

Test Bank for Life Span Human Development 8th Edition by Sigelman and Rider

Sample

1. Cognition is best defined as the activity of
 - a. sensing energy in the environment.
 - b. knowing and processing through which knowledge is acquired.
 - c. brain maturation.
 - d. unconscious influences.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

2. Dr. Gretzky defines himself as a cognitive psychologist. Given this information, you might predict that Dr. Gretzky is most interested in
 - a. operant conditioning in rats.
 - b. the endocrine system.
 - c. children's thinking skills.
 - d. the olfactory system.

ANSWER: c

DIFFICULTY: Easy

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

3. Piaget's intrigue concerning _____ initially spurred his interest in cognitive development.
 - a. age-related mistakes in children's responses
 - b. the relationship between humans and primates
 - c. sex differences in the ability to problem-solve
 - d. brain lateralization research

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

4. Piaget was most interested in determining
- which genes drive development.
 - social interactions with adults could be shown to determine cognitive development in children.
 - the most effective way to test for a child's IQ.
 - how children learn.

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

5. What 1960s event brought Piaget's theory into the mainstream of American science?
- The end of the Cold War
 - Woodstock, which opened up the society to the acceptance of alternative ways of thinking
 - Flavell's summary of Piaget's work that was published in English
 - Piaget's death, which focused attention on his life's work

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

6. Piaget's clinical method involves
- uncovering unconscious motives for behavior.
 - presenting standardized questions to all children tested.
 - observing children in their natural environment.
 - a flexible question-and-answer technique.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of

each process.

7. Ten-year-old Chester has just been asked, “What is 10 plus 10?” He says, “The answer is 22.” How would a researcher best use Piaget’s clinical method to follow-up this response?
- She would ask Chester to count the number of fingers on each hand.
 - She would ask Chester to explain how he came up with the answer of “22.”
 - She would ask Chester to describe any abuse he had endured as a child.
 - She would ask Chester to give a blood sample.

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 7.1 Piaget’s Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

8. According to Piaget, intelligence is the ability to
- adapt to one’s environment.
 - respond to reinforcement.
 - process information.
 - score well on IQ tests.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget’s Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

9. Piaget argued that newborns enter the world with
- no means of adaptation.
 - senses and reflexes that can assist in adaptation.
 - little interest in investigating the world around them.
 - an intuitive knowledge of basic biology and physics.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget’s Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

10. Which of the following is the best description of a schema?
- An organized way of thinking or acting that allows us to interpret our experiences

- b. A standard way of solving a problem in the fewest possible steps
- c. Changing our experiences in order to adapt to our environment
- d. Interpreting new experiences by using previously stored information

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

11. Which of the following is an example of a behavioral schema?
- a. Using a block to represent a car
 - b. Asking about grandma even when she's not present
 - c. Grasping a block or a bottle of milk
 - d. Calling the dog by the cat's name

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

12. Which of the following is an example of a symbolic schema?
- a. Counting the number of holes on a belt
 - b. Pointing a finger and saying "Bang!"
 - c. Sucking on the nipple of a bottle of milk
 - d. Grasping an adult's finger

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

13. Piaget refers to the process of combining existing schemas into new and more complex ones as
- a. centration.
 - b. transitivity.
 - c. guided participation.
 - d. organization.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

14. Adam has a schema for saying, "Hi." He has a second schema for holding out his hand. He has another schema for making eye contact. With time, Adam is able to combine the simple schemas into a complex structure of a greeting (i.e., simultaneously making eye contact, saying "Hi," and holding out his hand to be shaken). According to Piaget, Adam is demonstrating
- a. organization.
 - b. hypothetical-deductive reasoning.
 - c. reversibility.
 - d. class inclusion.

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

15. According to Piaget, adaptation is best defined as
- a. adjusting to the demands of the environment.
 - b. reducing schemas.
 - c. the ability to think about abstract concepts.
 - d. the maturation of the mind.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

16. Piaget stated that adaptation involves the two major processes of
- a. accommodation and symbolic thinking.
 - b. assimilation and accommodation.
 - c. assimilation and organization.
 - d. organization and equilibration.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

17. Assimilation is best defined as the process in which
- a. a conditioned stimulus becomes an unconditioned stimulus.
 - b. multiple schemas are combined into single schemata.
 - c. we interpret new experiences in terms of existing schemas.
 - d. the unconscious mind impacts the conscious mind.

ANSWER:c

*DIFFICULTY:*Moderate

*REFERENCES:*7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

18. Eighteen-month-old Mickey is visiting a theme park for the first time. At the park, he sees some zebras, an animal with which he is unfamiliar. Despite this, he looks at the animals and shouts, "Look at the horses!" He had previously formed a mental schema for horses. Piaget would say that Mickey's reaction best demonstrates the concept of
- a. accommodation.
 - b. reversibility.
 - c. assimilation.
 - d. formal thought.

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

19. Which of the following is the best example of assimilation?
- a. Naming your dog Barney after the famous purple Barney on TV
 - b. Changing the name of your dog after finding out that a classmate has a dog with the same name
 - c. Pretending that your dog is a horse
 - d. Naming the first dog you meet, "Spot," and then calling all other dogs that you meet "Spot"

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

20. Jerry likes to play with his stuffed animals, dragging them around the house by their arms, ears, or tails. He tries to do this with Tom the cat one day, but Tom hisses at Jerry and runs off, leaving Jerry perplexed and crying. Jerry's original attempt to play with the cat best illustrates the concept of

- a. accommodation.
- b. assimilation.
- c. disequilibrium.
- d. fixation

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

21. Accommodation is best defined as

- a. the process of modifying existing schema to better fit a new schema.
- b. knowing an object continues to exist even after it has left your sensory range.
- c. thinking that everyone else possesses the same experiences as you.
- d. using scientific logic to solve all problems.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

22. Mabel always thought of herself as being incapable when it came to fixing things. She easily developed the habit of asking her husband, Abel, to do even the simplest "fix-it" tasks, such as changing a light bulb. Then one day Mabel got a flat tire on a country road. She managed to struggle through the process of changing the tire all on her own. From then on, she felt much more capable, and started to fix more things around the house. This best illustrates

- a. accommodation.
- b. assimilation.
- c. disequilibrium.
- d. fixation.

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

23. Peggy finds that yelling at her dog is an effective way to get the dog to learn to behave.

Peggy has recently taken a job as a substitute Spanish teacher at a local middle school. During her first week of class, Peggy becomes aware that yelling at her students is not an effective way to get them to learn to behave. Piaget would say that Peggy's situation would likely lead her to experience cognitive

- a. inclusion.
- b. conditioning.
- c. realism.
- d. disequilibrium.

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

24. According to Piaget, when our internal thoughts are consistent with the evidence we are receiving from the world, we are experiencing

- a. plasticity.
- b. equilibration.
- c. cognitive dissonance.
- d. fixation.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

25. Which statement best describes Piaget's theory on intelligence?

- a. Intelligence develops as the result of the interactions of classical and operant conditioning.
- b. Intelligence develops as the result of interactions between biologically based individuals and their interaction with an environment.
- c. Intelligence is solely the product of the interaction of genetic predispositions with biological maturation.
- d. Intelligence is solely the product of sociocultural experiences.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.2 - 7.1. Discuss the strengths of Piaget's theory, noting features that remain fairly well supported by the research in this field.

