

Contents

CHAPTER 1

Making a Difference in the Lives of Infants, Children, and Adolescents 3

- Case Study: Tonya 3
- Child Development as a Field of Inquiry 5
 - Three Developmental Domains 5
 - Effect of Contexts on Development 6
- Basic Issues in the Study of Development 6
 - Nature and Nurture 7
 - Universality and Diversity 9
 - Qualitative and Quantitative Change 10
- Theories of Child Development 11
 - Theoretical Perspectives of Development 13
 - Taking an Eclectic Approach 16
- Developmental Periods 18
 - Infancy (Birth–2 Years) 18
 - Early Childhood (2–6 Years) 19
 - Middle Childhood (6–10 Years) 20
 - Early Adolescence (10–14 Years) 21
 - Late Adolescence (14–18 Years) 22
- From Theory to Practice 23
 - Acquiring a Developmental Mind-set in Professional Practice 29
 - Maintaining the Mind-set over the Long Run 31
- Case Study: Latisha 33
- Summary 34

CHAPTER 2

Methods of Inquiry in Child Development 37

- Case Study: Michael 37
- Beliefs About Child Development 38
 - Common Ideas about Infants, Children, and Adolescents 38
 - Identifying and Confronting One's Beliefs 39
- Developmental Research Methods 43
 - Key Features in Developmental Research 44
 - Data Collection Techniques 46

- Developmental Research Designs 56
- Analyzing Research Studies 63
- Gathering Information During Professional Practice 65
 - Collecting Information from Children and Adolescents 65
 - Ethical Guidelines for Data Collection as a Practitioner 74
- Case Study: The Study Skills Class 76
- Summary 77

CHAPTER 3

Physical Development 79

- Case Study: The Softball League 79
- Nature and Nurture in Physical Development 80
 - Genetic Foundations 80
 - Environment and Its Interaction with Heredity 87
 - Implications of Genetic and Environmental Influences 89
- Principles of Physical Development 89
- The Brain and Its Development 93
 - Structures and Functions 94
 - Developmental Changes 97
 - Applications of Research on Brain Development 104
- Physical Development Across Childhood 105
 - Infancy (Birth–2) 105
 - Early Childhood (Ages 2–6) 109
 - Middle Childhood (Ages 6–10) 110
 - Early Adolescence (Ages 10–14) 111
 - Late Adolescence (Ages 14–18) 115
- Physical Well-Being 116
 - Eating Habits 116
 - Physical Activity 119
 - Rest and Sleep 122
 - Health-Compromising Behaviors 124
- Special Physical Needs 130
 - Chronic Illness 131
 - Serious Injuries and Health Hazards 132
 - Physical Disabilities 133
 - Accommodating Children's Special Physical Needs 133
- Case Study: Lucy 134
- Summary 135

CHAPTER 4**Cognitive Development 1: Piaget and Vygotsky 139**

- Case Study: Whale Watching 139
- Piaget's Theory of Cognitive Development 140
 - Key Ideas in Piaget's Theory* 141
 - Piaget's Stages of Cognitive Development* 144
 - Current Perspectives on Piaget's Theory* 153
 - Implications of Piaget's Theory and Post-Piagetian Research* 160
- Vygotsky's Theory of Cognitive Development 163
 - Key Ideas in Vygotsky's Theory* 164
 - Current Perspectives on Vygotsky's Theory* 167
 - Implications of Vygotsky's Ideas* 173
- Comparing Piaget and Vygotsky 177
 - Common Themes* 177
 - Theoretical Differences* 179
- Case Study: Adolescent Scientists 181
- Summary 183

