

A Look at Theories: Part II Quiz (Key)

Instructions: Circle the correct letter.

1. Intimacy versus Isolation -

- A. Erikson's stage (ages of 18 - 35 years) when people begin to explore relationships, moving to commitment and long-term relationships; failure brings isolation
- B. Kohlberg's highest level of moral development; occurs around age 13 or older
- C. Love between two adults
- D. Erikson's stage which speaks to children beginning to have more social interactions and developing a sense of pride in their accomplishments

2. Macrosystem -

- A. A craft
- B. Society at large, including the immediate culture and the world
- C. According to Maslow, this level of human development is achieved by people who are all they can be; they have fulfilled their potential
- D. Looks at how ecological systems influence development over time and with transitions, such as divorce

3. Theories -

- A. Promises that certain things will happen in certain ways
- B. Can never actually be used to guide our thinking and behavior; they are just for general knowledge
- C. Answer all our questions about human development
- D. Ways of thinking that help us understand, give us questions to ask and offer looks with different views

4. Basic physiological needs -

- A. Developed by Glen Elder to study growth and development past childhood, throughout the entire lifetime
- B. In Maslow's hierarchy of needs, these are the basics of air, food, water, shelter, clothing, rest and sleep
- C. Needs of the mind; ways to stay creative and interested
- D. Maslow's third level of human needs

5. Stage 6 of Kohlberg's theory -

- A. Glen Elder's last stage in his Life Course Theory
- B. Looks at how ecological systems influence development over time and with transitions, such as divorce
- C. Highest stage in Kohlberg's stage of moral development, included in Level III; individuals follow their own conscience about what is right and behavior is the same no matter who is present
- D. The stage from birth to about age 18 months when children either learn that the world is a safe and nurturing place or they learn to be mistrustful and frightened

6. Trust versus Mistrust -

- A. Erikson's stage which states that children expand their world and learn to control their new environments, acquire feelings of competence and independence and develop leadership skills
- B. Part of Kohlberg's moral development theory which states that people are moral due to knowledge of punishment and obedience; children obey to avoid being caught and punished
- C. Kohlberg's highest level of moral development; occurs around age 13 or older
- D. Erikson's first stage from birth to about age 18 months when children either learn that the world is a safe and nurturing place, or they learn to be mistrustful and frightened

7. Denial, Anger, Bargaining, Depression, Acceptance -

- A. Erikson's five stages of development
- B. The five stages of divorce
- C. The stages that accompany puberty
- D. Kubler-Ross' five stages of grief

8. Level I, Stage 1 -

- A. In Erikson's theory, children ages 2-3 begin to have some control over their own bodies and, to some extent, their lives, which allows for great independence and self-confidence
- B. A person's interaction with the immediate environment; these are generally two-person relationships, but they can happen at home, school or playgroups
- C. A part of Kohlberg's moral development theory which states that people are moral due to knowledge of punishment and obedience; children obey to avoid being caught and punished
- D. Kohlberg's highest level of moral development; occurs around age 13 or older

9. **Maslow -**

- A. Developer of the Psychoanalytic Theory
- B. Developer of the Bio-Ecological Systems Theory
- C. Developer of the Hierarchy of Needs Theory
- D. Developer of the Life Course Theory

10. **Life Course Theory -**

- A. Developed by Maslow to study children
- B. Erikson's theory which states that personality is shaped over the life span and that experiences later in life can heal problems in early childhood
- C. A way of thinking that helps us understand early childhood
- D. Developed by Glen Elder to study growth and development past childhood, throughout the entire lifetime

11. **Psychosocial Developmental Theory -**

- A. Erikson's theory which states that personality is shaped over the life span; experiences later in life can heal problems in early childhood
- B. Maslow's theory
- C. Kubler-Ross' theory
- D. Theory which states that all people go through various stages of grief when confronted with death and dying

12. **Integrity versus Despair -**

- A. Highest stage in Kohlberg's stage of moral development, included in Level III; individuals follow their own conscience about what is right, and behavior is the same no matter who is present
- B. Erikson's last stage of development, after age 65 when it's time for reflecting back on life; are there few regrets, or is there bitterness?
- C. Maslow's third level of human needs
- D. One of Kubler-Ross' five stages of grief

13. **Autonomy versus Shame/Doubt -**

- A. Looks at how ecological systems influence development over time and with transitions, such as divorce
- B. In Erikson's theory, children ages 2-3 begin to have some control over their own bodies and, to some extent, their lives, which allows for great independence and self-confidence.
- C. Highest stage in Kohlberg's stage of moral development, included in Level III; individuals follow their own conscience about what is right, and behavior is the same no matter who is present
- D. States that independence causes shame and doubt

14. Level III Post Conventional -

- A. Kohlberg's highest level of moral development which occurs around age 13 or older
- B. The middle stage in the Life Course Development Theory
- C. According to Erikson, during the ages of 18 - 35 years, people explore relationships, moving to commitment and long-term relationships; failure brings isolation
- D. A part of Kohlberg's moral development theory; people are moral due to knowledge of punishment and obedience, and children obey to avoid being caught and punished

15. Microsystem -

- A. According to Maslow, this system is populated by people who are all they can be; they have fulfilled their potential
- B. This system talks about a person's interaction with the immediate environment; these are generally two-person relationships, but they can happen at home, school or playgroups
- C. A system developed by Elizabeth Kubler-Ross to help people work through death and dying
- D. This system affects children, but may not have children in it, such as parents' workplaces, religious settings and health services

16. Urie Bronfenbrenner -

- A. Developer of the Cognitive Development Theory
- B. Developer of the Attachment Theory
- C. Developer of the Bio-Ecological Systems Theory
- D. Developer of the Behaviorist Theory

17. Chronosystem -

- A. Looks at how ecological systems influence development over time and with transitions, such as divorce
- B. Kohlberg's system of moral development; occurs around age 13 or older
- C. A part of Kohlberg's moral development theory; people are moral due to knowledge of punishment and obedience, and children obey to avoid being caught and punished
- D. A person's interaction with the immediate environment; these are generally two-person relationships, but they can happen at home, school or playgroups

18. Love and belonging -

- A. A system in the Bio-Ecological System Theory
- B. A part of Kohlberg's moral development theory; people are moral due to knowledge of punishment and obedience. Children obey to avoid being caught and punished
- C. Piaget's construction of learning theory
- D. Maslow's third level of human needs

19. Stages of grief -

- A. People are always going to go through these in a specific order
- B. All people will go through all of these with every experience of death and dying
- C. Developed by Elizabeth Kubler-Ross to help people work through death and dying
- D. Love, understanding, sympathy, empathy and acceptance

20. Self-actualization -

- A. A part of Kohlberg's moral development theory; people are moral due to knowledge of punishment and obedience. Children obey to avoid being caught and punished
- B. Learning to be self-involved and aggressive
- C. Learning through self-work, such as painting or journaling.
- D. According to Maslow, this level of human development is achieved by people who are all they can be; they have fulfilled their potential