26. From first to last, what is the correct order of Piaget's stages of cognitive development?

- a. Sensorimotor, preoperational, concrete operations, formal operations
- b. Preoperational, sensorimotor, formal operations, concrete operations
- c. Sensorimotor, concrete operations, preoperational, formal operations
- d. Preoperational, concrete operations, formal operations, sensorimotor

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

27. Almost all of Timmy's cognitive structures appear to involve basic behavioral schemas for coordinating sensory input and motor responses (e.g., put hand near object, if object is hot, then pull hand away from object). Given this description, Timmy is best classified as being in Piaget's _____ stage of development.

- a. formal operations
- b. preoperational
- c. concrete operations
- d. sensorimotor

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive achievements emerging from the period of infancy.

28. Piaget hypothesized that an infant's first schemas for interacting with the environment always involve

- a. cross-modal reactions.
- b. conservation.
- c. reflexes.
- d. trial-and-error accommodations.

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

29. The key characteristic of a primary circular reaction is that they are

- a. repeated actions related to one's own body that originally happened by chance.
- b. a one-time event related to one's own body that originally happened by chance.
- c. repeated actions related to one's own body that originally happened by choice.
- d. a one-time event related to one's own body that originally happened by choice.

ANSWER: a
DIFFICULTY: Moderate
REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive achievements emerging from the period of infancy.

30. Baby Jay accidentally sucked his thumb, now seems to love to suck his thumb, and has learned to do it over and over again. This best exemplifies the concept of a

- a. beginning of thought.
- b. primary circular reaction.
- c. secondary circular reaction.
- d. tertiary circular reaction.

ANSWER: b
DIFFICULTY: Moderate
REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive achievements emerging from the period of infancy.

31. A _____ circular reaction is a repetitive action that involves something in an infant's external environment.

- a. coordination
- b. primary
- c. secondary
- d. tertiary

ANSWER: c
DIFFICULTY: Moderate
REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive achievements emerging from the period of infancy.

32. Once while she was about to take a nap, baby Carolyn accidentally sucked on her blanket. Now she repeatedly sucks on the blanket when she's going to sleep. This new behavior is an example of

- a. coordination of secondary schemes.
- b. a primary circular reaction.
- c. a secondary circular reaction.
- d. a tertiary circular reaction.

ANSWER: c
DIFFICULTY: Difficult
REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive achievements emerging from the period of infancy.

33. According to Piaget, _____ occur when an infant combines secondary actions to achieve a simple goal.

- a. secondary circular reactions
- b. coordination of secondary schemes
- c. tertiary circular reactions
- d. beginning of thought

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive achievements emerging from the period of infancy.

34. A true sense of curiosity and novelty first emerge during the _____ stage of development.

- a. secondary circular reactions
- b. coordination of secondary schemes
- c. tertiary circular reactions
- d. beginning of thought

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive achievements emerging from the period of infancy.

35. Franco is enjoying a fine lunch in his high chair. He picks up a handful of spaghetti and stuffs it in his mouth. Next, he picks up two handfuls and shoves them in his ears. The next handful goes in his hair, and the one after that is casually thrown on the floor. As his motivation appears to be simply the novelty of each of these acts, Franco's behavior would best be categorized as a

- a. secondary circular reaction.
- b. primary circular reaction.
- c. tertiary circular reaction.
- d. beginning of thought.

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive achievements emerging from the period of infancy.

36. Which is the most advanced substage of the sensorimotor stage?

- a. Beginning of thought
- b. Secondary circular reaction
- c. Coordination of secondary schemes
- d. Tertiary circular reaction

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive achievements emerging from the period of infancy.

37. Saturn has discovered that even though her dad won't let her play with his set of car keys, she can use a ring of metal tabs and pretend that these are his car keys. Saturn's behavior would indicate that she is in the _____ substage of sensorimotor development.

- a. secondary circular reactions
- b. primary circular reactions
- c. tertiary circular reactions
- d. beginning of thought

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive achievements emerging from the period of infancy.

38. To a young infant, out of sight is literally out of mind. Piaget stated that this was due to a lack of

- a. reversibility.
- b. insight.
- c. object permanence.
- d. horizontal décalage.

ANSWER: c

DIFFICULTY: Easy

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.10 - 7.4. Explain the importance of object permanence and describe the path from lack of object permanence to full understanding of object permanence.

39. Which infant behavior best demonstrates object permanence?

- a. Crying and reaching for a favorite toy you were playing with after it has been put inside a toy box
- b. Repeatedly swiping at a mobile hanging over the crib
- c. Crying when someone grabs a toy out of your hand
- d. Trying to grab a toy that you can see, but is just out of reach

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.10 - 7.4. Explain the importance of object permanence and describe the path from lack of object permanence to full understanding of object permanence.

40. The A not B error involves the

- a. inability to realize that a bowl of ice cream has the same amount when the ice cream has melted.
- b. tendency to search for an object in a place where it was last found rather than in a new

hiding place.

- c. failure to convert a concrete problem into an abstract problem.
- d. valuing adaptation over organization.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.10 - 7.4. Explain the importance of object permanence and describe the path from lack of object permanence to full understanding of object permanence.

41. Five-year-old Linus is playing with his baby sister, Lucy. He takes Lucy's teddy bear and hides it behind a pillow while Lucy watches. Lucy quickly finds the bear. Then Linus puts teddy in a bag, puts the bag behind a chair (where he dumps teddy), and then brings out the empty bag. Lucy looks inside the bag, but doesn't look for teddy behind the chair and is surprised when it is not there. According to Piaget, Lucy

- a. lacks object permanence.
- b. is playing to an imaginary audience.
- c. is committing the A not B error.
- d. is a formal operational thinker.

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.10 - 7.4. Explain the importance of object permanence and describe the path from lack of object permanence to full understanding of object permanence.

42. Piaget argued that object permanence is fully developed at 18 months. Recent research has indicated that

- a. Piaget's time estimate was right on.
- b. object permanence is actually developed at birth.
- c. awareness of object permanence is not apparent at birth but develops well before Piaget thought.
- d. object permanence actually develops around age two years.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.3 - 7.1. Explain the challenges to Piaget's theory that have emerged as scientists have conducted research to test hypothesis generated from the theory.

43. Object permanence research has found that

- a. it is a purely cognitive task and physical task demands have, at most, a very limited impact.
- b. toddlers who watch a lot of television tend to develop object permanence at a later age.
- c. toddlers who do not achieve object permanence still have normal cognitive development.
- d. object permanence responding may be influenced by the time interval between seeing and being able to reach for it.

ANSWER: **d**

DIFFICULTY: Moderate

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.10 - 7.4. Explain the importance of object permanence and describe the path from lack of object permanence to full understanding of object permanence.

44. Piaget contended that in infancy,
- a. reaching was a developmental precursor of looking.
 - b. reaching and looking represented the same activity.
 - c. looking was a developmental precursor of reaching.
 - d.** reaching and looking were unrelated behaviors.

ANSWER:c

DIFFICULTY:Difficult

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive achievements emerging from the period of infancy.

