Russian

Answer: c
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Listening Preferences

Type: Conceptual

Difficulty: Easy

33. Deaf mothers of deaf infants
a. use an infant-directed speech form of sign language.
b. slow down but do not exaggerate their gestures.
c. find that their babies are less attentive to an infant-directed speech form of sign language than adult-directed signing.
d. All of the alternatives are correct.

Answer: a
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Listening Preferences

Type: Factual

Difficulty: Medium

34. The one-syllable vowel sounds such as "ah" that babies begin to produce around 2 months of age are known as
a. cooing.
b. babbling.
c. holophrases.
d. telegraphic speech.

Answer: a

Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Early Sounds

Type: Factual

Difficulty: Easy

35. When does reduplicated babbling occur?
a. Before cooing
b. Around 6 months of age
c. Before categorical perception
d. After holophrastic speech

Answer: b
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Early Sounds

Type: Conceptual

Difficulty: Easy

36. What is the babbling drift hypothesis?
a. The more one moves up the evolutionary ladder, the more closely the sounds of animal communication resemble those of human spoken language.
b. The sounds produced by babbling infants around the world appear to be drifting toward one universal "language" of babbling.
c. The form of an infant's babbling changes steadily over time and eventually resembles the language the infant hears and soon will speak.
d. While the sounds produced in early babbling are primarily vowel sounds, the sounds of later babbling include both consonants and vowels.
Answer: c
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.
Topic: Early Sounds

Type: Factual

Difficulty: Medium

37. Which of the following statements about babbling is TRUE?
a. The babbling of infants from different language environments is very similar.
b. The form of a baby's babbling gradually evolves to resemble the language the baby hears.
c. The babbling of deaf babies is different from that of babies who are not hearing impaired.
d. All of the alternatives are correct.

Answer: d
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Early Sounds

Type: Factual

Difficulty: Medium

38. At about _____ months of age, the infant strings together several identical sounds such as "bababa." This is _____.
a. 6; reduplicated babbling
b. 2; cooing
c. 12; babbling drift
d. 18; gestural babbling

Answer: a
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Early Sounds

Type: Factual

Difficulty: Easy

39. Kylie has started saying "momomo" when she sees Elmo on the television. This type of speech is referred to as
a. Cooing
b. Reduplicated cooing
c. Holophrase
d. Duplicate phonology

Answer: c
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Early Sounds
Type: Conceptual
Difficulty: Easy

40. How does hearing speech impact on early language development?
a. Hearing speech during the babbling stage may be necessary for development of more complex forms of babbling.
b. Hearing speech is necessary for the development of cooing.
c. Hearing speech is necessary for any babbling to develop.
d. Hearing speech is necessary for gestural babbling.

Answer: a
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Early Sounds

Type: Factual

Difficulty: Easy

41. At what point in early language development are the language skills of deaf babies likely to differ from those of their peers who can hear?
a. During the stage of cooing
b. During the early stages of babbling
c. Toward the end of the babbling stage
d. Once children begin to produce their first “real” words

Answer: c
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Early Sounds

Type: Factual

Difficulty: Medium

42. Hearing babies of deaf parents babble gesturally, demonstrating that
a. babbling has a strong biological basis because infants appear to be born with the ability to babble either auditorally or visually.
b. exposure to sign language is key to gestural babbling.
c. parents are teaching their children to babble.
d. both a and b.

Answer: d
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Early Sounds

Type: Factual

Difficulty: Hard

43. Babies first begin to use gestures to communicate to others the desire to play a game or fetch an object at around
a. 4 months of age.
b. 6 months of age.
c. 8 months of age.
d. 12 months of age.

Answer: c
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Gestures and Non-Verbal Responses

Type: Factual

Difficulty: Easy

44. How would an 8-month-old infant most likely inform her mother that she is interested in playing with a toy placed out of her reach?
a. By reaching for the toy while looking back and forth between the toy and the mother
b. By calling out her name for the toy (e.g., “ba” for ball)
c. By calling out “mama mama”
d. An 8-month-old infant is not capable of communicating such intentions.

