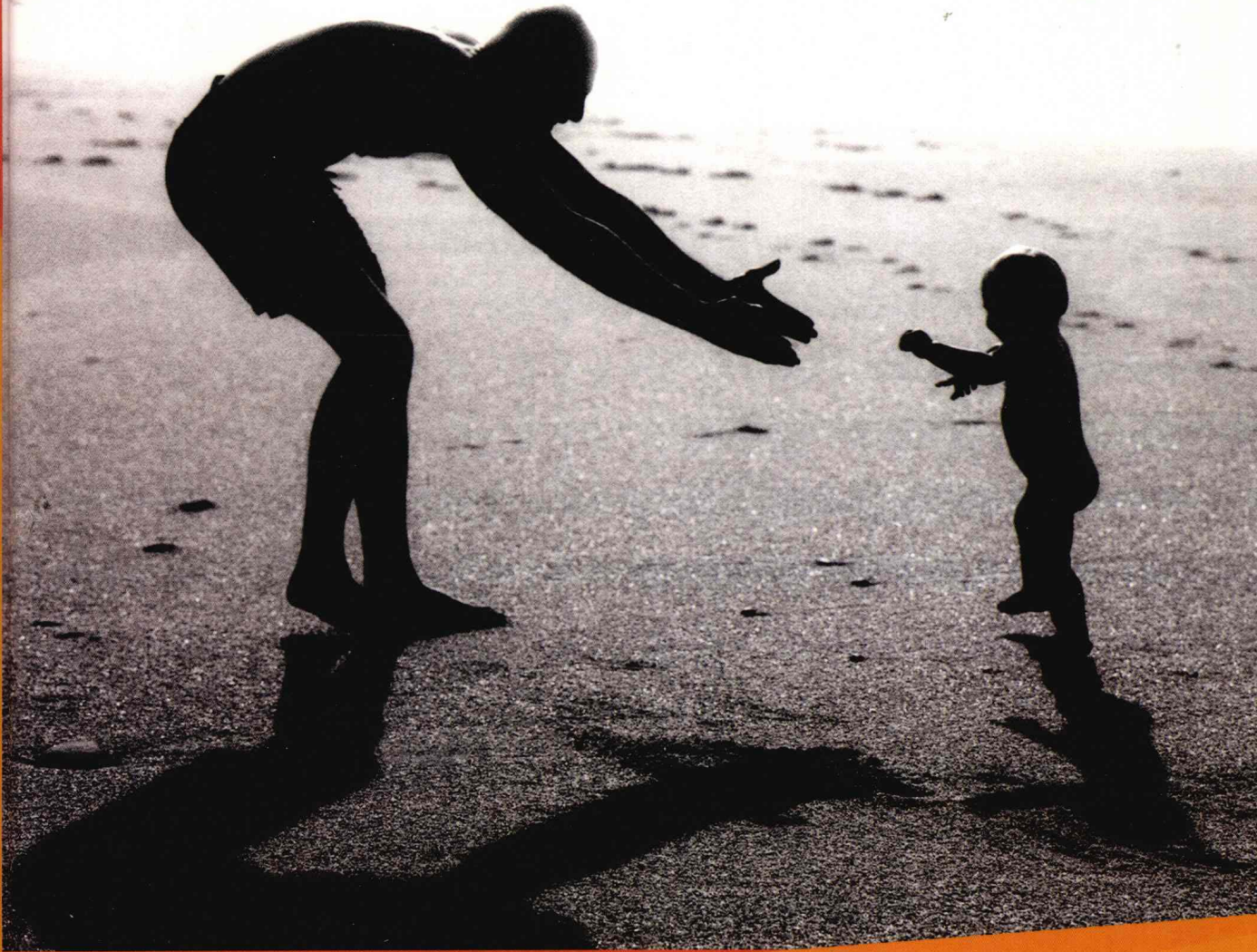


CARL P. GABBARD



Lifelong Motor Development

Fifth Edition

Lifelong Motor Development

CARL P. GABBARD

Texas A&M University



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to the student

Once again I want to address you in this special section, because I realize not all students are overwhelmed at the notion of reading the preface of a college text. The fifth edition of *Lifelong Motor Development* is a study in one of the most fascinating and relevant subjects you will encounter. What could be more interesting than understanding human behavior across the life span—a look back and, perhaps more intriguing, a glance at days to come? This text is a window into the dynamics of one of our most natural, joyful, and important behaviors—movement! You are about to begin a fascinating journey through the study of motor behavior and the marvelous machine that controls it from its prenatal beginnings to older adulthood. Let the journey of a lifetime begin!

Carl Gabbard

P.S.: Hints for success—read, know the objectives and key terms, work with a study group, and use the website resources. That is all there is to it!

p r e f a c e

The fifth edition of *Lifelong Motor Development* is the most comprehensive research-based text of its kind. The ***developmental systems perspective*** provides a unique framework for the study of life-span motor behavior and the development of coordinated movement—the study of *perception to action*. With this approach, students are provided information from multiple perspectives, from which a broader and more in-depth understanding of development may be acquired. The *developmental systems perspective* advocates that development is the product of dynamic interacting processes between the various biological systems and environmental contexts. This approach incorporates (for example) Gibson’s ecological theory, dynamic systems theory, Newell’s (constraints) model, and the latest environmental perspectives.

For the instructor and student, note is given to how chapter objectives conform to recently published Undergraduate Motor Development Competencies by the National Association for Sport and Physical Education. Visit www.aw.com/gabbard to view the correlation table.