CHAPTER 5**Cognitive Development 2: Cognitive Processes 185**

- Case Study: How the United States Became a Country 185
- Information Processing Theory 186
 - Key Ideas in Information Processing Theory* 186
 - Sensation and Perception* 188
 - Attention* 191
 - Working Memory* 193
 - Long-Term Memory* 194
 - Thinking and Reasoning* 196
 - Implications of Information Processing Theory* 198
- Development of Metacognition and Cognitive Strategies 200
 - Learning Strategies* 202
 - Problem-Solving Strategies* 204
 - Strategy Development as "Overlapping Waves"* 205
 - Metacognitive Awareness* 206
 - Self-Regulated Learning* 208
 - Epistemological Beliefs* 210
 - Interdependence of Cognitive and Metacognitive Processes* 211
 - Implications of Metacognitive and Strategic Development* 213
- Children's Construction of Theories 216
 - Children's Theories of the Physical World* 218
 - Implications of Theory Theory* 219
- Neo-Piagetian Approaches to Cognitive Development 220
 - Key Ideas in Neo-Piagetian Theories* 220
 - Development of Central Conceptual Structures: Case's Theory* 221
 - Implications of Neo-Piagetian Theories* 224
- Adding a Sociocultural Element to Information Processing Theory 225
 - Intersubjectivity* 226
 - Social Construction of Memory* 226
 - Joint Use of Cognitive Strategies* 227
 - Implications of a Sociocultural Approach to Information Processing* 228
- Critique of Contemporary Approaches to Cognitive Development 228
- Exceptionalities in Information Processing 229
 - Learning Disabilities* 229
 - Attention-Deficit Hyperactivity Disorder* 231
 - Autism* 232
 - Working with Children Who Have Information Processing Difficulties* 233
- Case Study: The Library Project 234
- Summary 234

CHAPTER 6**Intelligence 237**

- Case Study: Gina 237
- Defining Intelligence 238
- Theoretical Perspectives of Intelligence 238
 - Spearman's g* 239
 - Cattell's Fluid and Crystallized Intelligence* 239
 - Gardner's Multiple Intelligences* 240
 - Sternberg's Triarchic Theory* 240
 - Distributed Intelligence* 242
- Measuring Intelligence 243
 - Tests of General Intelligence* 243
 - Specific Ability Tests* 249
 - Dynamic Assessment* 249
 - Assessing the Abilities of Infants and Young Children* 249
- Hereditary and Environmental Influences on Intelligence 251
 - Evidence for Hereditary Influences* 251
 - Evidence for Environmental Influences* 252
 - How Nature and Nurture Interact in Their Influence* 255
- Developmental Trends in IQ Scores 256
- Group Differences in Intelligence 257
 - Socioeconomic Differences* 259
 - Gender Differences* 260
 - Ethnic and Racial Differences* 260
- Critique of Current Perspectives on Intelligence 262
- Implications of Theories and Research on Intelligence 264
- Exceptionalities in Intelligence 266
 - Giftedness* 267
 - Mental Retardation* 270
- Case Study: Fresh Vegetables 273
- Summary 274

CHAPTER 7**Language Development 277**

- Case Study: Mario 277
- Theoretical Perspectives of Language Development 278
 - Early Theories: Modeling and Reinforcement 278
 - Nativism 279
 - Information Processing Theory 281
 - Sociocultural Theory 282
 - Functionalism 284
 - Critiquing Theories of Language Development 285
- Trends in Language Development 287
 - Semantic Development 287
 - Syntactic Development 291
 - Development of Listening Skills 295
 - Development of Speaking Skills 298
 - Development of Sociolinguistic Behaviors 303
 - Development of Metalinguistic Awareness 307
- Development of a Second Language 310
 - The Timing of Second-Language Learning 310
 - Bilingualism 311
 - Approaches to Teaching a Second Language 312
- Diversity in Language Development 313
 - Gender Differences 313
 - Socioeconomic Differences 313
 - Ethnic Differences 314
- Exceptionalities in Language Development 315
 - Speech and Communication Disorders 315
 - Sensory Impairments and Language Development 317
- Case Study: Boarding School 319
- Summary 319

CHAPTER 8**Development of Literacy:
Reading and Writing 323**

- Case Study: Phyllis and Benjamin Jones 323
- Theories of Literacy Development 324
 - The Information Processing Perspective 324
 - The Whole-Language Perspective 325
 - The Sociocultural Perspective 325
 - Critiquing Theories of Literacy Development 326
- Literacy in the Early Years 327
 - Emergent Literacy 328
 - Effects of Early Literacy Experiences 329
- Development in Reading 329
 - Development of Phonological Awareness 329
 - Development of Word Recognition 331
 - Development of Reading Comprehension 333
 - Chall's Stages of Reading Development 334
 - Approaches to Reading Instruction 338
 - General Strategies for Promoting Reading Development 341