Answer: a
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Gestures and Non-Verbal Responses

Type: Factual

Difficulty: Easy

45. Babies first develop the ability to use nonverbal gestures
a. for communicating requests.
b. to show others objects that they want acknowledged.
c. as a form of referential communication.
d. when interacting with agemates.

Answer: a
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Gestures and Non-Verbal Responses

Type: Factual

Difficulty: Medium

46. Gestures are used for
a. making requests.
b. referential communication.
c. symbolizing.
d. All of the alternatives are correct.

Answer: d
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Gestures and Non-Verbal Responses

Type: Factual

Difficulty: Easy

47. Which of the following is true about the development of gestures in deaf children?

a. Deaf children do not develop gestures.

b. Some deaf children develop a complex gestural system with many of the properties of spoken language.

c. Deaf children need to be exposed to sign language to develop a system of gestures.

d. None of the alternatives are correct.

Answer: b
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Gestures and Non-Verbal Responses

Type: Factual

Difficulty: Hard

48. Which of the following is true concerning infants' utterance of their first word?

a. Out of the blue, around their first birthdays, children will simply utter a word such as "juice."

b. As soon as infants utter their first word, all other forms of communication such as gesturing stop.

c. An infant's first word is preceded by frequent sound combinations (e.g., dee-dee).

d. Infants' first words do not build on earlier babbling skills.

Answer: c
Learning Objective: 11.2 Trace the developments in the first year of life that establish the preverbal basis for language learning.

Topic: Transition to Words

Type: Factual

Difficulty: Medium

49. The study of the meanings conveyed in language is called
a. semantics.
b. pragmatics.
c. syntax.
d. phonetics.

Answer: a
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Semantics

Type: Factual

Difficulty: Easy

50. A researcher interested in the process by which children acquire words to refer to states of happiness, sadness, illness, and health would be said to be studying
a. semantic development.
b. pragmatics.
c. phonemics.
d. the naming explosion.

Answer: a
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Semantics

Type: Conceptual

Difficulty: Easy

51. At around 18 months of age,
a. babies' babbling acquires a “speechy” quality.
b. children understand the meaning of about 500 words.
c. babies begin to label everything in sight.
d. cooing disappears.

Answer: c
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Factual

Difficulty: Easy

52. The naming explosion that occurs in the second year of life is believed to primarily reflect
a. maturation of the speech apparatus.
b. the child’s emerging ability to categorize objects.
c. increased attentional capacity reflected in the ability to sit quietly and look at and talk about picture books.
d. understanding that objects continue to exist even if out of sight.

Answer: b
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Factual

Difficulty: Medium

53. Research on children’s early lexical development suggests that
a. children produce many more words than they understand.
b. children typically comprehend words before they produce them.
c. verbs are spoken and understood earlier than nouns.
d. the naming explosion occurs at 12 months of age.

Answer: b
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Factual

Difficulty: Easy

54. At 20 months, Franklin's lexicon consists mainly of words such as "bye-bye", "peek-a-boo," "pat-a-cake," and "up." Franklin's style of language acquisition is best described as
a. expressive.
b. referential.
c. lexical.
d. elaborative.

Answer: a

L.O. : 11.3

Topic: Early Lexical Development

Type: Conceptual

Difficulty: Easy

55. At 24 months, Carter's lexicon includes the names of all the Muppets on Sesame Street, as well as clearly articulated labels for many of her father's tools including "hammer," "drill," and "saw." Carter's lexical style is best described as
a. elaborative.
b. expressive.
c. semantic.
d. referential.

Answer: d
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Conceptual

Difficulty: Easy

56. Connor is 18 months and is following a typical developmental pattern in all areas. It is expected that his lexicon consists of _____ words and that he can understand _____ words.
a. 200, 100
b. 100, 200
c. 500, 200
d. 200, 500

Answer: b
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Conceptual

Difficulty: Easy

57. Children who have a referential style of vocabulary development are most likely to be
a. first borns.
b. males.
c. from working-class families.
d children who play with toy vehicles.

