**SHIOTA & KALAT, *EMOTION* 3rd edition TEST BANK, CHAPTER 8**

**Multiple Choice**

1. Which of the following statements about newborn infants’ crying is FALSE?
   1. Newborn infants cries primarily reflect physical discomfort, or reaction to a loud noise.
   2. Newborn infants are likely to cry when they hear another newborn crying.
   3. Newborn infants’ cries of fear and frustration sound different, and are easily differentiated.
   4. None of the statements above are false; all are true.
2. Newborn babies smile most often during .
   1. rapid eye movement sleep
   2. feeding
   3. social interaction
   4. play
3. Infants typically begin social smiling, i.e. in response to another person’s smile, at about of age
   1. 3 weeks
   2. 2 months
   3. 6 months
   4. 8 months
4. A small baby is laying quietly in its crib when it hears a door slam, very loudly. What behavior is it likely to display?
   1. The baby will fling its hands out, then contract into a fetal position with fingers clenched in order to grab onto whatever it can.
   2. The baby will become very still, ceasing all movement in order to avoid being seen.
   3. The baby will roll over onto its stomach, in order to protect the inner organs from damage.
   4. The baby is likely to display all of the behaviors above.
5. Which of the following situations is NOT one in which babies typically display the Moro reflex?
   1. When is feels like it is being dropped
   2. When it hears a loud, sudden noise
   3. When it sees a large figure moving quickly in its direction
   4. When it hears another baby crying
6. In a study procedure called the “impossible outcome” task, babies watch as an experimenter covers two objects with a screen, and then takes the screen away to reveal either one or two objects. Which of the following accurately summarizes results when the babies are just a few months old?
   1. The babies show no sign of noticing the impossible outcome, reacting the same when one or two objects are revealed.
   2. The babies look longer at the impossible outcome, when just one object is revealed.
   3. The babies look longer at the possible outcome, when two objects are revealed.
   4. The babies show a facial expression of surprise to the impossible outcome (one object) but not the possible outcome (two objects).
7. A baby is being held in a somewhat uncomfortable position by its pediatrician during a simple medical test. Crying, the baby looks at the doctor, and appears noticeably angry. According to a study discussed in your textbook, how old is the baby likely to be?
   1. 1 month old
   2. 4 months old
   3. at least 7 months old
   4. at least 12 months old
8. While holding her 4-month-old niece, an aunt playfully holds the baby’s legs tightly so the baby cannot move them. When the baby becomes annoyed by this, where does research suggest she is likely to look?
   1. At her legs
   2. At her aunt
   3. At her parents
   4. She will close her eyes in a tight squint, rather than looking anywhere.
9. In one study described in your textbook (Sternberg & Campos, 1990), researchers restrained the arms of 1-, 4-, and 7-month-old infants to see what facial expressions they would display, and where they would look. According to the researchers, what did the results of this study suggest?
   1. That babies can experience anger as early as 1 month of age
   2. That a distinct anger expression does not emerge until at least the second year of life
   3. That newborn babies are frightened by this experience, but by 7 months babies are angered by it
   4. That changes in the expression of anger reflect development in the babies’ ability to cognitively appraise the situation
10. In a classic study (Lewis and Brooks-Gunn, 1979), researchers asked infants’ and toddlers’ mothers to put a small spot of rouge on their children’s noses while pretending to wipe them. The researchers then observed the toddlers’ behavior when looking in a mirror. What research question was this study designed to address?
    1. At what age do young children begin to show facial expressions of surprise?
    2. At what age do young children begin to laugh in amusement?
    3. At what age do young children attribute the trick with the rouge to their mother?
    4. At what age do young children begin to develop a sense of self?
11. Which of the following species have NOT shown signs of self-recognition in a variant of the dot-on-the-nose test in human children?
    1. Chimpanzees
    2. Magpies
    3. Elephants
    4. All of the species above have been found to show self-recognition.
12. Which of the following emotions do children only begin to display around the time they can recognize themselves in a mirror?
    1. Amusement
    2. Embarrassment
    3. Sadness
    4. Gratitude
13. A 3-year-old boy is in a grocery store, and hears another child crying. He goes to the other child, observes the situation, and asks “Why are you crying? Are you scared because you can’t find your mom?” What cognitive ability is the 3-year-old boy displaying?
    1. The Moro reflex
    2. Social referencing
    3. Theory of mind
    4. Socioemotional selectivity
14. A 2-year-old girl is visiting the zoo for the first time, with her father. As they look at the monkeys, an adult monkey comes close to the girl and begins reaching out to her. The girl initially seems nervous but looks at her father and, seeing that he is smiling, looks back at the monkey, laughs, and talks to it playfully. This is an example of .
    1. theory of mind
    2. self-recognition
    3. social smiling
    4. social referencing
