Multiple Choice Questions

1. *(p. 450)* _____ refers to the pattern of enduring characteristics that produce consistency and individuality in a given person.
A. Personality
B. Maturation
C. Development
D. Cognition

APA Goal Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-1

2. *(p. 450)* Ashworth is interested in the pattern of enduring characteristics of people that produce consistency and individuality in a given person. Ashworth is interested in people's _____.
A. personality
B. perception
C. emotions
D. cognitive growth

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Apply
Difficulty: Easy
Learning Outcome: 40-1

3. *(p. 451)* _____ approaches to personality are approaches that assume that personality is motivated by inner forces and conflicts about which people have little awareness and over which they have no control.
A. Humanistic
B. Behavioral
C. Evolutionary
D. Psychodynamic

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-1

4. *(p. 451)* Dr. Chase believes that one's personality largely reflects inner forces over which one has no control. Dr. Chase appears to take a(n) _____ approach to personality.
A. humanistic
B. behavioral
C. psychodynamic
D. evolutionary

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Apply
Difficulty: Easy
Learning Outcome: 40-1

5. *(p. 451)* Which of the following psychologists is NOT aligned with the psychodynamic perspective on personality?
A. Jung
B. Adler
C. Horney
D. Skinner

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-1

6. *(p. 451)* According to Freud's theory, _____ is only a small part of our psychological makeup and experience.
A. unconscious conflicts
B. preconscious processes
C. conscious experience
D. instinctual drive

7. *(p. 451)* According to Freud, much of our behavior is motivated by:
A. the unconscious.
B. semi-conscious processes.
C. conscious experience.
D. the subconscious mind.

8. *(p. 451)* The _____ is part of the personality that contains the memories, knowledge, beliefs, feelings, urges, drives, and instincts of which the individual is not aware.
A. semi-conscious
B. conscious
C. subconscious
D. unconscious

9. *(p. 451)* Why do dreams, fantasies, and slips of the tongue offer important data, in the view of psychoanalytic psychologists?
A. Dreams, fantasies, and slips of the tongue offer clues to the contents of the conscious mind.
B. Dreams, fantasies, and slips of the tongue allow us to observe the contents of the unconscious mind directly.
C. Dreams, fantasies, and slips of the tongue allow us to observe the contents of the preconscious mind directly.
D. Dreams, fantasies, and slips of the tongue offer clues to the contents of the unconscious mind.

10. *(p. 451)* To Freud, much of our personality is determined by our _____.
A. unconscious
B. semi-conscious
C. conscious
D. subconscious

11. *(p. 451)* Which of the following alternatives best expresses the relationship between the preconscious and the unconscious in Freud's theory?
A. The preconscious contains the most threatening material in the unconscious mind.
B. The preconscious is the largest portion of the unconscious mind.
C. The preconscious is a small portion of the unconscious mind.
D. The preconscious mind is separate from the unconscious mind.

12. *(p. 451)* The _____ contains material that is not threatening and is easily brought to mind, such as the knowledge that 2 + 2 = 4.
A. preconscious
B. semi-conscious
C. conscious
D. subconscious

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

13. *(p. 452)* The _____ provides a "safe haven" for our recollections of threatening events.
A. semi-conscious
B. unconscious
C. conscious
D. subconscious

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

14. *(p. 452)* Which of the following statements best describes the nature of the id, ego, and superego in Freud's theory?
A. The id, ego, and superego correspond to specific structures in the brain.
B. The id, ego, and superego are abstract conceptions of a general model of personality and do not correspond to physical parts of the brain.
C. The id, ego, and superego correspond to broad, distributed networks of structures in the brain.
D. The id, ego, and superego relate to specific structures in the unconscious, preconscious, and conscious parts of the mind.

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Understand
Difficulty: Medium
Learning Outcome: 40-2

15. *(p. 452)* The _____ is the raw, unorganized, inborn part of personality whose sole purpose is to reduce tension created by primitive drives related to hunger, sex, aggression, and irrational impulses.
A. ego
B. id
C. superego
D. conscience

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

16. *(p. 452)* Which of Freud's personality structures is CORRECTLY described?
A. Ego—represents the rights and wrongs of society
B. Id—consists of primitive, instinctual urges
C. Superego—raw, inborn part of personality
D. Id - balances inner desires with the demands of the outside world

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

17. *(p. 452)* The id operates according to the _____ principle in which the goal is the immediate reduction of tension and the maximization of satisfaction.
A. pleasure
B. reciprocity
C. attitude
D. reality

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

18. *(p. 452)* Which of Freud's personality structures is CORRECTLY matched with a descriptive term?
A. Id—pleasure principle
B. Ego—conscience
C. Superego—reality principle
D. Ego—psychic energy

19. *(p. 452)* The _____ is the part of the personality that provides a buffer between the id and the outside world.
A. ego
B. alter ego
C. superego
D. conscience

20. *(p. 452)* The ego operates according to the _____ principle in which instinctual energy is restrained to maintain the individual's safety and to help integrate the person into society.
A. pleasure
B. reciprocity
C. attitude
D. reality

21. *(p. 452)* Which of the following components of personality is related to the reality principle?
A. Ego
B. Id
C. Superego
D. Conscience

22. *(p. 452-453)* Which of the following sequences best reflects the order in which Freud's personality structures develop during infancy and childhood, from first to last?
A. Superego ego id
B. Id superego ego
C. Id ego superego
D. Superego id ego

23. *(p. 453)* The _____ is the final personality structure to develop in childhood, represents the rights and wrongs of society as taught and modeled by a person's parents, teachers, and other significant individuals.
A. ego
B. alter ego
C. superego
D. id

24. *(p. 453)* The _____ includes the conscience, which prevents us from behaving in a morally improper way by making us feel guilty if we do wrong.
A. ego
B. alter ego
C. superego
D. id

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

25. *(p. 453)* What do the id and the superego have in common?
A. They both reflect society's rules and constraints.
B. They are both unrealistic.
C. They are both motivated by primitive drives.
D. They are direct opposites.