Answer: a
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Factual

Difficulty: Medium

58. Matthew expresses himself with phrases such as “Lemme see”, “Ooh, what that”. This is referred to as the _____ style.
a. cultural style
b. lexicon style
c. referential style
d. expressive style

Answer: d
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Conceptual

Difficulty: Easy

59. Gender differences in children’s language acquisition most strongly support the idea that language development is influenced by
a. only inborn, biological factors.
b. characteristics of the parents that elicit reactions on the part of their children.
c. the language environments to which they are exposed.
d. right brain dominance.

Answer: c

L.O. : 11.3

Topic: Early Lexical Development

Type: Conceptual

Difficulty: Medium

60. Cultural differences in children’s language acquisition most strongly support the idea that language development is influenced by
a. only inborn, biological factors.
b. characteristics of the parents that elicit reactions on the part of their children.
c. the language environments to which the children are exposed.
d. right brain dominance.

Answer: c

Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Conceptual

Difficulty: Easy

61. Early language errors in which children use labels they already know for things whose names they do not yet know are known as
a. overextensions.
b. fast-mappings.
c. overregularizations.
d. lexical contrast.

Answer: a
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Factual

Difficulty: Easy

62. Rebecca refers to all large vehicles including fire trucks, ambulances, and bulldozers as “trucks.” This illustrates the phenomenon known as
a. fast-mappings.
b. overregularization.
c. underextension.
d. overextension.

Answer: d
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Conceptual

Difficulty: Medium

63. Overextensions probably occur because
a. children do not notice differences between objects they refer to with the same name.
b. children's definitions of words are too narrow.
c. children lack the vocabulary necessary to correctly name the item.
d. children produce more than they comprehend.

Answer: c
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Factual

Difficulty: Medium

64. Jack refers to all creamy foods that are served in a bowl and eaten with a spoon such as yogurt, pudding, and oatmeal as "pudding." This most likely means that
a. Jack cannot yet produce the words "yogurt" and "oatmeal," although he may comprehend them.
b. Jack cannot perceive the difference between pudding, yogurt, and oatmeal.
c. if his mother presented him with a bowl of oatmeal and a bowl of pudding, they would taste the same to him.
d. Jack underextends the word "pudding."

Answer: a
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Conceptual

Difficulty: Hard

65. Japanese speakers often say "peh" when they spit something out. Jeffrey, who is Japanese-American, invented the phrase "chew-chew-peh" to refer to bubble gum. This is
a. expressive style.
b. coining.
c. underextension.
d. overextension.

Answer: b
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Conceptual

Difficulty: Medium

66. The study of overextensions, underextensions, and coining would be most interesting to someone studying
a. pragmatics.
b. semantics.
c. grammar.
d. syntax.

Answer: b
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Conceptual

Difficulty: Easy

67. You find it odd that your young nephew is constantly labelling the family dog "doggie" yet doesn't seem to apply this same word to dogs he meets elsewhere. This is an example of a(n)

a. overextension.

b. holophrase.

c. constraint.

d. underextension.

Answer: d
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Conceptual

Difficulty: Easy

68. The best description of a holophrase is
a. one word used to convey more meaning than that one word.
b. one word that is comprehended by only those familiar to the child.
c. a phrase that represents holistic speech.
d. equivalent to telegraphic speech.

Answer: a
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Conceptual

Difficulty: Easy

69. Which best illustrates the concept of a holophrase?
a. “Billy go ’rade.”
b. “Look at the mans.”
c. “Ball.”
d. “All-gone cookie.”

Answer: c
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Conceptual

Difficulty: Medium

70. Rebecca says “boots” when she wants her mother to put her boots on for her. This is referred to as

a. Overextension

b. Underextension

c. Coining

d. Holophrase

Answer: d

Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Early Lexical Development

Type: Conceptual

Difficulty: Easy

71. What might be the process by which a child, who does not yet know the meaning of the word "spatula," successfully infers the meaning of the sentence "give me the spatula"?

a. Syntactic bootstrapping

b. Semantic bootstrapping

c. Fast-mapping

d. None of the alternatives are correct.

