***Test Bank****for*

**Child Development and Education**

**Fifth Edition**

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Instructors of classes using McDevitt and Ormrod’s *Child Development and Education,* 5e*,* may reproduce material from the test bank for classroom use.

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**PREFACE**

My guiding principles as I wrote the test bank for the third edition of *Child Development and Education* were to (a) focus on those aspects of the field that teachers and other practitioners are most likely to find useful in their professional practice and (b) encourage students to apply concepts and theories to real-life situations. The test items come from several sources. Many of them are “tried and true” questions that I have used over the past three decades in my own classes. Others have been adapted from the test banks for my *Essentials of Educational Psychology* and *Educational Psychology: Developing Learners* books. Others are adaptations of the many creative items that Teresa DeBacker wrote for the second edition of the text. And still others were newly written by Gail Gottfried and Deborah Scigliano for later editions. Regardless of source, you will, I hope, find that the test questions emphasize meaningful learning and, in many cases, higher-level thinking skills. Ultimately we can better further our own students’ metacognitive development when our assessment instruments assess elaboration, application, and critical thinking rather than knowledge acquired in a rote manner.

The test items contained in this test bank are also available in **Test Gen**:

**TestGen** (ISBN: 0-13-29024-94) is a test generator program that lets you view and edit test-bank questions and then administer those tests on paper, on a local area network, or over the Web. The program provides many options for customizing and displaying test banks and tests. A built-in random number generator makes it ideal for creating multiple versions of questions and tests. Powerful search and sort functions let you easily locate questions and arrange them in the order you prefer. The TestGen test bank is available for use in the following learning management systems: Blackboard/Learn, Blackboard CE/Vista, Moodle, Angel, Sakai, and D2L.

You can download the TestGen at [www.pearsonhighered.com](http://www.pearsonhighered.com). Simply click on “Educators,” enter the author, title, or ISBN of the textbook. Click on the “Resources” tab to view and download the available supplements.

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 J.E.O.

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**OVERVIEW OF TEST ITEMS**

This test bank provides multiple-choice, essay, and developmental trends questions for Chapters 1–15 of the textbook. The items have been developed with a variety of possible instructional objectives in mind. *We urge you to consider the objectives you have for your own students and to select items that best match your objectives.*

The test items are at two difficulty levels. **Level 1 items**, which are designated by a single dot (•) in the left margin, are lower-level questions that assess *knowledge* or *comprehension* of material presented in the text. **Level 2 items**, which are designated by double dots (••) in the left margin, are higher-level questions that assess *application* or *analysis* of material presented in the text.

**Providing Directions for the Test Items**

Although most of your students are apt to be familiar with both multiple-choice and essay formats, a few of them may not know exactly what you expect them to do. Accordingly, it is usually a good idea to provide specific directions for how to respond to your questions. Here are examples of various test directions you might use:

* Read each question and all alternatives carefully. Choose the best answer in each case. Indicate your choice directly on the exam by circling the letter to the left of your choice.
* Read each question and all alternatives carefully. Choose the best answer in each case. Indicate your choice by blackening the corresponding circle on the answer sheet. If you have questions about any item, please seek clarification.
* For each item, circle the letter corresponding to the single best answer. Whenever you wish to do so, you may explain your choice in the margin beside the item. Such explanations are optional and will be evaluated only in cases where answers are otherwise “incorrect.”
* For each question, choose the single best answer. Mark all answers on the answer sheet. Please do not mark the test booklet. You may provide a written justification for any question you wish on the back of the answer sheet.
* Answer each of the following short answer and essay questions clearly and concretely. Be sure to answer all parts of each question. There are \_\_ points possible, including \_\_ points on the closed book portion and \_\_ points on the open book portion.
* Answer each question as clearly and completely as you can. Please speak with me if: (1) you don’t understand what a question is asking you to do, or (2) you’re not sure if one of your responses communicates what you want it to. Although I cannot tell you if you are right or wrong while you are still taking the exam, I can tell you if you are answering the questions I have asked and are communicating your ideas clearly.

In addition, it is helpful for students to know the specific point values you plan to assign to each part of an essay question; you may want to insert these directly into the essay questions you ask.

**Guidelines for Scoring Tests**

Scoring criteria are provided for each item. Scoring responses to the multiple-choice questions should be relatively simple. If you allow students to defend their choices in the margins, you will have some subjective judgments to make about the appropriateness of their reasoning behind what are otherwise incorrect choices. Scoring responses to the essay questions will naturally be more difficult and time-consuming, but the scoring criteria provided with each question should help you score them consistently and reliably.

**Chapter 1**

**MAKING A DIFFERENCE IN THE LIVES**

**OF CHILDREN AND ADOLESCENTS**

|  |  |
| --- | --- |
| **CHAPTER OUTLINE** | **RELEVANT TEST ITEMS** |
| The FIELD OF CHILD DEVELOPMENTThree Developmental DomainsEffects of Context on Development | Multiple-Choice 1-2 |
| BASIC ISSUES IN DEVELOPMENTNature and NurtureUniversality and DiversityQualitative and Quantitative ChangeApplying Basic Lessons from Child Development | Multiple-Choice 3-17Essay 54-55 |
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| DEVELOPMENTAL PERIODSInfancy (Birth–2 Years)Early Childhood (2–6 Years)Middle Childhood (6–10 Years)Early Adolescence (10–14 Years)Late Adolescence (14–18 Years) | Multiple-Choice 37-41 |
| FROM THEORY TO PRACTICEApplying Knowledge of Child Development in the Classroom and CommunityStrengthening the Commitment | Multiple-Choice 42-53Essay 59-60 |

**Multiple-Choice Questions**

•• 1. Which one of the following best illustrates physical development as a developmental domain?

 a. Mark can watch a basketball player and critique his movements.

 b. Tammy can hold and use a pencil more easily than she could last year.

 c. Timothy is increasingly able to understand other people’s points of view.

 d. Thomas learns how to count by practicing counting with a variety of household objects.

•• 2. Which one of the following best illustrates social-emotional development as a developmental domain?

 a. Pamela has decided to get a fashionable new haircut.

 b. Annika cries in pain when she steps on a sharp pebble.

 c. Carlos is learning how to play cooperatively with his preschool classmates.

 d. Thomas used to think that the earth was flat, but now he knows that it’s round.

