

1. A child's problems must be considered in relation to the influence of the \_\_\_\_.
- a. individual
  - b. family
  - c. community/culture
  - d. all of these

*ANSWER:* d

*DIFFICULTY:* Easy

*REFERENCES:* Introduction

*KEYWORDS:* Bloom's: Understand

2. Victor is fearful of approaching new situations and often appears inhibited. Victor's mother reports that she struggles with similar difficulties and he may have inherited it from her. This is an example of \_\_\_\_.
- a. emotional influences
  - b. biological influences
  - c. cognitive influences
  - d. behavioral influences

*ANSWER:* b

*DIFFICULTY:* Moderate

*REFERENCES:* What is Causing Jorge's Problems?

*KEYWORDS:* Bloom's: Understand

3. Etiology refers to the \_\_\_\_ of childhood disorders.
- a. causation
  - b. treatments
  - c. correlates
  - d. prevention

*ANSWER:* a

*DIFFICULTY:* Easy

*REFERENCES:* Theoretical Foundations

*KEYWORDS:* Bloom's: Understand

4. What is an underlying assumption with regard to abnormal child behavior?
- a. Abnormal development is solely determined by the child's genetic makeup.
  - b. Abnormal development is solely determined by the child's environment.
  - c. Abnormal development involves continuities and discontinuities.
  - d. Abnormal development focuses on extreme or bizarre behavior.

*ANSWER:* c

*DIFFICULTY:* Easy

*REFERENCES:* Theoretical Foundations

*KEYWORDS:* Bloom's: Understand

5. Isabella is 3 years old, and frequently demands attention, overreacts, and refuses to go to bed. These behaviors are considered \_\_\_\_.

- a. common because of her age
- b. diagnosable as clinical disorders
- c. signs of an overly sensitive child
- d. early warning signs of future difficulties

*ANSWER:* a

*DIFFICULTY:* Moderate

*REFERENCES:* Theoretical Foundations

*KEYWORDS:* Bloom's: Apply

6. The dynamic interaction of child and environment is referred to as \_\_\_\_.

- a. mutuality
- b. etiology
- c. transaction
- d. continuity

*ANSWER:* c

*DIFFICULTY:* Easy

*REFERENCES:* Theoretical Foundations

*KEYWORDS:* Bloom's: Understand

7. Which theoretical orientation best explains the various behaviors or disorders in childhood?

- a. biological
- b. psychological
- c. family
- d. integrative

*ANSWER:* d

*DIFFICULTY:* Moderate

*REFERENCES:* Theoretical Foundations

*KEYWORDS:* Bloom's: Understand

8. The failure to master or progress in accomplishing developmental milestones is referred to as a(n)\_\_\_\_\_.

- a. adaptational failure
- b. developmental disintegration
- c. discontinuity
- d. dysregulation

*ANSWER:* a

*DIFFICULTY:* Easy

*REFERENCES:* Developmental Considerations

*KEYWORDS:* Bloom's: Understand

9. Most often, adaptational failure is due to a(n) \_\_\_\_.
- a. single, definable cause
  - b. longstanding biological maladaptation
  - c. ongoing interaction between the individual and environment
  - d. sudden onset of an environmental challenge

*ANSWER:* c

*DIFFICULTY:* Easy

*REFERENCES:* Developmental Considerations

*KEYWORDS:* Bloom's: Understand

10. An organizational view of development implies a(n) \_\_\_\_ process.
- a. static
  - b. unchanging
  - c. dynamic
  - d. fixed

*ANSWER:* c

*DIFFICULTY:* Easy

*REFERENCES:* Developmental Considerations

*KEYWORDS:* Bloom's: Understand

11. The windows of time during which environmental influences on development are enhanced are called \_\_\_\_.
- a. sensitive periods
  - b. critical periods
  - c. crucial periods
  - d. necessary periods

*ANSWER:* a

*DIFFICULTY:* Easy

*REFERENCES:* Developmental Considerations

*KEYWORDS:* Bloom's: Understand

12. Because development is \_\_\_\_, sensitive periods play a meaningful role in any discussion of normal and abnormal behavior.
- a. disorganized
  - b. organized
  - c. hierarchical
  - d. organized and hierarchical

*ANSWER:* b

*DIFFICULTY:* Easy

*REFERENCES:* Developmental Considerations

*KEYWORDS:* Bloom's: Understand

13. Children's development occurs in a(n) \_\_\_\_ manner.

- a. mostly random
- b. strictly organized
- c. strictly hierarchical
- d. organized and hierarchical

*ANSWER:* d

*DIFFICULTY:* Easy

*REFERENCES:* Developmental Considerations

*KEYWORDS:* Bloom's: Understand

14. The developmental psychopathology approach to studying childhood disorders emphasizes the importance of developmental \_\_\_\_.