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Understand
Difficulty: Easy
Learning Outcome: 40-2

26. *(p. 453)* Developmental periods that children pass through during which they encounter conflicts between the demands of society and their own sexual urges are known as _____ stages.
A. psychosexual
B. behavioral
C. cognitive
D. socio-cultural

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

27. *(p. 453)* In Freud's theory, concerns that persist beyond the developmental period in which they first occur are termed:
A. fixations.
B. defense mechanisms.
C. complexes.
D. conflicts.

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

28. *(p. 453)* Which of the following sequences indicates the order of the first three stages in Freud's theory of psychosexual development, from first to last?
A. Oral phallic anal
B. Anal oral phallic
C. Anal phallic oral
D. Oral anal phallic

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Understand
Difficulty: Easy
Learning Outcome: 40-2

29. *(p. 453)* According to Freud, the _____ stage is a stage from birth to age 12 to 18 months, in which an infant's center of pleasure is the mouth.
A. oral
B. phallic
C. anal
D. genital

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

30. *(p. 453)* Which of the following stages of psychosexual development is CORRECTLY matched with a key task or term?
A. Oral—weaning
B. Anal—Oedipal conflict
C. Phallic—toilet training
D. Genital—identification

31. *(p. 453)* Which of the following stages of psychosexual development is CORRECTLY matched with an age range?
A. Oral - 3-6 years
B. Phallic - 0-1 years
C. Anal - 1-3 years
D. Genital - 6-12 years

32. *(p. 454)* From around age 12 to 18 months until 3 years of age—a period when the emphasis in Western cultures is on toilet training—a child enters the _____ stage.
A. oral
B. phallic
C. anal
D. genital

33. *(p. 454)* According to Freud, a period beginning around age 3 during which a child's pleasure focuses on the genitals is known as the _____ stage.
A. oral
B. phallic
C. anal
D. genital

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

34. *(p. 454)* According to Freud, the developing child must negotiate the Oedipal conflict during which stage of psychosexual development?
A. Oral
B. Genital
C. Anal
D. Phallic

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

35. *(p. 454)* Young children resolve the Oedipus conflict by wanting to be as much like the same-sex parent as possible, a process termed:
A. identification.
B. projection.
C. reflection.
D. sublimation.

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

36. *(p. 454)* _____ is the process of wanting to be like another person as much as possible, imitating that person's behavior and adopting similar beliefs and values.
A. Identification
B. Projection
C. Reflection
D. Sublimation

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

37. *(p. 454)* After the resolution of the Oedipal conflict, typically around age 5 or 6, children move into the _____ period, which lasts until puberty.
A. oral
B. genital
C. anal
D. latency

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

38. *(p. 454)* According to Freud, the _____ stage is the period from puberty until death, marked by mature sexual behavior (that is, sexual intercourse).
A. oral
B. genital
C. anal
D. phallic

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

39. *(p. 454)* In Freud's theory of psychosexual development, mature adult sexuality develops during the:
A. latency period.
B. genital stage.
C. phallic stage.
D. oral stage.

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

40. *(p. 454-455)* Which component of the personality uses defense mechanisms, and why?
A. The id uses defense mechanisms to express its impulses.
B. The superego uses defense mechanisms to help the id express its impulses.
C. The superego uses defense mechanisms to help the individual conform to society.
D. The ego uses defense mechanisms to prevent excessive anxiety.

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Understand
Difficulty: Medium
Learning Outcome: 40-2

41. *(p. 455)* In order to protect herself from experiencing anxiety, Nancy is attributing her own unacceptable aggressive impulses to another individual. Nancy is using a(n):
A. self-actualization principle.
B. fixation process.
C. defense mechanism.
D. preconscious process.

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Apply
Difficulty: Easy
Learning Outcome: 40-2

42. *(p. 455)* Probably the most primary of the defense mechanisms is that of:
A. denial.
B. repression.
C. projection.
D. sublimation.

43. *(p. 455)* _____ is the primary defense mechanism in which unacceptable or unpleasant id impulses are pushed back into the unconscious.
A. Denial
B. Repression
C. Projection
D. Sublimation

44. *(p. 455)* The study of defense mechanisms is associated not only with Sigmund Freud but also with:
A. Bertha Pappenheim.
B. Alfred Adler.
C. David Buss.
D. Anna Freud.

45. *(p. 455)* When regression is used as a defense mechanism people:
A. divert unwanted impulses into socially approved thoughts, feelings, or behaviors.
B. behave as if they were at an earlier stage of development.
C. provide self-justifying explanations in place of the actual, but threatening, reason for their behavior.
D. attribute unwanted impulses and feelings to someone else.

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Understand
Difficulty: Easy
Learning Outcome: 40-2

46. *(p. 455)* In order to protect herself from unconscious anxiety, Susie convinces herself that she hates action movies, whereas on an unconscious level she actually loves them. This illustrates the defense mechanism known as:
A. repression.
B. reaction formation.
C. projection.
D. rationalization.