Highlights of the fifth edition include the following:

- Previous users will find this edition more concise and reader-friendly. For example, Chapter 1 includes a revised definition of motor development in light of contemporary views and a simpler organization of important theories and their association with motor development.
- New and expanded coverage of
 - Newell’s (constraints) model and its application in observing motor behavior across the life span
 - brain development and motor behavior
 - the role of genetics in regulating growth and development
 - development of postural control
 - exercise physiology in children (new section on thermoregulation)
 - physical activity and physical fitness
 - nutrition (new sections for under- and overnutrition)
 - youth sports
 - motor assessment for older persons
- Throughout the text, more focus has been given to the “lifelong” concept by expanding the information on advanced aging.
- More *Think About It* critical thinking questions, which are located strategically in the margins to encourage the student to reflect on previous material and experience and to create new lines of inquiry.

- New to this edition is the *Focus on Application* feature, which highlights real-world issues and practical observations of relevance to the future professional. Topics include: water baby programs, growth hormone therapy for children, youth sport coach certification, the importance of recess, and more.
- Throughout the text, more emphasis on application, using examples to illustrate research findings and theoretical ideas.
- Also new with this edition is an interactive *website* devoted to the student and instructor. Features include quizzes, lab and field experiences, chapter summaries, and more.

Basic Organization

Lifelong Motor Development presents a topical and chronological approach to the study of human motor development. Although there are good arguments for using either format entirely, the intent is to provide the student with a multidimensional perspective. The topical sections offer a rich feel for the interrelatedness of the lifelong developmental process. On the other hand, conceptualizing life-span development within a framework for study and placement of significant events necessitates a “general” time-related continuum; this text provides such a developmental framework.

The basic organization of the text is not different from that of the previous edition. For first-time users (in brief), *Lifelong Motor Development* is divided into 6 parts. Part One consists of a single chapter that presents a multidisciplinary overview of lifelong human development with emphasis on basic developmental principles, terms, issues, and theoretical approaches. Also provided is a conceptual model of the phases of motor behavior used as the framework for the material presented in Part Four, “Motor Behavior Across the Life Span.” Part Two is devoted to topical discussions on the body of information related to lifelong biological growth and development. Chapters 2, 3, and 4 provide information on the various hereditary, neurological, and physical characteristics that, together with experience, form the bases for motor behavior across the life span. Chapter 5 deals with factors and conditions that may affect the course of biological growth and development.

Chapters 6 and 7 (Part Three) present comprehensive topical discussions of lifelong perceptual development and information-processing characteristics, including the latest theories on perception to action. The chapters in Part Four (8 through 11) provide a chronological (phase model) description of motor behavior characteristics across the life span. Coverage begins with early movement behavior (Chapter 8). It extends through early childhood (Chapter 9), later childhood and adolescence (Chapter 10), and finally motor behavior during the adult years that is characterized by peak performance and, with older age, regression (Chapter 11).

Part Five (Chapter 12) offers a broad perspective on the diversity of motor assessment techniques and discusses the considerations for selecting and implementing a wide variety of assessment instruments. Part Six (Chapter 13) presents a discussion of the influence and importance of sociocultural factors on motor development from a lifelong perspective.

Pedagogical Features

An important goal in creating this text was to make it a *teachable* resource with an *effective learning system*. Each of the 6 parts of the text begins with an overview of its content. Included in the introduction of each chapter are *chapter objectives* and *key terms*. The objectives reflect the conceptual framework used by identifying the important facts, topics, and concepts to be covered. Marginal notations are provided to aid the reader in identifying text material related to chapter objectives. Consistent feedback from users suggests that these characteristics are quite useful in developing (customizing) course materials. For example, in some instances instructors may wish to designate selected (rather than all) chapter objectives for course coverage. This can be especially useful for advanced studies of motor development.

Think About It questions are found in the margins of each chapter with the intent of stimulating critical thinking and active involvement with the subject matter. Like the objectives, they can be used for a variety of instructional purposes.

Key terms appear in boldfaced type in the text and pinpoint the words of greatest importance to understanding the broader concepts of each chapter; these and other significant terms are highlighted (italicized) throughout. A chapter *Summary*, list of *Think About It* questions, *Suggested Readings*, and *Weblinks* are presented at the end of each chapter. New with this edition, selected chapters include ***Focus on Application*** features, which highlight real-world issues and practical observations. Supplements available with the fifth edition of *Lifelong Motor Development* include an Instructor's Manual with Test Bank and Transparency Masters and a PowerPoint presentation CD with lecture outlines and key figures and tables from the text.

And finally, a much desired outcome of the fifth edition of *Lifelong Motor Development* is that the reader will feel the excitement associated with studying and understanding human motor development from a life-span perspective.

Acknowledgments

The fifth edition of *Lifelong Motor Development* is the outcome of much more than my efforts. I am most grateful for the continuous and diligent efforts of the scientific community in providing the knowledge base. Much of the inspiration for creating the fifth edition came from comments from current users, colleagues, and students. Many thanks to the following reviewers: Kelly Cole, University of Iowa; Jere Gallagher, University of Pittsburg; Erin Hall, California State University, Stanislaus; Louis Harrison, Louisiana State University; Marcia Levinson, Thomas Jefferson University; Scott Modell, California State University, Sacramento; Deborah Sheehy, Springfield College; and Jennifer Waldron, University of Northern Iowa.

With this edition, I also owe a special debt of gratitude to Benjamin Cummings, specifically Betsy Roll, Deirdre Espinoza, Neena Chandra, and Sandra Lindelof, for their support and dedication in making this edition the very best text in lifelong motor development.

Finally, I wish to thank my family for their patience, support, and love, with special appreciation to my grandchildren, Hannah, Luke, and Ethan.

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