45. The “crowning achievement” of the sensorimotor stage is the ability to
- a. display secondary circular reactions.
 - b. deal with a purely abstract task.
 - c. conserve.
 - d. construct mental symbols to guide behavior.

ANSWER: **d**

DIFFICULTY: Easy

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive achievements emerging from the period of infancy.

46. The ability to use images or words to stand for objects or experiences is called a. object permanence. b. symbolic capacity.

c. reversibility. d. horizontal décalage.

ANSWER: **b**

DIFFICULTY: Easy

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive achievements emerging from the period of infancy.

47. Which of the following demonstrates the child has developed symbolic capacity?

- a. a child who uses a cooking pan as a hat
- b. a child who has names for favorite stuffed animals
- c. a child who is comforted by thumb-sucking
- d. a child who waves hello and goodbye

ANSWER: **a**

DIFFICULTY: Moderate

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive achievements emerging from the period of infancy.

48. Piaget stated that the preoperational stage of development normally begins around a. 2 months of age. b. 12 months of age.

- c. 2 years of age. d. 12 years of age.

ANSWER: **c**

DIFFICULTY: Easy

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

49. Piaget suggested that the key cognitive acquisition in the preoperational stage of cognitive development is the ability to

- a. comprehend object permanence.
- b. refer to people and objects that are not physically present.
- c. seriate concepts.
- d. construct a personal fable.

ANSWER: **b**

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.12 - 7.5. Describe the typical preschool-age

child's pattern of thinking.

50. Which childhood activity best illustrates symbolic capacity?

- a. Pretending to be a superhero
- b. Riding a two-wheeled bicycle
- c. Kicking a soccer ball
- d. Playing with an electric train

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive achievements emerging from the period of infancy.

51. Imaginary companions are most likely to first develop during the _____ stage of development.

- a. formal operations
- b. concrete operations
- c. sensorimotor
- d. preoperational

ANSWER: d

DIFFICULTY: Moderate **REFERENCES:** 7.5

The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.12 - 7.5. Describe the typical preschool-age child's pattern of thinking.

52. Four-year-old Lenny has invented an imaginary companion, an invisible octopus named Squiggy. How would a Piagetian most likely react to Lenny's behavior?

- a. He might suspect that Lenny is cognitively and socially advanced.
- b. He would see it as a sign of possible mental illness.
- c. He would suggest that Lenny cannot decenter from an object.
- d. He would state that it is impossible for a child that young to create any imaginary companions.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.12 - 7.5. Describe the typical preschool-age child's pattern of thinking.

53. Focusing on the most obvious features of an object or situation is referred to as a. perceptual salience. b. horizontal décalage.

- c. decentration.
- d. transitivity.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.12 - 7.5. Describe the typical preschool-age child's pattern of thinking.

54. Virginia tells her mom that “there is no Santa Claus” and as evidence, presents the fact that most of the gifts that are supposed to come from Santa have labels from Target, Wal-Mart, and other retail stores. Virginia’s questioning of Santa appears to be based on the concept of
- a. guided participation.
 - b. adolescent egocentrism.
 - c. seriation.
 - d. perceptual salience.

ANSWER: **d**

DIFFICULTY: Difficult

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.12 - 7.5. Describe the typical preschool-age child's pattern of thinking.

55. Why might perceptual salience lead a child not to believe in the Easter Bunny?
- a. The fact that Easter is a holiday
 - b. The fact that it would be impossible for one rabbit to deliver millions of eggs in one night
 - c. The fact that eggs come from chickens
 - d. The fact that Easter eggs come in many colors

ANSWER: **b**

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.12 - 7.5. Describe the typical preschool-age child's pattern of thinking.

56. Conservation is best defined as the ability to
- a. think abstractly.
 - b. think the way other people think.
 - c. understand that some properties of an object remain the same even if other properties change.
 - d. realize that an object continues to exist even if that object has left the sensory range.

ANSWER: **c**

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.13 - 7.5. Outline the characteristics of thought that enable (or inhibit) a child's ability to solve conservation tasks.

57. Jimmy watches as his mom pours all of his juice out of a tall skinny glass into a short wide cup. He puts up a fuss, because he now thinks he doesn't have as much juice as he started with. Jimmy is unable to

- a. center.
- b. conserve.
- c. seriate.
- d. animate.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.13 - 7.5. Outline the characteristics of thought that enable (or inhibit) a child's ability to solve conservation tasks.

58. Asked to choose between two cookies of equal size, one whole, and one broken, Jenny takes the broken cookie, saying that three cookies are better than one. Piaget would say that Jenny lacks

- a. centration.
- b. object permanence.
- c. seriation.
- d. conservation.

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.13 - 7.5. Outline the characteristics of thought that enable (or inhibit) a child's ability to solve conservation tasks.

59. The Piagetian concept of "decentration" refers to the inability to

- a. focus on more than one dimension of a problem at one time.
- b. mentally reverse simple operations.
- c. understand that the amount of something remains the same regardless of a change in shape or position.
- d. take another person's point of view.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

60. Molly's mommy is mad, and Molly doesn't believe it when mommy says, "I'm angry, but I still love you!" Molly thinks that mommy can't be mad and still love her at the same time. Piaget might suggest that Molly's thought process demonstrates Molly's inability to engage in

- a. decentration.
- b. conservation.
- c. irreversibility.
- d. centration.

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

61. The tendency to focus on only a single aspect of a problem is called
a. assimilation. b. centration.
c. conservation. d. identification.

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

62. Sarah Lee is helping her dad, Jefferson, bake cookies. First, Sarah divides the dough into two equal round piles. Then, as she goes to roll her dough, she trips, flattens her pile, and begins to cry. Her dad asks her if she's hurt, whereupon Sarah tells her dad that she isn't hurt but she's sad because now he has a tall pile with more dough than her. Sarah Lee's response demonstrates
a. centration. b. conservation.
c. relativistic thinking. d. seriation.

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

63. The process of mentally "undoing" an action is referred to as
a. assimilation. b. a personal fable.
c. egocentrism. d. reversibility.

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

64. While watching a pizza being cut into 10 pieces, eight-year-old Domino suddenly realizes that the 10 pieces of pizza are actually the same amount as the original one pizza. This realization best reflects the process of

- a. reversibility.
- b. A not B error.
- c. seriation.
- d. static thought.

ANSWER: **a**

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

65. Billy always walks to kindergarten. His mom always picks him up at school after kindergarten on her way home from work. One day, mom asks Billy to walk home from kindergarten by himself. Billy insists he does not know how to walk home from kindergarten—he only knows how to walk to kindergarten. Which cognitive operation does Billy apparently lack?

- a. Centration
- b. Equilibration
- c. Reversibility
- d. Transformation

ANSWER: **c**

DIFFICULTY: Difficult

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

66. Transformational thought is best defined as the ability to

- a. think to one's self.
- b. conceptualize processes of change from one state to another.
- c. put two or more objects in some order.
- d. focus on one aspect of a task.

ANSWER: **b**

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

67. Houdini is watching a magician pour a clear liquid from one glass into another. When the liquid enters the second glass, it magically changes to the color blue. While Houdini finds the trick interesting, he is not surprised that an object can be changed from one state to another. This indicates that Houdini possesses _____ thought.

