

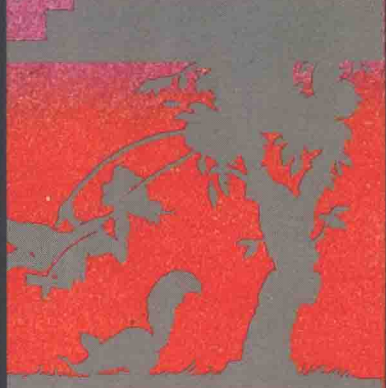
STUDY GUIDE
WITH READINGS
TO ACCOMPANY
PAPALIA/OLDS

A Child's World

INFANCY THROUGH
ADOLESCENCE



SIXTH EDITION



RUTH DUSKIN FELDMAN

STUDY GUIDE WITH READINGS
TO ACCOMPANY PAPALIA AND OLDS

*A
Child's
World*

INFANCY THROUGH
ADOLESCENCE

SIXTH EDITION

RUTH DUSKIN FELDMAN

McGraw-Hill, Inc.

New York St. Louis San Francisco Auckland Bogotá Caracas
Lisbon London Madrid Mexico Milan Montreal New Delhi
Paris San Juan Singapore Sydney Tokyo Toronto

STUDY GUIDE WITH READINGS
TO ACCOMPANY PAPALIA AND OLDS:
A CHILD'S WORLD:
INFANCY THROUGH ADOLESCENCE

Copyright © 1993, 1990 by McGraw-Hill, Inc.
All rights reserved. Printed in the United States
of America. Except as permitted under the
United States Copyright Act of 1976, no part of
this publication may be reproduced or distributed
in any form or by any means, or stored in a data
base or retrieval system, without the prior written
permission of the publisher.

5 6 7 8 9 0 SEM SEM 9 0 9 8 7 6 5

ISBN 0-07-048753-7

This book was designed and set by Steven J.
Feldman. The editors were Jane Vaicunas and
Nomi Sofer; the production supervisor was Al
Rihner. Semline, Inc., was printer and binder.

ACKNOWLEDGMENTS FOR READINGS

Angelou, Maya: From *I Know Why the Caged Bird Sings*,
by Maya Angelou. Copyright © 1969 by Maya Angelou.
Reprinted by permission of Random House, Inc.

Cherry, Susan Spaeth: "A Wider World." Reprinted by
permission from Susan Spaeth Cherry. Susan Spaeth
Cherry is a freelance journalist in suburban Chicago.

Cowan, Carolyn Pape and Philip A. Cowan: "Is There
Love After Baby?" Excerpt from *When Partners Become
Parents* by Carolyn Pape Cowan and Philip A. Cowan.
Copyright © 1992 by Basic Books, Inc. Reprinted by
permission of Basic Books, a division of HarperCollins
Publishers.

Elkind, David: "WAAAAAH, Why Kids Have a Lot to Cry
About." Reprinted with permission from *Psychology
Today* Magazine. Copyright © 1992 (Sussex Publishers,
Inc.).

Franklin, Deborah: "What A Child is Given." Copyright ©
1989 by The New York Times Company. Reprinted by
permission.

Fritz, Katherine: "The Yum-Yuck Syndrome: Why Jenny
Won't Eat." Reprinted by permission from *Health and
Human Development Research Penn State*.

Garbarino, James: "Child Needs Roots—And Wings."
James Garbarino, Ph.D. Reprinted with permission from
the *Chicago Sun-Times*, © 1992.

Jackson, Shirley: "Charles" from *The Lottery*, by Shirley
Jackson. Copyright © 1948, 1949 by Shirley Jackson.
Copyright renewed 1976, 1977 by Laurence Hyman, Barry
Hyman, Mrs. Sarah Webster, and Mrs. Joanne Schmurser.
Reprinted by permission of Farrar, Straus and Giroux, Inc.

Kirschenbaum, Robert J.: "An Interview with Howard
Gardner." Reproduced with permission of *The Gifted
Child Today*, the world's most popular magazine for
parents and teachers of gifted, creative and talented
children and youth, P.O. Box 6448, Mobile, AL, 36660.