- Development in Writing 344
 - Development of Handwriting 345
 - Development of Spelling 345
 - Development of Composition Skills 347
 - Development of Syntax and Grammatical Rules 349
 - Development of Metacognitive Processes in Writing 349
 - General Strategies for Promoting Writing Development 351
- Developing Literacy in a Second Language 353
- Diversity in Literacy Development 354
 - Gender Differences 354
 - Socioeconomic Differences 354
 - Ethnic Differences 355
 - Cross-Linguistic Differences 355
- Exceptionalities in Reading and Writing Development 356
 - Dyslexia 357
 - Writing Disabilities 357
 - Helping Children and Adolescents with Reading and Writing Disabilities 357
- Reading and Writing as Facilitators of Cognitive Development 358
- Case Study: The Texas Tutoring Program 359
- Summary 360

CHAPTER 9**Personal and Emotional Development 363**

- Case Study: Mary 363
- Early Attachments 364
 - Developmental Course of Attachments 365
 - Individual Differences in Infants' Attachments 366
 - Origins of Attachment Security 367
 - Multiple Attachments 369
 - Attachment Security and Later Development 370
 - Professional Implications of Attachment Research 371
- Emotional Development 374
 - Developmental Changes in Emotions 374
 - Individual Differences in Temperament and Personality 379
 - Group Differences in Emotions 383
 - Promoting Children's Emotional Development 385
 - Emotional Problems in Children and Adolescents 388
- Development of a Sense of Self 391
 - Factors Influencing Self-Perceptions 392
 - Developmental Trends in Children's Self-Perceptions 392
 - Development of the Self During Childhood and Adolescence 394
 - Group Differences in Self-Perceptions 401
 - Enhancing Children's Sense of Self 405
- A Life-Span Approach to Personal and Emotional Development: Erikson's Theory 407
 - Critiquing Erikson's Theory 410
- Case Study: The Girly Shirt 410
- Summary 411

CHAPTER 10**Social Understanding and Moral Development 413**

- Case Study: Tom 413
- Social Cognition 414
 - Theory of Mind 415
 - Person Perception 419
 - Social Perspective Taking 420
 - Social Information Processing 421
 - Fostering the Development of Social Cognition 423
- Conceptions of Society and Social Groups 425
 - Awareness of Social Conventions 425
 - Conceptions of Neighborhoods and Communities 426
 - Conceptions of Political Systems 427
 - Conceptions of Economic Systems 428
 - Social-Cognitive Bias and Prejudice 429
 - Enhancing Children's Conceptions of Society and Social Groups 431
- Moral Development 433
 - Approaches to the Study of Moral Development 434
 - Developmental Trends in Morality 437
 - Development of Moral Reasoning: Kohlberg's Theory 440
 - Factors Affecting Moral Development 445
 - Diversity in Moral Development 447
 - Promoting Moral Development 449
- Case Study: Joan 452
- Summary 452

CHAPTER 11**Development of Motivation and Self-Regulation 455**

- Case Study: Making Kites 455
- Behaviorist Perspectives of Motivation 456
 - Trends in Children's Responses to Reinforcers 457
- Social Cognitive Perspectives of Motivation 458
- Trait Perspectives of Motivation 460
 - Need for Affiliation 460
 - Need for Approval 461
 - Achievement Motivation 462
- Cognitive Perspectives of Motivation 462
 - Development of Intrinsic Motivation 463
 - Development of Goals 466
 - Development of Attributions 469
- Critiquing Theories of Motivation 474
- Fostering Motivation in Children and Adolescents 475
- Development of Self-Regulation 480
 - Theories of Self-Regulation 481
 - Developmental Trends in Self-Regulation 483
 - Conditions That Foster Self-Regulation 484
 - Promoting Self-Regulation 485

- Effects of the School Environment 487
 - The Role of Schools in Socialization 489
 - Effects of Classroom Climate 489
 - Teacher Expectations: A Self-Fulfilling Prophecy? 491
 - Creating a Sense of Community in Classrooms and Schools 494
- Case Study: Derrika 495
- Summary 496

