NAME: ____________________________________

(Each question is worth five points. Write clear and concise answers. I would prefer if you would type your answers. Good luck!

Chapter 11 Middle Childhood: Biosocial Development
1. List and explain some of the major causes of obesity in the United States.
2. Discuss what the most commonly used intelligence tests evaluate, what the scores tend to predict, and what factors can affect the scores obtained.
3. List and describe the symptoms of autism.
4. Advances in children’s brain function during the school years influence school performance. Define and discuss the roles of selective attention and autoimmunization in acquiring academic skills.
5. Differentiate between mainstreaming and inclusion in educating children with special needs.
6. Describe the three levels of prevention that apply not only to asthma but to other health problems as well.

Chapter 12 Middle Childhood Cognitive Development
1. Using concepts from the information-processing approach to learning list and explain the characteristics of each of the three components of memory.
2. Distinguish among the immersion, English as a second language, and bilingual education approaches to teaching another language. Briefly describe each.
3. Analyze the U.S. legislation, the No Child Left Behind Act. Why was this policy established? What is the intended outcome?
4. Discuss your met cognition in preparing for this exam. How did you prepare? What strategies did you employ? What did you think would be on the exam? How effective do you consider your met cognition to be?
5. Discuss the relationship between academic success and socioeconomic status.
6. Discuss the use of vouchers in the educational system.

Chapter 13 Middle Childhood Psychosocial Development
1. Explore the concept of self-esteem as a value in American culture. Discuss the advantages and disadvantages of the American value of self-esteem. Refer to the way other cultures view self-esteem.
2. In what ways does a child’s understanding of others’ emotions develop during childhood?
3. What are the five ways in which a functional family nurtures school-age children? In which area did your family do the best? The worst?
4. What can adults do to ensure that children appropriately cope with stress?
5. Analyze the roots of bullying behavior in children. What are possible causes? How does the behavior start? What circumstances could contribute to bullying?
6. Explore the relationship between family income and family function. Include a discussion of the family stress model in predicting the impact of low and high incomes.

Chapter 14 Adolescence: Biosocial Development
1. What is the difference between primary and secondary sex characteristics? Describe the changes that occur in sex characteristics during puberty.
2. Discuss the physical, social, and cultural factors that make the typical adolescent boy or girl feel dissatisfied with his or her appearance.
3. What are some of the consequences of being sexually abused?
4. Identify the three phenomenon researchers have identified that contribute to high rates of injuries among adolescents. Describe how each of these change affect behavior.
5. Discuss the relationship between stress and early puberty. Include in your discussion the research findings and conclusions.
6. Discuss the differences between anorexia and bulimia nervosa. What symptoms must be present for a diagnosis of either of these eating disorders?

Chapter 15 Adolescence: Cognitive Development
1. Define analytic thinking and intuitive thinking and give some examples of each. Why do adolescents tend to use intuitive thinking to a greater extent than analytic thinking?
2. Address self-important thinking in adolescence, specifically discussing the invincibility fable and the imaginary audience. Include in your discussion potential risks that might be associated with each of the two aspects of adolescent egocentrism.
3. Discuss the role of technology in adolescent cognition and types of technology that adolescents typically use. How may it further adolescent cognitive development? How may it limit adolescent cognitive development?

4. Analyze the difference between deductive and inductive reasoning. Define both types of reasoning and offer an example of the practical application of each.

5. Student motivation is an ongoing serious problem in high schools today. Discuss factors that contribute to low student motivation and ways you would seek to remedy the problem.

6. Explain the concepts of sunk cost fallacy and base rate neglect. Provide an example of each type of thinking.

Chapter 16 Adolescence: Psychosocial Development
1. Define and differentiate among the following terms, and give examples of each one: gender identity, gender role, and sexual orientation.

2. Differentiate between adolescent cliques and crowds. Include positive and negative aspects of each group in your response.

3. What are some of the conditions or warning signs of adolescents who may take their own lives?

4. Discuss the role of rumination in depression. Define the process of rumination, and discuss its incidence in males and females.

5. Describe what you believe to be two of the main functions of the peer group for adolescents. Does your peer group provide this for you? Give examples.

6. Longitudinal research suggests that drug use causes more problems than it solves for adolescents. Discuss some of the physical and emotional problems that alcohol, tobacco, and marijuana cause for teenagers.

Chapter 17 Emerging Adulthood: Biosocial Development
1. How does the prevalence of drug abuse in emerging adulthood compare to that in other periods? Discuss three factors that contribute to the likelihood of drug use in emerging adulthood.

2. Define the process of homeostasis and then describe two homeostatic functions that our bodies perform.

3. Assumptions about the purpose of sex typically fall into three categories. Discuss the three categories noting the differences in the importance of each category between men and women.

4. Emerging adults tend to hold fitness as a priority and exercise regularly. However, as they age, those healthy patterns may change. Describe two specific factors that will help emerging adults continue their good exercise practices as marriage, parenthood, and careers demand more of their time.

5. Discuss the reasons that depression may be particularly debilitating in emerging adulthood.

6. Define “edgework” and offer occupational and recreational examples of it.

Chapter 18 Emerging Adulthood: Cognitive Development
1. Consider the many kinds of problem-solving skills that arise in the life of a college student. Give three examples of problems that would benefit most from post-formal thinking. Explain your choices.

2. What is dialectical thinking? Give an example (not the ones in the text) of the use of dialectical thinking in daily life. Explain how dialectical thinking contributes to an evolving view of oneself or of the world.

3. Describe how the decisions with which adults are faced influence their moral development. Provide two examples to support your description.

4. Do you agree or disagree with Fowler's stage theory of faith development? Name and describe the level of faith development of two people you know and explain why understanding these people's faith causes you to believe that Fowler is correct or incorrect.