•• 3. Many psychologists are interested in the influence of “nature versus nurture” in child development. Which one of the following examples illustrates the influence of *nature*?

 a. Fourteen-year-old Deborah is starting to grow pubic hair, and she’s just had her first menstrual period.

 b. Two-year-old Sophia is learning to speak two languages because her parents speak Spanish at home but everyone at her preschool speaks English.

 c. Ten-year-old Bart loves being outdoors. As far back as he can remember, his family has gone camping almost every weekend during the summer months.

 d. Eight-year-old Yannie goes to his Aunt Jane’s house after school every day. As he watches television, Jane gives him as much candy and other sweets as he wants, and so he is becoming increasingly overweight.

 • 4. Which one of the following statements reflects what developmentalists mean by the term *maturation*?

 a. Changes related specifically to children’s physical development

 b. Changes related specifically to children’s emotional development

 c. Changes that reflect increasingly appropriate social behavior

 d. Developmental changes that are controlled largely by heredity

• 5. Many developmental theorists are interested in the influence of “nature versus nurture” in child development. The term *nurture* refers to:

 a. A child’s characteristics at birth

 b. Genetically controlled maturational changes

 c. Environmental conditions that influence development.

 d. The loving bonds that exist between children and their parents

•• 6. Leanna believes that children have a natural curiosity that makes them eager to learn. LeRoy believes that children’s motivation to learn is fostered by good nutrition, positive relationships with other people, and opportunities to explore a complex environment. This difference in viewpoints best reflects the issue of:

 a. Nature vs. nurture

 b. Universality vs. diversity

 c. Progression vs. regression

 d. Quantitative vs. qualitative change

• 7. Three of the following statements are true regarding the interplay between heredity and environment in child development. Which statement is *false*?

 a. Certain environmental experiences may have a greater impact at some ages than at others.

 b. Inherited predispositions have a large influence in some aspects of development, whereas environment is more influential in other aspects.

 c. Children’s inherited tendencies may make them more or less susceptible to particular environmental conditions.

 d. Heredity is more influential when children live in extremely impoverished circumstances than when they have good nutrition and other environmental supports.

• 8. A *sensitive period* in development can best be described as:

 a. An approach to teaching or parenting that takes a child’s developmental level into account

 b. A stage of development in which children display unpredictable (and often inappropriate) emotional responses

 c. An age range during which environmental conditions are most likely to have an effect on a particular aspect of a child’s development

 d. A period during children’s cognitive development in which they are highly distractible and so are frequently off task in the classroom

•• 9. In her book *Genie: A Psycholinguistic Study of a Modern-Day “Wild Child,”* Susan Curtiss (1977) described a girl (whom Curtiss called “Genie” to protect her privacy) who had been raised with little exposure to language. Convinced that his daughter was retarded and unmanageable, Genie’s father kept her almost constantly confined to a small room in the house. Genie’s life was one of physical abuse, neglect, and isolation from the outside world. The family rarely spoke to her, and she had no access to either television or radio. Finally, when Genie was 13, she, her mother, and an older brother left the home that Genie’s father had made so unbearable. Shortly after, social services authorities became aware of Genie’s situation and hospitalized her for severe malnutrition. At the time, Genie had only two words in her speaking vocabulary and understood fewer than 20 words. In more nurturing care over the next 41/2 years, Genie gradually learned many more words, but she never did acquire the grammar of a typical 4- or 5-year-old. This situation best illustrates \_\_\_\_\_\_\_ in child development.

 a. universality

 b. a sensitive period

 c. the role of maturation

 d. the role of temperament

•• 10. Aaron has always had an irritable temperament. As a baby, he often cried and was difficult to soothe. As a toddler, he threw temper tantrums if he didn’t immediately get something he wanted. As a preschooler, he was moody and unpredictable. He’s often so ornery that other people—even family members—simply don’t want to be around him very much. Which one of the following principles best describes this situation?

 a. Children’s natural tendencies affect their environment.

 b. The relative effects of heredity and environment vary for different developmental domains.

 c. Inherited tendencies make children more or less responsive to particular environmental influences.

 d. For some aspects of development, *when* certain environmental conditions are present is just as important as *whether* they are present.

• 11. The concept of *universality* in development refers to:

 a. Developmental progressions shared by virtually all human beings

 b. Developmental progressions that differ from one individual to another

 c. A feeling of “oneness” with the earth that many children have in early childhood

 d. Differences among children that can be traced to a particular historical era or to unique cultural events

•• 12. Which one of the following statements best illustrates a *universal* in development as developmentalists define the term?

 a. In their pretend play, girls tend to enact domestic scenarios (e.g., “house”), whereas boys are more likely to enact superhero scenarios (e.g., “Batman”).

 b. Children in some cultures learn that it’s rude and disrespectful for a child to initiate a conversation with an adult.

 c. Young children show similar patterns in their language development regardless of the specific language they learn.

 d. Children are most likely to appreciate the importance of reading and writing if the people around them read and write frequently.

•• 13. Many psychologists are concerned about whether certain aspects of development are marked by universality or diversity. Which one of the following statements illustrates *diversity*?

 a. Children almost always first sit, then walk, then run.

 b. Children think in increasingly logical ways as they get older.

 c. By interacting with their physical environment all children learn that things always fall down, never up, when released.

 d. On average, teenagers who live in middle-income neighborhoods have better study skills than those who live in low-income neighborhoods.

•• 14. Which one of the following best illustrates a *qualitative* (rather than quantitative) change in development?

 a. Between ages 11 and 13, Bunny grew 4 inches taller and gained 15 pounds.

 b. After attending last night’s concert, Penny changed her mind about who her favorite band is.

 c. Micha used to be puzzled by statements such as “Look before you leap” but now understands their underlying meanings.

 d. Mason has a much larger vocabulary than he did last year.

•• 15. Which one of the following best illustrates a *quantitative* (rather than qualitative) change in development?

 a. Five-year-old Mercedes has finally learned how to carry a tune.

 b. As a 15-year-old, LaRue has started to grow facial hair.

 c. Beth used to be shy around her peers, but now she’s very outgoing and makes friends easily.

 d. Robert knows many more addition facts than he did a few months ago.