Lee, Rolland D.: "Becoming Navajo." Reprinted by
permission from *Native Peoples Magazine*, Summer 1989,
and from Rolland D. Lee.

Pacchioli, David: "Going Into Day Care." Reprinted by
permission from *Health and Human Development
Research Penn State*.

Stern, Daniel N.: "Joey at Six Weeks." Excerpt from
Diary of a Baby, by Daniel Stern. Copyright © 1990 by
Daniel N. Stern, M.D. Reprinted by permission of Basic
Books, a division of HarperCollins Publishers.

Squires, Sally: "Baby Fat: A Weigh to Poor Health."
Copyright © The Washington Post. Reprinted by
permission.

Thompson, Trisha: "Partners In Pregnancy." First
appeared in the June/July 1992 issue of *Child* magazine.
Copyright © 1992 by Trisha Thompson.

Trelease, Jim: "Read Me A Story," reprinted with
permission of Jim Trelease.

Weston, Carol: "The Worries Teens Won't Share With
Their Parents." Reprinted by permission from Carol
Weston. Carol Weston is the author of *GIRLTALK: All
The Stuff Your Sister Never Told You* (HarperCollins,
revised 1992).

PREFACE: TO THE STUDENT

This *Study Guide with Readings* has been designed to help you get the most out of *A Child's World*, Sixth Edition, by Diane E. Papalia and Sally Wendkos Olds. It is not intended as a substitute for *A Child's World*; rather, it is just what its title implies—a guide to help you absorb and interpret the material in the text. Although some of the material in your textbook will be familiar to you (since you once inhabited the world of childhood), much of it will be new; and you must now see all of it from a new perspective, as an adult and a student of child development. Using this Study Guide will increase your understanding of the material and improve your ability to remember it, to apply it, and to build on it throughout this course, in related courses, and in your own life.

The Study Guide will help you to:

- Organize and focus your learning
- Check your mastery of the material in the text
- Practice dealing with typical examination formats
- Think analytically about the subject matter
- Broaden your perspective on child development

How the Study Guide Is Organized

The Study Guide's sixteen chapters correspond to Chapters 1 to 16 of *A Child's World*. Each chapter of the Study Guide begins with a brief "Overview" of the text chapter and has the following five major parts:

- Chapter Review
- Chapter Quiz
- Topics for Thought and Discussion
- Chapter Reading
- Answer Key

Let's take a look at each of these, to give you an understanding of how the Study Guide works and how you'll be using it.

CHAPTER REVIEW

The Chapter Review is a way to organize and focus your learning. It will help you identify and reexamine important material in the text chapter and also help you decide which material will need further study.

The Review is divided into sections that correspond to the major headings in the text chapter. This format lets you break your study into manageable "chunks" and makes it easier for you to locate information in the text, check answers, and concentrate on areas where you need to do more work.

Typically, each section of the Review has three elements: Framework, Important Terms, and Learning Objectives.

Framework: The Framework is an outline of all the subheadings in the text section. (When there are no subheadings within a section, this element is omitted.) The Framework shows you the section at a glance and indicates the relationship among different topics taken up in the section. You might think of it as a road map. You can use it to preview the section; you should refer to it frequently as you read, to get your bearings;

and later, you can use it to remind yourself where you have been.

You can also use the Framework to guide your reading by using the "questioning" approach. You'll notice that some of the text headings are in the form of questions; others can be rephrased as questions, which you can keep in mind as you read. For example, in Chapter 1, you'll find the heading, "Influences on Children's Development." You might ask yourself, "What are the influences on children's development? When do these influences occur?" If you can give a tentative answer, jot it down. Then, when you find the answer in the text, check to see if you were on the right track.

Important Terms: Important Terms is a fill-in-the-blanks exercise which covers all the "key terms" in the text section. It checks your knowledge of terms and meanings; it gives you practice with completion-type test items; and, when you have filled it in, it will serve as a glossary for the section, to be used for reference and review. (For text sections without key terms, the Important Terms exercise is omitted.)