- a. transformational
- b. egocentric
- c. sensorimotor
- d. animistic

ANSWER: **a**

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

68. Oscar, a college student, is checking seven-year-old Meyer to see what cognitive skills he has. He asks him to do some basic conservation tasks. Meyer has correctly responded that there is still the same amount of clay, whether it is in a round ball or rolled out into a hotdog-type shape. When Oscar asks why, Meyer demonstrates how the hotdog-type shaped piece of clay can be rolled back into a ball. This shows that Meyer has a good grasp of

- a. assimilation.
- b. transformational thought.
- c. equilibrium.
- d. primary circular reactions.

ANSWER: **b**

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

69. Static thought involves a fixation on the

- a. process of transformation.
- b. end state.
- c. process of egocentrism.
- d. beginning state.

ANSWER: **b**

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

70. While observing her mother bake cookies, Lorna ignores the process by which eggs, flour, and sugar are combined and baked, but focuses on the end product of a cookie. Lorna's thought best exemplifies

- a. conservation.
- b. class inclusion.
- c. reversibility.
- d. static thought.

ANSWER: **d**

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

71. The inability to take a point of view other than one's own is referred to as

- a. animism. b. egocentrism.
c. object permanence. d. static thought.

ANSWER: **b**

DIFFICULTY: Easy

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

72. When her mommy is sick in bed, Jenna brings her a pacifier and a rattle, thinking these will help mommy feel better since they always make Jenna feel better. Jenna's behavior best demonstrates

- a. centration. b. egocentrism.
c. animism. d. formal thought.

ANSWER: **b**

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

73. Belle is excited when she receives a telephone call from her grandmother on her birthday. When Belle's grandmother asks Belle how old she is, Belle holds up three fingers in front of the phone. Belle's belief that because she can see her fingers, so can her grandmother, reflects the Piagetian concept of

- a. centration. b. egocentrism.
c. animism. d. formal thought.

ANSWER: **b**

DIFFICULTY: Difficult

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

74. A preoperational thinker is most likely to exhibit _____ thought.

- a. decentration b. reversible
c. static d. transformational

ANSWER: **c**

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

75. The logic of class inclusion focuses on understanding that
- a. inanimate objects cannot move.
 - b. a simple transformation does not change all aspects of an object.
 - c. objects out of perceptual range still exist.
 - d. parts are included in the whole.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

76. Jack is taking a class on Piaget, and as part of an assignment, he is "testing" some youngsters on various Piagetian tasks. He gives four-year-old Meg a bag of white and striped marbles. They discuss the fact that marbles are made of glass. Meg counts the marbles—7 whites and 18 stripes. Jack asks, "Are there more striped marbles or more glass marbles?" Meg answers, "There are more striped marbles." This demonstrates Meg's difficulty with
- a. class inclusion.
 - b. conservation.
 - c. identity.
 - d. transformations.

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

77. Research has demonstrated that when shown a card with a cat on one side and a dog on another side, three-year-olds seemed to correctly understand that when a researcher held the card so that the child saw the dog, the researcher must be seeing a cat. This indicates that children may not be as _____ as Piaget suggested.
- a. animated
 - b. schema-driven
 - c. logical
 - d. egocentric

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.3 - 7.1. Explain the challenges to Piaget's theory that have emerged as scientists have conducted research to test hypothesis generated from the theory.

78. Four-year-old Kula is given a puppet and told to teach it all of the names that she can think of for certain animals and food items. At one point, she is asked the following questions about a

lion: “Is it an animal?” and “Is it a type of cat?” Her correct response of “yes” to both questions indicates that Kukla understands

- a. object permanence.
- b. seriation .
- c. hypothetical-deductive reasoning.
- d. classification hierarchies.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

79. A hallmark achievement of concrete operational thought is being able to

- a. solve object permanence tasks.
- b. solve conservation tasks.
- c. solve hypothetical problems.
- d. use relativistic thinking.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.13 - 7.5. Outline the characteristics of thought that enable (or inhibit) a child's ability to solve conservation tasks.

80. Which conservation skills does a concrete operations thinker possess?

- a. The ability to decenter, but neither reversibility nor transformational thought
- b. Reversibility, but neither the ability to decenter nor use transformational thought
- c. Transformational thought, but neither the ability to decenter nor to reverse
- d. The ability to decenter, reversibility, and transformational thought

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.13 - 7.5. Outline the characteristics of thought that enable (or inhibit) a child's ability to solve conservation tasks.

81. For the first time in his young life, Nemo is able to look at photos of aquatic animals and classify them as mammals or fish. He is also able to order them from smallest to largest. These skills indicate that Nemo has likely just entered the _____ stage of cognitive development.

- a. formal operations
- b. sensorimotor
- c. preoperational
- d. concrete operations

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school

child's thinking to that of a preschool child.

82. Seriation involves

- a. the realization that properties of objects do not change even though appearance might be altered.
- b. understanding that subclasses are included in the whole class.
- c. understanding the difference between big and small.
- d. mentally arranging elements along a quantifiable scale.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

83. Bell is shown a set of jars and is asked to arrange a group of them from shortest to tallest. This is a test for

- a. classification.
- b. conservation.
- c. seriation.
- d. centration.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

84. Amber can quickly and accurately arrange crayons from lightest to darkest.

This demonstrates a capacity for

- a. animism.
- b. centration.
- c. seriation.
- d. transitional thinking.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

85. Transitivity is best defined as

- a. the necessary relations among elements in a series.
- b. understanding one's own mental limitations.
- c. private, mental speech.
- d. the ability to convert an object into a mental image.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

86. "Pete is older than Jill, and Jill is older than Pat. Who is older, Pete or Pat?" The ability to solve problems such as this demonstrates competence in

- a. decentration.
- b. identity.
- c. centration.
- d. transitivity.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

87. During which stage of development would a person first be able to understand that her dad is a parent, an uncle, and someone's son (i.e., understand class inclusion)?

- a. Formal operations
- b. Sensorimotor
- c. Concrete operations
- d. Preoperational

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

88. The term "concrete" is used to describe concrete operations because

- a. understating reversibility at this stage is so hard (like concrete).
- b. once a child focuses on one aspect of a task, his thinking appears to be unmovable (set in stone or concrete).
- c. the path of understanding is paved with challenges (like a concrete road).
- d. individuals in this stage can mentally manipulate objects as long as they are present (concrete example).

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

89. One key difference between formal operational thought and concrete operational thought is that formal operational thinkers

- a. show more centration.
- b. can apply thoughts to real objects.
- c. can solve conservation tasks.
- d. can think about hard to imagine hypotheticals.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

90. Concerning mental actions, concrete operations are to formal operations as a. objects are to ideas. b. knowing is to doing.

- c. imagined is to real.
- d. centration is to decentration.

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

91. A researcher asked students of different ages "What would the world be like if humans had tails?" According to Piaget's theory, which one of the following answers would be most likely from an adolescent in the formal operational stage?

- a. People don't have tails, so this is a useless exercise.
- b. I guess they could swing from trees just like the monkeys I saw at the zoo.
- c. People would be able to hold tails and pass notes under the table while still keeping both hands on the table.
- d. I wouldn't like having a tail all the time.

