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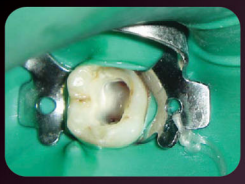


MCQs in Pediatric Dentistry

With Explanatory Answers

MCQs

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JAYPEE

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CHAPTER 4

Child Psychology

1. Which of the following is not a psychodynamic theory?

a. Psychosexual theory b. Cognitive theory
c. Social learning theory d. Psychosocial theory

Ans. c.

Child Psychology theories can be broadly classified in two groups:

1. Psychodynamic theories
   - Psychosexual theory/ Psychoanalytic theory by Sigmund Freud (1905)
   - Cognitive theory by Jean Piaget (1952)
   - Psychosocial theory/ Model of personality development by Erik Erikson (1963)
2. Theories of learning and development of behavior:
   - Classical conditioning by Ivan Pavlov (1927)
   - Operant conditioning by BF Skinner (1938)
   - Hierarchy of needs by Abraham Maslow (1954)
   - Social learning theory by Albert Bandura (1963)

2. Who gave the operant conditioning?

a. BF Skinner (1938) b. Ivav Pavlov (1927)
c. BF Skinner (1905) d. Maslow (1954)

Ans. a.

Refer to ans no. 1.

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3. According to Freud, zones present at various stages are called as:

a. Autologous zones
b. Erogenous zones
c. Focal zones
d. None of the above

Ans. b.

According to Freud, zones present at various stages are called as Erogenous zones.

4. In Freud's pshychosexual theory, the most primitive part of personality is:

a. Superego
b. Ego
c. Id
d. All of the above

Ans. c.

In 1923, Freud gave the tripartite model of Ego, Id and Superego in this theory to understand the intrapsychic process called the Psychic triad.

- According to him, our behavior is influenced by biological drives (id), social rules (superego), and mediating thought processes (ego).

ID

- It is the most primitive part of personality.
- Serves as a reservoir of instincts.
- Present at birth as impulse and strives for immediate pleasure and gratification.
- ID lacks the capacity to modify the drive.

For example, need to eat in a young child is based on pleasure principle, i.e. the child wants food irrespective of the external circumstances.

Superego

- It is internalized representation of the values and morals of society as taught to the child by parents and society.
- It is essentially an individual conscience and it judges whether the action is right or wrong.

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EGO

- Concerned with a state in which an adequate expression of ID can occur within the constraints of reality and demand and restriction of superego.

5. Erogenous in the stage of Latency (5 years-Puberty):

a. Mouth
b. Anus
c. Genitals
d. None of the above

Ans. d.

Latency stage: 5 years to puberty

- Erogenous with in focus: None
- Interaction with the enviornment:

It is a period during which sexual feelings are suppressed to allow children to focus their energy on other aspects of life.

- This is a time of adjusting to the social enviornment outside of home, absorbing the culture forming beliefs and values, developing same sex friendships, engaging in sports, etc.
- Child's energy should be incorporated into developing new skills and acquiring new knowledge and play becomes largely confined to other children of same gender.

6. Symptoms of oral fixation include:

a. Chewing of pencil
b. Sarcastic personality
c. Excessive eating
d. All of the above

Ans. d.

Psychosexual stages of development

1. Oral stage (0 to 1.5 years)
   - Symptoms of oral fixation: smoking, nail biting, drinking, sarcasm.
2. Anal stage (1.5 to 3 years)
   - Symptoms of anal fixation: Anal-expulsive personality - excessive sloppy, disorganized, reckless, careless and defiant.

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3. Genital stage (puberty onwards)
   - Symptoms of genital fixation: According to Freud if people experience difficulties at this stage the damage was done in earlier oral, anal and phallic stages.

For example: Attractions to the opposite sex can be a source of anxiety at this stage if the person has not successfully resolved the oedipus or electra conflict.

