**Chapter 1**

**Organizing Themes in Development**

**Outline**

1. **Reflection and Action**

*The Gap Between Science and Practice*

*Box 1.1 – Examine Your Beliefs About Development*

1. **A Historical Perspective on Developmental Theories**

*Emphasizing Discontinuity: Classic Stage Theories*

*Emphasizing Continuity: Incremental Change*

*Classic Theories and the Major Issues They Raise*

1. **Contemporary Multidimensional or Systems Theories: Embracing the Complexity of Development**

*Applying Theory to Practice*

1. **A New Look at Three Developmental Issues**

*Nature and Nurture*

*Neuroplasticity and Critical (Sensitive) Periods*

*Universality and Specificity: The Role of Culture*

1. **Applications**

*Some Rules of Thumb*

1. **Focus on Developmental Psychopathology**

***Box 1.2 – Prevention Science***

1. **Summary**
2. **Case Study**
3. **Journal Questions**
4. **Key Terms**

**Chapter 1**

**Multiple Choice Questions**

1. Dr. Jones encountered a problem with a new client in therapy. Using the model of reflective practice described in Chapter 1, what is the sequence of steps he should use in order to work with this client effectively?

a. Reflect on what has worked best in his own personal experience and apply that knowledge to the client’s problem.

b. Reflect on well-established theories; apply the theoretical knowledge to the individual's case; and then test out new ways of thinking about the problem if prior theory does not suffice.

c. Apply experience-based knowledge first, and then use theory-based knowledge.

d. First test out any method by subjecting it to rigorous scientific experimentation and then apply it for use with the client.

2. Theories of development differ from opinion primarily because

a. they provide a complete picture of development.

b. they have been proven to be true.

c. they are based on scientific research.

d. they are more abstract than opinions.

3. Which of the following helpers is most likely to have an implicit “incrementalist” belief about intelligence?

a. A counselor who recommends a strategy of academic skill building for a client who is experiencing academic problems.

b. A therapist who helps the client adjust to the limitations of his academic ability.

c. A school counselor who bases the decision about which career information to provide on the client’s intelligence test results.

d. A counselor who develops a program to track elementary school-aged children in classes that reflect their academic achievement.

4. Stage theories of development typically describe \_\_\_\_\_\_\_\_\_\_\_\_ changes in behavior, cognition, or social relationships.

a. quantitative

b. incremental

c. qualitative

d. cumulative

5. Mrs. Washington is conducting her weekly group counseling session for single young adults. Karen, a lonely young professional woman, talks about feeling abandoned by her boyfriend. The other group members listen patiently and respond empathically. Mrs. Washington reflects Karen’s feeling with concern and sensitivity. What would operant learning theory predict about Karen’s behavior in the next group session?

a. Karen will be embarrassed about her past self-disclosures and feel anxious about speaking up.

b. Karen will not self-disclose because she fears the group will lose patience.

c. Karen will not self-disclose because her problems have been resolved.

d. Karen will speak openly because she has previously received attention and support.

6. Mrs. Washington is conducting her weekly group counseling session for single young adults. Karen, a lonely young professional woman, talks about feeling abandoned by her boyfriend. The other group members listen patiently and respond empathically. Mrs. Washington reflects Karen’s feeling with concern and sensitivity. What would social learning theorists predict about the behavior of others in the group in the next session?

a. Group members will be encouraged to self-disclose after observing the positive way Karen’s self-disclosure was received.

b. Group members will be discouraged from self-disclosing because they do not want to imitate Karen’s example.

c. Karen’s behavior will have no effect on other members of the group.

d. Group members will scapegoat Karen for her self-absorption.

7. Using Erikson’s developmental theory as a framework, which of the following statements is an accurate representation of his ideas?

a. An individual cannot progress to a later stage unless the earlier stage has been resolved successfully and completely.

b. Successful progression through the stages of development depends upon effective resolution of the Oedipal crisis.

c. Successful resolution of a psychosocial crisis at each stage depends upon having more positive than negative experiences in the area of major concern.

d. Highly intelligent individuals can skip specific stages and make progress at a faster rate than other people.

8. Models of development which hold that change typically occurs in shifts between periods of relative stability and periods of disequilibrium are called

a. incremental models.

b. stage models.

c. multidimensional model.

d. information-processing models.

9. Models of development which hold that change occurs as a continuous process are called

a. incremental models.

b. stage models.

c. multidimensional models.

d. information-processing models.

10. Models of development which hold that change occurs as a function of reciprocal influences, both from within the person and from the external environment are called

a. incremental models.

b. stage models.

c. multidimensional models.

d. information-processing models.

