



*Michigan*

TEST FOR TEACHER CERTIFICATION  
**STUDY GUIDE**

**15 Behavioral Studies**



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## **PART 1:** General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

## PART 2: Test Objectives and Sample Test Questions

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### INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

#### Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

#### Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

## TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Foundations of Behavioral Studies	16%
Psychology	33%
Social Psychology	27%
Sociology	24%

### FOUNDATIONS OF BEHAVIORAL STUDIES

#### **Understand research techniques used in the behavioral sciences.**

Includes types, characteristics, and applications of research techniques used in the behavioral sciences; experimental principles and procedures appropriate for various situations; and techniques for studying individual and group behaviors.

#### **Understand characteristics, objectives, and issues in behavioral studies.**

Includes the functions, goals, ethical guidelines, and standards used in contemporary behavioral studies.

#### **Apply procedures for locating and gathering social science information.**

Includes note-taking skills and the identification and use of appropriate reference materials.

#### **Apply procedures for translating, synthesizing, and organizing social science information.**

Includes the interpretation of information in written and graphic form; the synthesis of information from two or more sources; and the categorization and sequencing of data.

#### **Apply critical thinking skills in social science.**

Includes drawing conclusions; evaluating sources of information; identifying assumptions; and assessing the validity of stated conclusions.

#### **Apply problem-solving and research skills.**

Includes topics and thesis statements appropriate for social science research tasks; steps in problem solving; research methods or models for solving problems; and long-range and short-range goal-setting strategies in research.

### PSYCHOLOGY

#### **Identify historical aspects of psychology and its major schools of thought.**

Includes major individuals, events, ideas, and trends in the history of psychology; and the proponents, characteristics, significance, and limitations of the major schools of psychological thought.

#### **Understand human development from birth through childhood.**

Includes the characteristics, changes, and needs associated with biological, cognitive, linguistic, social, emotional, and moral development; and the development of self-concept from birth through childhood.

**Understand human development in adolescence and adulthood.**

Includes the characteristics, changes, and needs associated with biological, cognitive, linguistic, social, emotional, and moral development; and the development of self-concept in adolescence and adulthood.

**Understand the effects of heredity and environment on human development.**

Includes inherited and acquired characteristics; techniques used to study the effects of heredity; the relationship between environment and human development; and the interaction between heredity and environment in influencing human traits and development.

**Identify physiological elements related to behavior.**

Includes the major components and functions of the nervous system, the brain, and the major glands; and the states of consciousness.

**Understand factors and processes of sensation and perception.**

Includes major components, functions, and processes associated with sensation; factors that influence the degree of attention given and maintained with respect to various stimuli; the effects of experience on sensory perception; and the differences between sensation and perception.

**Understand learning factors and processes.**

Includes major concepts related to learning; principles of classical and operant conditioning; and concepts and processes related to types of learning that do not depend on conditioning.

**Understand factors and processes related to thinking, creativity, and intelligence.**

Includes terms associated with thinking, creativity, and intelligence; factors and processes associated with thought, information processing, and concept formation; conditions that promote creativity; and characteristics associated with creativity, giftedness, and handicapping conditions affecting the intellect.

**Understand the effects of emotional state and motivation on behavior.**

Includes terms and concepts related to emotion and motivation; theories of emotion and motivation and their characteristics; physiological and behavioral changes that accompany various emotional states; and phenomena that are motivated by a combination of biological and learned elements.

**Understand explanatory theories of personality development.**

Includes major concepts, processes, strengths, and limitations of psychodynamic, social learning, behavioral, and humanistic theories of personality.

**Understand behavioral/emotional disorders.**

Includes major categories, characteristics, causes, and effects of behavioral/emotional disorders; and the problems related to their definition, diagnosis, and categorization.

**Understand techniques and issues in psychological measurement.**

Includes terms and concepts associated with testing; characteristics and functions of major types of psychological tests; examples of common personality and IQ tests; and issues and controversies related to psychological testing.

**SOCIAL PSYCHOLOGY****Understand socialization processes.**

Includes agents and processes of socialization; types, characteristics and goals of socialization at various stages of the life cycle; the influence of group membership, social norms, and group dynamics on individual socialization; and the relationship between socialization and gender roles.

**Understand the formation of individual values, beliefs, and attitudes.**

Includes the formation of values, norms, beliefs, and attitudes; and their relationship to social, cultural, and economic factors.

**Understand prejudice and propaganda.**

Includes attitudes, concepts, and causal factors related to prejudice; factors and processes in attitude formation and change; relationships between personality and prejudice; and techniques and factors that determine the effectiveness of propaganda.

**Understand group structures and functions.**

Includes characteristics, structures, and functions of various types of groups.

**Understand the formation and acquisition of roles in various kinds of societies.**

Includes factors that determine roles; role types; and the consequences of multiple roles on the individual.

**Understand the determination and implications of social status in various kinds of societies.**

Includes types and characteristics of status; factors that determine an individual's status; and the effects of various status designations on the individual.

**Understand group processes related to norms, persuasion, and conformity.**

Includes factors that affect individual conformity to group norms; and the implications of cognitive dissonance theory in relation to individual attitudes and behaviors.

**Understand major forms of social interaction and communication.**

Includes examples of altruism, aggression, cooperation, and competition; and factors that influence socially competitive and aggressive behaviors, cooperative and altruistic behaviors, and social communication.

**Understand theories and consequences of deviance and methods of social control.**

Includes theories of deviance; individual and social consequences of deviance; and agents and methods of social control.

**SOCIOLOGY****Identify sociological terms, concepts, and theories.**

Includes characteristics of the sociological perspective; sociological terms and concepts; and major sociological theories and theorists.