• 16. Some developmentalists have proposed stage theories to describe the changes they observe in growing children. By *stage*, they mean:

 a. A worrisome characteristic that temporarily appears in some children’s development

 b. An episode in which a child acts in ways very different from his or her general personality

 c. A period of development in which certain ways of thinking or behaving are typical

 d. An age range in which most youngsters are likely to exhibit irritable or unruly behavior

• 17. Only one of the following statements is true about *stage theories*. Which one?

 a. As children make the transition from one developmental stage to the next, they are apt to display characteristics of both stages for a short period.

 b. The order in which children progress through various stages of development differs from one child to the next.

 c. Stage theories largely describe physical development, rather than cognitive or social-emotional development.

 d. Increasingly, developmentalists are realizing that development is characterized by discrete stages rather than by gradual trends.

• 18. In developmental psychology, a *theory* can best be characterized as:

 a. A description of the results of a particular research study

 b. A statement that describes how a particular variable affects children’s development

 c. An objective measure of how a child behaves in a particular situation

 d. A general explanation of how and why development occurs

• 19. Which one of the following theoretical perspectives most emphasizes genetic and maturational contributions to children’s development?

 a. psychodynamic

 b. biological

 c. cognitive-developmental

 d. developmental systems

•• 20. Dr. Penrose is studying the reflexes that infants exhibit at or shortly after birth. He speculates about the ways in which these reflexes might be, or perhaps were at one time, important for infants’ survival. Dr. Penrose’s approach illustrates which one of the following theoretical perspectives?

 a. biological

 b. behaviorist

 c. sociocultural

 d. developmental systems

• 21. One characteristic common to all behaviorist theories of development is an emphasis on:

 a. The effect of the environment on development

 b. The negative emotional repercussions of punishment

 c. The importance of each and every event in a person’s life

 d. How one learns by observing the actions of others

•• 22. Mr. Milligan rewards his first graders with scratch-and-sniff stickers when they exhibit appropriate behavior in the classroom. Mr. Milligan’s classroom management strategy is most consistent with which one of the following theoretical perspectives of development?

 a. developmental systems

 b. cognitive process

 c. cognitive-developmental

 d. behaviorist

•• 23. A teacher says to you, “I never believe my students have learned something new until I see their behavior change.” Without knowing anything else about this teacher, you can guess that he or she agrees with the \_\_\_\_\_\_\_ perspective of development.

 a. behaviorist

 b. biological

 c. cognitive process

 d. psychodynamic

• 24. Social learning theory can best be characterized as being concerned with:

 a. Acquisition of communication skills

 b. Acquisition of socially appropriate behaviors

 c. How children learn through observing what others do

 d. The influence of large groups on children’s thoughts and behaviors

• 25. You read a research article in which a psychologist emphasizes the significant impact of early social experiences on children’s later characteristics and behaviors. Your best guess would be that the author of the article takes a \_\_\_\_\_\_\_ approach to development.

 a. biological

 b. developmental systems

 c. sociocultural

 d. psychodynamic

•• 26. Ms. Luo is puzzled by Amanda’s fearful reactions to men. Amanda is generally a very friendly child, and so her fear of men seems out of character. Ms. Luo wonders if Amanda may have had a traumatic experience with her father or with another man when she was younger. Ms. Luo’s hypothesis illustrates a \_\_\_\_\_\_\_ approach to child development.

 a. psychodynamic

 b. biological

 c. sociocultural

 d. cognitive process

• 27. Which one of the following statements best describes a *cognitive-developmental* perspective of child development?

 a. Children are naturally disposed to think about their environment in particular ways; in a sense, some basic knowledge about the world is “pre-wired.”

 b. Children actively try to make sense of the world from their experiences with the environment.

 c. Initially, children unconsciously develop a rather complex and confused view of the world, but this view becomes simpler and more straightforward as time goes on.

 d. Children repeatedly parrot their parents’ and teachers’ beliefs, eventually adopting these beliefs as their own “knowledge.”

•• 28. You attend a workshop in which a science educator proposes that children’s understanding of science progresses through a series of qualitatively distinct stages. Without knowing anything else about this individual, you might reasonably guess that he or she takes a \_\_\_\_\_\_\_ approach to child development.

 a. developmental systems

 b. cognitive-developmental

 c. sociocultural

 d. psychodynamic

•• 29. After teaching kindergarten for fifteen years, Ms. Donnellen will be teaching third grade next year. She knows she must rethink her approach to teaching, because kindergartners and third graders tend to think very differently. Ms. Donnellen is taking a \_\_\_\_\_\_\_ approach to child development.

 a. psychodynamic

 b. developmental systems

 c. cognitive-developmental

 d. social learning

• 30. Which one of these is central to a *cognitive process* approach to child development?

 a. How children learn from observing others

 b. How children learn from what others tell them

 c. What consequences follow children’s behaviors

 d. How children’s thinking changes over time

•• 31. Ms. Redshaw asks 15-year-old DeWayne to describe his thoughts as he works on a math problem that is giving him trouble. Ms. Redshaw’s approach is most consistent with a \_\_\_\_\_\_\_ perspective of development.

 a. developmental systems

 b. cognitive process

 c. sociocultural

 d. behaviorist

• 32. If you were interested in how *culture* influences the development of children’s thinking, you would be most likely to consider \_\_\_\_\_\_\_ approach to cognitive development.

 a. Lev Vygotsky’s

 b. a social learning

 c. a developmental systems

 d. Jean Piaget’s

•• 33. A preschool teacher thinks it is very important for children to participate as much as possible in real-life adult tasks—baking cookies, constructing napkin holders with wood, and so on—with whatever guidance and support they need to accomplish the tasks successfully. This teacher is taking a \_\_\_\_\_\_\_ approach to child development.

 a. cognitive process

 b. psychodynamic

 c. sociocultural

 d. maturational

• 34. Which one of the following statements best describes a *developmental systems* perspective of child development?

 a. Children’s growing knowledge structures are at first relatively separate and isolated, but they increasingly become integrated and interactive.

 b. Children are influenced by their environment, but so, too, do they influence the environment in which they grow up.

 c. Traumatizing events in the early years can have a lifelong impact on children’s emotional well-being.

 d. Developmental progressions in the cognitive, emotional, and social domains are interrelated throughout childhood and adolescence, such that advancements in one domain invariably influence development in other domains as well.

