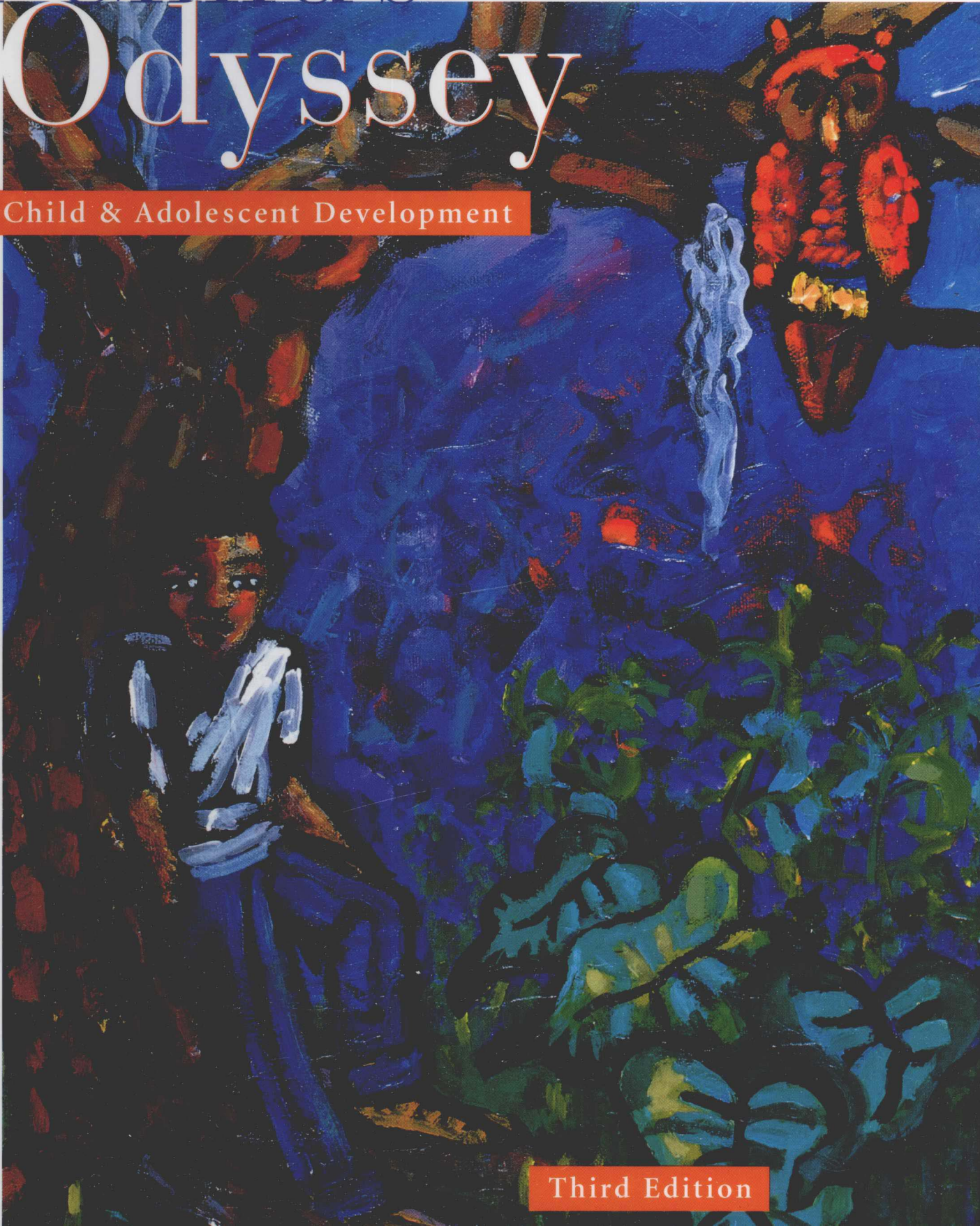


Paul S. Kaplan

A Child's Odyssey

Child & Adolescent Development



Third Edition


A Child's Odyssey

Child and Adolescent Development

T H I R D E D I T I O N

Paul S. Kaplan

Suffolk County Community College and
The State University of New York at Stony Brook

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To my children:

Stacey, Amy, Jodi, and Laurie

Four of a kind

Each unique

About the Author

Paul S. Kaplan graduated from City College of New York and earned his Doctorate from New York University. He completed additional graduate work at the State University of New York at Stony Brook. He is a professor of psychology at Suffolk County Community College and also teaches at the State University of New York at Stony Brook. Dr. Kaplan was recently awarded the New York State Chancellor's Award for excellence in teaching. He has written a number of books in the areas of child development, human development, and the child with exceptional needs. He often speaks to professional and community groups and is active in the community. Dr. Kaplan is married with four daughters, to whom this book is dedicated, and one grandchild, Zachary.