**Understand kinship, marriage, and the family.**

Includes types, characteristics, roles, and functions related to various kinship, marriage, and family systems.

**Understand types of social institutions.**

Includes the structure, function, and role of political, economic, educational, and religious institutions; and the interrelationship of these institutions.

**Analyze social stratification based upon biological characteristics in contemporary society.**

Includes factors, effects, and significance of social stratification based upon race, ethnicity, gender, and age.

**Analyze socioeconomic stratification and class in contemporary society.**

Includes forms of inequality and their bases, characteristics, effects, and significance; and factors contributing to class distinctions.

**Understand variation and change in societies.**

Includes sources and explanations of cultural variation; factors that promote or inhibit cultural variation; and sources, processes, and mechanisms of social integration, continuity, conflict, and change in societies.

**Understand contemporary population and ecological issues in the United States.**

Includes trends, processes, and characteristics of population growth; ecological problems and their relationship to demographic trends; and urban trends and problems.

**Analyze poverty and the social welfare system in the United States.**

Includes contributing factors and effects of urban and rural poverty; and the major characteristics, goals, programs, benefits, and limitations of the U.S. social welfare system.

**Understand crime and the criminal justice system in the United States.**

Includes types and characteristics of crime and their trends; factors that promote crime; and components, characteristics, goals, and current issues in criminal justice.

## SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. A behavioral scientist would most likely use a longitudinal study to achieve which of the following research objectives?
  - A. to analyze how people interact with each other in different social settings
  - B. to examine the changes in attitude and behavior that occur between adolescence and middle age
  - C. to identify the main determinants of status in a given society
  - D. to compare the ways in which people from different cultures behave and think
2. Which of the following best explains why the research of behavioral scientists is commonly published in a form that permits others to repeat the research?
  - A. to provide a means of ensuring that researchers respect the privacy and dignity of the people being studied
  - B. to enable other behavioral scientists to determine the scholarly perspective that informed a study
  - C. to provide a means of checking for bias and other distortions of evidence in a study
  - D. to enable other behavioral scientists to determine whether a researcher examined the most relevant issues
3. Which of the following best describes a major difference between the psychological theories of Sigmund Freud and those of behaviorists such as John B. Watson?
  - A. Watson placed greater emphasis on treating neurotic disorders than did Freud.
  - B. Freud was more concerned about the influence of environmental stimuli than was Watson.
  - C. Watson placed greater emphasis on the effect of hereditary factors than did Freud.
  - D. Freud was more concerned about unconscious motivation than was Watson.
4. Which of the following is a common criticism of existential theories of personality development?
  - A. The hypotheses of existential psychology cannot be tested under controlled experimental conditions.
  - B. Existential psychology makes little allowance for ethical concerns.
  - C. The principles of existential psychology cannot be applied to individuals in a therapeutic setting.
  - D. Existential psychology is excessively reliant on evolutionary doctrine.

5. Which of the following exercises best promotes divergent thinking rather than convergent thinking?
- A. asking a person to think of uses for a given item
  - B. asking a person to take a multiple-choice test
  - C. asking a person to use a map to give directions from one place to another
  - D. asking a person to solve an arithmetic problem
6. Which of the following best explains why public policies have generally been more successful in eliminating discrimination than in reducing prejudice?
- A. People can act in a discriminatory manner without being prejudiced.
  - B. Prejudice is more a product of community norms than is discrimination.
  - C. It is easier to alter behavior than it is to change attitudes.
  - D. Group pressures have a greater influence on attitudes than on behavior.
7. Which of the following best describes how a cultural transmission theorist would attempt to explain the causes of criminal behavior?
- A. by examining the social structure of areas in which people who have broken the law live
  - B. by identifying the role models of individuals who have broken the law
  - C. by determining whether people who have broken the law define themselves as deviants
  - D. by investigating the educational attainments of people who have broken the law
8. Which of the following best describes the primary concern of sociologists who view social life from the conflict perspective?
- A. to explain how societies originate and develop
  - B. to study relations among social classes, races, and other groups of people
  - C. to analyze the signs and gestures that people use to communicate with each other
  - D. to identify the shared values that hold a society together

9. Which of the following best describes a major difference between traditional extended families and modern nuclear families?
- A. Traditional extended families are more likely than modern nuclear families to view the home as a private retreat from the outside world.
  - B. Personal relations within traditional extended families tend to be more egalitarian than in modern nuclear families.
  - C. Traditional extended families are more likely than modern nuclear families to elevate kin obligations over the advancement of individual family members.
  - D. Modern nuclear families are more likely than traditional extended families to view children as economic assets.
10. In an open, stratified society, which of the following will best facilitate individual mobility among socio-economic classes?
- A. changing economic conditions in the society as a whole
  - B. the socioeconomic status of the family into which an individual is born
  - C. changing attitudes toward the stratification within religious and other social institutions
  - D. the variety of industries that exist and function within the society

**ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS**

<b>Item Number</b>	<b>Correct Response</b>	<b>Objective</b>
1.	<b>B</b>	Understand research techniques used in the behavioral sciences.
2.	<b>C</b>	Understand characteristics, objectives, and issues in behavioral studies.
3.	<b>D</b>	Identify historical aspects of psychology and its major schools of thought.
4.	<b>A</b>	Understand explanatory theories of personality development.
5.	<b>A</b>	Understand factors and processes related to thinking, creativity, and intelligence.
6.	<b>C</b>	Understand prejudice and propaganda.
7.	<b>B</b>	Understand theories and consequences of deviance and methods of social control.
8.	<b>B</b>	Identify sociological terms, concepts, and theories.
9.	<b>C</b>	Understand kinship, marriage, and the family.
10.	<b>A</b>	Analyze socioeconomic stratification and class in contemporary society.