5. Compare and contrast the three approaches to cognitive development: stage, psychometric, and information-processing.

6. Attending and graduating from college have multiple benefits. Describe at least three effects of college that extend beyond broader employment opportunities.

Chapter 19 Emerging Adulthood: Psychosocial Development (6 points each)
1. Analyze some of the issues involved in establishing ethnic identity. What are some particular challenges faced by emerging adult immigrants when establishing ethnic identity.

2. Describe two differences between female friendships and male friendships. What types of problems do cross-sex friends have?

3. Describe Sternberg's three dimensions of love. Provide an example of a type of love that is probably common at the beginning of relationships and a type of love that is probably more common as relationships develop. For each of these examples, indicate whether it does or does not have each of the three dimensions of love.
4. Define the two types of domestic violence described in the text. Which type do you think is more likely to lead to divorce? Why?

5. Alex and Cassie have decided to co-habitate. Define cohabitation, give two reasons why cohabitation occurs, and then discuss the research on it.

Chapter 20 Adulthood: Biosocial Development
1. Describe five biosocial changes that occur in middle adulthood.
2. For a public health pamphlet, develop a five-point list of recommendations for preventing chronic illness in adulthood. Conclude your list with a paragraph that summarizes evidence for the benefits of one of your recommendations.
3. Describe three biosocial differences between middle-aged men and women, one referring to normal aging, one to the sexual-reproductive system, and one to fatal or chronic illnesses.
4. Name and define the four measures of health discussed in the text. On which measure do you think the medical profession should focus? Why?
5. Describe sensory changes that occur during adulthood. Specifically, address how senescence affects vision and hearing.
6. What happens to the brain as it ages? What problems that occur in adulthood are associated with the loss of brain cells?

Chapter 21 Adulthood: Cognitive Development
1. Design a research project for studying one aspect of intelligence in adulthood. Specify what aspects of intelligence you intend to study and what you want to learn. Describe your research plan in detail, including testing procedures and selection of participants. How would you overcome the problems of cohort effects?
2. As a pre-retirement planning seminar a woman expresses concern that her intellectual abilities will decrease after retirement. What would you say to her?
3. Describe three things you learned from this chapter about the development of intelligence in adulthood.
4. Differentiate between fluid and crystallized intelligence. Describe how you would use each type of intelligence if your car ran out of gas on the interstate highway?
5. Apply Sternberg's three forms of intelligence to taking this exam. First, name and describe each form Sternberg outlined and then discuss what forms you are using to answer this question and why.
6. Discuss the role of intuition in expert cognition. How do experts use intuition? How does it differ from the way novices might employ intuition? What are possible outcomes of the reliance on intuition by experts?

Chapter 22 Adulthood: Psychosocial Development
1. For each of the Big Five personality traits, describe a person you know who has high levels of the trait. Describe specific behaviors the person exhibits that lead you to believe that he or she has a high degree of that trait.
2. Describe two things that could lead to personality changes in adulthood. Explain your answers, showing how the change would happen and how common it is.
3. Describe what you learned about the concepts of the midlife crisis and the sandwich generation in this chapter, and provide evidence for the flawed nature of each concept.
4. Compare and contrast Erikson's stages of identity versus role confusion with generativity versus stagnation.
5. Discuss the benefits of employment in meeting generativity needs in adulthood. How does a person's perspective on employment change with age and maturity? Differentiate between the intrinsic and extrinsic rewards of work.
6. Describe similarities and differences between same-sex and heterosexual couples. How are children from same-sex couples affected?

Chapter 23 Late Adulthood: Biosocial Development
1. Compare two theories of aging. Based on what you have observed of aging in relative and people in your community, which theory do you think is most accurate? Support your answer with specific examples.
2. What are the four factors that are involved in older adults' compensation for sensory and loss and aging organs? Provide an example of each.
3. Define primary aging and secondary aging, offering an example of each.
4. Many older adult are distressed by sleeping problems. Develop a profile of the typical sleep patterns in the older adult and offer several ways addressing their sleep problems through selective optimization with compensation.

5. Analyze the role of exercise in the aging process. How important is exercise in late adulthood? What types of exercise might be especially beneficial? What obstacles exist toward getting regular exercise?

6. Calorie restriction has been proposed as a measure to lengthen life span and decrease the incidence of diseases associated with aging. Describe the process of calorie restriction including the number of allowable calories daily, types of food generally avoided, and two scientific commentaries on the process.

Chapter 24 Late Adulthood: Cognitive Development (6 points each)

1. Review in your mind the abilities and needs that find expression in adulthood. Write a “life plan” of intellectual achievements you would like to make in early, middle, and late adulthood.

2. Describe three ways the elderly can maintain cognitive functioning.

3. Discuss several elements of lifestyle that could delay the onset of dementia in the elderly.

4. Memory loss is often associated with aging even though some aspects of memory are not affected by it. Contrast working memory and long-term memory, noting how aging might affect each.

5. Describe each of the five stages of Alzheimer disease. What is a typical timeline from the beginning of stage one to the end of stage five.

Chapter 25 Late Adulthood: Psychosocial Development

1. Which theory of late adulthood do you believe best explains the period? Discuss why and provide an example to support your position.

2. What is selective optimization with compensation? Provide three examples of this notion.

3. Describe three considerations a person must make when making the decision about whether to care for a frail elder by himself or herself at home or in a nursing home.

4. Contrast the disengagement theory with the activity theory, including how each relates to the quality of life in late adulthood.

5. Discuss several factors that affect inter-generational relationships, specifically those between older adults and their adult children. What factors support good inter-generational relationships? What factors negatively affect them?

6. Analyze several ways to prevent elder abuse. Begin by outlining the typical progression of abuse and the common forms of elder abuse, and offer ways to prevent it.