- a. disruptions
- b. processes and tasks
- c. regressions
- d. obstacles

*ANSWER:* b

*DIFFICULTY:* Easy

*REFERENCES:* Theoretical Foundations

*KEYWORDS:* Bloom's: Understand

15. A central tenet of developmental psychopathology is that to understand maladaptive behavior, we must consider \_\_\_\_.

- a. one's genetic predisposition
- b. how problematic behaviors develop over time
- c. the child's familial history for maladjustment
- d. what is normative for a given period of development

*ANSWER:* d

*DIFFICULTY:* Moderate

*REFERENCES:* Theoretical Foundations

*KEYWORDS:* Bloom's: Understand

16. Children's early caretaking experiences play an important role in designing parts of the brain that involve \_\_\_\_.

- a. planning and complex processes
- b. problem solving skills
- c. emotion, personality, and behavior
- d. fine motor skills

*ANSWER:* c

*DIFFICULTY:* Easy

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

17. Brain maturity occurs in a(n) \_\_\_\_\_ fashion.

- a. mostly random
- b. strictly organized
- c. strictly hierarchical
- d. organized and hierarchical

*ANSWER:* d

*DIFFICULTY:* Easy

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

18. Which statement about neural development is false?

- a. Most developing axons reach their destination even before a baby is born.
- b. Synapses both proliferate and disappear in early childhood.
- c. Brain connections are relatively pre-determined and cannot be changed by the environment.
- d. Primitive areas of the brain develop first.

*ANSWER:* c

*DIFFICULTY:* Moderate

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

19. Which statement about neural development is true?

- a. Major restructuring of the brain in relation to puberty occurs between 6 and 9 years of age.
- b. The brain stops developing after 3 years of age.
- c. Primitive areas of the brain mature last.
- d. The prefrontal cortex and the cerebellum are not wired until a person is 5 to 7 years old.

*ANSWER:* d

*DIFFICULTY:* Easy

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

20. Which statement about our genetic makeup is false?

- a. Genes determine behavior.
- b. Genes are composed of DNA.
- c. Genes produce proteins.
- d. The expression of genes is influenced by the environment.

*ANSWER:* a

*DIFFICULTY:* Easy

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

21. The problem with family aggregation studies is that they \_\_\_\_.
- a. are difficult to carry out
  - b. do not control for environmental variables
  - c. only tell us about the influence of the environment
  - d. only tell us about chromosomal abnormalities

*ANSWER:* b

*DIFFICULTY:* Easy

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

22. Behavioral geneticists have concluded that \_\_\_\_.
- a. many psychological disorders can be accounted for by an individual gene
  - b. much of our development and behaviors are influenced by a small number of genes
  - c. both genetic and environmental influences affect behavior
  - d. behavior is largely influenced by the environment

*ANSWER:* c

*DIFFICULTY:* Easy

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

23. Which part of the brain is most responsible for regulating our emotional experiences, expressions, and impulses?
- a. hypothalamus
  - b. hindbrain
  - c. basal ganglia
  - d. limbic system

*ANSWER:* d

*DIFFICULTY:* Easy

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

24. Epinephrine is also known as \_\_\_\_.
- a. dopamine
  - b. serotonin
  - c. cortisol
  - d. adrenaline

*ANSWER:* d

*DIFFICULTY:* Moderate

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

25. Which part of the brain is implicated in disorders affecting motor behavior?

- a. hypothalamus
- b. hindbrain
- c. basal ganglia
- d. limbic system

*ANSWER:* c

*DIFFICULTY:* Easy

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

26. The \_\_\_\_ gives us the distinct qualities that make us human and allows us to think about the future, to be playful, and to be creative.