Answer: a
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Mechanisms of Semantic Development

Type: Conceptual

Difficulty: Medium

72. Victor is 20 months old. When he is done drinking his milk, he tells his mother "All done bottle". What type of function would this first-word combination likely serve?
a. Nomination
b. Recurrence
c. Non-existence
d. Agent-action

Answer: c
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Mechanisms of Semantic Development

Type: Conceptual

Difficulty: Medium

73. Syntactic bootstrapping refers to
a. a child's use of syntactic cues to infer the meanings of words.
b. a child's use of syntactic cues to infer the meaning of holophrases.
c. a child's use of word meaning to learn syntax.
d. a child's use of semantics to learn grammar.

Answer: a
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Mechanisms of Semantic Development

Type: Factual

Difficulty: Easy

74. The fact that very young children can acquire new words such as “kowabunga” after one demonstration is best explained by the process of
a. overextension.
b. semantic feature comparison.
c. fast-mapping.
d. scaffolding.

Answer: c
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Mechanisms of Semantic Development

Type: Conceptual

Difficulty: Easy

75. According to lexical contrast theory, a child who knows what an ocean is will likely interpret the word “sea” to
a. be synonymous with ocean.
b. have a different meaning than ocean.
c. to be a special kind of ocean.
d. have a broader meaning than ocean.

Answer: b
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Mechanisms of Semantic Development

Type: Conceptual

Difficulty: Medium

76. The term “constraints” in the context of word learning refers to the fact that children

a. quickly map the meaning of a word onto an object.

b. automatically make certain assumptions about what a word means.

c. tend to underextend the meaning of words.

d. None of the alternatives are correct.

Answer: b
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Mechanisms of Semantic Development

Type: Conceptual

Difficulty: Easy

77. According to the principle of mutual exclusivity, children are most likely to associate a new word with
a. a familiar object.
b. objects for which they already possess many labels.
c. an unknown object.
d. old words that sound the same.

Answer: c
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Mechanisms of Semantic Development

Type: Factual

Difficulty: Easy

78. Research by Xu, Cote, and Baker (2005) have shown that the principle of mutual exclusivity applies to
a. all languages studied.
b. most languages studied.
c. 12-month-old infants when first learning words.
d. 18-month-old infants making their first word combinations.

Answer: c
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Mechanisms of Semantic Development

Type: Factual

Difficulty: Medium

79. As children get older,
a. parents play the “Original Word Game” more.
b. the overall percentage of object words in one's lexicon increases.
c. word coining decreases as their lexicon grows.
d. All of the alternatives are correct.

Answer: c
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Mechanisms of Semantic Development

Type: Conceptual

Difficulty: Easy

80. The fact that young children do not tend to label the family dog using multiple terms such as “animal,” “beagle,” and “mammal” illustrates the concept of

a. mutual exclusivity.

b. fast-mapping.

c. syntactic bootstrapping.

d. holophrase.

Answer: a
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Mechanisms of Semantic Development

Type: Conceptual

Difficulty: Medium

81. The "Original Word Game" is a process that involves parents' use of

a. telegraphic speech.

b. infant-directed speech.

c. modeling.

d. clarification questions.

Answer: c
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Mechanisms of Semantic Development

Type: Factual

Difficulty: Easy

82. Karine was raised in a bilingual home and both of her parents are bilingual. We should expect that
a. She should start using phonemes at a slightly later age
b. She should start using phonemes at a slightly younger age
c. She will present a developmental delay
d. None of the alternatives are correct.

Answer: a
Learning Objective: 11.3 Describe the processes by which children first use words and develop vocabulary.

Topic: Mechanisms of Semantic Development

Type: Conceptual

Difficulty: Medium

83. The grammar of most languages involves three principal devices. Which is NOT one of the three?
a. Meaning
b. Word order
c. Inflections
d. Intonation

Answer: a
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Grammar

Type: Factual

Difficulty: Easy

84. Researchers interested in the structural properties of language—including syntax, intonation, and inflection—study
a. phonemes.
b. pragmatics.
c. semantics.
d. grammar.