APA Goal Outcome: 1.2, 1.4, 4.4
Bloom's Taxonomy: Apply
Difficulty: Medium
Learning Outcome: 40-2

47. *(p. 455)* Which defense mechanism is CORRECTLY matched with a definition?
A. Displacement - an unwanted feeling is redirected from a threatening individual to a less threatening one
B. Reaction formation - unacceptable impulses are channeled into socially acceptable activities
C. Projection - unacceptable impulses are expressed as their opposites
D. Sublimation - unacceptable impulses are attributed to another person

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

48. *(p. 455)* Read the following: (1) Liz has become more responsive to her partner's advances since a real "hottie" moved in next door; (2) unable to accept his desire for other young men, 15-year-old Juan pours himself into his studies; (3) Shauntel tells people that her coworker Mary dislikes her; if she were honest, though, Shauntel would realize that it is actually she who dislikes Mary; (4) "Ben's nasty; he's disgusting," says Renee; really, Renee secretly finds Ben sexy. Which individual is CORRECTLY matched with the defense mechanism he or she is using?
A. Liz—projection
B. Juan—sublimation
C. Shauntel—repression
D. Renee—displacement

APA Goal Outcome: 1.2, 1.4, 4.4
Bloom's Taxonomy: Apply
Difficulty: Medium
Learning Outcome: 40-2

49. *(p. 450)* Which of the following defense mechanisms is used when people provide self-justifying explanations in place of the actual, but threatening, reason for their behavior?
A. Rationalization
B. Reaction formation
C. Projection
D. Sublimation

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

50. *(p. 457)* Which of the following Freudian notions appears to have been supported in current research?
A. Unconscious processes contribute to dreams and implicit memory.
B. Much of our behavior reflects an attempt to guard against unacceptable sexual and aggressive impulses.
C. Adult personality reflects fixation at particular childhood psychosexual development.
D. None of these ideas have received much empirical support.

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Understand
Difficulty: Medium
Learning Outcome: 40-2

51. *(p. 457)* How do neo-Freudians' thought differ from Freud's original theory?
A. The neo-Freudians placed even more emphasis on sex than did Freud himself.
B. The neo-Freudians tended to emphasize the importance of the ego rather than that of the id.
C. The neo-Freudians paid less attention to cultural influences on behavior.
D. The neo-Freudians focused less on the social environment.

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Understand
Difficulty: Medium
Learning Outcome: 40-2

52. *(p. 457-459)* Which of the following is NOT one of the neo-Freudian psychoanalysts?
A. Adler
B. Cattell
C. Jung
D. Erikson

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

53. *(p. 457)* Which neo-Freudian psychoanalytic theorist is CORRECTLY matched with a key concept?
A. Rogers; inferiority complex psychology
B. Adler; unconditional positive regard
C. Horney; archetype
D. Jung; collective unconscious

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Understand
Difficulty: Easy
Learning Outcome: 40-2

54. *(p. 457)* According to Jung, _____ are universal symbolic representations of a particular person, object, or experience (such as good and evil).
A. prototypes
B. archetypes
C. stereotypes
D. subtypes

APA Goal Outcome: 1.2, 1.4, 4.2
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

55. *(p. 458)* The Myers-Briggs Type Indicator is a personality assessment widely used in business, industry, and education. Ultimately, it stems from _____ theory.
A. Freud's
B. Jung's
C. Adler's
D. Erikson's

APA Goal Outcome: 1.2, 1.4, 4.2
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

56. *(p. 458)* _____ is often considered the first feminist psychologist.
A. Karen Horney
B. Mary Calkins
C. Bertha Pappenheim
D. Anna Freud

57. *(p. 458)* Karen Horney's conceptualizations were developed in the:
A. 1920s.
B. 1930s and 1940s.
C. 1950s.
D. 1960s and 1970s.

58. *(p. 459)* According to _____, parents can facilitate their children's development by:
A. Adler; helping them overcome feelings of personal inferiority.
B. Horney; helping them master key tasks like weaning and toilet training.
C. Horney; providing consistently and adequately for their needs.
D. Adler; helping them master key tasks like weaning and toilet training.

59. *(p. 461)* Dr. Montgomery, a personality theorist, seeks to identify the basic traits necessary to describe personality and consistencies in individuals' behavior. Dr. Montgomery is a(n) _____ theorist.
A. trait
B. psychosexual
C. humanistic
D. cognitive

APA Goal Outcome: 1.2
Bloom's Taxonomy: Apply
Difficulty: Easy
Learning Outcome: 41-1

60. *(p. 462)* Which of the following sequences CORRECTLY arranges Allport's trait categories from the MOST SPECIFIC to the BROADEST?
A. Secondary central cardinal
B. Secondary cardinal central
C. Cardinal secondary central
D. Cardinal central secondary

APA Goal Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty: Easy
Learning Outcome: 41-1

61. *(p. 462)* A _____ trait is a single characteristic that directs most of a person's activities.
A. secondary
B. central
C. primary
D. cardinal

APA Goal Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 41-1

62. *(p. 462)* In Allport's view, how many central traits do most people possess?
A. 5-10
B. 20-25
C. 0 or 1
D. dozens

63. *(p. 462)* An all-consuming need for power is sometimes known as Machiavellianism. Because the trait is named in his honor, it would be reasonable to suppose that the need for power was a _____ trait for the Italian prince.
A. secondary
B. auxiliary
C. peripheral
D. cardinal

64. *(p. 462)* _____ traits are characteristics that affect behavior in fewer situations and are less influential than other traits.
A. Secondary
B. Central
C. Primary
D. Cardinal

65. *(p. 462)* A graduate student is using a statistical method of identifying associations among a large number of variables to reveal more general patterns. She is performing a _____ analysis.
A. trend
B. matrix
C. factor
D. correlation