- a. cerebral cortex
- b. limbic system
- c. brainstem
- d. hippocampus

*ANSWER:* a

*DIFFICULTY:* Easy

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

27. The \_\_\_\_\_ lobes contain the functions underlying much of our thinking and reasoning abilities.

- a. temporal
- b. frontal
- c. parietal
- d. occipital

*ANSWER:* b

*DIFFICULTY:* Easy

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

28. The \_\_\_\_ gland produces epinephrine in response to stress.

- a. hypothalamus
- b. thyroid
- c. adrenal
- d. pituitary

*ANSWER:* c

*DIFFICULTY:* Easy

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

29. The glands located on top of the kidneys are important because they produce hormones that \_\_\_\_.
- a. orchestrate the body's regulatory functions
  - b. control the entire HPA axis
  - c. energize us and prepare for possible threats in the environment
  - d. allow our cellular functions to relax and rejuvenate

*ANSWER:* c

*DIFFICULTY:* Easy

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

30. The \_\_\_\_ gland plays a role in energy metabolism and growth, and is implicated in certain eating disorders.
- a. hypothalamus
  - b. thyroid
  - c. adrenal
  - d. pituitary

*ANSWER:* b

*DIFFICULTY:* Easy

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

31. The \_\_\_\_ gland oversees the body's regulatory functions by producing several hormones, including estrogen and testosterone.
- a. pineal
  - b. pituitary
  - c. thyroid
  - d. adrenal

*ANSWER:* b

*DIFFICULTY:* Easy

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

32. \_\_\_\_ has been implicated in several psychological disorders, especially those connected to a person's response to stress and ability to regulate emotions.
- a. The HPA axis
  - b. BZ-GABA
  - c. Norepinephrine
  - d. Dopamine

*ANSWER:* a

*DIFFICULTY:* Moderate

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

33. What is an inhibitory neurotransmitter that reduces overall arousal and levels of anger, hostility, and aggression?
- a. serotonin
  - b. benzodiazepine-GABA
  - c. norepinephrine
  - d. dopamine

*ANSWER:* b

*DIFFICULTY:* Easy

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

34. \_\_\_\_ acts like a "switch" in the brain, turning on various circuits associated with certain types of behavior.
- a. Serotonin
  - b. Benzodiazepine-GABA
  - c. Norepinephrine
  - d. Dopamine

*ANSWER:* d

*DIFFICULTY:* Easy

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

35. The neurotransmitter implicated in regulatory problems, such as eating and sleep disorders, is \_\_\_\_.
- a. norepinephrine
  - b. serotonin
  - c. benzodiazepine-GABA
  - d. dopamine

*ANSWER:* b

*DIFFICULTY:* Moderate

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

36. Emotions serve \_\_\_\_.
- a. as external monitoring systems
  - b. to provide motivation for action
  - c. to promote risk-taking behaviors
  - d. as a cognitive backbone

*ANSWER:* b

*DIFFICULTY:* Easy

*REFERENCES:* Psychological Perspectives

*KEYWORDS:* Bloom's: Understand

37. ACTH causes the adrenal glands to release \_\_\_\_.

- a. benzodiazepine-GABA
- b. cortisol
- c. serotonin
- d. dopamine

*ANSWER:* b

*DIFFICULTY:* Moderate

*REFERENCES:* Biological Perspectives

*KEYWORDS:* Bloom's: Understand

38. James often appears to be in a bad mood and he is easily frustrated when given challenging tasks. His temperament would be described as \_\_\_\_.

- a. angry and intense
- b. negative affect or irritability
- c. fearful or inhibited
- d. positive affect and approach

*ANSWER:* b

*DIFFICULTY:* Easy

*REFERENCES:* Psychological Perspectives

*KEYWORDS:* Bloom's: Applied

39. \_\_\_\_ serve(s) as a filter for organizing large amounts of new information and avoiding potential harm.

- a. Cognitions
- b. Emotions
- c. The HPA axis
- d. Benzodiazepine-GABA

*ANSWER:* b

*DIFFICULTY:* Moderate

*REFERENCES:* Psychological Perspectives

*KEYWORDS:* Bloom's: Understand

40. A child who cannot control his temper has problems in emotion \_\_\_\_.

- a. sensitivity
- b. reactivity
- c. regulation
- d. deregulation

*ANSWER:* c

*DIFFICULTY:* Moderate

*REFERENCES:* Psychological Perspectives

*KEYWORDS:* Bloom's: Understand

41. \_\_\_\_\_ relates to how children think about themselves and others, resulting in mental representations of themselves, relationships, and their social world.