•• 35. If we take a *developmental systems* approach in looking at the effects of formal education on children’s development, we must conclude that the quality of children’s classroom experiences is influenced:

 a. Primarily by what teachers do in the classroom

 b. Primarily by how children think about classroom material

 c. Both by classroom events and by what children themselves do

 d. Largely by things that have happened to children in the past

• 36. Which one of the following statements is most accurate regarding the theoretical perspectives of development described in the textbook?

 a. They have all been proven to be true.

 b. Eventually researchers will determine which one of them is correct.

 c. Any single one of them can be used to explain virtually every aspect of children’s behavior.

 d. Each one provides a somewhat different angle from which to look at children’s development.

• 37. Which one of the following best characterizes *infancy* as a developmental period?

 a. Fearfulness

 b. An urge to explore

 c. Keen memory for day-to-day events

 d. Minimal brain in the first year growth

• 38. Ms. Currat is a preschool teacher. Her students are likely to be:

 a. Developing language skills at a rapid rate

 b. Able to play effectively in organized sports

 c. Able to control their impulses easily

 d. Reluctant to play with one another

• 39. Imagine that you are a teacher. The students in your class are now, for the first time, able to give sustained attention to academic tasks. They have also begun to place great importance on friendships, especially those with same-sex peers. Your students are most likely in the developmental period of:

 a. Early childhood

 b. Middle childhood

 c. Early adolescence

 d. Late adolescence

• 40. Imagine that you are a teacher. The students in your class have frequent mood swings, and they worry constantly about what others might think about them. They are also just beginning to think idealistically about how the world might be better than it actually is. Your students are most likely in the developmental period of:

 a. Early childhood

 b. Middle childhood

 c. Early adolescence

 d. Late adolescence

• 41. Imagine that you are a teacher. The students in your class believe they should be making most of their own decisions these days, and many are starting to think seriously about what kinds of careers to pursue. Your students are most likely in the developmental period of:

 a. Early childhood

 b. Middle childhood

 c. Early adolescence

 d. Late adolescence

• 42. Three of the following statements reflect developmentally appropriate practice. Which one does *not*?

 a. Look for and build on children’s existing talents.

 b. Work hard to help children acquire more advanced ways of thinking as quickly as possible.

 c. Keep in mind that the “weaknesses” of children and adolescence may serve a developmental purpose.

 d. Use the universals of development to form general expectations about children and adolescents, but expect diversity at every turn.

•• 43. You are asked to give advice for developmentally appropriate practice for a new child caregiver who will be working with infants. Which of the following advice will be
 most appropriate to give to this infant caregiver?

 a. Design a stimulating environment with opportunities for exploration.

 b. Individualize reading instruction.

 c. Set up stations for small group work.

 d. Bake cookies from recipes brought from home.

•• 44. A middle school faculty and staff are considering an effective way to ensure that all students are completing their assignments. Which of the following would be
 most effective with students who are in middle school?

 a. Phone calls to families when assignments are not submitted

 b. A chart system with stickers for completed assignments

 c. A teacher mentor who keeps in touch with each individual student

 d. An uncompleted assignment is assigned a zero for the grade

•• 45. A kindergarten teacher has a student who consistently cries each morning when
 brought to school by his family. What would be the most developmentally
 appropriate way to ease this student’s arrival to school so that he can confidently
 start his day in class?

 a. Advise the family to drop him off and leave immediately.

 b. Ask an older student to walk the kindergarten student to class.

 c. Shower the student with attention.

 d. Routinely have the student say goodbye to his family and start an activity.

•• 46. A ninth grade math teacher is searching for ways to make math more engaging for her students. Which of the following would be most appropriate to motivate her students to learn more about math?

 a. Assign worksheets that will be completed independently.

 b. Ask students to bring in ways that math is used in everyday life.

 c. Complete the odd-numbered math problems from the textbook.

 d. Present detailed lectures and require the students to take notes.

•• 47. There is a large drop-out rate among seniors in a district’s high school. To
 encourage retention and graduation rates to increase, which of the following would
 be most effective?

 a. Increase the amount of homework to be done each night.

 b. Initiate a career path program in partnership with a local university.

 c. Institute a rigorous program of standardized testing.

 d. Decrease expectations for students who express a desire to drop out.

•• 48. You see a picture of a classroom without students in it. You see a large
 brightly-colored alphabet rug on the floor. There are writing stations, math stations,
 listening stations, and art stations located around the room. Books are prominently
 featured throughout the room. Which grade, most likely, would be learning in
 this room?

 a. First grade

 b. Fourth grade

 c. Sixth grade

 d. Eighth grade

•• 49. What is the most appropriate way that adults can support a child’s curiosity?

 a. Show them what to do in a step-by-step manner.

 b. Encourage participation in structured play and sports activities.

 c. Encourage exploration along with challenging educational experiences.

 d. Make choices for them because you know what will be beneficial.

•• 50. Which of the following statements is the strongest argument to advocate for the
 importance of play in the life of a child?

 a. Play is recommended by those who work with children.

 b. Play is something that children like to do.

 c. Play is a natural part of childhood.

 d. Play is a way to explore the world and learn to solve problems.

•• 51. What is the most appropriate way to advance children’s thinking in your class?

 a. Set specific goals and provide a moderate amount of support.

 b. Set the same high expectations for all children.

 c. Set a general goal and allow the children to accomplish it by themselves.

 d. Set many high goals and expect all children to reach them.

•• 52. What is the most effective ways to incorporate the diverse cultures and values of your students in meaningful ways?

 a. Have a class multicultural food fair.

 b. Read folktales from countries around the world.

 c. Have students write family histories and share with the class.

 d. Have a cultural diversity month with guest speakers.

•• 53. The adults in your community want to know how to promote their children’s emotional well-being. What is your best advice to them to accomplish this?

 a. Listen and respond to each child’s needs.

 b. Share all details about family life.

 c. Shelter them from bad news.

 d. Let them know that everything will be alright.

**Essay Questions**

• 54. Virtually all aspects of development are clearly influenced by both nature and nurture. Thinking specifically about *physical* growth and development, describe at least one way in which nature influences development, and at least one way in which nurture influences development.

• 55. Some aspects of development seem to follow universal patterns of change, while other aspects show great diversity across individuals. Describe at least one aspect of development that seems to follow a universal pattern, and at least one aspect of development that reflects diversity across individuals.

•• 56. Mr. Rivera is a teacher who adheres largely to behaviorist and social learning perspectives in his classroom. Describe at least three different things he might do in his classroom that would be consistent with these perspectives.

