Chapter 2  Theories and Causes

Test Items:

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 the above
   **ANS:** D  **REF:** p.29-30  **DIF:** Easy  **COG:** Factual

2. Victor is fearful of approaching new situations and often appears inhibited. Victor’s mother reported that she struggles with similar difficulties. This is an example of:
   a. emotional influences
   b. biological influences
   c. cognitive influences
   d. behavioral influences
   **ANS:** B  **REF:** p. 29  **DIF:** Moderate  **COG:** Factual

3. Etiology refers to the ___________ of childhood disorders.
   a. causation
   b. treatments
   c. correlates
   d. prevention
   **ANS:** A  **REF:** p.31  **DIF:** Easy  **COG:** Factual

4. Which of the following is NOT an underlying assumption regarding abnormal child behavior?
   a. Abnormal development is multiply determined.
   b. The child and the environment are interdependent.
   c. Abnormal development involves continuities and discontinuities.
   d. All of these are underlying assumptions.
   **ANS:** D  **REF:** p.31-33  **DIF:** Moderate  **COG:** Factual

5. Isabella is three years old and she frequently demands attention, overreacts, and refuses bedtime. These behaviors are considered:
   a. common due to her age
   b. diagnosable as clinical disorders
   c. signs of an overly sensitive child
   d. early warning signs of future difficulties
   **ANS:** A  **REF:** p.34  **DIF:** Moderate  **COG:** Applied
6. The dynamic interaction of child and environment is referred to as:
   a. mutuality
   b. etiology
   c. transaction
   d. continuity
   **ANS:** C  **REF:** p.32  **DIF:** Easy  **COG:** Factual

7. The single theoretical orientation which can explain various behaviors or disorders in childhood is the ________ perspective.
   a. biological
   b. psychological
   c. family
   d. none of these
   **ANS:** D  **REF:** p.34  **DIF:** Moderate  **COG:** Factual

8. The failure to master or progress in accomplishing developmental milestones is referred to as:
   a. adaptational failure
   b. developmental disintegration
   c. discontinuity
   d. dysregulation
   **ANS:** A  **REF:** p.35  **DIF:** Easy  **COG:** Factual

9. Most often, adaptational failure is due to:
   a. a single cause
   b. poor relationships
   c. an ongoing interaction between individual development and environmental conditions
   d. poor environmental opportunities
   **ANS:** C  **REF:** p.35  **DIF:** Easy  **COG:** Factual

10. An organizational view of development implies a(n) ____________ process.
    a. static
    b. unchanging
    c. dynamic
    d. fixed
    **ANS:** C  **REF:** p.35  **DIF:** Moderate  **COG:** Factual

11. 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
    **ANS:** A  **REF:** p.35  **DIF:** Easy  **COG:** Factual

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
    **ANS:** B  **REF:** p.35  **DIF:** Easy  **COG:** Factual
13. Children’s development occurs in a(n) ____________ manner.
   e. disorganized
   f. organized
   g. hierarchical
   h. organized and hierarchical
   **ANS: D**  **REF: p.36**  **DIF: Easy**  **COG: Factual**

14. The developmental psychopathology approach to studying childhood disorders emphasizes the importance of:
   a. developmental disruptions
   b. developmental processes and tasks
   c. developmental regressions
   d. developmental obstacles
   **ANS: B**  **REF: p.36**  **DIF: Easy**  **COG: Factual**

15. A central tenet of developmental psychopathology is that to understand maladaptive behavior it is necessary to 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
   **ANS: D**  **REF: p.36**  **DIF: Moderate**  **COG: Factual**

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
   **ANS: C**  **REF: p.37**  **DIF: Moderate**  **COG: Factual**

17. Brain maturity occurs in a(n) ____________ fashion.
   a. disorganized
   b. organized
   c. hierarchical
   d. organized and hierarchical
   **ANS: D**  **REF: p.38**  **DIF: Easy**  **COG: Factual**

18. Which of the following statements 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. The connections in the brain are relatively pre-determined and the environment cannot change their course.
   d. Primitive areas of the brain develop first.
   **ANS: C**  **REF: p.38**  **DIF: Moderate**  **COG: Factual**