Answer: d
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Grammar

Type: Factual

Difficulty: Easy

85. Which is NOT one of the principle devices involved in grammar?
a. Syntax
b. Inflection
c. Intonation
d. Phonetics

Answer: d
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Grammar

Type: Factual

Difficulty: Easy

86. The child's phrase "Tana ride horsey" illustrates
a. a holophrase.
b. telegraphic speech.
c. scaffolding.
d. overregularization.

Answer: b
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Development of Grammar

Type: Conceptual

Difficulty: Medium

87. Telegraphic speech refers to the following:

a. Children's omission of nonessential words during early language learning

b. The two-word combinations that children produce

c. Speech that only includes nouns

d. None of the alternatives are correct.

Answer: a
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Development of Grammar

Type: Factual

Difficulty: Easy

88. The statement "I sayed I am not hungry!" illustrates the phenomenon known as
a. overregularization.
b. underextension.
c. telegraphic speech.
d. overextension.

Answer: a
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Development of Grammar

Type: Conceptual

Difficulty: Medium

89. The coined term, "yesternight," created by a young child in analogy with "yesterday," illustrates the fact that
a. children imitate what they hear.
b. adults model language.
c. overregularization occurs in semantic development.
d. coined terms are usually illogically-based.

Answer: c
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Development of Grammar

Type: Conceptual

Difficulty: Easy

90. Jean Berko's discovery that young children correctly add inflectional endings to nonsense words (e.g., wugs as the plural form of wug) suggests that children
a. acquire general rules that they then apply to even unfamiliar words.
b. acquire grammar primarily through imitation and reinforcement.
c. correctly apply inflectional rules to unfamiliar words before familiar words.
d. invent grammars that seem to fit best with unfamiliar input.

Answer: a
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Development of Grammar

Type: Factual

Difficulty: Medium

91. You are interested in your 5-year-old nephew's language development and so decide to give him a little test. You show him one object and say "This is a wug." Next, you show him three of these same objects and say "What are these?" You would expect him to say

a. "I don't know."

b. "wug."

c. "wugs."

d. "wuggers."

Answer: c
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Development of Grammar

Type: Conceptual

Difficulty: Easy

92. Daneman and Case (1981) taught children nonsense names of animals such as "wugs" and fips." They also taught the children verbs ("pum" and "bem") and forms of the verbs that indicated if the animals were observed by one (i.e., add the suffix "abo") or a group of animals (i.e., add the prefix "aki"). In this study
a. "pumabo" was easier to learn than "akipum."
b. prefixes were easier to learn than suffixes.
c. Slobin's operating principle of "paying attention to the ends of words" was supported.
d. children confused the nouns and verbs and could not distinguish prefixes from suffixes.

Answer: c
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Mechanisms of Grammar Acquisition

Type: Conceptual

Difficulty: Medium

93. A researcher studying the competition model of acquiring grammar would be interested in
a. language-making capacity.
b. cues that are most available, reliable, and in conflict with one another.
c. universal structures such as word order that are common to all languages.
d. identification of discrete rules for grammar acquisition.

Answer: b
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Mechanisms of Grammar Acquisition

Type: Factual

Difficulty: Hard

94. Adults using infant-directed speech tend to
a. distort pronunciation.
b. use correct grammar.
c. avoid repetition.
d. focus on distant or abstract events.

Answer: b
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Mechanisms of Grammar Acquisition

Type: Factual

Difficulty: Easy

95. Speech adjustments adults make when talking to young children include all of the following EXCEPT
a. clear pronunciation.
b. short sentences.
c. repetition.
d. overregularization.

Answer: d
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Mechanisms of Grammar Acquisition

Type: Factual

Difficulty: Easy

96. The simplified speech known as “infant-directed speech” is used by
a. mothers only.
b. adults but not children.
c. mothers and others.
d. female speakers only.