66. *(p. 462)* Which trait theorist is CORRECTLY matched with the number of basic personality dimensions proposed in his theory?
A. Allport; 16
B. Cattell; 5
C. Eysenck; 3
D. Cattell; 10

67. *(p. 462)* Which of the following is NOT one of Eysenck's major personality dimensions?
A. Extraversion
B. Agreeableness
C. Neuroticism
D. Psychoticism

68. *(p. 462)* Which of the following phrases is CORRECTLY labeled with one of Eysenck's major personality dimensions?
A. Distorted reality - psychoticism
B. Degree of sociability - openness
C. Emotional stability - conscientiousness
D. Distorted reality - neuroticism

APA Goal Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 41-1

69. *(p. 463)* Which of the following is NOT one of the "Big Five" personality dimensions?
A. Extraversion
B. Openness
C. Neuroticism
D. Psychoticism

APA Goal Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 41-1

70. *(p. 463)* Which of the following specific traits is CORRECTLY paired with a description in terms of the Big Five dimensions?
A. Kind - high extraversion
B. Impulsive - low conscientiousness
C. Calm - high agreeableness
D. Imaginative - high openness

APA Goal Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 41-1

71. *(p. 463)* Garner is imaginative, independent, and prefers variety. Brandy is conventional, down-to-earth, and has limited interests. It is likely that Garner scores high while Brandy scores low on the Big Five personality dimension of :
A. neuroticism.
B. openness.
C. extraversion.
D. agreeableness.

APA Goal Outcome: 1.2, 4.4
Bloom's Taxonomy: Apply
Difficulty: Easy
Learning Outcome: 41-1

72. *(p. 463)* Pearl is kind, cooperative, appreciative, and sympathetic. Ruby is outgoing, talkative, fun-loving, and sociable. Pearl probably scores high on the Big Five dimension of _____, whereas Ruby likely scores high on _____.
A. openness; agreeableness
B. eagerness; cheerfulness
C. agreeableness; extraversion
D. extraversion; openness

APA Goal Outcome: 1.2, 4.4
Bloom's Taxonomy: Apply
Difficulty: Medium
Learning Outcome: 41-1

73. *(p. 463)* Carlos is emotionally unstable, insecure, anxious, and moody. Quinn is disorganized, careless, and impulsive. Johann is quiet, serious, and somewhat timid. Finally, Kristy is imaginative, independent, and fond of variety. Which of these individuals is CORRECTLY matched with a Big Five personality description?
A. Quinn - low conscientiousness
B. Carlos - low openness
C. Kristy - high extraversion
D. Johann - high agreeableness

APA Goal Outcome: 1.2, 4.4
Bloom's Taxonomy: Apply
Difficulty: Medium
Learning Outcome: 41-1

74. *(p. 463)* Which of the following alternatives INCORRECTLY identifies an advantage or disadvantage of the trait approach to personality?
A. Con: trait approaches are merely descriptions of personality, not explanations.
B. Con: trait approaches do not facilitate the objective comparison of one person with another.
C. Pro: trait approaches have led to many useful personality assessment inventories.
D. Pro: trait approaches provide a clear, straightforward explanation of people's behavioral consistencies.

APA Goal Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty: Medium
Learning Outcome: 41-1

75. *(p. 465)* Dr. Plater believes that personality is simply the sum of learned responses to the external environment. Dr. Plater endorses the _____ approach to personality.
A. trait
B. learning
C. cognitive
D. psychodynamic

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Apply
Difficulty: Easy
Learning Outcome: 41-1

76. *(p. 465)* One of the main proponents of the social cognitive approach to personality is:
A. Allport.
B. Skinner.
C. Cattell.
D. Bandura.

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 41-1

77. *(p. 465)* Which approach to personality emphasizes the role played by self-efficacy?
A. Bandura's social cognitive approach
B. Skinner's behaviorist approach
C. Allport's trait theory
D. Rogers's humanistic theory

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 41-1

78. *(p. 465)* _____ is the belief that we have the personal capabilities to master a situation and produce positive outcomes.
A. Self-efficacy
B. Self-regulation
C. Self-esteem
D. Self-actualization

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 41-1

79. *(p. 465)* Rhiannon is confident she can complete a difficult problem set in one of her engineering courses. Rhiannon has high self-:
A. esteem
B. efficacy
C. actualization
D. awareness

APA Goal Outcome: 1.2, 1.4, 4.4
Bloom's Taxonomy: Apply
Difficulty: Medium
Learning Outcome: 41-1

80. *(p. 465)* Mrs. Linley is a middle school math teacher. She provides constant, consistent feedback on her students' math assignments. She wants her students to have faith in their abilities to produce positive outcomes. Mrs. Linley is trying to develop her students' self-:
A. awareness.
B. regulation.
C. efficacy.
D. actualization.

81. *(p. 466)* _____ is the component of personality that encompasses our positive and negative self-evaluations.
A. Self-regulation
B. Self- esteem
C. Self-actualization
D. Self-awareness

82. *(p. 466)* Which of the following statements is TRUE regarding self-esteem?
A. An individual's sense of self-esteem is unidimensional.
B. Self-esteem is strongly affected by culture.
C. Self-esteem is pretty much the same concept in every culture.
D. Self-esteem underlies people's faith in their ability to carry out a specific task or produce a desired result.

83. *(p. 467)* Which of the following statements does NOT reflect a contribution of the learning approach to personality?
A. Such approaches have increased the objectivity of personality psychology.
B. Such approaches have generated a range of successful treatments for psychological disorders.
C. Such approaches have increased our appreciation of individuals' complex inner lives.
D. Learning approaches have had a major impact on the study of personality.