A Child's Odyssey

THIRD EDITION

Preface

It is amazing how much the development of a child from birth to adulthood is similar to a journey. As one plans a journey, so parents plan for their children. Just as children make more of their own decisions with age, so do travelers make more decisions on their own as they gain experience. Just as the person on a journey is faced with challenges and tasks, so is the developing child faced with many age-related challenges and tasks. Just as there is a sense of adventure and mystery in an odyssey, so is the child's developmental odyssey filled with a sense of wonder, mystery, and adventure. Just as there is more than one way to get from one place to another, research shows that there are many ways to develop a healthy sense of self, good interpersonal relationships, a strong body, and competent intellectual abilities. Just as traveling companions influence the quality of an individual's experience on a journey, so do the child's parents, siblings, extended family, friends, and teachers influence the child's odyssey.

This third edition of *A Child's Odyssey* is substantially changed from the second edition. However, it still offers the balance of scientific research, the sense of empathy with the individual, and the even-handed approach to controversial issues that made it special. The third edition has been thoroughly updated with many new features and new areas of content added.

One of the strengths of the previous editions was their extensive variety of pedagogical devices. In this text, some of the original devices have been retained and several new ones added. Each chapter begins with motivational true-false questions. Within each chapter, a special feature entitled "The Child in the 21st Century" focuses on the challenges and issues facing children at the beginning of the new century. Another feature, called "Action/Reaction," invites the reader to consider a scenario in which concepts learned in the text may be used to analyze an issue or a challenge faced by a particular child or family.

A new feature entitled "Guideposts" alerts the reader to the most important points in the text. The new "Review" feature allows readers to demonstrate their understanding of the key concepts and terms covered in the chapter. A feature entitled "For Your Consideration" presents a number of thought-provoking questions that encourage readers to think critically about issues. The "Trends" feature points out changes occurring in children's health and educational achievement as noted by two major government initiatives in these areas. A "Datagraphic" feature offers pictorial views of demographic changes. All key terms are highlighted by bold print, and the definition is provided on the same page. A glossary is also found at the end of the book. A point-by-point chapter summary appears at the conclusion of each chapter. In addition, many new figures and tables have been added. All these pedagogical features are designed to help the reader focus on the most important points and to apply the material to actual situations and issues.

This third edition contains much new material. Two general changes can be easily noted from a casual look at the text. First, there is much more material concerning cultural perspectives in the body of the text. Second, since many child development specialists take a more contextual view, emphasizing the importance of understanding the child developing in multiple contexts, references to this are found throughout the text. A new section entitled "Atypical Development" emphasizes such areas as eating disorders, stress, early intervention for infants and toddlers with disabilities, and children with learning disabilities, attention-deficit/hyperactivity disorder and mental retardation.

Although all sections of the text have been updated, many new areas have been added. Careful attention has been given to the length of the text, and through rewriting and judicious editing, the addition of material has not substantially increased the page count. In Chapter 1, an introduction to the concept of multiple contexts, including culture and subculture, is given. In addition, attention is given to quasi-experimental designs and time-lag and sequential designs. The theories chapter has been reorganized to present Vygotsky's sociocultural theory and Bronfenbrenner's ecological theory as well as a section on new trends in child development. Our understanding of genetics is changing rapidly, and Chapter 3 contains new material on the Genome Project, on twin and adoption studies, and on models of genetic/environmental interaction. In Chapter 4, "Prenatal Development and Birth," new material on technology and reproductive alternatives, on the father's role, and on the effects of cocaine is included.

The chapters on infancy and toddlerhood reflect our growing appreciation of the abilities of infants and toddlers. New material on neonate and infant sensory abilities, infant health, sudden infant death syndrome, dynamic systems theory of motor development, the needs of toddlers, modern views of Piaget's sensorimotor stage, culture and emotions, advances in attachment theory, the father-child relationship, and new research on day care has been added along with new material on culture and early language usage.

