

Second Edition

Child & Adolescent Development for Educators



Judith L. Meece

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Judith L. Meece

*University of North Carolina
at Chapel Hill*



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CHILD AND ADOLESCENT DEVELOPMENT FOR EDUCATORS

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Child and Adolescent Development for Educators



About the Author

Judith L. Meece is professor of education at the University of North Carolina-Chapel Hill, where she teaches in the School of Education. *Child and Adolescent Development for Educators* draws on over 20 years' experience in teaching child and adolescent development courses to pre-service teachers and graduate students. Before coming to Chapel Hill, Meece taught at Purdue University and completed a post doctoral fellowship at the Learning Research and Development Center of the University of Pittsburgh.



She received her PhD in educational psychology from the University of Michigan in 1981. Meece's research focuses on academic motivation, gender differences in mathematics and science achievement, and teachers' beliefs about children's development. She has authored or coauthored numerous articles and chapters on these topics. Currently, she serves on the editorial board of the *Educational Psychologist* and *Journal of Early Adolescence*. She also is helping to design a gender-specific educational and treatment program for female juvenile offenders in North Carolina and working on two new books—one on children's development in multiple contexts and the other on schooling and development.

For Cheryl, Dean, and Julie

of teaching as well, with a third of the text devoted to cognitive and language development. The importance of social and cultural context on development is also emphasized throughout the book.

COVERAGE AND ORGANIZATION

The text takes a topical approach. The content is focused on those topics of most interest to educators—cognitive development, literacy, social and emotional development, children with special learning needs, and family involvement in education. Because of its teaching focus and modest price, it can be used as a core text with supplemental readings and materials.

The text is organized into nine chapters. Chapter 1 stresses the importance of studying children's development in education and provides an overview of the theories and the methods used in child development research. This chapter emphasizes the important role that schools and teachers play in children's development. Chapter 2 examines children's physical development, with a focus on brain development, puberty, genetic and environmental risk factors, and special health concerns in childhood and adolescence. A special section discusses the implications of brain research for education. There are two chapters on cognitive development, and each provides suggestions for using cognitive theories in the classroom. Chapter 3 focuses on Piaget's cognitive development theory and Vygotsky's sociocultural theory. Both theories serve as theoretical foundations for constructivist approaches in education. Chapter 4 presents information processing and psychometric approaches to understanding children's intellectual development and discusses how individual variations in cognitive development are measured and explained. A special section focuses on the influence of television and computers on children's learning.

The focus of Chapter 5 is children's language and literacy development, and new approaches to teaching reading and writing are highlighted. This chapter also contains information on literacy development in non-English-speaking children. Chapter 6 presents a comprehensive introduction to the development of children with special learning needs. The chapter is organized by the prevalence of different exceptionalities in the school population, beginning with high-prevalence conditions such as learning disabilities, communication disorders, attention deficit hyperactive disorder, and so on.

The last three chapters focus on children's emotional and social development and the role of the peers and families in development.

Preface

My decision to write *Child and Adolescent Development for Educators* was motivated by a desire to create positive school environments for children and adolescents. Young people spend more than 15,000 hours in some form of school setting. Research now shows that the experiences and interactions they have in those settings have a lasting influence on almost every aspect of their development. Moreover, for many young people today, schools play an influential role in protecting them from the adverse effects of poverty, dangerous neighborhoods, or difficult home environments.

This development text also grows out of my work as an educator and researcher. I have more than 20 years of experience teaching child and adolescent development courses to education students. Until my first edition was published, I relied on child and adolescent texts written for psychology students. Although there are many fine texts available, few focus on children's development in school settings. As an educational researcher, I was aware of a growing research literature on the effects of schools on child and adolescent development, and the many ways this research can be applied in educational settings. Thus, I wrote the first edition of *Child and Adolescent Development for Educators* with the idea of designing a text appropriate for educators but including a strong research base on schooling and development. Most important, I wanted to write a development text that would reflect the important role of teachers and schools in children's lives. It was the first book of this type in education.

OVERALL APPROACH: A DEVELOPMENT TEXT FOR FUTURE TEACHERS

Child and Adolescent Development for Educators is a text written for teachers. It presents the content future teachers need to know in order to understand the development of their students. From its inception, this book was designed to meet the special needs of teacher education students. For example, in addition to focusing exclusively on school-age development, each chapter opens with a school or classroom vignette that sets the stage for the material that follows and then punctuates each discussion with an abundance of school and classroom examples. The Focus on Research and Focus on Teaching features show students how to connect and apply developmental research to the classroom and provide them with extended classroom examples. In addition, each chapter concludes with an assortment of observation, interview, and reflection activities designed to apply key topics. Topic coverage reflects the realities

Chapter 7 addresses the development of emotional competence, conceptions of the self, and motivation. It begins with an overview of Erikson's theory of psychosocial development, and each section concludes with a set of suggestions for how teachers can help to foster emotional competence, positive self-conceptions, and academic motivation. Chapter 8 turns to children's social understanding and relations, focusing on the development of social cognition, peer relations, peer groups, and moral development. The chapter addresses how educators can create a caring and supportive environment that promotes social understanding and acceptance. The final chapter, Chapter 9, is devoted to the important role of the family in children's development, including a discussion of family diversity and transitions. For educators, it includes important information on child care, helping children cope with divorce, and child maltreatment. Most important, the chapter concludes by suggesting some ways educators can form partnerships with parents and other family members.

NEW TO THE SECOND EDITION

The first edition of *Child and Adolescent Development for Educators* was embraced by instructors of future teachers because of its emphasis on classroom application and the content that teachers need to know. The second edition was based on substantial feedback from instructors using the text as well as other instructors of education majors. All of the feedback was closely considered and used to revise the text to best meet the needs of instructors of future teachers.