11. In Bronfenbrenner’s model, proximal processes refer to

a. independent changes in mental processes.

b. favorable developmental conditions that are more likely to exist in one particular stage of development than in another.

c. reciprocal interactions between an organism and its immediate environment.

d. indirect influences on an organism.

12. Juan, a 7-month-old infant, lives in a city where the availability of high quality child care is very limited. His mother is forced to leave Juan in the care of a young woman who also cares for five other infants and toddlers in her small apartment. According to Bronfenbrenner’s theory, which of the following influences on Juan’s development represents an example of a proximal process?

a. The quality of care-giving Juan receives in day care.

b. Juan’s genetic inheritance.

c. State legislation regarding licensing of day care providers.

d. Juan’s cultural and economic background.

13. Juan, a 7-month-old infant, lives in a city where the availability of high quality child care is very limited. His mother is forced to leave Juan in the care of a young woman who also cares for five other infants and toddlers in her small apartment. Which of the following influences represents an example of a distal process?

a. The sensitivity of Juan’s caregiver.

b. Governmental policies and subsidies for child care that apply in the city.

c. The quality of care-giving provided by Juan’s mother.

d. The quality and characteristics of the apartment complex in which Juan and his mother reside.

14. Seven-month-old Juan and his mother live in a small rented apartment in a large city. Affordable, high quality child care centers are very hard to find in her neighborhood. Which level of the environment, according to Bronfenbrenner’s model, is limiting her access to high quality day care in her community?

a. Macrosystem

b. Exosystem

c. Microsystem

d. Mesosystem

15. Contemporary developmentalists focus on which question concerning nature and nurture?

a. Is nature the most important determinant of developmental change?

b. Is nurture the most important determinant of developmental change?

c. How do we explain the mechanisms by which nature and nurture interact to affect development?

d. Why is nurture most influential at certain developmental periods?

16. A kitten whose eyes are covered during the first months of its life loses the ability to see clearly in ways that would have been possible without the loss of early visual stimulation. This effect remains despite later attempts to remediate the loss. This is an example of which of the following?

a. Behavior genetics.

b. Critical period.

c. Plasticity.

d. Visual demand.

17. A group of people characterized by shared traditions, attitudes, values, and beliefs handed down from one generation to another constitute \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

a. a socioeconomic group.

b. a racial group.

c. an ethnic group.

d. a cohort.

18. The measure of social status that combines aspects of education background, income, and occupation is called

a. socioeconomic status.

b. social standing.

c. social class.

d. economic class.

19. The belief that individuals create their own knowledge by interpreting new experience in the light of past experience is a fundamental proposition of

a. behaviorism.

b. rationalism.

c. transactionalism.

d. constructivism.

20. Keisha is a 35-year-old African-American woman who is depressed. Her presenting concerns include marital distress, the imminent possibility of losing her job, overeating, and chain-smoking. As you listen to her story, you begin to construct a picture of her developmental history. Which of these explanations would someone using a stage theory of development be most likely to offer for Keisha’s problems?

a. Keisha’s difficulties most likely developed through the interaction of her family experiences and societal conditions like poverty and racism.

b. Keisha’s problems are most likely related to insufficient emotional gratification during infancy when oral needs are paramount.

c. Keisha’s problems are most likely related to lack of appropriate models of effective marital communication.

d. Keisha’s has experienced reward from her eating and smoking habits, and so she seeks these rewards in stressful situations.

21. Keisha is a 35-year-old African-American woman who is depressed. Her presenting concerns include marital distress, the imminent possibility of losing her job, overeating, and chain-smoking. As you listen to her story, you begin to construct a picture of her developmental history. Which of these explanations would someone using an incrementalist developmental perspective be most likely to offer for how Keisha’s problems have developed?

a. Keisha’s difficulties most likely developed through the interaction of her family experiences and societal conditions like poverty and racism.

b. Keisha’s problems are most likely related to insufficient emotional gratification during infancy when oral needs are paramount.

c. Keisha’s problems are most likely related to lack of appropriate models of effective marital communication.

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22. Keisha is a 35-year-old African-American woman who is depressed. Her presenting concerns include marital distress, the imminent possibility of losing her job, overeating, and chain-smoking. As you listen to her story, you begin to construct a picture of her developmental history. Which of these explanations would someone using a multidimensional perspective be most likely to offer for Keisha’s problems difficulties?

a. Keisha’s difficulties most likely developed through the interaction of her family experiences and societal conditions like poverty and racism.

b. Keisha’s problems are most likely related to insufficient emotional gratification during infancy when oral needs are paramount.