Chapters 8 and 9 cover early childhood, and offer more on nutrition, children's health, handedness, brain development, language development including private speech, self-concept, magical thinking, preschool education, the only child, subculture and discipline, child-rearing strategies in different cultures, child abuse, and exposure to violence. Chapters 10 and 11 look at middle childhood and introduce new material on health education, participation in organized sports, the elementary school experience, gender differences in the school experience, homelessness, aggression, and prosocial behavior.

The chapters covering adolescence include much new research on nutrition and physical activity in adolescence, postformal operational reasoning, religious beliefs, the development of the self-concept and self-esteem in adolescence, new perspectives on the parent-adolescent relationship, behavioral and emotional autonomy, and new perspectives on risk-taking, teenagers and employment, drug use, violence, values, acquaintance rape, sex education, and homosexuality. There is also expanded coverage of the junior and senior high school experience, on the experience of males and females, and adolescents from different minority groups.

Ancillaries

Ancillaries for this edition include the following:

Study Guide: The Study Guide contains study questions and a review for each chapter, important terms and concepts, practice tests in both multiple-choice and true-false formats, and activities to accompany each chapter.

Instructor's Manual: The Instructor's Manual contains chapter learning objectives, lecture notes, discussion questions, case studies, suggestions for teaching, suggested activities for students, and transparency masters.

Test Bank: The Test Bank contains approximately 1,200 multiple-choice questions and 150 essay questions, with correct answers and page references to the main text. The test bank is available electronically in both Macintosh and Windows formats as well as in hard-copy form.

Film and Video Library: Instructors may choose from a variety of programs from *Films for the Humanities and Sciences* and from the *Annenberg/CPB Discovering Psychology* series.

Web Site: The Web Site provides several useful Internet links and additional study questions to accompany each chapter. Students and instructors can access the web resources through <http://psychology.wadsworth.com>

Acknowledgments

Listing only the author's name on the cover of a book is somewhat misleading, for the text you see before you is truly a team effort. Developmental editors, production editors, reviewers, artists, and many other professionals who often go unappreciated are involved. I have had the great fortune to deal with excellent editors; Peter Marshall at West Publishing Company and Stacey Purviance at Wadsworth. In addition, I would like to thank the many other people at Wadsworth who have helped make this third edition of *A Child's Odyssey* a reality.

I also want to express appreciation for the time and effort invested by the authors of the various ancillary books, including Elizabeth Rider (Elizabethtown College), Stephen Buggie (University of New Mexico—Gallup Campus), and Michael L. Jaffe (Kean University). In spite of tight schedules, they all did excellent work.

The quality of a textbook depends greatly on the quality of the prepublication reviews by psychology professors around the country. The professional reviewers listed below deserve special acknowledgment for their constructive criticisms that led to many improvements in this book. I am very grateful to all of them.

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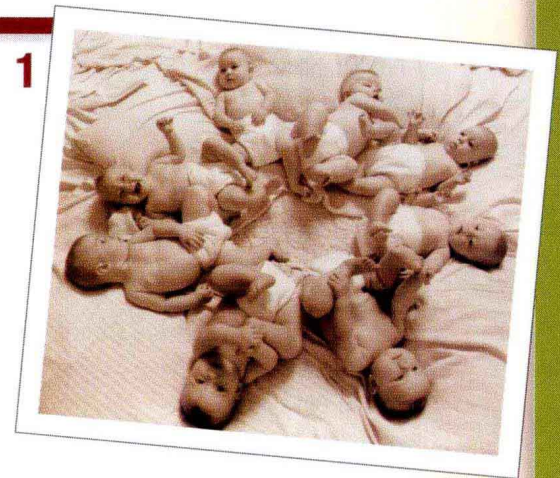
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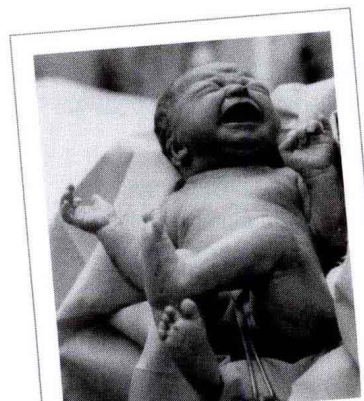
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