- a. Social cognition
- b. Observational learning
- c. Cognitive mediation
- d. Cognitive development

*ANSWER:* a

*DIFFICULTY:* Easy

*REFERENCES:* Psychological Perspectives

*KEYWORDS:* Bloom's: Understand

42. Individual differences in emotion \_\_\_\_ account for differing responses to a stressful environment.

- a. affectivity
- b. sensitivity
- c. reactivity
- d. regulation

*ANSWER:* c

*DIFFICULTY:* Moderate

*REFERENCES:* Psychological Perspectives

*KEYWORDS:* Bloom's: Understand

43. \_\_\_\_ problems refer to weak or absent control structures, whereas \_\_\_\_ problems indicate that existing control structures operative in a maladaptive way.

- a. Regulation; dysregulation
- b. Dysregulation; regulation
- c. Reactivity; regulation
- d. Regulation; reactivity

*ANSWER:* a

*DIFFICULTY:* Easy

*REFERENCES:* Psychological Perspectives

*KEYWORDS:* Bloom's: Understand

44. Temperament \_\_\_\_.

- a. refers to a child's unpredictable behavior
- b. shapes a child's approach to the environment and vice versa
- c. is not related to personality
- d. forms very late in development

*ANSWER:* b

*DIFFICULTY:* Easy

*REFERENCES:* Psychological Perspectives

*KEYWORDS:* Bloom's: Understand

45. Which phrase describes the “slow-to-warm-up child”, who is cautious in approaching novel or challenging situations?
- a. positive affect and approach
  - b. fearful or inhibited
  - c. negative affect or irritability
  - d. adaptive with negative mood

*ANSWER:* b

*DIFFICULTY:* Easy

*REFERENCES:* Psychological Perspectives

*KEYWORDS:* Bloom’s: Understand

46. ABA involves the examination of \_\_\_\_.
- a. behavior only
  - b. antecedents and consequences only
  - c. behavior and consequences only
  - d. behavior, antecedents, and consequences

*ANSWER:* d

*DIFFICULTY:* Easy

*REFERENCES:* Psychological Perspectives

*KEYWORDS:* Bloom’s: Understand

47. \_\_\_\_ explain the acquisition of problem behavior on the basis of paired associations between previously neutral stimuli (e.g., homework), and unconditioned stimuli (e.g., parental anger).
- a. Operant models
  - b. Classical conditioning models
  - c. Social learning models
  - d. Social cognition models

*ANSWER:* b

*DIFFICULTY:* Moderate

*REFERENCES:* Psychological Perspectives

*KEYWORDS:* Bloom’s: Understand

48. \_\_\_\_ theorists emphasize attributional biases, modeling, and cognitions in their explanation of abnormal behavior.
- a. Behavior
  - b. Psychodynamic
  - c. Social learning
  - d. Biological

*ANSWER:* c

*DIFFICULTY:* Easy

*REFERENCES:* Psychological Perspectives

*KEYWORDS:* Bloom’s: Understand

49. \_\_\_\_ models portray the child's environment as a series of nested and interconnected structures.
- a. Environmental
  - b. Ecological
  - c. Societal
  - d. Macroparadigm

*ANSWER:* b

*DIFFICULTY:* Easy

*REFERENCES:* Family, Social, and Cultural Perspectives

*KEYWORDS:* Bloom's: Understand

50. Bronfenbrenner's (1977) model includes a consideration of the \_\_\_\_.
- a. child only
  - b. child and family members
  - c. family members and society in which the child lives
  - d. child, family members, and society in which the child lives

*ANSWER:* d

*DIFFICULTY:* Easy

*REFERENCES:* Family, Social, and Cultural Perspectives

*KEYWORDS:* Bloom's: Understand

51. Attachment theory considers crying (in an infant) to be a behavior that \_\_\_\_.
- a. serves to keep predators away
  - b. stimulates the immune system
  - c. irritates others
  - d. enhances relationships with the caregiver

*ANSWER:* d

*DIFFICULTY:* Moderate

*REFERENCES:* Family, Social, and Cultural Perspectives

*KEYWORDS:* Bloom's: Understand

52. Today's research and thinking accepts the notion that many childhood disorders:
- a. cannot be overcome
  - b. are treatable with the use of medications
  - c. receive too much media attention
  - d. share many clinical features and causes

*ANSWER:* d

*DIFFICULTY:* Easy

*REFERENCES:* Looking Ahead

*KEYWORDS:* Bloom's: Understand

53. The process of attachment typically begins between \_\_\_\_ of age.

- a. 0 to 2 months
- b. 6 to 12 months
- c. 12 to 18 months
- d. 18 to 24 months

*ANSWER:* b

*DIFFICULTY:* Easy

*REFERENCES:* Family, Social, and Cultural Perspectives

*KEYWORDS:* Bloom's: Understand

54. Infants that explore the environment with little affective interaction with the caregiver are likely to have a(n) \_\_\_\_ attachment pattern.