7. Theory of Psychosocial development was given in the following year:

a. 1905 b. 1952 c. 1950 d. 1937

Ans. c.

Refer to ans no. 1.

8. According to Erikson age between 6 and 12 years belong to:

a. Trust vs mistrust b. Autonomy vs doubt
c. Industry vs inferiority d. Identity vs role confusion

Ans. c.

Psychosocial theory/Theory of developmental tasks

1. Stage 1 Infancy: 0 to 1 year
   Trust vs Mistrust
2. Stage 2 Toddler: 1 to 2 years
   Autonomy vs doubt
3. Stage 3 Early Childhood: 2 to 6 years
   Initiative vs guilt
4. Stage 4 Elementary and Middle
   School years: 6 to 12 years
   Industry vs Inferiority
5. Stage 5 Adolescence: 12 to 18 years
   Identity vs Role confusion
6. Stage 6 Young Adulthood: 19 to 40 years
   Intimacy vs Isolation
7. Stage 7 Middle Adulthood: 40 to 65 years
   Creativity vs Stagnation
8. Stage 8 Late Adulthood: 65 years to death
   Integrity vs Despair

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9. Creativity vs stagnation is in the following years:

a. 19–40 years
b. 40–65 years
c. 65 years to till death
d. None of the above

Ans. b.

Refer to ans no. 8.

10. Assimilation, accommodation and equilibrium are stages of following theory:

a. Erik Erikson
b. Jean Piaget
c. Sigmond Freud
d. Maslow

Ans. b.

Jean Piaget proposed Cognitive development theory in 1952.

It includes:

a. *Operation*: An action, which the child performs mentally, and which has the added property of being reversible.
b. *Schema*: Represent a dynamic process of differentiation and reorganization of knowledge with the resultant evolution of behavior and cognitive functioning apparatus for the age of child.
c. *Assimilation*: New object or idea interpreted in terms of idea or action the child has already acquired within his age specific skills.
d. *Accommodation*: Accommodation involves altering existing schemas, or ideas, as a result of new information or new experiences.
e. *Equilibrium*: Piaget believed that children try to balance between assimilation and accommodation, which is achieved through a mechanism called equilibration.

11. Father of modern day psychology is:

a. Jean Piaget
b. Sigmund Freud
c. Eric Erikson
d. Maslow

Ans. a.

Jean Piaget is considered as the father of modern day psychology.

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12. Elimination of egocentrism is a part of:

a. Concrete operational period
b. Preoperational period
c. Ormal operational stage
d. Sensorimotor stage

Ans. a.

Elimination of egocentrism is part of concrete operational period which lasts from 7 to 11 years of age.

Important processes during this stage are:

1. *Seriation*: The ability to sort objects in an order according to size, shape, or any other characteristic.
2. *Transitivity*: The ability to recognize logical relationships among elements in a serial order, and perform transitive inferences (for example, if A is taller than B, and B is taller than C, then A must be taller than C).
3. *Classification*: The ability to name and identify sets of objects according to appearance, size or other characteristic, including the idea that one set of objects can include another.
4. *Decentering*: Where the child takes into account multiple aspects of a problem to solve it.
5. *Reversibility*: The child understands that numbers or objects can be changed, then returned to their original state. For his reason, a child will be able to rapidly determine that if 4+4 equals t, –4 will equal 4, the original quality
6. *Elimination of egocentrism*: The ability to view things from another's perspective.

13. Ability to sort objects in increasing order:

a. Transitivity
b. Classification
c. Reversibility
d. Seriation

Ans. d.

Refer to ans no. 12.

14. Acquisition, generalization, extinction and discrimination are principles of:

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a. Operant operational
b. Classical operational
c. Social learning theory
d. None of the above

Ans. d.

Classical Conditioning Theory

This theory was first described by the Russian Psychologist Ivan Pavlov in 1927.