Key revisions included in the second edition include:

Two New Chapters: Two chapters are added to the second edition. The coverage of personal, social, and moral development is expanded and divided into two chapters—Chapter 7: Self-Concept, Identity, and Motivation and Chapter 8: Peer Relations and Moral Development. A new chapter, Chapter 9: The Family: Partners in Education, is also included.

Expanded Content and Depth: Each chapter is heavily revised to ensure complete coverage of topics future teachers need to understand. At least two or three new sections are added to each chapter. Specific added content includes new research on brain development, early puberty in girls, play, social cognition, computers and learning, language-minority students, development precursors of learning disabilities, emotional competence, ethnic identity development, peer groups, quality preschool

programs, teacher-student relations, family influences on development, and parental involvement in education. The text is also expanded to include more information on early childhood and adolescent development.

New Pedagogical Features: Two pedagogical features new to the text are Focus on Teaching and Focus on Development. Focus on Teaching features classroom applications, and Focus on Development serves as a chronological summary to aid students' understanding of key developmental concepts.

Full-Color Design and Visual Program: A new interior design uses full color, 50 photos, and numerous figures to engage students. The resulting *Child and Adolescent Development for Educators* is now one of the most attractive development texts available!

Updated and Expanded Scholarship: The scholarship of the first edition is updated and expanded to reflect new studies. Approximately 30 to 40 references added to each chapter ensure a comprehensive and current research base. The relevant Focus on Research feature and the solid foundation of scholarship that supports the text make *Child and Adolescent Development for Educators* the most research-based development text for educators.

A Wealth of Supplements: A new supplements program to the text meets additional needs of the instructor and the student. Key supplements include an instructor's manual and test bank, an Online Learning Center at www.mhhe.com/meece that includes numerous instructor resources and a student study guide, and a *Making the Grade* CD-ROM with practice tests that is packaged with each new copy of the text. Also available through McGraw-Hill is *Understanding Children: An Interview and Observation Guide for Educators*, a text by Denise Daniels, Florence Beaumont, and Carol Doolin.

Improved by the above revisions, *Child and Adolescent Development for Educators* remains brief and affordable.


SUPPORTING STUDENT LEARNING


The second edition maintains the same *student-friendly writing style* as the first edition. The pedagogical structure was developed to support and guide the student's learning. Each chapter begins with an *outline* listing the key

topics covered in the chapter. An *opening vignette* set in a school or classroom invites the student into the chapter by providing an immediate engagement. *Focus on Development* boxes provide chronological summaries to help clarify types of development. *Key ideas* are listed in the margins and bolded *key terms* help students focus on the most important aspects of the chapter. At the end of the chapter, a comprehensive *summary* and *listing of key terms* with page references aid the student's review.

APPLIED FEATURES

Several features were developed to encourage students to apply the developmental theory they read about. Each chapter contains a section or two that discusses the educational implications and applications. Several charts and tables are included that also describe educational implications for the various theories discussed. A set of activities at the end of each chapter provides opportunities for the student to use and apply the learning material as well.

 *Focus on Research* features summarize developmental research and show how the research can be applied—and the importance of the application—to the classroom.

 *Focus on Teaching* boxes provide students with a look inside classrooms, give examples of how teachers approach different situations, and take a look at the role development plays in the classroom setting.

SUPPLEMENTS

The second edition of the text is accompanied by an extensive supplements program developed to support both the instructor and student.*

FOR THE INSTRUCTOR

Instructor's Manual and Test Bank

The new instructor's manual and test bank provides the instructor with additional resources, as well as traditional support. The test bank is also available on a dual-platform CD-ROM.

*The following supplements are available. Please contact your sales representative for more information.



www.mhhe.com/meece

The Online Learning Center provides numerous instructor resources including *text-specific PowerPoint slides*; suggested research topics; and supplemental lecture topics, activities, critical thinking exercises, and audio-visual suggestions *in addition* to those found in the instructor's manual.

PageOut

Create your own course website! Simply plug your course information into a template and click on one of 16 designs, and you can create your own professional-looking website. Powerful features include an interactive course syllabus that lets you post content and links, an online gradebook, lecture notes, bookmarks, and even a discussion board where students can discuss course-related topics.

Also available for the instructor are the **McGraw-Hill Overhead Transparencies for Child Development** and the McGraw-Hill *Video Cases in Human Development: Childhood*.

FOR THE STUDENT

Making the Grade Student CD-ROM

This CD-ROM is packaged for free with each new copy of the text. It includes *practice quizzing* for each chapter; a *Learning Styles Assessment* to help students understand how they learn and, on the basis of that assessment, how they can use their study time most effectively; and two *guides to the Web*. The *Internet Primer* explains the essentials of online research, including how to get online and then find information once you are there. The *Guide to Electronic Research* guides students through Web-based information databases and explains how to evaluate the quality of information gathered online.

The Online Learning Center provides students with a *student study guide* that includes: a chapter outline, objectives, a chapter overview, multiple choice questions, matching questions, essay questions, key terms, a key terms practice exercise, a critical thinking exercise, annotated Web links, and additional resources.

One such additional resource, *Understanding Children: Interview and Observation Guide for Educators* by Denise Daniels, Florence Beaumont, and Carol Doolin, provides guidelines observing children in the school setting. Each chapter includes several observation activities and sample

forms, and concludes with a “Tips for Teachers” section that discusses the implications of the observations for the future teacher.

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Judith L. Meece

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