- a. secure
- b. anxious-avoidant
- c. anxious-resistant
- d. disorganized

*ANSWER:* b

*DIFFICULTY:* Easy

*REFERENCES:* Family, Social, and Cultural Perspectives

*KEYWORDS:* Bloom's: Understand

55. Infants that are wary of new situations and strangers and who often cannot be comforted by the caregiver are likely to have a(n) \_\_\_\_ attachment pattern.

- a. secure
- b. anxious-avoidant
- c. anxious-resistant
- d. disorganized

*ANSWER:* c

*DIFFICULTY:* Moderate

*REFERENCES:* Family, Social, and Cultural Perspectives

*KEYWORDS:* Bloom's: Understand

56. Which attachment pattern has been linked to conduct problems and aggressive behavior?

- a. secure
- b. anxious-avoidant
- c. anxious-resistant
- d. disorganized

*ANSWER:* b

*DIFFICULTY:* Moderate

*REFERENCES:* Family, Social, and Cultural Perspectives

*KEYWORDS:* Bloom's: Understand

57. Which attachment pattern has been linked to phobias and anxiety problems?

- a. secure
- b. anxious-avoidant
- c. anxious-resistant
- d. disorganized

*ANSWER:* c

*DIFFICULTY:* Moderate

*REFERENCES:* Family, Social, and Cultural Perspectives

*KEYWORDS:* Bloom's: Understand

58. Which term describes a child's model of relationships in terms of what the child expects from others and how the child relates to others?

- a. internal working model
- b. external working model
- c. internal attachment model
- d. external attachment model

*ANSWER:* a

*DIFFICULTY:* Easy

*REFERENCES:* Family, Social, and Cultural Perspectives

*KEYWORDS:* Bloom's: Understand

59. \_\_\_\_\_ theorists argue that a child's behavior can only be understood in terms of relationships with others.

- a. Cognitive
- b. Behavioral
- c. Family systems
- d. Genetic

*ANSWER:* c

*DIFFICULTY:* Moderate

*REFERENCES:* Family, Social, and Cultural Perspectives

*KEYWORDS:* Bloom's: Understand

60. The \_\_\_\_\_ view of child development recognizes the importance of balancing the abilities of individuals with the challenges and risks of their environments.

- a. health promotion
- b. family systems
- c. attachment
- d. psychopathological

*ANSWER:* a

*DIFFICULTY:* Easy

*REFERENCES:* Looking Ahead

*KEYWORDS:* Bloom's: Understand

61. Discuss the three major underlying assumptions regarding abnormal child behavior.

*ANS* Our first underlying assumption is that abnormal child behavior is multiply determined. Thus, we have to look *WER* beyond the child's current symptoms and consider developmental pathways and interacting events that, over time, contribute to the expression of a particular disorder. Our second assumption extends the influence of multiple causes by stressing how the child and environment are interdependent—how they influence each other. This concept departs from the tradition of viewing the environment as acting on the child to cause changes in development, and instead argues that children also influence their own environment. In simple terms, the concept of interdependence appreciates how nature and nurture work together and are, in fact, interconnected. Few psychological disorders or impairments suddenly emerge without at least some warning signs or connections to earlier developmental issues. This connection is apparent, for example, in early-onset and persistent conduct disorders, with which parents and other adults often see troublesome behaviors at a young age that continue in some form into adolescence and adulthood.

*DIF* Easy

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*REF* Theoretical Foundations

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*KEY* Bloom's: Analyze

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*DS:*

62. Distinguish between continuous and discontinuous patterns of behavior development.

*ANS* Continuity implies that developmental changes are gradual and quantitative (i.e., expressed as amounts that can be *WER* measured numerically, such as weight and height changes) and that future behavior patterns can be predicted from earlier patterns. Discontinuity, in contrast, implies that developmental changes are abrupt and qualitative (i.e., expressed as qualities that cannot be measured numerically, such as changes in mood or expression) and that future behavior is poorly predicted by earlier patterns.