•• 57. Although Jimmy is generally a good math student, he is having a great deal of trouble with word problems. His teacher, Ms. Marx, wonders how she can best help him. Which theoretical perspective would you recommend that Ms. Marx use as an aid for thinking about how to help Jimmy: a biological, behaviorist, or cognitive-process approach? Justify your answer.

• 58. The textbook recommends that teachers and others who work with children and adolescents take an eclectic approach to understanding development, using a variety of theoretical approaches. Explain why an eclectic approach would be most beneficial.

•• 59. An established pre-school is now adding the care of infants and toddlers to their school. What practices should they implement order to provide the best development for these children?

•• 60. Mr. Walsh is chairing a committee that will be exploring effective ways of addressing the needs of the middle school students. He wants to present suggestions to the committee of strategies and practices that will enhance the motivation and address the particular needs of students who are in middle school. Discuss specific strategies and practices that will address these developmental needs and enhance student motivation.

**Developmental Trends Table**

The table below describes information collected about the experiences of five youngsters that reflect one or more underlying developmental strengths. For each of these experiences, the table identifies youngsters’ developmental strengths, an implication for building on these strengths, or both. Apply what you’ve learned about the value of identifying children’s strengths to fill in the empty cells in the table.

**Identifying Developmental Strengths in Youngsters**

|  |  |  |  |
| --- | --- | --- | --- |
| **Age** | **A Youngster’s Experience** | **Developmental Concepts** Identifying Developmental Strengths | **Implications**Building on Developmental Strengths |
| **Infancy (Birth–2)** | An 8-month-old baby, Marita, has an ear infection and fever. She is in distress and cries often, reaching out for caregivers. | Marita is communicating her distress, having learned that caregivers can comfort her when she is hurt, tired, or scared. The baby’s developmental strengths are her expectation that others will help her and her ability to communicate her distress. | **61)**  |
| **Early Childhood (2–6)**  | A 3-year-old child, Sydney, asks questions constantly. Sydney wants to know why the sky is blue, why leaves are green, why a doll is broken, and why it is time for a nap.  | Sydney has an insatiable and healthy curiosity. The child has also learned that he can engage adults in conversations by asking a series of questions. Sydney’s developmental strengths are a *desire for new knowledge* and the possession of *rudimentary conversation skills*.  | Answer the child’s questions when you can, tell him politely when you are *not* able to answer his questions, and read him books and arrange other educational experiences that address his most pressing interests.  |
| **Middle Childhood (6–10)**  | A group of 9-year-old boys and girls are playing football at recess. The game appears to be fun, but it is punctuated with arguments over whose turn it is to play particular positions and whether or not there has been a touchdown, the ball is in or out, or a tackle has been too rough.  | **62)** | Tell the children that their football game looks like fun and that they seem to be working out their differences. Make sure that no one is bullying other children, and intervene if necessary.  |
| **Early Adolescence (10–14)**  | Between classes, middle school students talk in the hallways, pass notes, and laugh. Boys and girls congregate in separate groups, eye one another, and seem to be self-conscious.  | These young adolescents are learning to relate to one another in entirely new ways. Their developmental strengths are the *exuberant way in which they approach peer relationships* and the *heightened interest they show in social networks*.  | Permit free talk during passing times between classes, but ask one teacher or staff member to be nearby to intervene if necessary (e.g., if youngsters are inclined to harass one another). Be a receptive listener to young adolescents who feel slighted or ridiculed by peers.  |
| **Late Adolescence (14–18)**  | A group of high school students believes that school is “dumb” and that classes are boring. The students see their teachers as hypocritical and out of touch. They have some specific thoughts on how rules and classes should be changed. They decide to write a letter to the newspaper and demand that either the school be changed or they be allowed to graduate early.  | These adolescents are questioning the way schools are designed. Their developmental strengths are an ability *to see how the world could be different* and their *idealism* that school could be improved dramatically.  | **63)** |