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.16 - 7.6. Describe the sorts of tasks that an adolescent might be able to solve with their newly emerged reasoning skills.

92. A researcher asked students of different ages, "What would the world be like if there was no gravity?" According to Piaget's theory, which one of the following answers would most likely be heard from an adolescent in the formal operational stage?

- a. There is gravity, so this is a useless exercise.
- b. Things would fall.
- c. We would have to redesign classrooms with desks on the ceiling.
- d. I wouldn't like it if there was no gravity.

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.16 - 7.6. Describe the sorts of tasks that an adolescent might be able to solve with their newly emerged reasoning skills.

93. On Piaget's famous pendulum task, most concrete operations thinkers use a _____ approach.

- a. random guessing
- b. trial-and-error
- c. guided participation
- d. hypothetical-deductive reasoning

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.17 - 7.6. Assess Piaget's description of the adolescent as a formal operational thinker who systematically considers hypothetical and abstract concepts.

94. What is the first step in hypothetical-deductive reasoning?

- a. Generate all possible hypotheses.
- b. Get a concrete example.
- c. Consider what others in your position would do.
- d. Engage in guided participation.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.17 - 7.6. Assess Piaget's description of the adolescent as a formal operational thinker who systematically considers hypothetical and abstract concepts.

95. In what sort of reasoning does one move from general ideas to their specific implications?

- a. Empirical-inductive
- b. Empirical-deductive
- c. Hypothetical-inductive
- d. Hypothetical-deductive

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.17 - 7.6. Assess Piaget's description of the adolescent as a formal operational thinker who systematically considers hypothetical and abstract concepts.

96. Which of Gibson's statements indicates that he is engaging in hypothetical-deductive reasoning?

- a. "I can still hear the sound of that guitar after the string has been strummed."
- b. "A guitar is just a larger version of a mandolin."
- c. "I bet that my guitar looks exactly like the one you have."
- d. "If the length of a guitar string matters, then a short string should produce a different sound than a long string."

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.16 - 7.6. Describe the sorts of tasks that an adolescent might be able to solve with their newly emerged reasoning skills.

97. Which cognitive skill would a formal operations thinker possess that a concrete operational thinker would lack?

- a. Hypothetical-deductive reasoning
- b. Seriation
- c. Transformational thought
- d. Class inclusion

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.16 - 7.6. Describe the sorts of tasks that an adolescent might be able to solve with their newly emerged reasoning skills.

98. Formal operational thinking differs from Piaget's other stages in that a formal thinker gains the ability to

- a. think systematically about abstract concepts.
- b. mentally manipulate objects that they can see.
- c. understand the symbols used in language.
- d. form mental schemas.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.17 - 7.6. Assess Piaget's description of the adolescent as a formal operational thinker who systematically considers hypothetical and abstract concepts.

99. Findings from the Munich Longitudinal Study of the Ontogenesis of Individual Competencies (LOGIC) demonstrated that most 12-year-olds
- could not recognize good or bad examples of scientific research nor could they create a good experiment themselves.
 - could recognize good or bad examples of scientific research but could not create a good experiment themselves.
 - could not recognize good or bad examples of scientific research but could create a good experiment themselves.
 - could recognize good or bad examples of scientific research and could create a good experiment themselves.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.17 - 7.6. Assess Piaget's description of the adolescent as a formal operational thinker who systematically considers hypothetical and abstract concepts.

100. By late adolescence, most individuals
- replace intuitive reasoning with scientific reasoning.
 - replace scientific reasoning with intuitive reasoning.
 - abandon both scientific reasoning and intuitive reasoning strategies.
 - utilize both scientific reasoning and intuitive reasoning strategies.

ANSWER:d

DIFFICULTY:Moderate

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.17 - 7.6. Assess Piaget's description of the adolescent as a formal operational thinker who systematically considers hypothetical and abstract concepts.

- egocentrism.
 - decontextualization.
101. The ability to separate prior knowledge from the demands of a task at hand is referred to as
- conservation.
 - class inclusion.

ANSWER: c

DIFFICULTY: Easy

102. Gomer was born and raised in the Midwestern part of the United States. All of his life, he has been told that seafood tastes terrible so he has avoided it. One day while visiting the East Coast, he goes into a restaurant that features steamed clams. Gomer tells himself, “Those clams do smell good and many people eat seafood, so they can’t be terrible to eat. I think I’ll order a big bucket of steamers.” Gomer’s decision to eat the seafood would best be explained by the Piagetian concept of

- a. reversibility
- b. decontextualization
- c. animism
- d. horizontal décalage

ANSWER: **b**

DIFFICULTY: Difficult

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.17 - 7.6. Assess Piaget's description of the adolescent as a formal operational thinker who systematically considers hypothetical and abstract concepts.

103. One implication of formal operational thought is that adolescents are more likely than children to

- a. have idealized notions about their parent.
- b. rebel against the inconsistencies they are able to detect in the world.
- c. accept the realities of the world.
- d. solve problems by using a trial-and-error approach.

ANSWER: **b**

DIFFICULTY: Moderate

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

104. A teenager’s difficulty in differentiating his own thoughts and feelings from those of other people is called adolescent

- a. class inclusion.
- b. reversibility.
- c. egocentrism.
- d. décalage.

ANSWER: **c**

DIFFICULTY: Moderate

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

105. Phillip is moping around because his steady girlfriend, Janet, is going on a date with another boy she's interested in. His dad comes up to him and says, "I know just how you feel, son..." Phillip cuts him off, shouting, "You don't know how I feel. No one knows how I feel! Just leave me alone!" Philip's response demonstrates a phenomenon known as

- a. adolescent egocentrism.
- b. object permanence.
- c. preoperational thinking.
- d. A not B error

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

106. Paris spends the last week of summer vacation at the mall, looking for just the right outfit for the first day of 10th grade. Finally, she finds something she likes, and feels sure that everyone will notice her smashing outfit! This is an example of adolescent

- a. class inclusion.
- b. reversibility.
- c. egocentrism.
- d. décalage.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

107. The phenomenon of the _____ occurs when an individual confuses her own thoughts with those of a hypothesized group of people.

- a. A not B error
- b. personal fable
- c. imaginary audience
- d. class inclusion

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

108. Sally has just gotten her hair trimmed, and even though it doesn't look very different than before, she is sure everyone in homeroom will notice a big change and be focusing on her hair all day. This is an example of

- a. imaginary audience.
- b. personal fable.
- c. hypothetical-deductive reasoning.
- d. relativistic thinking.

ANSWER: a
DIFFICULTY: Moderate
REFERENCES: 7.6 The Adolescent
LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

109. Which statement best exemplifies the premise of an imaginary audience?
- a. Live hard and die young.
 - b. Why ask why.
 - c. Why is everyone looking at me?
 - d. You don't know me, no one knows me.

ANSWER: c
DIFFICULTY: Moderate
REFERENCES: 7.6 The Adolescent
LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

110. The key to a personal fable is the belief that you
- a. are being watched by an imaginary audience.
 - b. have an "invisible" friend.
 - c. cannot deal with abstract concepts like philosophy or theology.
 - d. are unique.