Can you fill in the blanks without referring to the text? If you do need to consult the text, can you go directly to the passage you need? If you must turn to the text often, or if you have trouble finding the information you want, you'll know that you need additional study.

Check your work against the Answer Key. Your wrong answers will let you know where more work is needed.

Learning Objectives: The Learning Objectives are a list of tasks you should be able to accomplish when you have studied the section. To check your understanding of the text material, see if you can accomplish each objective without recourse to the text. If you need to look at the text, note how readily you can locate the necessary information.

You can use the space provided below each objective to make brief notes. But the Learning Objectives can also serve another purpose, since they resemble essay-type test items. Writing out complete, formal answers to

some or all of them—on separate paper—will give you needed practice in the essay format.

The Answer Key provides text page references for the Learning Objectives, but it's up to you to write the actual answers.

CHAPTER QUIZ

The Chapter Quiz will check your mastery of the text material. It also gives you practice with three types of questions often found on tests:

- Matching
- Multiple choice
- True-or-false

Take the quiz when you are reasonably confident about your mastery of the entire chapter. This is a closed-book test. Put the textbook away—far away, if you are easily tempted—and allow about as much time to take the quiz as you would have for a classroom examination.

As you take the quiz, pay attention to your "comfort level." Are you uncertain or uneasy about many items? Do you find that you must skip many items? Do you find that you are often just guessing? If so, stop and review the text again.

If your comfort level is high—that is, if you're confident about most of the questions—complete the quiz and then check the Answer Key. You should not be satisfied unless you've gotten almost all the answers right. Remember that this quiz is easier than an actual classroom examination because you take it when you decide you're ready, you are not under so much tension, and you can pace yourself. If you miss more than a few (very few) questions, restudy the material.

TOPICS FOR THOUGHT AND DISCUSSION

The Topics for Thought and Discussion are designed to help you think analytically about the subject matter. They call not only on your grasp

of the material in the text but also on your ability to interpret it and apply it. Therefore, you should work on them only after you are satisfied with your performance on the Review and the Quiz.

These questions are like essay items on examinations, topics for writing assignments, and topics presented for group or class discussions. They are open-ended and thus do not have definite "right" or "wrong" answers. But this does not mean that all answers are equally good. The value of your answers depends on how clearly and logically you make and support your points.

The material in your textbook should give you *ideas*. If you are without ideas when you consider any of the Topics for Thought and Discussion, then you are not getting all you should from the text. But, equally important, your ideas must be supported by *facts*. If you have ideas but cannot state facts to back them up, you have not really mastered the material.

To help yourself think through these questions, sketch out your answers in written form. Your sketch need not be a full, formal answer but it *should* always include your main point or points and specific supporting details. Do not be discouraged if you have to refer back to the text. Many of these questions are quite challenging and require careful consideration, not quick recall.

For practice in dealing with essay examinations—and to improve your writing in general—develop as many of your sketches as possible into full, formal, polished answers. Examine your answers carefully. Have you stated your point clearly and organized your supporting material logically? Have you expressed yourself grammatically?

You'll also find the Topics for Thought and Discussion useful for group study, and as ideas for writing assignments when you can choose your own topic.

CHAPTER READING

The Chapter Readings have been chosen to help you broaden your perspective on child development. Each reading selection supplements an

important subject treated in the text chapter. Some of the selections are classics; some are current. They have been taken from newspapers, journals, magazines, and books—autobiography, fiction, and nonfiction. They may provide additional information, present different viewpoints, demonstrate practical applications of principles or theories, report on new research, or humanize an issue. They represent a sampling of the rich material you can encounter by reading widely, and they should challenge you to read carefully and critically.

A brief Introduction sets the scene for each selection by providing background information about the author, the subject, or both.

Each selection is followed by Questions About the Reading. Like the Topics for Thought and Discussion, these questions resemble essay items on examinations, issues for group discussions, and subjects for written assignments. You should sketch out written answers—always being sure to state your point and back it up with specific evidence drawn from the selection, from your textbook, and from your own experience. Then, write complete, formal answers for some or all of the questions, to sharpen your writing skills.