**CHAPTER 1 ANSWER KEY**

**Multiple Choice Questions**

|  |  |  |
| --- | --- | --- |
|  | B | ***Correct Answer:*** Tammy can hold and use a pencil more easily than she could last year.***Feedback for Correct Response:*** Physical development includes the growth of motor skills. Holding a pencil is indicative of motor skill development. ***Text Reference:*** See The Field of Child Development, p. 4, Objective 1.1 |
|  | C | ***Correct Answer:*** Carlos is learning how to play cooperatively with his preschool classmates.***Feedback for Correct Response:*** Social-emotional development involves emotional, self-concept, and behavioral changes which depend greatly upon interactions with other children. Playing cooperatively is a sign of positive interaction with others.***Text Reference:*** See The Field of Child Development, p. 5, Objective 1.1 |
|  | A | ***Correct Answer:*** Fourteen-year-old Deborah is starting to grow pubic hair, and she’s just had her first menstrual period.***Feedback for Correct Response:*** Nature encompasses tendencies that influence development. The pituitary gland initiates changes during puberty that initiates the process of sexual maturation which is guided by heredity.***Text Reference:*** See Basic Issues in Development, p. 7, Objective 1.1 |
|  | D | ***Correct Answer:*** Developmental changes that are controlled largely by heredity***Feedback for Correct Response:*** Maturity is the genetically-guided process that occurs over the course of development. Our genetic make-up is determined by our heredity.***Text Reference:*** See Basic Issues in Development, p. 7, Objective 1.1 |
|  | C | ***Correct Answer:*** Environmental conditions that influence development.***Feedback for Correct Response:*** Nurture consists of the environmental conditions that influence development. Nutrition, formal instruction, and peer relationships are some of the examples of the developmental influences of nurture.***Text Reference:*** See Basic Issues in Development, p. 6, Objective 1.1 |
|  | A | ***Correct Answer:*** Nature vs. nurture***Feedback for Correct Response:*** Being slow or quick to learn can have a genetic basis which favors the nature aspect of development. A supportive learning environment which includes proper nutrition, positive peer relationships, and exposure to a variety of learning opportunities favors the nurture aspect of development.***Text Reference:*** See Basic Issues in Development, p. 7, Objective 1.1 |
|  | D | ***Correct Answer:*** Heredity is more influential when children live in extremely impoverished circumstances than when they have good nutrition and other environmental supports.***Feedback for Correct Response:*** When children experience extreme deprivation, environment plays a more influential role than heredity.***Text Reference:*** See Basic Issues in Development, p. 8, Objective 1.1 |
|  | C | ***Correct Answer:*** An age range during which environmental conditions are most likely to have an effect on a particular aspect of a child’s development***Feedback for Correct Response:*** Sensitive periods are longer time frames when environmental aspects have more of an influence than at other times. These sensitive periods are more common than critical periods.***Text Reference:*** See Basic Issues in Development, p. 8, Objective 1.1 |
|  | B | ***Correct Answer:*** a sensitive period***Feedback for Correct Response:*** Early childhood is a time when children are more receptive to certain environmental influences such as sounds, structure, and language meaning. This suggests a sensitive period for learning language. Genie was well past this sensitive period for learning language. Progress can be made with her in learning language within reasonable expectations.***Text Reference:*** See Basic Issues in Development, p. 8, Objective 1.1 |
|  | A | ***Correct Answer:*** Children’s natural tendencies affect their environment.***Feedback for Correct Response:*** Children help to create environments that reflect their inherited tendencies. They seek stimulation that aligns with their tendencies as they grow. Genetic research shows that these genetic tendencies intensify as children grow older.***Text Reference:*** See Basic Issues in Development, p. 9, Objective 1.1 |
|  | A | ***Correct Answer:*** Developmental progressions shared by virtually all human beings***Feedback for Correct Response:*** Universality refers to the changes in development that are shared by almost everyone. ***Text Reference:*** See Basic Issues in Development, p. 9, Objective 1.1 |
|  | C | ***Correct Answer:*** Young children show similar patterns in their language development regardless of the specific language they learn.***Feedback for Correct Response:*** Acquisition of language skills is one aspect of development that virtually all people learn despite the variation of environmental influences. Other universals include acquisition of fundamental motor skills and inhibition of immediate impulses. ***Text Reference:*** See Basic Issues in Development, p. 9, Objective 1.1 |
|  | D | ***Correct Answer:*** On average, teenagers who live in middle-income neighborhoods have better study skills than those who live in low-income neighborhoods.***Feedback for Correct Response:*** The environment (nurture) influences heavily aspects of diversity in development. In cognitive development, diversity tends to be more common. ***Text Reference:*** See Basic Issues in Development, p. 7, Objective 1.1 |
|  | C | ***Correct Answer:*** Micha used to be puzzled by statements such as “Look before you leap” but now understands their underlying meanings.***Feedback for Correct Response:*** Qualitative changes show dramatic changes in the essence of a characteristic. The ability to understand abstractions is an example of a qualitative change.***Text Reference:*** See Basic Issues in Development, p. 10, Objective 1.1 |
|  | D | ***Correct Answer:*** Robert knows many more addition facts than he did a few months ago.***Feedback for Correct Response:*** Quantitative changes show small refinements that happen gradually over time. Gradually accumulating more math knowledge is an example of a quantitative change. ***Text Reference:*** See Basic Issues in Development, p. 10, Objective 1.1 |
|  | C | ***Correct Answer:*** A period of development in which certain ways of thinking or behaving are typical***Feedback for Correct Response:*** The term *stage* is used to describe particular thinking and ways of behavior at certain periods of development. Theorists who place an emphasis on qualitative changes often use the term stages when describing these developmental periods.***Text Reference:*** See Basic Issues in Development, p. 10, Objective 1.1 |
|  | A | ***Correct Answer:*** As children make the transition from one developmental stage to the next, they are apt to display characteristics of both stages for a short period.***Feedback for Correct Response:*** According to Erik Erikson, children can retain characteristics from a previous stage as they take on the challenge of another stage.***Text Reference:*** See Basic Issues in Development, p. 10, Objective 1.1 |
|  | D | ***Correct Answer:*** A general explanation of how and why development occurs***Feedback for Correct Response:*** Theories are integrated collections of principles. Theories strive to explain how and why particular phenomena occur.***Text Reference:*** See Theories of Child Development p. 12, Objective 1.2 |
|  | B | ***Correct Answer:*** biological***Feedback for Correct Response:*** Biological theories of development focus on the inherited physiological structures that support survival, growth, and learning.***Text Reference:*** See Theories of Child Development p, 12, Objective 1.2 |
|  | A | ***Correct Answer:*** biological***Feedback for Correct Response:*** Biological theories examine physical and motor abilities of the developing person.***Text Reference:*** See Theories of Child Development p. 13, Objective 1.2 |
|  | A | ***Correct Answer:*** The effect of the environment on development***Feedback for Correct Response:*** Behaviorist theories focus on influence of environmental factors on developmental changes (nurture).***Text Reference:*** See Theories of Child Development p. 13, Objective 1.2 |
|  | D | ***Correct Answer:*** behaviorist***Feedback for Correct Response:*** B. F. Skinner, a proponent of behaviorism, believed that children will work for rewards such as praise or food. Stickers are a form of reward for Mr. Milligan’s first graders which is consistent with a behaviorist perspective.***Text Reference:*** See Theories of Child Development p. 13, Objective 1.3 |
|  | A | ***Correct Answer:*** behaviorist***Feedback for Correct Response:*** Behaviorism focuses on observable changes in behavior to show that learning has occurred. Internal thought processes are not considered from a behaviorist perspective.***Text Reference:*** See Theories of Child Development p. 13, Objective 1.3 |
|  | C | ***Correct Answer:*** How children learn through observing what others do***Feedback for Correct Response:*** Social learning focuses on children’s beliefs and goals. Children learn greatly from observing others. They see the consequences that follow the behavior of others and they develop their own expectations of achievement.***Text Reference:*** See Theories of Child Development p. 13, Objective 1.2 |
|  | D | ***Correct Answer:*** psychodynamic***Feedback for Correct Response:*** Psychodynamic theories focus on the interplay between internal conflicts and the environment. Emphasis is placed upon the critical role that early experiences have in affecting later characteristics and behavior. Psychodynamic theories focus on social and personality development.***Text Reference:*** See Theories of Child Development p. 14, Objective 1.2 |
|  | A | ***Correct Answer:*** psychodynamic***Feedback for Correct Response:*** Early social experiences have an impact on later social development according to psychodynamic perspectives. Intentional efforts need to be made to guide children from unhealthy paths that are influenced by these early social experiences.***Text Reference:*** See Theories of Child Development p. 14, Objective 1.3 |
|  | B | ***Correct Answer:*** Children actively try to make sense of the world from their experiences with the environment.***Feedback for Correct Response:*** According to cognitive-developmental theories, children actively work to make meaning from their experiences. They seek to understand their experiences and work to reconcile any discrepancies between new learning and prior beliefs.***Text Reference:*** See Theories of Child Development p. 14, Objective 1.2 |