*DIF* Easy

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*REF* Theoretical Foundations

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*KEY* Bloom's: Understand

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*DS:*

63. What is meant by using an integrative approach to understanding factors that influence a child's behavior?

*ANSWE* Because no single theoretical orientation can explain various behaviors or disorders, we must be familiar with *R:* many theories and conceptual models—each contributes important insights into normal and abnormal development.

*DIFFIC* Easy

*ULTY:*

*REFER* Theoretical Foundations

*ENCES:*

*KEYWO* Bloom's: Analyze

*RDS:*

64. Describe how sensitive periods can impact children's development. Can developmental change occur outside of these periods?

*ANS* Because development is organized, sensitive periods play a meaningful role in any discussion of normal and *WER* abnormal behavior. Sensitive periods are windows of time during which environmental influences on development, both good and bad, are enhanced. Sensitive periods can be enhanced opportunities for learning but are not the only opportunities; change can take place at other times.

*DIF* Easy

*FIC*

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*Y:*

*REF* Developmental Considerations

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*S:*

*KEY* Bloom's: Understand

*WOR*

*DS:*

65. How can a baby with a difficult temperament influence and be influenced by the environment?

*ANS* This dimension describes the "difficult child," who is predominantly negative or intense in mood, not very *WER*: adaptable, and arrhythmic. Some children with this temperament show distress when faced with novel or challenging situations, and others are prone to general distress or irritability, including when limitations are placed on them.

*DIFF* Easy

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*REF* Psychological Perspectives

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*S:*

*KEY* Bloom's: Analyze

*WOR*

*DS:*

66. Discuss how children learn from their emotions and the emotional expression of others.

*ANSWE* Children have a natural tendency to attend to emotional cues from others, which helps them learn to interpret and *R:* regulate their own emotions. They learn, from a very young age, through the emotional expressions of others.

*DIFFIC* Easy

*ULTY:*

*REFER* Psychological Perspectives

*ENCES:*

*KEYWO* Bloom's: Analyze

*RDS:*

67. How permanent are early neuronal connections?

*ANS* This question has provoked different theories and agonized many parents who are concerned about their children's *WER* early development. For instance, if early brain functions are unlikely to change, this implies that early experiences : set the course for lifetime development. Freud's similar contention implied that an individual's core personality is formed from an early age, which sets the pace and boundaries for further personality formation. To the contrary, This question has provoked different theories and agonized many parents who are concerned about their children's early development. For instance, if early brain functions are unlikely to change, this implies that early experiences set the course for lifetime development. Freud's similar contention implied that an individual's core personality is formed from an early age, which sets the pace and boundaries for further personality formation. To the contrary,

*DIF* Easy

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*REF* Biological Perspectives

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*KEY* Bloom's: Understand

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*DS:*

68. Discuss the major functions of four major neurotransmitters in the brain and their implicated role in psychopathology.

*ANS* Benzodiazepine-GABA reduces arousal and moderates emotional responses, such as anger and hostility; it is *WER* implicated in anxiety disorder. Dopamine may act as a switch that turns on various brain circuits, allowing other : neurotransmitters to inhibit or facilitate emotions or behavior and is implicated in schizophrenia, mood disorders, and attention-deficit/hyperactivity disorder. Norepinephrine facilitates or controls emergency reactions and alarm responses, it plays a role in emotional and behavioral regulation, but is not directly implicated with any specific disorder. Serotonin plays a role in information and motor coordination, and is implicated in regulatory problems, obsessive-compulsive disorder, schizophrenia, and mood disorders.

*DIF* Easy

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*Y:*

*REF* Biological Perspectives

*ERE*

*NCE*

*S:*

*KEY* Bloom's: Analyze

*WOR*

*DS:*

69. Discuss the importance of attachment and how it affects a child's internal working model of relationships.

*ANS* Accordingly, attachment serves an important stress-reduction function. The infant is motivated to maintain a balance *WER* between the desire to preserve the familiar and the desire to seek and explore new information. Self-reliance : develops when the attachment figure provides a secure base for exploration (Bretherton & Munholland, 2008). Moreover, a child's internal working model of relationships—what he or she expects from others and how he or she relates to others—emerges from this first crucial relationship and is carried forward into later relationships.