Answer: c
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Mechanisms of Grammar Acquisition

Type: Factual

Difficulty: Easy

97. How are the speech adjustments characteristic of infant-directed speech related to children's grammatical development?
a. The more skilled a mother is at using infant-directed speech, the more advanced are her infant's grammatical skills.
b. The more infant-directed speech a mother addresses to her child, the less advanced her child's grammatical skills are likely to be.
c. Infant-directed speech is likely to harm a child's grammatical development unless the child receives other kinds of language input to compensate.
d. Researchers have yet to establish a strong link between infant-directed speech and children's grammatical development.

Answer: d
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Mechanisms of Grammar Acquisition

Type: Factual

Difficulty: Medium

98. Studies of the role of exact imitation in children's language development suggest that
a. the proportion of exact and immediate imitation increases over the first years of language learning.
b. children's statements are usually longer and more complex than the speech they are imitating.
c. most children display very little exact imitation.
d. imitation does not occur.

Answer: c
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Mechanisms of Grammar Acquisition

Type: Factual

Difficulty: Medium

99. Which is NOT true about the way that parents typically respond to the ungrammatical statements of their children?
a. Parents rarely point out the grammatical errors.
b. Parents respond to the content of the statement rather than the grammar.
c. Parents often repeat the child's statement in a corrected or more complete form in response.
d. Parents provide a lot of negative evidence but provide no positive evidence.

Answer: d
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Mechanisms of Grammar Acquisition

Type: Factual

Difficulty: Medium

100. Repetitions of speech in which errors are corrected and statements are elaborated are known as
a. expansions.
b. recasts.
c. clarification questions.
d. infant-directed speech.

Answer: a
Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Mechanisms of Grammar Acquisition

Type: Factual

Difficulty: Easy

101. A mother is most likely to provide feedback to her 3-year-old's remark "I feeded Wover!" with
a. "Fed. I fed Rover."
b. "Yes! You feeded Rover!"
c. "Yes, you fed Rover her milk bone."
d. "Then what did you do?"

Answer: c

Learning Objective: 11.4 Describe the processes by which children learn to communicate grammatically.

Topic: Mechanisms of Grammar Acquisition

Type: Conceptual

Difficulty: Medium

102. Pragmatics is the study of the

a. social uses of language.

b. structural uses of language.

c. meaning in language.

d. speech sounds in language.

Answer: a

Learning Objective: 11.5 Describe the means by which children learn the pragmatics of language use.

Topic: Pragmatics

Type: Factual

Difficulty: Easy

103. Researchers use the term speech acts to refer to
a. the basic unit of meaning in a language.
b. the variations in sound that transmit meaning in a language.
c. any use of speech including book reading, labelling, and conversation.
d. speech that serves a social function such as requesting.

Answer: d

Learning Objective: 11.5 Describe the means by which children learn the pragmatics of language use.

Topic: Speech Acts

Type: Factual

Difficulty: Easy

104. Which illustrates a speech act?
a. A baby is playing peek-a-boo with her daddy and says “more.”
b. An infant is lying in her crib softly saying “bababa...bababa.”
c. A toddler is looking at a picture book alone, labelling all familiar objects.
d. A preschooler “reads” a familiar story to himself.

Answer: a

Learning Objective: 11.5 Describe the means by which children learn the pragmatics of language use.

Topic: Speech Acts

Type: Conceptual

Difficulty: Easy

105. Marla knew that her son knew the “answer obviousness” rule when he
a. gave her the salt after she said, “Can you pass the salt?”
b. answered “yes” after she said, “Did you do your homework?”
c. described the weather after she said, “Is it going to rain today?”
d. said “no” when she asked, “Can you lift 2,000 pounds?”

Answer: a
Learning Objective: 11.5 Describe the means by which children learn the pragmatics of language use.

Topic: Discourse

Type: Conceptual

Difficulty: Easy

106. The “answer obviousness” rule is not apparent in children until
a. after the naming explosion has occurred.
b. after the discourse rule of turn taking is used.
c. after a child displays telegraphic speech.
d. All of the alternatives are correct

Answer: d
Learning Objective: 11.5 Describe the means by which children learn the pragmatics of language use.