|  | B | ***Correct Answer:*** cognitive-developmental***Feedback for Correct Response:*** Cognitive developmental theorists believe that children progress through distinct stages. Children cannot be pushed beyond their current stage. Adults who do try to push children beyond their present capacities may stress the child and fail to support their developing reasoning skills.***Text Reference:*** See Theories of Child Development p. 15, Objective 1.2 |
|  | C | ***Correct Answer:*** cognitive-developmental***Feedback for Correct Response:*** Children develop through different stages according to cognitive-developmental perspectives. To express the belief that third graders think differently than kindergartners reflects this theoretical perspective.***Text Reference:*** See Theories of Child Development p. 15, Objective 1.3 |
|  | D | ***Correct Answer:*** How children’s thinking changes over time***Feedback for Correct Response:*** Cognitive process theories focus on the basic processes of thinking. A central focus is upon how thinking changes throughout childhood and adolescence.***Text Reference:*** See Theories of Child Development p. 15, Objective 1.2 |
|  | B | ***Correct Answer:*** cognitive process***Feedback for Correct Response:*** Understanding the strategies that children use to solve problems reflects the focus of a cognitive process approach. By understanding their thinking strategies, misconceptions can be addressed.***Text Reference:*** See Theories of Child Development p. 15, Objective 1.3 |
|  | A | ***Correct Answer:*** Lev Vygotsky’s***Feedback for Correct Response:*** Lev Vygotsky was a pioneering theorist who studied the effect of culture upon learning. Vygotsky believed that intellectual growth occurred by taking part in cultural activities. This reflects a sociocultural approach to development.***Text Reference:*** See Theories of Child Development p. 16, Objective 1.2 |
|  | C | ***Correct Answer:*** sociocultural***Feedback for Correct Response:*** A sociocultural approach reflects the belief that children learn by engaging in real-life adult tasks. It is important for adults to engage children in these authentic tasks that are beyond the reach of their current capabilities.***Text Reference:*** See Theories of Child Development p. 16, Objective 1.3 |
|  | B | ***Correct Answer:*** Children are influenced by their environment, but so, too, do they influence the environment in which they grow up.***Feedback for Correct Response:*** Developmental systems theories focus on the multiple factors that influence development. The systems that interact include the child’s body, the environment, and social systems. The child actively contributes to the interaction of these systems.***Text Reference:*** See Theories of Child Development p. 17, Objective 1.2 |
|  | C | ***Correct Answer:*** Both by classroom events and by what children themselves do***Feedback for Correct Response:*** There is a dynamic interaction between the child and all of the systems that are encountered by the child. Both the experiences in the classroom and the child’s actions and perceptions interact to influence development.***Text Reference:*** See Theories of Child Development p. 17, Objective 1.3 |
|  | D | ***Correct Answer:*** Each one provides a somewhat different angle from which to look at children’s development.***Feedback for Correct Response:*** Each theory of development offers a unique perspective which the other theories do not provide and no one theory explains all aspects of development.***Text Reference:*** See Theories of Child Development p. 18, Objective 1.2 |
|  | B | ***Correct Answer:*** An urge to explore***Feedback for Correct Response:*** Infants have a curiosity that manifests itself in physical actions such as crawling, reaching, and climbing. They have a need to explore their environment as they build mastery and independence. ***Text Reference:*** See Developmental Periods p. 21, Objective 1.4 |
|  | A | ***Correct Answer:*** Developing language skills at a rapid rate***Feedback for Correct Response:*** Language skills develop rapidly in early childhood. They acquire language skills on a daily basis through engagement with their experiences of daily life.***Text Reference:*** See Developmental Periods p. 22, Objective 1.4 |
|  | B | ***Correct Answer:*** Middle childhood***Feedback for Correct Response:*** Children in the period of middle childhood are developing their basic skills in their academic subject areas and desire time with same-gender age-mates.***Text Reference:*** See Developmental Periods pp. 22-23, Objective 1.4 |
|  | C | ***Correct Answer:*** Early adolescence***Feedback for Correct Response:*** Early adolescence is a time of moodiness, increasing awareness of self-consciousness, and an increasing ability to think abstractly. ***Text Reference:*** See Developmental Periods pp. 23-24, Objective 1.4 |
|  | D | ***Correct Answer:*** Late adolescence***Feedback for Correct Response:*** Late adolescence is a time of increasing independent thought and consideration of job and career paths.***Text Reference:*** See Developmental Periods pp. 24-25, Objective 1.4 |
|  | B | ***Correct Answer:*** Work hard to help children acquire more advanced ways of thinking as quickly as possible.***Feedback for Correct Response:*** Accepting children where they are and introducing tasks of increasing complexity that can be achieved with hard work and modest support is a developmentally appropriate practice instead of working to achieve more advanced ways of thinking in a rapid manner. ***Text Reference:*** See From Theory to Practice p. 29, Objective 1.6 |
|  | A | ***Correct Answer:*** Design a stimulating environment with opportunities for exploration.***Feedback for Correct Response:*** Infants need safe and stimulating environments that allow for free exploration. A variety of toys should be made available with duplicates that can allow for independent play.***Text Reference:*** See From Theory to Practice, p. 28, Objective 1.5 |
|  | C | ***Correct Answer:*** A teacher mentor who keeps in touch with each individual student.***Feedback for Correct Response:*** Middle school students respond favorably to individual attention from teachers. This gives the teacher an opportunity to interact with students on an individual basis and for the student to talk about any academic or social concerns. This allows for a feeling of belonging and individual connection which is important at this stage of development.***Text Reference:*** See From Theory to Practice, p. 28, Objective 1.5      |
|  | D | ***Correct Answer:*** Routinely have the student say goodbye to his family and start an activity.***Feedback for Correct Response:*** By establishing a routine, this helps the child to know what will happen each day. Saying goodbye allows for a time of separation and engaging in a classroom activity allows for a transition to the school day.***Text Reference:*** See From Theory to Practice, p. 28, Objective 1.5 |
|  | B | ***Correct Answer:*** Ask students to bring in ways that math is used in everyday life.***Feedback for Correct Response:*** Students in early adolescence benefit from a motivating curriculum which allows for engagement with examples from real life. This connection of real life to class content encourages engagement and motivation.***Text Reference:*** See From Theory to Practice, p. 28, Objective 1.5 |
|  | B | ***Correct Answer:*** Initiate a career path program in partnership with a local university. ***Feedback for Correct Response:*** Students in late adolescence need to establish a sense of identity. By showing their options for choices of careers can help them to find a sense of identity and chart a path to achieve their goals.***Text Reference:*** See From Theory to Practice, p. 28, Objective 1.5 |
|  | A | ***Correct Answer:*** First grade***Feedback for Correct Response:*** Early childhood learners, such as those in first grade, benefit from an environment that permits exploration. The large representation of the alphabet allows them to explore and reinforce their learning of the alphabet. Stations that are available to students during free time are recommended. Books reinforce opportunities for exploration as these students increase their use of written language to learn.***Text Reference:*** See From Theory to Practice, p. 28, Objective 1.5 |
|  | C | ***Correct Answer:*** Encourage exploration along with challenging educational experiences. ***Feedback for Correct Response:*** Each child has different strengths and interests. By providing opportunities for children to observe and explore their world, you permit them to find what interests them and may lead them eventually to their choice of careers and contributions to society.***Text Reference:*** See From Theory to Practice, p. 29, Objective 1.6 |
|  | D | ***Correct Answer:*** Play is a way to explore the world and learn to solve problems.***Feedback for Correct Response:*** Children learn many important lessons when they engage in play. Children’s play allows them to explore their world, make connections with others, learn to problem solve, and express themselves emotionally.***Text Reference:*** See From Theory to Practice, p. 29, Objective 1.6 |
|  | A | ***Correct Answer:*** Set specific goals and provide a moderate amount of support.***Feedback for Correct Response:*** Children need specific goals that are achievable. The moderate amount of support allows them to accomplish what they cannot do on their own yet. They will eventually enact these behaviors on their own. ***Text Reference:*** See From Theory to Practice, p. 29, Objective 1.6 |
|  | C | ***Correct Answer:*** Have students write family histories and share with the class.***Feedback for Correct Response:*** Writing a family history allows the student to explore his own background and what makes him/her unique. Sharing allows other children to learn more about their classmates and it gives the teacher more information about each child in order to make the curriculum culturally relevant.***Text Reference:*** See From Theory to Practice, p. 30, Objective 1.6 |
|  | A | ***Correct Answer:*** Listen and respond to each child’s needs.***Feedback for Correct Response:*** Adults can express affection and be attentive to the individual needs of children. These affectionate relationships will help to promote children’s emotional well-being, academic achievement, and acceptance by peers.***Text Reference:*** See From Theory to Practice p. 29, Objective 1.6 |