15. In the “visual cliff” task, infants are placed on the “shallow” side of a table covered in clear glass, where the solid floor is immediately beneath the glass on one side, then drops sharply a few feet on the other. The mother stands beyond the “deep” side of the table, looking at the baby. Which of the following research questions was this task designed to address?
    1. Do babies have an innate fear of heights, or does this develop at a certain age?
    2. Are mothers are frightened by the sight of their baby on the deep side of the cliff?
    3. At what age do babies respond to their mother’s facial expression in deciding whether to cross to the deep side of the cliff?
    4. At what age do babies realize that the “cliff” is not real, and they are in no danger?
16. In the “visual cliff” task, babies are placed on the shallow side of a table covered in clear glass, where the solid floor is immediately beneath the glass on one side, then drops sharply a few feet on the other. The mother stands beyond the deep side of the table, facing the baby and either smiling or looking frightened. At what age do babies typically begin responding to the mother’s expression when deciding whether to cross the “cliff” or not?
    1. 6 months
    2. 9 months
    3. 12 months
    4. 15 months
17. Which of the following facial expressions of emotion do English-speaking children typically learn to recognize and label first, before learning the labels for other emotions?
    1. Happiness
    2. Fear
    3. Surprise
    4. Sadness
18. At what age do children typically begin to use emotion words appropriately, in pretend play and in social interaction?
    1. About 2 years
    2. About 3 years
    3. About 5 years
    4. About 7 years
19. In one study described in your textbook, mothers were asked how they would respond if their child misbehaved in public, such as knocking items of the shelf at a store. Which of the following best summarizes the results?
    1. Japanese mothers would ignore the child; mothers in the United States would take the child outside the store.
    2. Mothers in the United States would handle the situation themselves; Japanese mothers said they would allow other shoppers to help intervene.
    3. Japanese mothers said they would make a joke about the situation; mothers in the United States said they would be embarrassed.
    4. Mothers in the United States said they would order their children to stop, or physically restrain them; Japanese mothers said they would explain why the behavior hurt other people.
20. The prefrontal cortex of the brain does not reach full maturity until:
    1. late childhood, about 8-10 years of age.
    2. puberty, about 11-13 years of age.
    3. early-mid adolescence, about 14-16 years of age.
    4. young adulthood, about 18-25 years of age.
21. In one study described in your textbook (Qu et al., 2015), adolescents who engaged in fewer real-life risky activities showed less activity in the prefrontal cortex during a simple impulse-inhibition task than those who engaged in more risk-taking. Given what is known about the prefrontal cortex, which of the following is the most plausible interpretation of this finding?
    1. Activation in the prefrontal cortex interferes with impulse control.
    2. Adolescents who engage in less risky behavior have weaker impulses, so controlling them is easier.
    3. People who do not take risks in real life are unused to inhibiting their impulses.
    4. All of the above are equally plausible explanations.
22. Which of the following is NOT typical of people’s emotion trajectories throughout adulthood?
    1. Happiness is lower during middle age than during young adulthood and late life.
    2. Anxiety tends to decrease throughout adulthood.
    3. Anger-proneness is lower among older adults than among young and middle-aged adults.
    4. All of the above are typical of emotion trajectories throughout adulthood.
23. At what stage of adulthood do people report the highest subjective well-being (assuming they are physically healthy), on average?
    1. Young adulthood, ages 18-30
    2. Early middle adulthood, 30-45 years of age
    3. Late middle adulthood, 50-65 years of age
    4. Older adulthood, over 70 years of age
24. Which of the following most accurately summarizes socioemotional selectivity theory?
    1. Individuals with higher socioeconomic status are more selective about the people they spend time with.
    2. When people have less time to live ahead of them than behind them, they selectively prioritize emotional well-being and close relationships over achievement and building resources for the future.
    3. People who invest more in developing close relationships tend to have higher emotional well-being.
    4. Adolescents who are more selective about their relationships in high school tend to become happier adults, reporting greater satisfaction with their careers and marriages.
25. In a study described in your textbook (Shiota & Levenson, 2009), young, middle-age, and older adults watched sad and disgusting video clips. Some participants were asked to think about the films in unemotional ways (detached reappraisal), and others to think about positive aspects and implications of the films (positive reappraisal). Which of the following best summarizes the study’s results?
    1. Older adults were generally better at regulating their emotions than young and middle-age adults.
    2. Older adults were generally worse at regulating their emotions than young and middle-age adults.
    3. Older adults were best at implementing positive reappraisal, whereas young adults were best at implementing detached reappraisal.
    4. Young adults were best at implementing detached reappraisal, whereas older adults were best at implementing positive reappraisal.