ANSWER KEY

The Answer Key for each chapter gives answers, with text page references, for the Important Terms exercise and for the entire Chapter Quiz. It also gives text page references for the Learning Objectives.

Use the Answer Key wisely, to check your work. Don't use it as a crutch; don't "peek" when you should be testing your recall. If you misuse the answers, you'll be cheating no one but yourself.

Before You Begin: ***Learning Aids in Your Textbook***

The Sixth Edition of *A Child's World* itself contains several important study aids. You

should take advantage of these features as you read each chapter of the text.

Chapter Contents: On the opening page of each chapter you'll see a listing of major headings. This is your first view of the chapter; take a few minutes to examine it, asking yourself, "What topics does this chapter cover, and how are they organized?"

Preview Questions: Next you will find some questions designed to direct your attention to significant material covered in the chapter. A good way to make use of this learning aid is to check off each Preview Question as you find the answer in the text, making a brief note of the answer and the page where it appears. When you've finished the chapter, turn back to the Preview Questions. Can you answer each one fully without referring to the text?

Key Terms: In each chapter, the authors identify certain "key terms." These are printed in ***bold italic*** in the running text, defined in the margins, and then listed at the end of the chapter (in order of their appearance in the text, with page references). Whenever you encounter a key term, stop and read its definition. Is the definition clear to you? (If not, reread the explanation in the text.) Can you think of a specific example? When you've finished a chapter, use the list at the end to review the vocabulary and check your mastery of it.

Boxes: The boxes (which are listed in the chapter contents) illuminate many topics covered in the text. Read them as carefully as the text itself and ask yourself questions about them: "How does this box relate to the subject matter in the text?" "Why was this topic chosen for highlighting?" If a box takes up a controversial issue, what is your opinion?

Tables and Illustrations: Pay close attention to tables, figures, and photographs. They illustrate, summarize, or crystallize material in the text, making it easier to understand and remember.

Summary: The summary at the end of each chapter, in the form of a numbered list, gives a quick review of the main points and is a good way for you to check your learning when you've completed the chapter. Is each of the numbered items familiar to you? Can you expand on each?

Suggested Readings: Also at the end of each chapter is a list of recommended readings. These interesting, informative books can be used for research or writing assignments, or simply to learn more about topics introduced in the chapter.

Glossary: The glossary at the end of the book brings together all the key terms from every chapter, in alphabetical order, with their definitions and with page references to the text. It is useful for reference and review.

Bibliography: You may not have thought of the bibliography as a study aid, but it can be: it is an excellent guide to books and articles for further research.

People who teach and write about study skills will tell you that a crucial part of learning effectively is being an "active reader"—being alert, perceptive, and involved as you read. You'll find that using these special features in *A Child's World* will help you become an active reader and thus a more efficient learner.

Acknowledgments

The author would like to thank her daughters, Laurie Feldman and Heidi Feldman, who contributed their considerable skills as teachers and writers and their insights and experience as adult learners in drafting sections of this Study Guide, and her son, Steven J. Feldman, who designed and typeset this revised edition. Special appreciation goes to the editor, Naomi Sofer, who kept production on track and obtained permission for use of the readings, and to Susan Gamer, editor of the previous edition, who helped develop the format.

Ruth Duskin Feldman

About the Author of This Study Guide...

Ruth Duskin Feldman received her bachelor's degree from Northwestern University, where she graduated with highest distinction and was elected to Phi Beta Kappa. A former teacher, she has developed educational materials for all levels from elementary school through college. She is the award-winning author of two books and a coauthor of several others—including the Fourth Edition of Diane E. Papalia and Sally Wendkos Olds's widely used textbook Human Development. She prepared the test banks to accompany the Fifth Edition of Human Development and the Sixth Edition of A Child's World.