**Essay Questions**

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| --- | --- |
|  | ***Suggested Response:*** The influence of nature is seen, for example, in genetic influences on skin color, height, certain physical abnormalities (e.g., Down syndrome), appearance of gender-related characteristics, and the specific timing of puberty. The influence of nurture is seen in the effects of good or inadequate nutrition, as well as in the ways in which environmental toxins, illness, or injury might delay or disrupt physical development.***Text Reference:*** See Basic Issues in Development, p. 7, Objective 1.1 |
|  | ***Suggested Response:*** Examples of aspects of development that seem to follow a universal pattern include the sequence in which children acquire motor skills (crawling, then walking, then running) and the sequence in which children acquire language (babbling, then one-word and two-word “sentences”). Diversity in development can be seen when youngsters who differ by gender, culture, or historical era acquire different skills and competencies, communicate using different symbols and tools of communication, or hold unique beliefs and values.***Text Reference:*** See Basic Issues in Development, p. 9, Objective 1.1 |
|  | ***Suggested Response:*** Mr. Rivera is apt to do the following (a response should include at least three of these):* + Reward students who exhibit desired behaviors.
	+ Punish (or possibly ignore) students who exhibit inappropriate behaviors.
	+ Model the type of behaviors he wants students to display.
	+ Make sure that his use of reward or punishment with one student is observed by other students.
	+ Encourage students to set certain goals that they want to achieve.

***Text Reference:*** See Theories of Child Development p. 13, Objective 1.3 |
|  | ***Suggested Response:*** A cognitive-process approach would be most helpful in this situation because it offers guidance about the specific ways Jimmy might be thinking about word problems. A behavioral approach focuses on observable behaviors rather than on the cognitive processes that might underlie them. A biological perspective is also of little use unless Ms. Marx suspects that Jimmy’s problems are related to inherited disabilities or slower-than-average brain maturation.***Text Reference:*** See Theories of Child Development p. 15-16, Objective 1.3 |
|  | ***Suggested Response:*** Because development is so complex and because the situations in which we encounter children and adolescents are so variable, no one theory could ever adequately encompass all of development. All developmental theories are useful in some situations, and none is applicable in *all* situations. An eclectic approach increases the likelihood that practitioners will have a useful theoretical perspective at their disposal in the majority of situations they will encounter.***Text Reference:*** See Theories of Child Development p. 18, Objective 1.3 |
|  | ***Suggested Response:*** Infants need a safe environment in which to explore their world. Make sure that there is room to crawl and climb. A quiet space is also needed for those infants who are not yet moving around. A variety of toys and materials should be available for exploration. The caregivers should talk to the children while working with them.***Text Reference:*** See From Theory to Practice p. 29, Objective 1.5 |
|  | ***Suggested Response:*** An integrated curriculum that builds learning in several content areas willprovide motivational and meaningful learning. Making assignments that have personal relevance will be motivational. Middle school students will benefit from individual attention of a teacher mentor. This one-to-one relationship will help to keep students connected with someone who demonstrates care for their best interests. Respect for the privacy of the students is essential.***Text Reference:*** See From Theory to Practice p. 29, Objective 1.6 |

**Developmental Trends Table**

61. **Implications in Infancy:** Comfort the baby by holding her. Advise family members of the child’s distress, and ask if a doctor has recommended physical care for the baby.

62. **Developmental Concepts in Middle Childhood:** The children understand and respect the rules of the game. They are motivated to follow—and to see that others follow—these rules. Their developmental strengths are their *appreciation for rules* and their *emerging ability to work out their different interpretations* of the game.

63. **Implications in Late Adolescence:** Let the adolescents have their say. Ask them to make a presentation to the school’s accountability team but to do so in a way that does not offend any individual teachers or staff members.