19. Which of the following statements 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 changing after 3 years of age.
   c. Primitive areas of the brain mature last.
   d. Brain regions which govern basic sensorimotor skills undergo the most dramatic changes within the first 3 years of life.
   **ANS: D**  **REF: p.38**  **DIF: Moderate**  **COG: Factual**
20. Which of the following statements about genetics 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.
   **ANS:** A

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
   **ANS:** B

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. genetic contributions to psychological disorders come from many genes, which each make a small contribution
   d. behavior is largely influenced by the environment
   **ANS:** C

23. The part of the brain that regulates our emotional experiences, expressions, and impulses is the:
   a. hypothalamus
   b. hindbrain
   c. basal ganglia
   d. limbic system
   **ANS:** D

24. Epinephrine is also known as:
   a. dopamine
   b. serotonin
   c. cortisol
   d. adrenaline
   **ANS:** D

25. The part of the brain that is implicated in disorders affecting motor behavior is the:
   a. hypothalamus
   b. hindbrain
   c. basal ganglia
   d. limbic system
   **ANS:** C

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. basal ganglia
   d. hippocampus
   **ANS:** A
27. The ________ lobes contain the functions underlying much of our thinking and reasoning abilities.
   a. temporal  
   b. frontal  
   c. parietal  
   d. occipital  
ANS: B  REF: p.42  DIF: Easy  COG: Factual

   a. hypothalamus  
   b. thyroid  
   c. adrenal  
   d. pituitary  
ANS: C  REF: p.43  DIF: Easy  COG: Factual

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 get our bodies ready for possible threats in the environment  
   d. all of the above  
ANS: C  REF: p.43  DIF: Easy  COG: Factual

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  
ANS: B  REF: p.43  DIF: Easy  COG: Factual

31. The ___________ gland oversees the body’s regulatory functions by producing several hormones, including estrogen and progesterone.
   a. pineal  
   b. pituitary  
   c. thyroid  
   d. adrenal  
ANS: B  REF: p.43  DIF: Easy  COG: Factual

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  
ANS: A  REF: p.43  DIF: Moderate COG: Factual

33. ___________ is an inhibitory neurotransmitter that reduces overall arousal and levels of anger, hostility, and aggression.
   a. Serotonin  
   b. Benzodiazepine-GABA  
   c. Norepinephrine  
   d. Dopamine  
ANS: B  REF: p.44 (Table 2.1)  DIF: Moderate COG: Factual
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
ANS: D REF: p.44 (Table 2.1) DIF: Easy COG: Factual

35. The neurotransmitter implicated in regulatory problems, such as eating and sleep disorders is:
   a. Norepinephrine
   b. Serotonin
   c. Benzodiazepine-GABA
   d. Dopamine
ANS: B REF: p.44 (Table 2.1) DIF: Easy COG: Factual

36. Emotions serve what purpose?
   a. to serve as internal monitoring systems which appraise events as beneficial or dangerous
   b. to provide motivation for action
   c. both a and b
   d. none of the above
ANS: C REF: p.45 DIF: Moderate COG: Factual

37. The neurotransmitter, which is not directly involved in specific disorders but is more generally involved in emotional and behavioral regulation is:
   a. Serotonin
   b. Benzodiazepine-GABA
   c. Dopamine
   d. none of the above
ANS: D REF: p.44 (Table 2.1) DIF: Moderate COG: Factual

38. James often appears to be in a bad mood and he is easily frustrated when given challenging tasks. His temperament would be considered:
   a. angry and intense
   b. negative affect or irritability
   c. fearful or inhibited
   d. positive affect and approach
ANS: B REF: p.46 DIF: Moderate COG: 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
ANS: B REF: p.45 DIF: Easy COG: Factual

40. A child who cannot control his temper has problems in emotion __________.
   a. sensitivity
   b. reactivity
   c. regulation
   d. deregulation
ANS: C REF: p.45 DIF: Easy COG: Factual
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
   **ANS:** A  **REF:** p.49  **DIF:** Moderate  **COG:** Factual

42. Individual differences in emotion ______ account for differing responses to a stressful environment.
   a. affectivity
   b. sensitivity
   c. reactivity
   d. regulation
   **ANS:** C  **REF:** p.45  **DIF:** Easy  **COG:** Factual

43. ______ problems refer to weak or absent control structures, whereas ______ problems mean that existing control structures operative in a maladaptive way.
   a. Regulation, dysregulation
   b. Dysregulation, regulation
   c. Reactivity, regulation
   d. Regulation, reactivity
   **ANS:** A  **REF:** p.45  **DIF:** Moderate  **COG:** Factual