ANSWER: d
DIFFICULTY: Moderate
REFERENCES: 7.6 The Adolescent
LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

111. Which idea is the best example of a personal fable?
- a. Believing that life is a tragedy, and thus, every precaution needs to be taken to ensure everyone's safety
 - b. Failing to be self-conscious in front of an audience
 - c. Knowing that everyone wants you dead
 - d. Believing that no one has ever felt grief more strongly than you

ANSWER: d
DIFFICULTY: Difficult
REFERENCES: 7.6 The Adolescent
LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

112. Jamie doesn't worry very much about contracting HIV from unprotected sex, saying "I'm a good guy. It can't happen to me." This is an example of

- a. an imaginary audience.
- b. a personal fable.
- c. an A not B error.
- d. hypothetical-deductive reasoning.

ANSWER: **b**

DIFFICULTY: Difficult

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

113. Elkind suggested that adolescent egocentrism is due to increased

- a. self-consciousness.
- b. self-esteem.
- c. self-efficacy.
- d. self-confidence.

ANSWER: **a**

DIFFICULTY: Moderate

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

114. Recent research on adolescent egocentrism (e.g., Bell and Bromnick, 2003) suggests that teens are most worried about how they present themselves in public because of concerns regarding a(n) _____ audience.

- a. adult
- b. imaginary
- c. overly supportive
- d. real

ANSWER: **d**

DIFFICULTY: Moderate

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

115. People are most likely to regularly use formal operational thinking

- a. in making relationship decisions.
- b. in areas where they have some expertise.
- c. in high school and college courses but not on nonacademic tasks.
- d. on novel and complex tasks.

ANSWER: **b**

DIFFICULTY: Moderate

REFERENCES: 7.7 The Adult

LEARNING OBJECTIVES: LSHD.SIGE.14.7.7.18 - 7.7.

116. Some theorists have proposed the existence of a stage of cognitive development beyond the highest level proposed by Piaget. This hypothesized level of thinking is referred to as _____ thought.

- a. private
- b. hypothetical
- c. postformal
- d. decontextualized

ANSWER: c

DIFFICULTY: Easy

REFERENCES: 7.7 The Adult

LEARNING OBJECTIVES: LSHD.SIGE.14.7.7.20 - 7.7. Evaluate whether a stage beyond

Piaget's formal operations is warranted and outline what this stage might look like.

117. Relativistic thinking is best associated with the _____ stage of development.

- a. concrete operations
- b. formal operations
- c. postformal
- d. preoperational

ANSWER: c

DIFFICULTY: Easy

REFERENCES: 7.7 The Adult

LEARNING OBJECTIVES: LSHD.SIGE.14.7.7.20 - 7.7. Evaluate whether a stage beyond Piaget's formal operations is warranted and outline what this stage might look like.

118. Seefeldt doesn't understand why his psychology instructor doesn't just tell the class the correct answer. When asked, his instructor says that there is no single correct answer; it depends on each individual's interpretation. Seefeldt's difficulty in accepting his professor's answer would indicate that Seefeldt lacks _____ thinking.

- a. class inclusion
- b. systematic
- c. relativistic
- d. concrete

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 7.7 The Adult

LEARNING OBJECTIVES: LSHD.SIGE.14.7.7.20 - 7.7. Evaluate whether a stage beyond Piaget's formal operations is warranted and outline what this stage might look like.

119. Which famous statement best illustrates the concept of relativistic thinking?
- a. Beauty is in the eye of the beholder.
 - b. Truth is absolute.
 - c. What goes up must come down.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.7 The Adult

LEARNING OBJECTIVES: LSHD.SIGE.14.7.7.20 - 7.7. Evaluate whether a stage beyond Piaget's formal operations is warranted and outline what this stage might look like.

120. An absolutist believes that truth
- a. lies in the nature of reality, and that there is only one truth.
 - b. is relative to the experiences of the thinker .
 - c. does not exist.
 - d. is stranger than fiction.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.7 The Adult

LEARNING OBJECTIVES: LSHD.SIGE.14.7.7.19 - 7.7. Discuss ways that adult thought is the most advanced level of thinking and ways that adult thought is limited.

121. Perry's (1970) research with cognitive development in college students found that many students tended to be _____ in their thought when they first started college and grow to be _____ thinkers by the end of their college careers.
- a. formal; concrete
 - b. absolutist; relativistic
 - c. nonegocentric; egocentric
 - d. decontextualized; contextualized

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 7.7 The Adult

LEARNING OBJECTIVES: LSHD.SIGE.14.7.7.20 - 7.7. Evaluate whether a stage beyond Piaget's formal operations is warranted and outline what this stage might look like.

122. _____ thinking is best defined as detecting paradoxes and inconsistencies among ideas and attempting to reconcile them.

- a. Absolutist
- b. Static
- c. Preoperational
- d. Dialectical

ANSWER:

d

123. Whose statement indicates that they are engaging in dialectic thinking?
- a. Earl, who says, "I love the fact that ice is cold."
 - b. Eileen, who says, "I just do not understand how light can be both a wave and an individual element, but I will."
 - c. Lowell, who says, "Drop a bowling ball and it will fall; can the world get any more consistent?"
 - d. Rellen, who says, "The moon looks massive tonight."

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 7.7 The Adult

LEARNING OBJECTIVES: LSHD.SIGE.14.7.7.20 - 7.7. Evaluate whether a stage beyond Piaget's formal operations is warranted and outline what this stage might look like.

124. Which item would NOT typically be on a list of the characteristics of postformal thought?
- a. Understanding that knowledge is relative
 - b. Accepting that the world is full of contradictions
 - c. Rejecting input from others as it will taint the truth
 - d. Integrating contradictions in some larger understanding

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 7.7 The Adult

LEARNING OBJECTIVES: LSHD.SIGE.14.7.7.20 - 7.7. Evaluate whether a stage beyond Piaget's formal operations is warranted and outline what this stage might look like.

125. Which of the following statements is true regarding cognitive capacities during later adulthood?
- a. Older adults do not perform as well as younger adults on formal operational tasks.
 - b. Older adults perform better than younger adults on novel tasks.
 - c. Older adults perform better on laboratory tasks than on applied, everyday tasks.
 - d. Older adults perform just as well as younger adults on concrete-operational and formal operational tasks.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.7 The Adult

LEARNING OBJECTIVES: LSHD.SIGE.14.7.7.21 - 7.7. Describe changes to cognitive skills in later adulthood.

126. What is a legitimate question concerning the lack of success of older adults on Piagetian tasks?

- a. Could it be due to a lack of motivation to solve tasks that are so rarely encountered in real life?
- b. Could it be due to the over emphasis on IQ testing common to Piagetian tasks?
- c. Could it be due to slower reaction times commonly found in older study participants?
- d. Could it be due to the fact that normal hearing is required to solve all of Piaget's tasks?

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.7 The Adult

LEARNING OBJECTIVES: LSHD.SIGE.14.7.7.21 - 7.7. Describe changes to cognitive skills in later adulthood.

127. Piaget's work _____.

- a. stifled most research on children's cognitive development.
- b. demonstrated that infants are active participants in their development.
- c. pointed out the critical effect that genes play in abnormal trajectories of development.
- d. lent significant support to theories that emphasize the key role of unconscious elements of the mind (e.g. id) .

