Ch. 2. Gesell’s Maturational Theory

*Easy*

1. Gesell said children
2. are like miniature adults
3. have an inner wisdom about what they are ready to do\* (p. 29)
4. learn primarily through rewards and punishments
5. are best raised according to standard, culture-wide expectations

2. Gesell said maturation can be defined as

1. the attainment of a final or complete state
2. the process by which development is governed by the genes\* (p.

23)

1. physical as opposed to mental development
2. all of the above

3. Gesell’s theory is most sympathetic to that of

1. Locke
2. Rousseau\* (p. 22)
3. the preformationists
4. Aries

4. Gesell’s main advice to parents was to

1. let children guide you\* (p. 29)
2. guide children in a firm but loving manner
3. raise children according to set schedules early on
4. focus on your own image of you want children to be

*Difficult*

5. Gesell did not believe that

1. individual growth rates are controlled by maturation
2. some children grow more slowly than others
3. developmental sequences may vary from child to child\*

(p. 23)

1. children alternate between periods of stability and instability

6. A 4-year-old who had begun drawing in a clockwise direction shifts to a counterclockwise preference. The child’s behavior illustrates the principle of

1. functional asymmetry
2. individuality
3. temporary disequilibrium
4. reciprocal interweaving\* (pp. 26-27)

7. Which reflex illustrates the principle of functional asymmetry?

1. Moro
2. Babinsky
3. tonic neck\* (p. 27)
4. sucking

8. Gesell suggested that individual differences in growth rates are associated with differences in

1. introversion and extraversion
2. self-control
3. professional success
4. temperament\* (p. 29)
5. In Gesell’s view, the environment
6. supports inner growth but does not pattern it\* (p. 23)
7. alters the sequences and patterns of behavior
8. is only important for personality development
9. plays no significant role in development
10. A pediatrician expects the infant to demonstrate the pincer grasp at
11. birth
12. six months
13. ten months\* (p. 26)
14. twelve months
15. A study by Bell and Ainsworth suggests that when parents consistently respond to young infants’ cries, the infants at one year of age are
16. quite spoiled
17. relatively independent\* (p. 33)
18. vigorous criers
19. insecurely attached
20. The text is most sharply critical of Gesell when discussing
21. his definition of maturation
22. his philosophy of child rearing
23. new insights into the capacities of newborns

d. his use of age norms\* (pp. 28, 32)