Principles of Classical Conditioning:

1. *Acquisition*: Learning a new response from the enviornment by conditioning.
2. *Generalization*: Wherein the process of conditioning is evoked by a band of stimuli centered around a specific conditioned stimulus. For example, a child who had a painful experience with doctor in white coat with pain.
3. *Extinction*: Removal of conditioned behavior results if the association between the conditioned and the unconditioned response is not reinforced. For example, in a fearful child subsequent visits to the doctor without any unpleasant experience results in extinction of fear.
4. *Discrimination*: It is the opposite of generalization. For example, the conditioned association of white coats with pain can easily be generalized to any office setting. If child is exposed to clinical setting which are different to those associated with painful experiences, a dental office, for instance, where painful injections are not necessary the child learns to discriminate between two clinics and a generalized response to any office as a place where painful things occur will be extinguished.

15. HOME is a type of:

a. Negative reinforcement
b. Time out
c. Punishment/aversive punishment
d. None of the above

Ans. c.

Hand over mouth technique was first described in 1920 by Dr Evangeline Jordan.

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Home is a type of aversive conditioning indicated in a child who is able to understand and cooperate but who exhibits defiant, obstreperous or hysterical behavior to dental treatment.

Contraindication

- Immature child
- When it prevents child from breathing
- When the dentist is emotionally involved with the child.

16. Rewarding a toy for good behavior is a type of:

a. Awarding
b. Positive reinforcement
c. Rewarding
d. a and b

Ans. b.

Contingency Management

- Based on BF Skinner's operant conditioning.
- The presentation of positive reinforcers or withdrawal of negative reinforcers is termed contingency management. It includes:
- Positive reinforcement
- Negative reinforcement
- Omission or time out
- Punishment

Types of reinforcers:

a. *Positive reinforcers*: Whose presentation increases the frequency of desired behavior.
b. *Negative reinforcers*: Contingent withdrawl increases the frequency of a behavior.
c. *Time-out (or) omission*: It is the withdrawl of the pleasant stimulus to reinforce good behavior.
d. *Punishment*: It is the presentation of the unpleasant stimulus to the child, e.g. voice control, hand over mouth exercise.

17. Extent to which one focuses on other's behavior is:

a. Acquisition
b. Assimilation
c. Attention
d. All of the above

Ans. c.

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1. Attention
   - Extent to which one focus on other's behavior
2. Retention
   - Our ability to retain a representation of other's behavior in memory
3. Production Processes
   - Our ability to actually perform the actions we observe
4. Motivation
   - Our need for the actions we witness; their usefulness to us

18. A child positively behaving after observing elder sibling is exhibiting:

a. Retention process
b. Attention process
c. Assimilation
d. Equilibration

Ans. a.

Principle of Social Learning Theories

1. Attention Process
   - A child cannot learn by observation if the child does not attend the essential feature of the model's behavior.
   - Factors related to gaining his attention involve the relevancy of the model's behavior to that of the observing child.
2. Retention Process
   - If the observer is to reproduce the model's behavior when the model is no longer present to serve as a guide the response pattern must be memorized and coded in symbolic form.
3. Motoric Production
   - The amount of observational learning that a child can exhibit depends upon the level of skills that the child has attained.
   - These skills must be coordinated and refined through self corrective adjustment based upon performance feedback.

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4. Reinforcement and Motivation
   - When positive incentives are provided, observational learning will be promptly translated over performance.
   - Therefore, the influence of modeling upon behavior will be weakened as a result of failure to observe the relevant activities.

19. Maslow gave "hierarchy of needs" was given in the year:

a. 1943 b. 1942 c. 1964 d. 1934

Ans. a.

Refer to ans no. 1.

20. Level 4 in hierarchy of needs is:

a. Air, water and sleep b. Safety and security
c. Self-esteem d. Self-actualization

Ans. c.