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.2 - 7.1. Discuss the strengths of Piaget's theory, noting features that remain fairly well supported by the research in this field.

128. Piaget's theory _____.

- a. does a nice job describing development, but a poor job explaining it.
- b. ignores the possibility that development may be the result of an interaction between nature and nurture.
- c. emphasizes the role of brain maturation in stage transition.
- d. clearly distinguishes between competence and performance.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.3 - 7.1. Explain the challenges to Piaget's theory that have emerged as scientists have conducted research to test hypothesis generated from the theory.

129. Piaget's theory incorrectly overemphasized
- broad stages of development.
 - sex differences.
 - that knowledge is best thought of as anything but all or nothing.
 - racial differences.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.3 - 7.1. Explain the challenges to Piaget's theory that have emerged as scientists have conducted research to test hypothesis generated from the theory.

130. Which is a common challenge to Piaget's theory?
- It failed to distinguish between competence and performance.
 - It overestimated young minds.
 - It placed too much emphasis on explaining development rather than describing development.
 - It overemphasized the role of social influence on cognitive development.

ANSWER:a

*DIFFICULTY:*Moderate

*REFERENCES:*7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.3 - 7.1. Explain the challenges to Piaget's theory that have emerged as scientists have conducted research to test hypothesis generated from the theory.

131. The main theme of Vygotsky's theory is that cognitive growth is
- a product of the child's social interactions within a cultural and historical context.
 - uninfluenced by language acquisition.
 - universal, with all children developing at the same rate and in the same sequence.
 - exclusively shaped by genetic factors.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.2 Vygotsky's Sociocultural Perspective

132. Gustav was born and raised in a small fishing village in Sweden. Vygotsky would argue that this experience will

- a. impact both how he thinks and what he thinks about.
- b. impact how he thinks but not what he thinks about.
- c. impact what he thinks about but not how he thinks.
- d. have no impact on this cognitive development.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.2 Vygotsky's Sociocultural Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.7.2.4 - 7.2. Indicate how culture and social interaction affect thought in Vygotsky's theory.

133. Vygotsky referred to the gap between what a learner can accomplish independently and what he can do with guidance and assistance as the

- a. imaginary audience.
- b. personal fable.
- c. guided participation.
- d. zone of proximal development.

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 7.2 Vygotsky's Sociocultural Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.7.2.4 - 7.2. Indicate how culture and social interaction affect thought in Vygotsky's theory.

134. Which of the following is an example of Vygotsky's zone of proximal development?

- a. Figuring out the answer to your math homework after your sister gives you a hint
- b. Getting a better grade on the math test than you usually get
- c. Using trial and error to eliminate incorrect answers to a problem
- d. Thinking about a purely abstract problem like how many digits there are in infinity

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 7.2 Vygotsky's Sociocultural Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.7.2.4 - 7.2. Indicate how culture and social interaction affect thought in Vygotsky's theory.

135. How could Vygotsky's concept of the zone of proximal development be applied to intelligence testing?

- a. A blood test could be given before the exam to test for genetic advantages in intellect.
- b. All intelligence tests could be given in a standard language, as the effects of culture

and language on intelligence are minimal.

- c. The test-taker could be denied access to scratch paper and be told to perform all calculation in his or her head.
- d. The person giving the test could be allowed to give hints if the test-taker answered incorrectly.

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 7.2 Vygotsky's Sociocultural Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.7.2.4 - 7.2. Indicate how culture and social interaction affect thought in Vygotsky's theory.

136. Learning through active involvement in culturally relevant activities with the aid of knowledgeable individuals is referred to as

- a. the personal fable.
- b. guided participation.
- c. transformational thought.
- d. class inclusion.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 7.2 Vygotsky's Sociocultural Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.7.2.4 - 7.2. Indicate how culture and social interaction affect thought in Vygotsky's theory.

137. Rana never had any formal training in breeding animals, but had always actively helped his father in the family's business of breeding sheep. Consequently, Rana is now quite skilled at this practice. Vygotsky would refer to this skill acquisition as being the result of

- a. a personal fable.
- b. imaginary companions.
- c. guided participation.
- d. transformational thought.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 7.2 Vygotsky's Sociocultural Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.7.2.4 - 7.2. Indicate how culture and social interaction affect thought in Vygotsky's theory.

138. When Vygotsky referred to the concept of scaffolding, he was speaking about

- a. guided assistance that a skilled individual provides to a less skilled individual.
- b. the "intellectual ladder of success" that children are innately drive to climb.
- c. the importance of allowing children to "learn on their own" without adult interference.
- d. the structures of the mind that hold together lower levels of thought and higher levels of thought.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 7.2 Vygotsky's Sociocultural Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.7.2.4 - 7.2. Indicate how culture and social interaction affect thought in Vygotsky's theory.

139. With respect to children's use of private speech, research suggests that this speech is (may)
- a. unrelated to children's cognitive capabilities.
 - b. a sign of cognitive maturity.
 - c. a sign of immature egocentrism.
 - d. indicate that the child is autistic.

ANSWER: **b**

DIFFICULTY: Moderate

REFERENCES: 7.2 Vygotsky's Sociocultural Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.7.2.5 - 7.2. Explain how tools, especially language, influence thought.

140. Four-year-old Jackie often mutters to herself as she builds things with her blocks. Her utterances (e.g., "the blue one goes first") seem to be a running dialogue of her actions that are guiding her behavior. Vygotsky referred to this activity as _____ speech.

- a. private
- b. social
- c. egocentric
- d. telegraphic

ANSWER: **a**

DIFFICULTY: Moderate

REFERENCES: 7.2 Vygotsky's Sociocultural Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.7.2.5 - 7.2. Explain how tools, especially language, influence thought.

141. Which is a legitimate criticism of Vygotsky's theory?

- a. There is no evidence that private speech helps children solve problems.
- b. He placed too much emphasis on the influence of social interactions.
- c. His stages of psychosocial development have received little empirical support.
- d. A model that focuses only on postformal thinking in adulthood is too limited to be considered a major developmental theory.

ANSWER: **b**

DIFFICULTY: Moderate

REFERENCES: 7.2 Vygotsky's Sociocultural Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.7.2.5 - 7.2. Explain how tools, especially language, influence thought.

142. Cognition is the activity of knowing and the processes through which knowledge is acquired and problems are solved.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

143. Assimilation is the process of modifying existing schemas to better fit new experience.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

144. A tertiary circular reaction involves repetition of interesting acts on objects in an infant's external environment.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive achievements emerging from the period of infancy.

145. The final substage of the sensorimotor period is called the secondary circular reaction period.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Easy

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.11 - 7.4. Note the major cognitive

achievements emerging from the period of infancy.

146. Having imaginary companions in childhood is associated with advanced social development.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

147. Irreversibility and the inability to conserve are common characteristics of a person in the preoperational stage of development.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

148. According to Piaget, centration is the ability to focus on multiple aspects of a task at the same time.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

149. An individual engaging in static thought is focused on the end state of the problem.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school

child's thinking to that of a preschool child.

150. Recent research has supported Piaget's conclusions that young children (age three or so) have no ability to take another person's point of view.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.3 - 7.1. Explain the challenges to Piaget's theory that have emerged as scientists have conducted research to test hypothesis generated from the theory.