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Understand
Difficulty: Medium
Learning Outcome: 41-1

84. *(p. 467)* _____ approaches to personality are theories that suggest that important components of personality are inherited.
A. Biological and evolutionary
B. Trait and learning
C. Humanistic and trait
D. Learning and evolutionary

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 41-1

85. *(p. 468)* Tellegen's twin studies of the genetic basis of personality revealed that the trait of _____ has a larger genetic component than does the trait of _____.
A. traditionalism; need for achievement
B. need for achievement; traditionalism
C. social potency; social closeness
D. social closeness; traditionalism

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 41-1

86. *(p. 468)* The inborn behavioral style and characteristic way of responding that emerges early in life is known as:
A. outlook.
B. attachment style.
C. trait.
D. temperament.

87. *(p. 469)* Baby Celeste is busy, active, and sleeps fitfully; her sister, by contrast, was calm and placid as a baby. This vignette illustrates differences in:
A. outlook.
B. intelligence.
C. temperament.
D. attachment style.

88. *(p. 469)* According to the text, studies of the potential genetic basis of personality have identified a gene that may contribute to differences between people in the trait of:
A. thrill-seeking.
B. conscientiousness.
C. intuitiveness.
D. aggressiveness.

89. *(p. 469)* The text suggests that the neurotransmitter most closely related to individual differences in thrill- or sensation-seeking is:
A. norepinephrine.
B. serotonin.
C. acetylcholine.
D. dopamine.

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 41-1

90. *(p. 471)* _____ approaches to personality emphasize people's inherent goodness and their tendency to move toward higher levels of functioning.
A. Evolutionary
B. Humanistic
C. Learning
D. Biological

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 41-1

91. *(p. 471)* Which approach to personality takes the most optimistic view of people's nature—that individuals are essentially "good"?
A. Evolutionary
B. Humanistic
C. Learning
D. Biological

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 41-1

92. *(p. 471)* _____ is a prominent psychologist associated with the humanistic perspective.
A. Bandura
B. Skinner
C. Rogers
D. Freud

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 41-1

93. *(p. 471)* Humanistic psychologists suggests that people are consciously motivated to reach their maximum potential, each in a unique way; that is, people have a fundamental drive toward self-:
A. regulation.
B. esteem.
C. actualization.
D. efficacy.

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 41-1

94. *(p. 471)* According to Carl Rogers, people experience anxiety when:
A. they feel inferior in the face of a challenging task.
B. they become conscious of unacceptable sexual urges.
C. they cannot satisfy their basic needs.
D. the self-concept is at odds with their experience.

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Understand
Difficulty: Medium
Learning Outcome: 41-1

95. *(p. 472)* Humanistic approaches in psychology have been most influential in:
A. business.
B. academia.
C. therapeutic settings.
D. social service.

96. *(p. 472)* Which of the following approaches to personality is LEAST likely to emphasize the stability of personality?
A. Learning
B. Psychodynamic
C. Trait
D. Biological/evolutionary

97. *(p. 472)* Proponents of which of the following approaches to personality are MOST likely to take an interactionist stand on the nature vs. nurture issue, rather than a strict "nature" or a strict "nurture" position?
A. Psychodynamic
B. Biological/evolutionary
C. Humanistic
D. Learning

98. *(p. 474)* A psychological test is reliable when it:
A. measures what it is supposed to measure.
B. has been normed using a sample representative of those for whom the test has been designed.
C. yields consistent measurements.
D. measures the positives.

99. *(p. 474)* Which term indicates the ability of a test to measure what it is actually designed to measure?
A. Reliability
B. Consistency
C. Precision quotient
D. Validity

100. *(p. 474)* A researcher develops a questionnaire to assess the personality trait of impulsivity among adults. In a journal article, she presents evidence that college students tend to get essentially the same score if they take the test twice, two months apart. However, when you look at the sample questionnaire items she included in the article, it seems to you that they relate more to whether a person is sociable, outgoing, and fun than to whether an individual is impulsive. You are specifically questioning the _____ of the researcher's questionnaire.
A. reliability
B. validity
C. norm
D. generalizability

101. *(p. 475)* Dr. Cavanaugh examines the relationship between the trait of hardiness and senior citizens' compliance with medication regimes; however, the hardiness measure he uses was based on college students. Based on this information, which of the following is the most apparent weakness of Dr. Cavanaugh's study?
A. The validity of the resilience measure
B. The norming of the resilience measure
C. The generalizability of compliance
D. The reliability of the resilience measure

APA Goal Outcome: 1.2, 2.4, 4.2
Bloom's Taxonomy: Apply
Difficulty: Medium
Learning Outcome: 42-1

102. *(p. 475)* Because of federal legislation, race norming on tests such as the General Aptitude Test Battery:
A. was discontinued in the 1970s.
B. continues today.
C. was discontinued in the early 1990s.
D. was reinstated in the 1980s.

APA Goal Outcome: 1.2, 4.2, 4.3
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 42-1

103. *(p. 476)* One of the best examples of a self-report measure, and one of the most frequently used personality tests, is the:
A. TAT.
B. NEO-PI-R.
C. MMPI-2.
D. 16 PF.