44. Temperament:
   a. refers to the child’s organized style of behavior that appears very early in development
   b. shapes the child’s approach to the environment and vice versa
   c. is considered one of the building blocks of personality
   d. all of these
   **ANS:** D  **REF:** p.46  **DIF:** Easy  **COG:** Factual

45. ________________ 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
   **ANS:** B  **REF:** p.46  **DIF:** Easy  **COG:** Factual

46. ABA involves the examination of:
   a. behavior
   b. antecedents
   c. consequences
   d. all of the above
   **ANS:** D  **REF:** p.48  **DIF:** Easy  **COG:** Factual

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
   **ANS:** B  **REF:** p.48  **DIF:** Moderate  **COG:** Factual
48. __________ theorists emphasize attributional biases, modeling, and cognitions in their explanation of abnormal behavior.
   a. Behavior
   b. Psychodynamic
   c. Social learning
   d. Biological
ANS: C REF: p.48 DIF: Easy COG: Factual

49. __________ models portray the child’s environment as a series of nested and interconnected structures.
   a. Environmental
   b. Ecological
   c. Societal
   d. Macroparadigm
ANS: B REF: p.50 DIF: Easy COG: Factual

50. Brofenbrenner’s (1977) model does not include a consideration of:
   a. the child in isolation
   b. the child’s family members
   c. the society in which the child lives
   d. the model includes a consideration of all of these
ANS: D REF: p.50 DIF: Easy COG: Factual

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
ANS: D REF: p.51 DIF: Easy COG: Factual

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
ANS: D REF: p.52 DIF: Moderate COG: Factual

53. The process of attachment typically begins between _________ of age.
   a. 0-2 months
   b. 6-12 months
   c. 12-18 months
   d. 18-24 months
ANS: B REF: p.51 DIF: Easy COG: Factual

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
ANS: B REF: p.52 (Table 2.2) DIF: Easy COG: Factual
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
   **ANS:** C  **REF:** p.52 (Table 2.2)  **DIF:** Easy  **COG:** Factual

56. The attachment pattern that has been linked to conduct problems and aggressive behavior is:
   a. secure
   b. anxious-avoidant
   c. anxious-resistant
   d. disorganized
   **ANS:** B  **REF:** p.52 (Table 2.2)  **DIF:** Moderate  **COG:** Factual

57. The attachment pattern that has been linked to phobias and anxiety problems is:
   a. secure
   b. anxious-avoidant
   c. anxious-resistant
   d. disorganized
   **ANS:** C  **REF:** p.52 (Table 2.2)  **DIF:** Moderate  **COG:** Factual

58. This term describes a child’s model of relationships involving 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
   **ANS:** A  **REF:** p.51  **DIF:** Moderate  **COG:** Factual

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
   **ANS:** C  **REF:** p.51  **DIF:** Easy  **COG:** Factual

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
   **ANS:** A  **REF:** p.53  **DIF:** Easy  **COG:** Factual
Short Answer/Essay Questions:

1. Discuss the three major underlying assumptions regarding abnormal child behavior.
2. Distinguish between continuous and discontinuous patterns of behavior development.
3. What is meant by using an integrative approach to understanding factors that influence a child’s behavior?
4. Describe how sensitive periods can impact children’s development. Can developmental change occur outside of these periods?
5. How can a baby with a difficult temperament influence and be influenced by the environment?
6. Discuss how children learn from their emotions and the emotional expression of others.
7. How permanent are early neuronal connections?
8. Discuss the major functions of four major neurotransmitters in the brain and their implicated role in psychopathology.
9. Discuss the importance of attachment and how it affects a child’s internal working model of relationships.
10. Distinguish between emotion reactivity and emotion regulation.
11. Briefly describe the three primary dimensions of temperament.
12. Provide everyday examples of positive and negative reinforcement, extinction, and punishment.
13. Explain why an integrative approach is important in abnormal psychology.
14. Discuss the main principles of a developmental psychopathology perspective.
15. Why do family systems theorists stress the importance of looking at the whole family as opposed to one individual’s difficulties?