CONTENTS

List of Readings	v
Preface: To the Student	vii
1. A Child's World: Theories, Issues, and Methods for Studying It	1
2. Heredity and Environment	20
3. Prenatal Development	38
4. Birth and the Newborn Baby	55
5. Physical Development in Infancy and Toddlerhood	72
6. Intellectual Development in Infancy and Toddlerhood	89
7. Personality and Social Development in Infancy and Toddlerhood	107
8. Physical Development in Early Childhood	123
9. Intellectual Development in Early Childhood	137
10. Personality and Social Development in Early Childhood	153
11. Physical Development in Middle Childhood	169
12. Intellectual Development in Middle Childhood	181
13. Personality and Social Development in Middle Childhood	201
14. Physical Development in Adolescence	220
15. Intellectual Development in Adolescence	231
16. Personality and Social Development in Adolescence	242

LIST OF READINGS

1. "Child Needs Roots—and Wings," by James Garbarino	15
2. "What a Child Is Given," by Deborah Franklin	31
3. "Partners in Pregnancy," by Trisha Thompson	48
4. "Is There Love after Baby?" by Carolyn Pape Cowan and Philip A. Cowan	64
5. "Joey at Six Weeks": An Excerpt from <i>Diary of a Baby</i> , by Daniel N. Stern, M.D.	83
6. "Read Me a Story," by Jim Trelease	100
7. "Going into Day Care," by David Pacchioli	117
8. "The Yum-Yuck Syndrome: Why Jenny Won't Eat," by Katherine Fritz	132
9. "Charles," by Shirley Jackson	148
10. "A Wider World," by Susan Spaeth Cherry	163
11. "Baby Fat: A Weigh to Poor Health," by Sally Squires	176
12. "An Interview with Howard Gardner," by Robert J. Kirschenbaum	193
13. "WAAAH!! Why Kids Have a Lot to Cry About," by David Elkind	212
14. "The Worries Teens Won't Share with Their Parents," by Carol Weston	227
15. "Becoming Navajo," by Rolland D. Lee	239
16. An Excerpt from <i>I Know Why the Caged Bird Sings</i> , by Maya Angelou	251

A CHILD'S WORLD: THEORIES, ISSUES, AND METHODS FOR STUDYING IT

OVERVIEW

Chapter 1 introduces you to the study of child development. In this chapter, the authors:

- Define child development and explain why its study is important
- Outline the periods into which the text divides childhood and the aspects of development to be studied for each period
- Point out several types of influences on how children develop
- Discuss several important theoretical perspectives from which child development has been viewed
- Describe the major types of methods for studying child development and discuss advantages and disadvantages of each

CHAPTER 1 REVIEW

Section I A Child's World: Concepts and Issues

FRAMEWORK FOR SECTION I

- A. What Is Development, and Why Should We Study It?
- B. The Whole Child: Aspects of Development
- C. Periods of Childhood
- D. Influences on Children's Development
- E. Contexts of Development: An Ecological Approach

IMPORTANT TERMS FOR SECTION I

Completion: Fill in the blanks to complete the definitions of key terms for this section of Chapter 1.

1. **development:** Change and _____ over time.
2. **child development:** Scientific study of _____ changes in children over time.
3. _____ **change:** Change in amount, such as in height, weight, or size of vocabulary.
4. _____ **change:** Change in kind, as in the nature of intelligence.
5. **physical development:** Changes in body, brain, sensory capacity, and _____ skills over time.
6. **intellectual development:** Changes in mental abilities, activities, or organization over time; also called _____ *development*.
7. _____ **development:** Changes in a person's unique style of responding, feeling, and reacting.
8. **cohort:** People _____ at the same time and in the same place.
9. _____ **approach:** Bronfenbrenner's system of understanding development, which identifies four levels of environmental influence, from intimate to global.

LEARNING OBJECTIVES FOR SECTION I

After reading and reviewing this section of Chapter 1, you should be able to do the following. (Note: Here and throughout this study guide, when you are asked to give examples, try to think of examples other than those given in the text.)

1. Explain the difference between quantitative and qualitative change and give at least one example of each.
2. Identify four goals of child development as a scientific discipline.
3. List the five periods into which your text divides childhood and identify the approximate age range and distinguishing features of each.
4. Identify three categories of noninherited influences on children's development, and give at least one example of each.