APA Goal Outcome: 1.2, 4.2
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 42-2

104. *(p. 476)* The _____ is a widely used self-report test that identifies people with psychological difficulties and is employed to predict some everyday behaviors.
A. TAT
B. NEO-PI-R
C. MMPI-2
D. 16 PF

105. *(p. 476)* Dr. Portillo's research team uses many methods to assess the trait of extraversion. Dr. Portillo is interpreting participants' responses to TAT pictures. Her postdoctoral research fellow is recording the number and length of conversations participants initiate in a laboratory situation. Finally, Dr. Portillo's graduate student is examining her own extraversion scores on a test of the Big Five dimensions. Which research team member is CORRECTLY paired with the type of personality assessment he or she is using?
A. Dr. Portillo - self-report measure
B. Postdoctoral research fellow - projective test
C. Graduate student - self-report measure
D. Dr. Portillo - behavioral assessment

106. *(p. 478)* The TAT and the Rorschach are _____ tests of personality.
A. objective
B. reflective
C. projective
D. self-report

107. *(p. 479)* The best-known projective test of personality is the:
A. MMPI-2.
B. TAT.
C. NEO-PI-R.
D. Rorschach.

108. *(p. 479)* A series of symmetrical stimuli is to picture what _____ is to _____.
A. Rorschach; TAT
B. TAT; Rorschach
C. MMPI; TAT
D. Rorschach; MMPI

109. *(p. 479)* Minnie is taking the TAT. Tammy is taking the Rorschach. Minnie is looking at _____. Tammy is examining _____.
A. a series of symmetrical stimuli; pictures
B. a series of symmetrical stimuli; a series of symmetrical stimuli, too
C. pictures; pictures, too
D. pictures; a series of symmetrical stimuli

110. *(p. 479)* Behavioral assessment relies most heavily on:
A. the use of ambiguous stimuli.
B. observing people in their own settings.
C. the rigorous standardization of personality questionnaires.
D. the interpretive skill of the examiner.

111. *(p. 480-481)* Which of the following is NOT one of the text's recommended strategies for being an informed consumer of psychological test data?
A. Remember that test results are not always accurate.
B. Keep appraised of data on test popularity.
C. Base no decision on the results of only one test.
D. Understand what the test claims to measure.

Fill in the Blank Questions

112. *(p. 451)* The notion that behavior is motivated by unconscious inner forces and conflicts about which people have little awareness and over which they have no control is the _____ approach to personality.
psychodynamic

113. *(p. 452)* The id is to the pleasure principle what the ego is to the _____ principle.
reality

114. *(p. 454)* Davina is a "neat freak" who can't stand to be late for anything. Also, other people have to do things "just right" for her to be happy. A psychodynamic theorist might suggest that Davina is fixated at the _____ stage of development.
anal

115. *(p. 455)* The primary defense mechanism is that of _____, in which unacceptable feelings or impulses are pushed back into the unconscious.
repression

116. *(p. 457)* Jung might suggest that the questing hero figure prominent in many legends, stories, epic poems, and so forth represents a(n) _____, a symbolic representation of a universal experience.
archetype

APA Goal Outcome: 1.2, 1.4, 5.5, 8.2
Bloom's Taxonomy: Understand
Difficulty: Easy
Learning Outcome: 40-2

117. *(p. 458)* Adler proposed that the primary human motivation is a striving for _____.
superiority

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Medium
Learning Outcome: 40-2

118. *(p. 458)* Neo-Freudian theorist _____ is often termed the "first feminist psychologist."
Karen Horney

APA Goal Outcome: 1.2, 1.4, 5.5, 8.2, 8.4
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 40-2

119. *(p. 461)* _____ seeks to explain in a straightforward way the consistencies in individuals' behavior.
Trait theory

APA Goal Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty: Easy
Learning Outcome: 41-1

120. *(p. 462)* _____ is a statistical method of identifying associations among a large number of variables to reveal more general patterns.
Factor analysis

121. *(p. 463)* Your text offers the acronym OCEAN as a way to help you remember the "Big Five" personality dimensions. The A stands for _____.
agreeableness

122. *(p. 465)* Albert Bandura is one of the leading proponents of the _____ approach to personality.
social cognitive

123. *(p. 466)* _____ is a sense of success in forming close bonds with other people.
Relationship harmony

124. *(p. 467)* Learning approaches to personality suggest that much of behavior is shaped primarily by forces beyond the individual's control; that is, they are _____.

<u>deterministic</u>

125. *(p. 469)* Annie is an extremely active baby; her activity level is a component of her _____.

<u>temperament</u>

126. *(p. 471)* According to Carl Rogers, people's _____ contain the set of beliefs they hold about what they are like as individuals.

<u>self-concepts</u>

127. *(p. 471)* John's therapist strives to provide an atmosphere of acceptance and respect, no matter what comes up during the sessions. John's therapist is providing _____.

<u>unconditional positive regard</u>

128. *(p. 474)* "Every time I take it, it comes up with something different!" remarks Rita, turning away from the online personality quiz she just completed. Rita is complaining about the test's ____.
<u>reliability</u>

129. *(p. 476)* The ____, or MMPI-2, is the most widely used self-report measure of personality.
<u>Minnesota Multiphasic Personality Inventory-2</u>

130. *(p. 478)* Barry is looking at an abstract collage of colors, lines, and shapes, trying to come up with an interpretation of it. Barry is most probably taking some sort of ____ personality test.
<u>projective</u>

131. *(p. 479)* Direct measures of an individual's behavior used to describe personality characteristics are known as ____.
<u>behavioral assessment</u>

Essay Questions

132. *(p. 452-453)* Describe detail as the id, ego, and superego in Freud's theory of personality. Be sure to mention the guiding principles of the id and the ego, the extent to which each of the three processes is conscious, and the point at which each of the three develops during infancy or childhood.