Hierarchy of Needs

- was given in the year 1943 by Abraham Maslow

Levels of Hierarchy of Needs

1. Level 1: Physiologic needs
   - Includes basic needs such as food and water along with air, sleep, clothing, etc. and must be satisfied before other needs.
2. Level 2: Safety needs
   - Both physical and psychological safety is necessary to meet these needs.
   - These are protection, stability, pain avoidance, etc.
   - Maslow believed that children need safety more than adults when they feel afraid.
3. Level 3: Love and belonging needs
   - These needs are also termed as social needs that include affection, acceptance and inclusion in integrated groups, the need for affection from parents, peers and other loved ones.
4. Level 4: Esteem needs
   - Includes self-respect and self-esteem which are the needs to be respected; to have self-respect and to respect others.

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- Humans include the need to be competent, to achieve, to be successful, and to be open, and independent

5. Level 5: Self-actualization needs
   - Maslow considered that a very small group of people reach a level called self-actualization, where all of their needs are met.
   - And it is described as a person finding their "passion or mission".

21. Borrowing trouble is:

a. Fear b. Anxiety c. Phobia d. Worry

Ans. d.

Fear

- It is defined as a painful feeling of impending danger, evil, trouble, etc. (Delbridge)
- Defined as a reaction to a known danger (Rubin)

Anxiety

- Denotes a state of apprehension that something dreadful is going to happen in relation to dental treatment and it is coupled with a sense of losing control

Phobia

- It represents a severe type of dental anxiety and is characterized by marked and persistent anxiety in relation either to clearly discrenible situations/objects (e.g., drilling objects) or to the dental situation in general.

Worry

- Usually described as "imaginary fear" or "borrowing table".

22. Imagined fear is a type of:

a. Subjective fear b. Objective fear
c. Real fear d. Both b and c

Ans. a.

Fear

Two types:

a. General fear - includes
   - Active or real fear (objective fear)
   - Imagined fear (subjective fear)

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b. Dental fear - includes
   - Fear of pain or its anticipation
   - Fear of betrayal
   - Fear of loss of control
   - Fear of the unknown
   - Fear of intrusion

23. The Psychoanalytical theory by S. Freud deals with the concept of child personality based on the interaction of:

a. Id
b. Ego
c. Super ego
d. All of the above

Ans. d.

Refer to ans no. 4.

24. The superego in the theory by Sigmund Freud acts as:

a. The source of gratification and pleasure
b. The control to id's pleasure seeking
c. Conscience and is idealistic
D. Unconscious and lacks unity of purpose

Ans. c.

Refer to ans no. 4.

25. Innate fear is fear and anxiety:

a. With stimuli
b. Without stimuli
c. Present always
d. None of the above

Ans. b.

26. Subjective fear is:

a. Fear transmitted to the individual by family, friends, etc.
b. Fear due to own experience and direct stimulation of sense organs
c. Fear that is present since birth
d. Acquired in-utero

Ans. a.

Subjective fear or Imagined fear

- Subjective fears are those based on feelings and attitudes that have been suggested to the child by others about him without the child's having had the experience personally.

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27. Ego represents:

a. Instincts
b. Social conscience
c. Self-conserve
d. None of the above

Ans. c.

Refer to ans no. 4.

28. Electra complex is seen in:

a. Boys b. Girls c. Both d. None

Ans. b.

Electra complex

- Seen in girls
- Girls have affection for their fathers

Oedipus complex

- Seen in boys
- Oedipus is named after the young man in greek killed his father and married his mother unaware of their true identities.

29. "Hierarchy of needs" theory of psychological development was given by:

a. Albert Bandura
b. Abraham Maslow
c. Ivan Pavlov
d. BF Skinner

Ans. b.

Refer to ans no. 1.

30. An irrational fear resulting in the conscious avoidance of a specific reared object, activity or situation:

a. Anxiety
b. Objective fear
c. Mania
d. Phobia

Ans. d.

Refer to ans no. 21.

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