1. A longitudinal study is the only design that can show...
   - ☐ differences between age groups
   - ☐ the average score of a population
   - ☐ a correlation between two variables
   - ☐ change within the same individuals
2. An agent that can harm prenatal development is called a _____.

   _____
3. What changed adults' behaviour in the Baby X study?
   - ☐ The room temperature
   - ☐ The baby's age
   - ☐ The baby's clothes colour
   - ☐ Being told the baby was a boy or a girl
4. The support a more capable person gives and gradually removes is called _____.

   _____
5. A child saying "goed" instead of "went" is evidence that the child...
   - ☐ copied an adult
   - ☐ is not learning language properly
   - ☐ has extracted a rule and applied it
   - ☐ has not reached the one-word stage
6. Which "mother" did Harlow's infant monkeys cling to most?
   - ☐ The wire mother with milk
   - ☐ Both equally
   - ☐ The cloth mother with no food
   - ☐ Neither
7. In Pavlov's study, the bell after conditioning is the...
   - ☐ conditioned stimulus
   - ☐ unconditioned response
   - ☐ conditioned response
8. Reinforcing successive approximations to build a complex behaviour is called _____.

   _____
9. Learning that happens without reinforcement and is not immediately visible is _____ learning.

   _____
10. The confound in cross-sectional research, where age groups also differ by generation, is the _____ effect.

    _____

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1. **change within the same individuals**

   Following the **same** people is what makes within-person change measurable.

2. **teratogen**

   Teratogens are the CED's term for harmful prenatal agents.

3. **Being told the baby was a boy or a girl**

   The baby was the same.

4. **scaffolding**

   Scaffolding is Vygotsky's account of how social interaction produces development.

5. **has extracted a rule and applied it**

   No adult models "goed", so the form must come from a **rule** the child worked out.

6. **The cloth mother with no food**

   Comfort mattered more than food.

7. **conditioned stimulus**

   The bell started **neutral** and became the **CS**; salivation to it is the **CR**.

8. **shaping**

   Shaping is how a behaviour that never occurs spontaneously can be reinforced into existence.

9. **latent**

   Latent learning already happened; it appears once there is a reason to use it.

10. **cohort**

    The **cohort effect** means the groups grew up in different worlds, not only at different ages.

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