5. Identify four levels of environmental influence that, according to Bronfenbrenner, provide the context for understanding development.

Section II A Child's World: Perspectives on Child Development

FRAMEWORK FOR SECTION II

- A. Early Approaches
- B. Today's Approaches
 1. Psychoanalytic Perspective
 - a. The Psychosexual Theory of Sigmund Freud
 - (1) Id, Ego, and Superego
 - (2) Defense Mechanisms
 - (3) Stages of Psychosexual Development
 - b. The Psychosocial Theory of Erik H. Erikson
 - (1) Erikson's Eight Crises
 - c. Evaluation of Psychoanalytic Theory
 2. Learning Perspective: Behaviorism and Social-Learning Theory
 - a. Behaviorism
 - (1) Classical Conditioning
 - (2) Operant Conditioning
 - b. Social-Learning Theory
 - c. Evaluation of Learning Theories
 3. Cognitive Perspective
 - a. The Cognitive-Stage Theory of Jean Piaget
 - (1) Cognitive Structures
 - (2) Principles of Cognitive Development
 - b. Evaluation of Piaget's Theory
 - c. Information-Processing Approach

IMPORTANT TERMS FOR SECTION II

Completion: Fill in the blanks to complete the definitions of key terms for this section of Chapter 1.

1. **theory:** Set of related statements about data; the goal of a theory is to integrate data, _____ behavior, and predict behavior.
2. **data:** Information obtained through _____.
3. **hypothesis:** Possible _____ for an observation; a hypothesis is used to predict the outcome of an experiment.
4. _____ **perspective:** View of humanity concerned with the unconscious forces motivating behavior.
5. **psychosexual development:** In Freudian theory, the different stages of development in which _____ shifts from one body zone to another.
6. **defense mechanism:** Unconscious distortion of reality to protect the ego against _____.
7. **psychosocial development:** _____'s theory of personality development through the life span, stressing societal and cultural influences on the ego at eight stages.
8. _____: School of psychology that emphasizes the study of observable behaviors and events and the role of the environment in causing behavior.
9. **classical conditioning:** _____ in which a previously neutral stimulus (conditioned stimulus) acquires the power to elicit a response (conditioned response) by association with an unconditioned stimulus that ordinarily elicits a particular response (unconditioned response).
10. **operant conditioning:** Learning in which a response continues to be made because it has been reinforced; also called _____ conditioning.

11. **reinforcement:** Stimulus that follows a response and _____ the likelihood that the response will be repeated.
12. **punishment:** Stimulus that follows a behavior and _____ the likelihood that the behavior will be repeated.
13. _____: Process whereby a response that is no longer reinforced stops or returns to its original (baseline) level.
14. _____: Bringing about a new response by reinforcing responses that are progressively like the desired one.
15. **social-learning theory:** Theory proposed by Bandura that behaviors are learned by observing and imitating _____.
16. **cognitive perspective:** View of humanity that sees people as active, not reactive, and emphasizes _____, rather than _____, change.
17. **cognitive development:** Changes in mental powers and qualities that permit _____.
18. **scheme:** In _____'s terminology, the basic cognitive unit; a scheme is generally named after the _____ involved.
19. **organization:** In _____'s terminology, the tendency to create _____ that bring together all of a person's knowledge of the environment.
20. **adaptation:** In _____'s terminology, the _____ processes of assimilation and accommodation.
21. **assimilation:** In _____'s terminology, the incorporation of a new object, experience, or concept into existing _____ structures.
22. **accommodation:** In _____'s terminology, changes in existing _____ structures to include new _____.
23. **equilibration:** In _____'s terminology, striving for _____ balance.

LEARNING OBJECTIVES FOR SECTION II

After reading and reviewing this section of Chapter 1, you should be able to do the following. (Remember: When you are asked to give examples, try to think of examples other than those given in the text.)

1. Briefly describe five trends that led to the scientific study of child development.
2. Identify three major perspectives on human development and their main distinguishing features.
3. Name the three major components of personality according to Freud's theory, and explain each term in your own words.
4. Define and give an example of five common defense mechanisms, according to Freud's theory.