**Multiple Choice Answer Key**

1. Newborn infants’ cries of fear and frustration sound different, and are easily differentiated. (c)

2. rapid eye movement sleep (a)

3. 2 months (b)

4. The baby will fling its hands out, then contract into a fetal position with fingers clenched in order to grab onto whatever it can. (a)

5. When it hears another baby crying (d)

6. The babies look longer at the impossible outcome, when just one object is revealed. (b)

7. at least 7 months old (c)

8. At her legs (a)

9. That changes in the expression of anger reflect development in the babies’ ability to cognitively appraise the situation (d)

10. At what age do young children begin to develop a sense of self? (d)

11. All of the species above have been found to show self-recognition. (d)

12. Embarrassment (b)

13. Theory of mind (c)

14. social referencing (d)

15. At what age do babies respond to their mother’s facial expression in deciding whether to cross to the deep side of the cliff? (c)

16. 9 months (b)

17. Happiness (a)

18. About 2 years (a)

19. Mothers in the United States said they would order their children to stop, or physically restrain them; Japanese mothers said they would explain why the behavior hurt other people. (d)

20. young adulthood, about 18-25 years of age. (d)

21. Adolescents who engage in less risky behavior have weaker impulses, so controlling them is easier. (b)

22. All of the above are typical of emotion trajectories throughout adulthood. (d\_

23. Older adulthood, over 70 years of age (d)

24. When people have less time to live ahead of them than behind them, they selectively prioritize emotional well-being and close relationships over achievement and building resources for the future. (b)

25. Young adults were best at implementing detached reappraisal, whereas older adults were best at implementing positive reappraisal. (d)

**True/False**

1. Infant’s facial expressions of sadness, fear, and anger can be differentiated by the time they are a few weeks old.

2. People who are blind from birth smile as much as sighted people do, and they begin smiling at around the same age.

3. Newborn infants have an innate fear of heights.

4. Research suggests that children do not begin to develop a sense of self until about 18 months of age.

5. Parents throughout the world report wanting their children to be happy, not too fearful, and able to control their anger.

6. Research suggests that adolescents weigh the pros and cons of risky decisions more deliberately than adults do, taking longer to decide.

7. The rate of risky behavior declines from 10 to 20 years of age, as the prefrontal cortex matures.

8. Subjective well-being is highest among adults between 25 and 40 years of age.

**True/False Answer Key**

1. False
2. True
3. False
4. True
5. True
6. True
7. False
8. False

**Short Answer**

1. List and three “emotional” behaviors that newborn infants reliably show, describing each behavior and the condition under which it is displayed.
2. List the three major kinds of processes, described in your textbook, that play important roles in driving children’s emotional development.
3. Explain what social referencing is, and give an example not previously discussed in class or in your textbook.
4. Strong evidence indicates that, provided that they are physically healthy, older adults experience anger and anxiety less often and less intensely than do young and middle-aged adults. List three possible explanations for this effect, discussed in your textbook.

**Short Answer Key**

1. (i) Crying: newborn infants cry when they are physically uncomfortable or in pain, or when they hear a loud noise. (ii) Smiling: newborn infants smile when physically comfortable, and during REM sleep. (iii) The Moro Reflex: when newborn infants are startled by a sudden loud noise, a large figure moving quickly toward them, or the sensation of being dropped, they fling their arms out and then contract into a fetal position with hands clenched, grabbing on to whatever they can.
2. Physical maturation, cognitive development, and social interaction.
3. (i) Social referencing is when one person observes another person’s emotional expression, in order to decide how to feel about a new situation. (ii) Answers will vary.
4. (i) Older adults are more skilled at regulating their emotions. (ii) Older adults’ lives are less stressful than those of young and middle-age adults, with fewer work and family responsibilities. (iii) Older adults have somewhat weaker “fight—flight”sympathetic nervous system responses than younger adults.

**Essay Questions**

1. Physical maturation, cognitive development, and social interaction are all thought to play roles in supporting young children’s emotional development. Describe one example supporting each of these mechanisms of emotional development.
2. Describe one experience from your own childhood in which you learned an emotional rule from a parent, peer, or some other important social influence in your life. State whether the rule you learned was a display rule, a feeling rule, or both, and explain how the rule was conveyed. Was the rule conveyed by explicit verbal instruction; by modeling of expected behavior; by rewarding or punishing your own behavior; or by some other means?