The response should include the following points:

Id - The id is innate. It attempts to satisfy primitive drives related to hunger, sex, and aggression. The id operates on the pleasure principle, in which the goal is the immediate reduction of tension and maximization of satisfaction. The id is wholly unconscious.
Ego - The ego begins to develop soon after birth. It attempts to balance the desires of the id with the constraints of the outside world. The ego operates on the reality principle, in which the goal is to maintain the individual's safety and aid their integration into society. The ego is partly unconscious and partly conscious.
Superego - The superego develops in early childhood. It represents the rules of society as modeled by parents, teachers, and other significant figures. In includes the conscience. The superego's goal is to ensure that we conform to the dictates of society. The superego is partly unconscious, but largely conscious.

APA Goal Outcome: 1.2, 1.4
Bloom's Taxonomy: Remember
Difficulty: Medium
Learning Outcome: 40-2

133. *(p. 453-454)* Identify and describe the first three stages of Freud's theory of psychosexual development, being sure to identify the key developmental task associated with each stage and the potential effects on adult personality of fixation at each stage.

The following stages should be described in detail:

<u>Oral stage (birth to 12-18 months)</u>. The mouth is an infant's main source of pleasure and exploration. Weaning is the key developmental task to be accomplished during this phase. If an infant is overindulged or frustrated in its search for oral gratification, oral fixation might occur, producing an adult who is either hostile and sarcastic or dependent and gullible.

<u>Anal stage (12-18 months to 3 years)</u>. The anus is the toddler's source of pleasure: children gain pleasure from both the retention and expulsion of feces. Toilet training is the main task to be accomplished in this stage. If toilet training is too rigid or too lax, anal fixation may develop—producing an adult who is either overly controlled and rigid, or extremely sloppy and disorganized.

<u>Phallic stage (age 3 to age 5 or 6)</u>. The focus in this stage is on the genitals and the pleasure derived from fondling them. The key task in this phase is handling the Oedipal conflict. As children focus on their genitals, the difference between male and female anatomy becomes apparent. A young boy becomes attracted to his mother; he sees the father as a rival and wishes to kill him. The boy fears, that because the father is larger and more powerful, he may castrate the boy; the boy thus represses his desire for the mother and begins to identify with his father so that he may possess a woman like his mother.

A young girl blames her mother for her "missing" penis; ultimately, though, she begins to identify with the mother so that she can one day incorporate the penis of a man like her father.

APA Goal Outcome: 1.2, 1.4, 4.4
Bloom's Taxonomy: Remember
Difficulty: Medium
Learning Outcome: 40-2

134. *(p. 457-459)* How do the theories of the neo-Freudian psychodynamic theorists differ from Freud's pioneering views? Identify two neo-Freudians and describe some of their major contributions to psychological theory.

The neo-Freudian theorists placed less emphasis on the id and on sex than did Freud; instead, they emphasized the ego and the sociocultural environment to a greater extent than did Freud.
Two of the following neo-Freudian theorists should be described briefly, with some of the following points mentioned:

<u>Carl Jung</u>. Carl Jung provided a positive interpretation of unconscious urges, suggesting that they represented a positive life force, an urge toward creativity. Jung posited a universal collective unconscious, a common set of ideas, images, and feelings that we have inherited from our ancestors. The collective unconscious is revealed in universal experiences and behaviors. The collective unconscious contains archetypes, universal symbols of broadly shared experiences. One example is the "mother" archetype. Carl Jung's personality theory, finally, forms the basis of the Myer-Briggs Type Indicator, a personality assessment still widely used in applied settings today.
<u>Karen Horney</u>. Often called the first feminist psychologist, Horney suggested that personality develops in familial and social contexts. She disagreed with the Freudian notion of penis envy, suggesting instead that what women envy is the freedom and autonomy that men enjoy. She suggested that society's rigid gender roles cause women to feel ambivalent about success.
<u>Alfred Adler</u>. Adler believed that our primary motive is the striving for superiority, namely, the desire to improve and perfect ourselves. Inferiority complexes may develop when we are unable to overcome the powerlessness we first experienced as children.

APA Goal Outcome: 1.2, 1.4, 5.5, 8.2, 8.4
Bloom's Taxonomy: Understand
Difficulty: Medium
Learning Outcome: 40-2

135. *(p. 462-463)* Describe trait approaches to personality. Briefly describe ONE of Allport's, Cattell's, or Eysenck's trait theories of personality. Identify the Big Five personality dimensions central to contemporary trait approaches. Outline several ways in which the validity of the Big Five theory is supported.

Students' answers may vary.

The answer should define the trait approach to personality. Trait approaches seek to find the basic dimensions underlying the consistency in an individual's behavior across situations. One of the following trait theories should be described:

Allport's theory. Allport suggested that there are three types of traits: cardinal, central, and secondary. A cardinal trait is a single characteristic that directs most of an individual's activities. Most people do not develop single, comprehensive cardinal traits. Central traits are the major traits that make up the personality of most individuals. Most people have, say, five to ten core central traits. Finally, secondary traits are those that are less influential than central traits; they may influence an individual's behavior only in a few specific situations.
Cattell's theory. Cattell used a statistical procedure called factor analysis to isolate the basic dimensions of personality, which he called source traits. Cattell suggested there were 16 pairs of source traits.
Eysenck's theory. Eysenck also used factor analysis to isolate the basic dimensions of personality. Eysenck suggested that only three major dimensions were necessary to describe personality: extraversion (sociability), neuroticism (emotional stability), and psychoticism (reality distortion).
The Big Five dimensions are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. The Big Five appear general across age groups, languages, and cultures; moreover, brain-imaging studies now relate the dimensions to the way people process information.