CHAPTER 12**Families 499**

- Case Study: Cedric and Barbara Jennings 499
- Socialization in the Family 500
 - Theoretical Perspectives 501
 - Diversity in Socialization 505
- Family Structures 508
 - Mothers and Fathers 509
 - Divorced Parents 510
 - Single Parents 511
 - Parents and Stepparents 512
 - Extended Family 513
 - Adoptive Parents 514
 - Foster Care 514
 - Other Heads of Family 515
 - Implications of Diverse Family Structures 516
- Influences Within Families 518
 - Families' Influences on Children 518
 - Children's Influences on Families 520
 - Siblings' Influences on One Another 522
 - Parents' Employment 523
 - Families as Little Schoolhouses 525
 - Risk Factors in Families 527
- How Parents Conceptualize Childhood 529
 - Diversity in Parents' Ideas 529
 - Origins of Parents' Ideas 530
 - Contrasting Perspectives of Parents and Professionals 531
- Partnerships with Families 532
 - Communicating with Families 534
 - Encouraging Family Involvement in Children's School Activities 537
 - Supporting Families on the Home Front 539
- Case Study: Four-Year-Old Sons 543
- Summary 543

CHAPTER 13**Interpersonal Relationships 547**

- Case Study: Aqeelah, Kelly, and Johanna 547
- Development of Interpersonal Behaviors 548
 - Prosocial and Aggressive Behavior 549
 - Interpersonal Behaviors at Different Ages 558
 - Group Differences in Interpersonal Behaviors 565
 - Fostering Effective Interpersonal Skills 566

Peer Relationships 570
Functions of Peer Relationships 570
Popularity and Social Isolation 571
Friendships 572
Larger Social Groups 576
Supporting Peer Relationships 579

Romantic Relationships and Sexuality 581
Dating 583
Sexual Intimacy 584
Sexual Orientation 585
Addressing Sexuality Issues in Group Environments 586

Case Study: Aaron and Cole 590
 Summary 591

CHAPTER 14

Growing Up in Context 595

Case Study: The New School 595

Culture and Ethnicity 596
Ethnicity and Race 597
Children's Ethnic Worlds 598
Ethnicity, Immigration, and Social Change 599
Developmental Issues for Children from Diverse Cultural Backgrounds 601
Integrating Culture and Ethnicity into Professional Practice 603

Historical Era 609

Religious Affiliation 610
Fowler's Stages of Faith 611
Religion in Schools and Other Settings 613

Socioeconomic Status 614
Poverty 615
Resilience 617
Working with Children and Adolescents from Low-Income Families 618

Neighborhood and Community 620
Types of Communities 622
Promoting Community Ties 624
Providing Community Support for Children and Adolescents 625

The Media 635
Television 637
Computers, the Internet, and New Technologies 639
Implications of Television and Technology for Children 640

A Place for Professionals in Children's Lives 641
 Case Study: Frank 642
 Summary 644

Glossary G-1

References R-1

Photo Credits P-1

Name Index N-1

Subject Index S-1

OBSERVATION GUIDELINES

Characteristics to look for in children and adolescents: illustrative examples, and recommendations for professionals

Watching and Listening to Children 67

Assessing Physical Development During Infancy 109

Assessing Health Behaviors of Youngsters 130

Assessing Cognitive Advancements in Infants and Toddlers 147

Assessing Reasoning Skills 159

Observing Young Children's Play Activities 174

Assessing Cognitive Processing and Metacognitive Skills 230

Seeing Intelligence in Children's Daily Behavior 266

Identifying Cultural Differences in Sociolinguistic Conventions 304

Assessing Emergent Literacy in Young Children 330

Assessing Young Children's Attachment Security 368

Assessing the Emotions of Children and Adolescents 375

Noticing Temperament in Infants and Toddlers 381

Using Selman's Levels to Assess Social Perspective Taking 423

Identifying Aspects of Intrinsic Motivation 465

Identifying Family Conditions 523

Estimating Children's Social Acceptance Among Peers 573

Identifying Cultural Practices and Beliefs 606

BASIC DEVELOPMENTAL ISSUES

Examinations of three core developmental issues: nature and nurture, universality and diversity, and qualitative and quantitative change

Illustrations in the Three Domains 12

Physical Development 94

Contrasting Piaget and Vygotsky 181

Contrasting Three Theories of Cognitive Development 225

Contrasting Theories of Intelligence 244

Contrasting Contemporary Theories of Language Development 285

Contrasting Perspectives of Literacy Development 327

NOTE: Every effort has been made to provide accurate and current Internet information in this book. However, the Internet and information posted on it are constantly changing, so it is inevitable that some of the Internet addresses listed in this textbook will change.