*DIF* Easy

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*Y:*

*REF* Family, Social, and Cultural Perspectives

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*KEY* Bloom's: Understand

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*DS:*

70. Distinguish between emotion reactivity and emotion regulation.

*ANS* Emotion reactivity refers to individual differences in the threshold and intensity of emotional experience, which *WER* provide clues to an individual's level of distress and sensitivity to the environment. Emotion regulation, on the other : hand, involves enhancing, maintaining, or inhibiting emotional arousal, which is usually done for a specific purpose or goal.

*DIF* Easy

*ICUL*

*TY:*

*REF* Psychological Perspectives

*ERE*

*NCE*

*S:*

*KEY* Bloom's: Understand

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*DS:*

71. Briefly describe the three primary dimensions of temperament.

*ANS* Positive affect and approach. This dimension describes the “easy child,” who is generally approachable and adaptive *WER* to his or her environment and possesses the ability to regulate basic functions of eating, sleeping, and elimination : relatively smoothly. Fearful or inhibited. This dimension describes the “slow-to-warm-up child,” who is cautious in his or her approach to novel or challenging situations. Such children are more variable in self-regulation and adaptability and may show distress or negativity toward some situations. Negative affect or irritability. This dimension describes the “difficult child,” who is predominantly negative or intense in mood, not very adaptable, and arrhythmic. Some children with this temperament show distress when faced with novel or challenging situations, and others are prone to general distress or irritability, including when limitations are placed on them.

*DIF* Easy

*FIC*

*ULT*

*Y:*

*REF* Psychological Perspectives

*ERE*

*NCE*

*S:*

*KEY* Bloom’s: Understand

*WOR*

*DS:*

72. Provide everyday examples of positive and negative reinforcement, extinction, and punishment.

*ANS* An example of positive reinforcement would be a mother giving a child a special treat if the child behaved in the *WER* store. Negative reinforcement would occur when you get in your car and buckle your seatbelt in order to stop the : beeping noise. If I got sick on a certain food and was then conditioned to avoid it because it caused nausea, extinction would occur when I no longer pair the sickness with the food and can eat it again. Positive punishment is an active process—doing something to someone like assigning extra chores.

*DIF* Easy

*FIC*

*ULT*

*Y:*

*REF* Psychological Perspectives

*ERE*

*NCE*

*S:*

*KEY* Bloom’s: Apply

*WOR*

*DS:*

73. Explain why an integrative approach is important in abnormal psychology.

*ANS* Each model is restricted in its ability to explain abnormal behavior to the extent that it fails to incorporate important *WER* components of other models. Fortunately, such disciplinary boundaries are gradually diminishing as different perspectives take into account important variables derived from other models. Over time, major theories of abnormal child psychology have become compatible with one another. Rather than offering contradictory views, each theory contributes one or more pieces of the puzzle of atypical development. As all the available pieces are assembled, the picture of a particular child or adolescent disorder becomes more and more distinct.

*DIF* Easy

*FIC*

*ULT*

*Y:*

*REF* Psychological Perspectives

*ERE*

*NCE*

*S:*

*KEY* Bloom's: Analyze

*WOR*

*DS:*

74. Discuss the main principles of a developmental psychopathology perspective.

*AN* Developmental psychopathology is an approach to describing and studying disorders of childhood, adolescence, and *SW* beyond in a manner that emphasizes the importance of developmental processes and tasks. This approach provides a *ER* useful framework for organizing the study of abnormal child psychology around milestones and sequences in physical, cognitive, social-emotional, and educational development. It also uses abnormal development to inform normal development, and vice versa (Cicchetti, 2006; Hinshaw, 2013). Simply stated, developmental psychopathology emphasizes the role of developmental processes, the importance of context, and the influence of multiple and interacting events in shaping adaptive and maladaptive development. We adopt this perspective as an organizing framework to describe the dynamic, multidimensional process leading to normal or abnormal outcomes in development.

75. Why do family systems theorists stress the importance of looking at the whole family as opposed to one individual's difficulties?

*ANSWER* This view is in line with our earlier discussion of underlying assumptions about children's abnormal development—relationships, not individual children or teens, are often the crucial focus.

*DIFFICU* Easy

*LTY:*

*REFERE* Family, Social, and Cultural Perspectives

*NCES:*

*KEYWOR* Bloom's: Analyze

*DS:*