APA Goal Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty: Medium
Learning Outcome: 41-1

136. *(p. 465-466)* Distinguish between self-efficacy and self-esteem. How do these concepts reflect their origins in social learning theory? Suggest how self-esteem may vary across cultures.

The answer should contain the following points:

Self-efficacy refers to one's belief in one's capability to complete a specific task. Self-esteem refers to our overall positive and negative evaluations of the self. These concepts stem from the idea that we observe others receiving reinforcement for completing tasks and that we can form expectations regarding our own ability to receive reinforcement from the environment for our behavior. In this way, the concepts of self-efficacy and self-esteem reflect the influence of social learning theory.
The basis for self-esteem may differ from one culture to another. In Asian cultures, one's ability to maintain harmonious relationships with others contributes more importantly to self-esteem than it does in the more individualistic societies of the West.

APA Goal Outcome: 1.2, 1.4, 5.5, 8.2
Bloom's Taxonomy: Understand
Difficulty: Medium
Learning Outcome: 41-1

137. *(p. 466-467)* Evaluate the learning approaches to personality.

Because they ignore the internal processes that are uniquely human, traditional learning theorists such as Skinner have been accused of oversimplifying personality to such an extent that the concept becomes meaningless. Their critics think that reducing behavior to a series of stimuli and responses and excluding thoughts and feelings from the realm of personality leaves behaviorists practicing an unrealistic and inadequate form of science.

Of course, some of these criticisms are blunted by social cognitive approaches, which explicitly consider the role of cognitive processes in personality. Still, learning approaches tend to share a highly deterministic view of human behavior, which maintains that behavior is shaped primarily by forces beyond the individual's control. As in psychoanalytic theory (which suggests that personality is determined by the unconscious forces) and trait approaches (which views personality in part as a mixture of genetically determined traits), learning theory's reliance on deterministic principles de-emphasizes people's ability to pilot their own course through life.

Nonetheless, learning approaches have had a major impact on the study of personality.

For one thing, they have helped make personality psychology an objective, scientific venture by focusing on observable behavior and the effects of their environments.

In addition, they have produced important, successful means of treating a variety of psychological disorders. The degree of success of these treatments is a testimony to the merits of learning theory approaches to personality.

APA Goal Outcome: 1.2, 1.4, 5.5, 8.2
Bloom's Taxonomy: Understand
Difficulty: Medium
Learning Outcome: 41-1

138. *(p. 471)* Define self-actualization. How is unconditional positive regard critical in supporting an individual's self-actualization?

The answer should include the following:

<u>Self-actualization</u> is a state of self-fulfillment in which an individual has reached his or her highest potential. The humanistic theorists believed that we have an innate, fundamental drive toward self-actualization.
<u>Unconditional positive regard</u> is an attitude of acceptance and respect toward another individual, no matter what the individual says or does. This acceptance ensures that the individual's experiences are not at variance with his or her self-concept and provides an atmosphere in which the individual can grow and evolve without shame or anxiety.

APA Goal Outcome: 1.2, 1.4, 9.2
Bloom's Taxonomy: Understand
Difficulty: Medium
Learning Outcome: 41-1

139. *(p. 474)* Suppose you develop a new self-report measure of the broad personality trait of extraversion. Distinguish between reliability and validity. Describe how you would establish the reliability and validity of your new test. Outline how you would establish norms for the test.

The answer should outline the following points:

Reliability vs. validity—Reliability refers to the consistency with which a test measures a construct such as intelligence. Validity refers to the degree that a test actually measures what it intends to measure.
One way to establish reliability might be to give a sample the test twice, weeks or months apart. If the test is reliable, an individual's two scores should be very nearly identical.
One could establish a new test's validity by showing that scores on the test correlate at least moderately with scores on measures of personality traits related to extraversion, such as sociability, impulsivity, sensation seeking, and so on. The validity of a new test might also be established by showing that scores on the new test correlate well with scores on more well-established tests of extraversion.
Norming—The test should be normed using a sample representative of the intended respondents. If the test is intended to assess the extraversion of adults generally, a sample representative of the American population should be used. The average score of the sample should be determined, as should some notion of the typical variability of the scores around the mean.

APA Goal Outcome: 1.2, 2.4, 4.2
Bloom's Taxonomy: Understand
Difficulty: Medium
Learning Outcome: 42-1

140. *(p. 476-479)* Distinguish between self-report, projective, and behavioral assessment measures of personality. Provide an example of each. What are some criticisms of "projective" tests such as the Rorschach?

Students' examples may vary.

The answer should include the following points:

Self-report measures—These are objective, "paper-and-pencil" measures of personality. They usually include a large number of simple items asking about a relatively limited sample of their behavior. One example is the Minnesota Multiphasic Personality Inventory-2 (MMPI-2).
Projective measures—These tests tend to contain a small number of relatively ambiguous stimuli, such as inkblots. The respondent is asked to interpret, describe, or tell a story about the stimuli. These measures require substantial care and skill in their interpretation. They are most common in clinical than in academic settings. Examples of projective tests include the Rorschach test and the Thematic Apperception Test (TAT).
Criticisms of projective measures. Critics contend that projective tests require too much inference on the part of the examiner, that they resist standardization, and that they lack reliability and validity.
Behavioral assessment measures—These are direct measures of an individual's behavior designed to describe characteristics indicative of personality. Such measures may be obtained in naturalistic or in highly controlled laboratory settings. Ideally, behavioral assessment measures are highly objective and quantifiable. They are especially useful in observing and remedying specific behavioral difficulties, such as shyness in children.

APA Goal Outcome: 1.2, 4.2
Bloom's Taxonomy: Understand
Difficulty: Medium
Learning Outcome: 42-2