Topic: Discourse

Type: Conceptual

Difficulty: Medium

107. A researcher interested in discourse studies primarily
a. the acquisition of grammar.
b. conversation.
c. vocabulary development.
d. written text.

Answer: b
Learning Objective: 11.5 Describe the means by which children learn the pragmatics of language use.

Topic: Discourse

Type: Factual

Difficulty: Easy

108. In order to engage in proper discourse, children must
a. understand rules of turn-taking.
b. learn to repeat what has just been said.
c. be able to use language free of articulation and grammatical errors.
d. be able to use language that is free of grammatical errors.

Answer: a
Learning Objective: 11.5 Describe the means by which children learn the pragmatics of language use.

Topic: Discourse

Type: Conceptual

Difficulty: Medium

109. The ability to accurately describe how to do a homework assignment to a friend over the phone requires
a. semantic feature analysis.
b. fast-mapping.
c. scaffolding.
d. social referential communication.

Answer: d
Learning Objective: 11.5 Describe the means by which children learn the pragmatics of language use.

Topic: Social Referential Communication

Type: Conceptual

Difficulty: Easy

110. The fact that children as young as 4 simplify their speech when addressing toddlers and infants suggests that even 4-year-olds display
a. a form of infant-directed speech.
b. some sensitivity to the needs of their listeners.
c. social referential communication.
d. All of the alternatives are correct

Answer: d
Learning Objective: 11.5 Describe the means by which children learn the pragmatics of language use.

Topic: Social Referential Communication

Type: Conceptual

Difficulty: Medium

111. Which of the following challenges the "single-system hypothesis" of language learning in bilingual children?

a. Bilingual children tend to combine forms from the two languages within the same utterance.

b. Bilingual children acquire both languages more slowly than peers who are only learning one language.

c. Babies in bilingual homes can differentiate sounds from the two languages to which they are exposed.

d. None of the alternatives are correct.

Answer: c
Learning Objective: 11.5 Describe the means by which children learn the pragmatics of language use.

Topic: Social Referential Communication

Type: Factual

Difficulty: Medium

112. Studies of bilingual children suggest that
a. bilingualism leads to delayed language development and related cognitive deficits.
b. children who learn two languages simultaneously cannot perceptually separate the two languages.
c. efforts to teach non-native English speakers in both English and their native language are seriously misguided.
d. young children can apparently separate and acquire two languages without significant problems.

Answer: d
Learning Objective: 11.5 Describe the means by which children learn the pragmatics of language use.

Topic: Social Referential Communication

Type: Factual

Difficulty: Easy

113. Which of the following is false about children who have participated in French immersion?

a. They show excellent French comprehension skills.

b. They show lags throughout the school years in their English reading and spelling skills.

c. They report more favourable views of French Canadian language and culture.

d. Even if they start immersion later, it is nevertheless beneficial to them.

Answer: b
Learning Objective: 11.5 Describe the means by which children learn the pragmatics of language use.

Topic: Social Referential Communication

Type: Factual

Difficulty: Easy

114. Carl has been diagnosed with Williams syndrome. Which of the following would not be a symptom of this syndrome?
a. Below average IQ
b. Difficulty maintaining attention
c. Difficulty with spatial and numerical problem solving
d. Hallucinations

Answer: d
Learning Objective: 11.5 Describe the means by which children learn the pragmatics of language use.

Topic: On the Cutting Edge 11.1

Type: Factual

Difficulty: Easy

115. Williams syndrome has provided support for Chomsky's nativistic theory, because
a. those with this diagnosis learn language via operant conditioning.
b. it is not a genetic disorder.
c. those with the disorder have intact language abilities despite intellectual deficits.
d. those with the disorder have IQs below those of individuals with Down syndrome.

Answer: c
Learning Objective: 11.5 Describe the means by which children learn the pragmatics of language use.

Topic: On the Cutting Edge 11.1

Type: Conceptual

Difficulty: Medium