

PSYCH 3JJ3 Fall 2018
Midterm 2 Answer Key

MUTLIIPLE CHOICE:

1. A
2. D
3. D
4. D
5. C
6. C
7. C
8. C
9. A
10. C
11. C
12. D
13. D
14. C
15. D
16. C
17. B
18. C
19. A
20. D

SHORT ANSWER:

21.

- Insecure-avoidant (A): Baby avoids the caregiver as the stress increases (e.g., actively turns head away from the caregiver, moves away, plays with toys instead of greeting or approaching caregiver, appears to be ignoring the caregiver).
- Secure (B): Baby greets the caregiver and shows comfort seeking as stress increases (e.g., smiles at the caregiver upon reunion and reaches toward the caregiver, approaches the caregiver).
- Insecure-ambivalent (C): Baby shows ambivalence in the form of passivity or anger as stress increases (e.g., reaching to be picked up and then pushing the caregiver away once in their arms).
- Disorganized attachment is not an organized attachment type (no points for this answer).

22.

See figures below:

a) Comfort (since the question is asking about the *affective* condition, “Baseline” is not accepted as a correct answer)

b) Surprise (since the question is asking about the *affective* condition, “Baseline” is not accepted as a correct answer)

c) These findings may reflect the attentional, rather than emotional, aspects of sensory processing in infants.

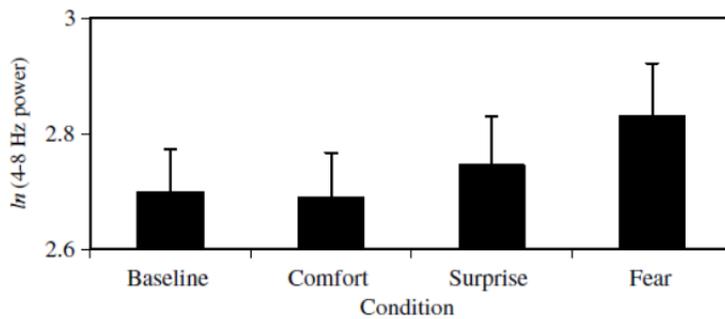


Fig. 1. Pattern of overall frontal EEG ln(4-8 Hz) power in distinguishing affective valence of ID speech in 9-month-old infants. (Note: EEG power is inversely related to activity, so high power is thought to reflect lower activity.)

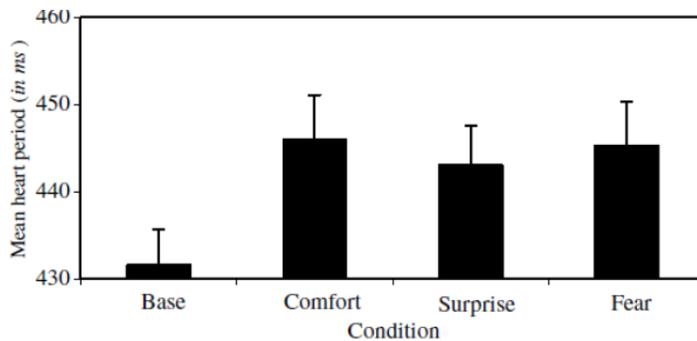


Fig. 2. Differences in mean heart period (in ms) during baseline and in response to affective ID speech in 9-month-old infants. (Note: mean heart period is inversely related to heart rate, so lower values reflect a faster heart rate.)

23.

a) High shyness and low RSA (no half marks for this question)

b) Some shy children may have a bias towards an inability to regulate physiological arousal in some contexts.

Note: The two MacGowan & Schmidt studies did show patterns of results consistent with the diathesis-stress or differential susceptibility models, and question 23b is asking about the possible reason/mechanism (i.e., interpretation) for this differential susceptibility/vulnerability. We are looking for an interpretation that reflects the emotional aspects/mechanisms of this study to reflect its place in Chapter 5 (Emotions), not just a description of the results.

24.

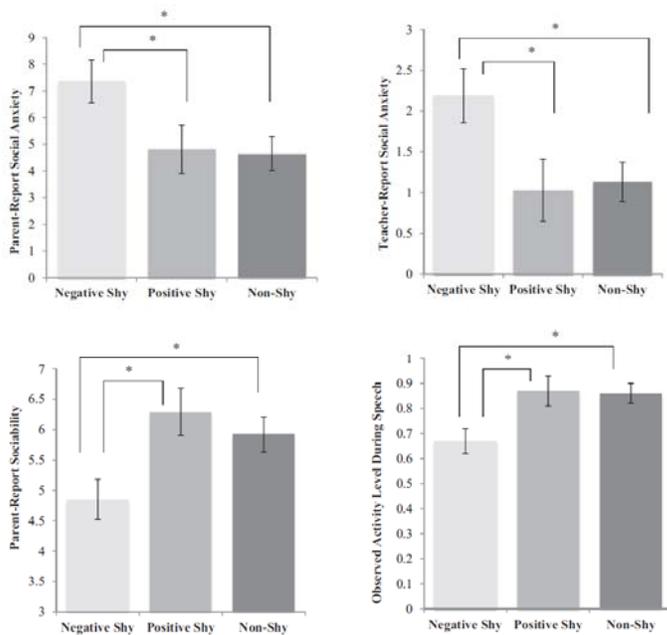


Figure 1. Differences among negative shy, positive shy, and non-shy children on parent-report social anxiety (top left), teacher-report social anxiety (top right), parent-report sociability (bottom left), and observed activity level during speech task (bottom right). Standard errors of the means are presented. Asterisks denote statistically significant differences at $p < .05$.

- a) Positive shy children had lower parent report social anxiety than negative shy children
- b) Positive shy children had lower teacher report social anxiety than negative shy children
- c) Positive shy children had higher parent report sociability than negative shy children
- d) Positive shy children had higher observed activity level during the birthday speech than negative shy children

25.

- a) Those on the increasing trajectory of shyness had increased odds of social anxiety (at age 30-35)

- b) Those on the increasing trajectory of shyness had increased odds of mood problems (at age 30-35)
- c) Those on the increasing trajectory of shyness had increased odds of substance use (at age 30-35)
- d) Those on the increasing trajectory of shyness had a hypervigilance to angry faces/threat bias on the dot probe task
- e) Illustrating point: Early predictors of emotion regulation have long term effects

26.

High levels of harsh parenting and low skin conductance predicted high and stable levels of externalizing behaviours during late childhood in males.

Note: high levels of harsh parenting coupled with high skin conductance did not show stable levels of externalizing behaviours but increasing levels of externalizing behaviours – at age 8 these children showed low to moderate levels of externalizing behaviours and at age 10 some results showed that they had increasing levels of externalizing behaviours, approaching similar level as those with high harsh parenting and low skin conductance