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23. Counselors must recognize the principle of \_\_\_\_\_\_\_\_\_\_\_: Individual pathways of development may result in a wide range of possible outcomes.

a. equifinality

b. hierarchical integration

c. dysfunctionality

d. multifinality

24. In *lifespan developmental theories***,** significantdevelopmental changes are thought to be largely complete by

a. the age of 18.

b. the age of 30.

c. the age of 50.

d. death.

25. The idea that children’s development is affected by biological factors, and that biological factors are also affected by the environment and experience, is part of

a. developmental stage theories

b. incremental developmental theories

c. social learning theories

d. multidimensional systems theories

26. Human development involves changes in size, efficiency, and capacity that can be described as \_\_\_\_\_\_\_\_\_\_\_\_change, and shifts in forms of thought and behavior that can be described as \_\_\_\_\_\_\_\_\_\_\_\_\_\_ changes.

a. quantitative / qualitative

b. qualitative / bidirectional

c. growth / incremental

d. qualitative / quantitative

27. An attempt to forestall the development of problems by promoting health and wellness in the general population is called

a. tertiary prevention.

b. secondary prevention.

c. primary prevention.

d. mediation.

28. Counselors apply multidimensional models most explicitly in their work with clients when they

a. recognize the primary importance of genetic influences on behavior.

b. consider levels of influence on the individual and select interventions that are targeted to more than one level.

c. pay close attention to the stage of development that characterizes the client.

d. understand that client’s developmental tasks must be met in each stage of development.

29. When clinicians assess a client’s presenting problem(s) in order to plan for treatment, which of the following approaches to diagnosis reflects a developmental viewpoint?

a. Consider those issues in a client’s life which result from multifinality.

b. Count the number of symptoms currently manifested in order to reach a specific diagnosis.

c. Assess the person’s level of symptomology on a checklist and assign a diagnosis only when a certain percentile has been reached.

d. Assess the nature of the problem by considering the person’s unique history, interpersonal context, and challenges in the extrapersonal environment.

30. Mrs. Dubois knows that her son, Andre, is very advanced in understanding math compared to his first grade peers. However, he is rather immature in his social relationships and doesn’t share or interact well with classmates. His social skills are not what his mother would expect, given his advanced cognitive development in math. Piaget’s term for this variation in skills is

a. hierarchical organization.

b. decalage.

c. preoperational intelligence.

d. accommodation.

31. The scientific usage of the word *theory* is best described as

a. a proposed explanation whose status is conjectural and untested.

b. a personal opinion that is part of one’s worldview.

c. a tested and supported explanation that synthesizes a large body of information to account for known facts or phenomena.

d. an explanation of facts or phenomena that fits with an individual’s best assessment of a situation.

32. Gisela is a 6-year-old Peruvian girl who lives with her family on a farm in a rural village. She often helps her father take produce to a market to sell. She does not know how to read, but she understands the cost of items and can make change without errors. Sophie is a 6-year-old who lives in the US. She is in the 1st grade, is making great progress in learning to read and write, and is gaining skill in computer use. What is the best way to explain the development of these two children?

a. The progression of cognitive development is not universal; it is different for children in different cultures.

b. The processes involved in cognitive development are similar across cultures, but the specific kinds of knowledge acquired may differ depending upon children’s culture.

c. The content of children’s knowledge is similar across cultures, but the processes involved in cognitive development differ depending upon children’s culture.

d. Cognitive development is the same for all children, regardless of culture.

33. Guidelines for the application of developmental research in helping professions include

a. keeping abreast of issues in the field and taking a multidimensional view of the influences on an individual.

b. always assessing the developmental stage of each client.

c. giving developmental theories an equal weight with your personal opinions.

d. recognizing that developmental stage limits therapeutic progress.

**Chapter 1 Essay Questions**

(See answer key for potential essay answers)

34. Compare and contrast stage, incremental, and multidimensional models of development. What specific contributions does each perspective make to our knowledge of development?

35. Create a case scenario using an example of a helping professional that describes the process of reflective practice.

36. Explain why having a working knowledge of development or a “developmental template” is useful to helping professionals.

37. In the applications section of Chapter 1, several rules of thumb are provided to guide helping professionals incorporate developmental knowledge into their work. Choose three of the guidelines and, for each of these, provide either

(a) a detailed and specific example of how helping professionals incorporate the guideline in a practice setting, or

(b) a specific and detailed example of how you will incorporate this guideline into your practice.