151. Concrete operational thinkers can conserve, but they are still unable to use transformational thought.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

152. Seriation is the ability to arrange items along some quantifiable dimension.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

153. When using hypothetical-deductive reasoning, you begin by generating all possible hypotheses.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

154. A person who can decontextualize is able to separate prior knowledge from the demands of a current task.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

155. The tendency to think that your thoughts and feelings are unique underlies the personal fable.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.15 - 7.6. Explain how adolescent thinking differs from the child's typical pattern of thinking.

156. Researchers have proposed the existence of a stage of thinking more advanced than any proposed by Piaget. This stage of thinking is referred to as preformal thought.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Easy

REFERENCES: 7.7 The Adult

LEARNING OBJECTIVES: LSHD.SIGE.14.7.7.20 - 7.7. Evaluate whether a stage beyond Piaget's formal operations is warranted and outline what this stage might look like.

157. Piaget emphasized the importance of cultural factors in cognitive development.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Difficult

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.3 - 7.1. Explain the challenges to Piaget's theory that have emerged as scientists have conducted research to test hypothesis generated from the theory.

158. Vygotsky stressed the critical role that sociocultural context plays in cognitive development.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 7.2 Vygotsky's Sociocultural Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.7.2.4 - 7.2. Indicate how culture and social interaction affect thought in Vygotsky's theory.

159. Vygotsky referred to the gap between what a learner can accomplish independently and what he or she can accomplish with guidance as the synapse.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 7.2 Vygotsky's Sociocultural Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.7.2.4 - 7.2. Indicate how culture and social interaction affect thought in Vygotsky's theory.

160. Vygotsky saw private speech in toddlers as a sign of cognitive maturity.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 7.2 Vygotsky's Sociocultural Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.7.2.5 - 7.2. Explain how tools, especially language, influence thought.

161. The flexible question-and-answer technique used by Piaget was known as the _____ method.

ANSWER: clinical

DIFFICULTY: Moderate

REFERENCES: 7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

162. Piaget used the term _____ to describe the process by which we interpret new experiences in terms of existing schemas.

ANSWER:assimilation

*DIFFICULTY:*Moderate

*REFERENCES:*7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

163. Piaget used the term _____ to describe the process by which we modify existing schemas to better fit our experiences.

ANSWER:accommodation

*DIFFICULTY:*Moderate

*REFERENCES:*7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

164. The final substage of the sensorimotor stage of development is referred to as involving _____ of secondary schemes.

ANSWER:coordination

*DIFFICULTY:*Moderate

*REFERENCES:*7.1 Piaget's Constructivist Approach

LEARNING OBJECTIVES: LSHD.SIGE.14.7.1.1 - 7.1. Describe the processes of developmental change in Piaget's theory and give an example of each process.

165. Searching in a place where an object was last found rather than its new hiding place is called the _____ error.

ANSWER: **A-not-B**
A not B

DIFFICULTY: Difficult

REFERENCES: 7.4 The Infant

LEARNING OBJECTIVES: LSHD.SIGE.14.7.4.10 - 7.4. Explain the importance of object permanence and describe the path from lack of object permanence to full understanding of object permanence.

166. Perceptual _____ involves focusing on the most obvious features of a situation or object. **ANSWER:salience**

*DIFFICULTY:*Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

167. Piaget defined _____ as the ability to focus on two dimensions of a problem at the same time.

ANSWER:decentration

*DIFFICULTY:*Moderate

REFERENCES: 6.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

168. _____ is the Piagetian term for the ability to mentally undo an action. **ANSWER:Reversibility**

*DIFFICULTY:*Moderate

REFERENCES: 6.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

169. Preoperational fixation on the end state of a task rather than the changes that transform one state into another is called _____ thought.

ANSWER:static

*DIFFICULTY:*Difficult

REFERENCES: 6.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

170. The tendency to view the world solely from your own perspective is called _____. **ANSWER:egocentrism**

*DIFFICULTY:*Easy

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

171. Most 10-year-olds would be in Piaget's _____ operations stage of development.

ANSWER: concrete

DIFFICULTY: Moderate

REFERENCES: 7.5 The Child

LEARNING OBJECTIVES: LSHD.SIGE.14.7.5.14 - 7.5. Compare the elementary-school child's thinking to that of a preschool child.

172. A person who had just begun to exhibit hypothetical-deductive reasoning would have just entered Piaget's _____ operations stage of development.

ANSWER:formal

DIFFICULTY:Moderate

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.17 - 7.6. Assess Piaget's description of the adolescent as a formal operational thinker who systematically considers hypothetical and abstract concepts.

173. Extremely self-conscious behavior (e.g., not going to school because you believe that everyone in your class will notice the stain on your shirt) in the teen years is referred to as _____ audience.

ANSWER:imaginary

DIFFICULTY:Moderate

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.17 - 7.6. Assess Piaget's description of the adolescent as a formal operational thinker who systematically considers hypothetical and abstract concepts.

174. The adolescent tendency to view your thoughts and feelings as unique is called the personal _____.

ANSWER:fable

DIFFICULTY:Moderate

REFERENCES: 7.6 The Adolescent

LEARNING OBJECTIVES: LSHD.SIGE.14.7.6.17 - 7.6. Assess Piaget's description of the adolescent as a formal operational thinker who systematically considers hypothetical and abstract concepts.

175. Postformal thought in which an individual understands that knowledge depends on the subjective perspective of the knower is referred to as _____ thinking. **ANSWER:relativistic**

DIFFICULTY:Moderate

REFERENCES: 7.7 The Adult

LEARNING OBJECTIVES: LSHD.SIGE.14.7.7.20 - 7.7. Evaluate whether a stage beyond

Piaget's formal operations is warranted and outline what this stage might look like.

176. Postformal thought in which an individual focuses on detecting paradoxes among ideas and attempts to reconcile them is referred to as _____ thinking.

ANSWER:dialectical

*DIFFICULTY:*Moderate

REFERENCES: 7.7 The Adult

LEARNING OBJECTIVES: LSHD.SIGE.14.7.7.20 - 7.7. Evaluate whether a stage beyond Piaget's formal operations is warranted and outline what this stage might look like.

177. Vygotsky called the gap between what a learner can do alone and what he or she can do with guidance and encouragement of a skilled partner the _____ development.

ANSWER: zone of proximal

DIFFICULTY: Moderate

REFERENCES: 7.2 Vygotsky's Sociocultural Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.7.2.4 - 7.2. Indicate how culture and social interaction affect thought in Vygotsky's theory.

178. Vygotsky emphasized the importance of _____ participation in culturally relevant activities with support from others can lead to improvements in performance. **ANSWER:guided**

*DIFFICULTY:*Moderate

*REFERENCES:*7.2 Vygotsky's Sociocultural Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.7.2.4 - 7.2. Indicate how culture and social interaction affect thought in Vygotsky's theory.

179. Vygotsky referred to speech that directs one's thought as _____ speech. **ANSWER:private**

*DIFFICULTY:*Moderate

*REFERENCES:*7.2 Vygotsky's Sociocultural Perspective

LEARNING OBJECTIVES: LSHD.SIGE.14.7.2.5 - 7.2. Explain how tools, especially language, influence thought.