Questions and Issues for Discussion:

1. Should the distinction between abnormal and normal with regards to psychological functioning be considered absolute or on a continuum?
2. What are some examples of traits that appear to change continuously? What about traits that seem to change discontinuously? Which model better describes most of development?
3. Pick a television show or movie in which there are mental health concerns with regard to a child. Discuss the child’s problems in the context of various paradigms and how each paradigm may contribute to an understanding of the cause of these problems.
4. The text outlines a variety of approaches to understanding psychological disorders. Which of these approaches seems to be the most valuable to explaining child psychopathology? Which is the least useful? Students are likely to have different opinions, which may spark some interesting discussion.
5. Have students research some of the historical perspectives of child psychopathology and present their findings to the class.
6. What is your opinion on Bronfenbrenner’s ecological model? Is there anything missing from the model that you would include or anything you might remove? How might you improve on the way the model is depicted (as shown in your textbook).
7. Have students discuss their opinions on the nature/nurture debate concerning child psychopathology.
8. How do you think family and social influences change over the course of development? Do you think your parents or your peers were more influential on your own development during your child years? During your teen years?
9. Discuss how normal functioning can be informative of abnormal functioning and vice versa.
10. From a family systems perspective, consider what impact it would make on a child who has a different temperament then the rest of the family with whom the child lives with.
Website Suggestions:

http://ornl.gov/sci/techresources/Human_Genome/home.shtml  The Human Genome Project website, with basic information about this 15-year project to understand more about our genetic composition. Easily understood by undergraduates, this website provides FAQs, terms, a search engine, and terrific links to related material.

http://www.med.harvard.edu/AANLIB/home.html  The Whole Brain Atlas from Harvard University, with neuroimages of the normal and abnormal brain.

http://faculty.washington.edu/chudler/neurok.html  Neuroscience for Kids, a fantastic site for those who are interested in learning about the brain and nervous system. This site is intended for kids, but would certainly be invaluable to those who are not biology or neuroscience majors!

Video Suggestions:

Children of Poverty  (1987). Films for the Humanities and Sciences. (26 minutes; $149 purchase price)
Profiles America’s children of poverty and shows the toll on children and mothers of problems finding food and shelter.

Secret of the Wild Child  (production year unavailable). PBS Boston (WGBH Boston Video, NOVA). (60 minutes; $19.95 purchase price)
Tells the story and rehabilitation of “Genie,” a girl who was found at age thirteen and had been imprisoned in her bedroom her entire life.

Society’s Problems in Children’s Lives  (1995). Films for the Humanities and Sciences. (29 minutes; $89.95 purchase price)
Looks at how societal issues such as violence, drugs, and divorce are affecting children’s lives and how they are coping.

American Adolescence  (1999). Films for the Humanities and Sciences. (30 minutes; $89.95 purchase price)
Investigates today’s teens, the many challenges they face, and their hopes and dreams for the future of American society.

The Brain  (1989). Films for the Humanities and Sciences. (23 minutes; $89.95 purchase price)
A look at the world of dreams, the nervous system, and nuclear magnetic resonance and electroencephalography.

Classical and Operant Conditioning  (1996). Films for the Humanities and Sciences. (56 minutes, $154.95 purchase price)
Explains the nature of behaviorism and its important applications in clinical therapy, education, and child-rearing.

Discusses a theory of mind that stems from a child’s experiential-based understanding of causal relationships. Includes Piaget’s theory.

Damage: The Effects of a Troubled Childhood  (1997). Films for the Humanities and Sciences. (55 minutes, $174.95 purchase price)
Investigates the question: Can the roots of adult phobias and anxieties be found in our childhoods?

Discusses the controversial theory of child development through adaptation of peer groups.

**The Development of the Human Brain** (1989). Films for the Humanities and Sciences. (40 minutes; $149 purchase price, $75 rental price)
An award-winning program that follows the physiological development of the human brain from conception to the age of eight.

**The Mind vs. the Brain** (1995). Films for the Humanities and Sciences. (27 minutes, $89.95 purchase price)
Recent research into the brain has revealed that many mental disorders previously believed to be the product of environment and experience are actually rooted in biology and chemistry.

**Growing the Mind: How the Brain Develops** (2000). Films for the Humanities and Sciences. (50 minutes, $174.95 purchase price)
Charts the changes in the human brain as it develops from infancy to adulthood.
Addresses the brain’s extraordinary adaptability and reorganization.