5. Name the five stages of psychosexual development, according to Freud's theory, and identify the approximate age range and chief characteristics of each stage.
6. Explain how Erikson's theory of psychosocial development modifies and expands upon Freud's psychosexual theory, particularly with regard to the development of the ego.
7. Explain what Erikson means by a crisis in personality, and discuss the implications of the way in which the crisis at each stage of development is resolved.
8. Briefly discuss some criticisms of Freud's and Erikson's theories.
9. State two basic assumptions of the learning perspective.
10. Name the two major theories that take the learning perspective, and explain the similarities and differences between them.
11. Name and describe the two types of conditioning and give at least one example of each.
12. Explain the difference between negative reinforcement and punishment.

13. Describe how shaping can be used in behavior modification and give an example.
14. Briefly discuss some criticisms of behaviorism and social learning theory.
15. State two major features of the cognitive perspective.
16. Name and describe an important method Piaget used in arriving at his cognitive-stage theory.
17. Explain the processes by which cognitive growth occurs, according to Piaget's theory.
18. Briefly discuss some criticisms of Piaget's cognitive-stage theory.
19. State the basic assumptions, goals, and methods that distinguish the information-processing approach.

Section III A Child's World: How We Discover It

FRAMEWORK FOR SECTION III

- A. Methods for Studying Child Development
 1. Nonexperimental Methods
 - a. Case Studies
 - b. Observation

- (1) Naturalistic Observation
 - (2) Laboratory Observation
 - c. Interview
- 2. Experimental Methods
 - a. Variables and Groups
 - b. Sampling and Assignment
 - (1) Selecting the Sample
 - (2) Assigning Subjects
 - c. Types of Experiments
 - (1) Laboratory Experiments
 - (2) Field Experiments
 - (3) Natural Experiments
 - d. Comparing Types of Experiments
- 3. Methods of Data Collection
 - a. Longitudinal Studies
 - b. Cross-Sectional Studies
 - c. Comparing Longitudinal and Cross-Sectional Studies
 - d. Sequential Strategies
- B. Ethical Considerations in Studying Children
 - 1. Rights of Participants
 - a. Right to Privacy
 - b. Right to Informed Consent
 - c. Right to the Truth
 - d. Right to Self-Esteem
 - 2. Social Decisions

IMPORTANT TERMS FOR SECTION III

Completion: Fill in the blanks to complete the definitions of key terms for this section of Chapter 1.

1. **scientific method:** Means of inquiry that depends on observation to establish findings, uses further observations to test alternative explanations for the findings, and then uses new observers to test the _____ of the observations.
2. **correlation:** _____ relationship between variables.
3. **case studies:** Studies of a single case, or individual _____.
4. **naturalistic observation:** Study of people in a(n) _____ setting, with no attempt to manipulate behavior.
5. _____ **observation:** Study of people in a controlled setting with no attempt to manipulate behavior.
6. _____: Research technique in which people are asked to state their attitudes, opinions, or histories.
7. **experiment:** Highly controlled, _____ (repeatable) procedure in which a researcher assesses the effect of manipulating variables; an experiment provides information about cause and effect.
8. _____ **variable:** In an experiment, the variable that is directly controlled and manipulated by the experimenter.
9. _____ **variable:** In an experiment, the variable that may or may not change as a result of changes in the _____ variable.
10. **experimental group:** In an experiment, people who receive the treatment under study; changes in these people are compared with changes in a(n) _____ group.
11. _____ **group:** In an experiment, people who are similar to people in the experimental group but do not receive the treatment whose effects are to be measured; the results obtained with this group are compared with the results obtained with the experimental group to assess _____.
12. **sample:** In an experiment, a group of people who are used to _____ the total population.
13. **random sample:** Sampling technique in which the members of the _____ group and the _____ group are randomly selected from the larger population.
14. **laboratory experiment:** Experiment performed in a psychological laboratory setting that is subject to the experimenter's _____.
15. _____ **experiment:** Experiment performed in a setting familiar to the subject, such as a day care center.