Child Development

From Infancy to Adolescence

An Active Learning Approach

Laura E. Levine / Joyce Munsch

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An Active Learning Approach

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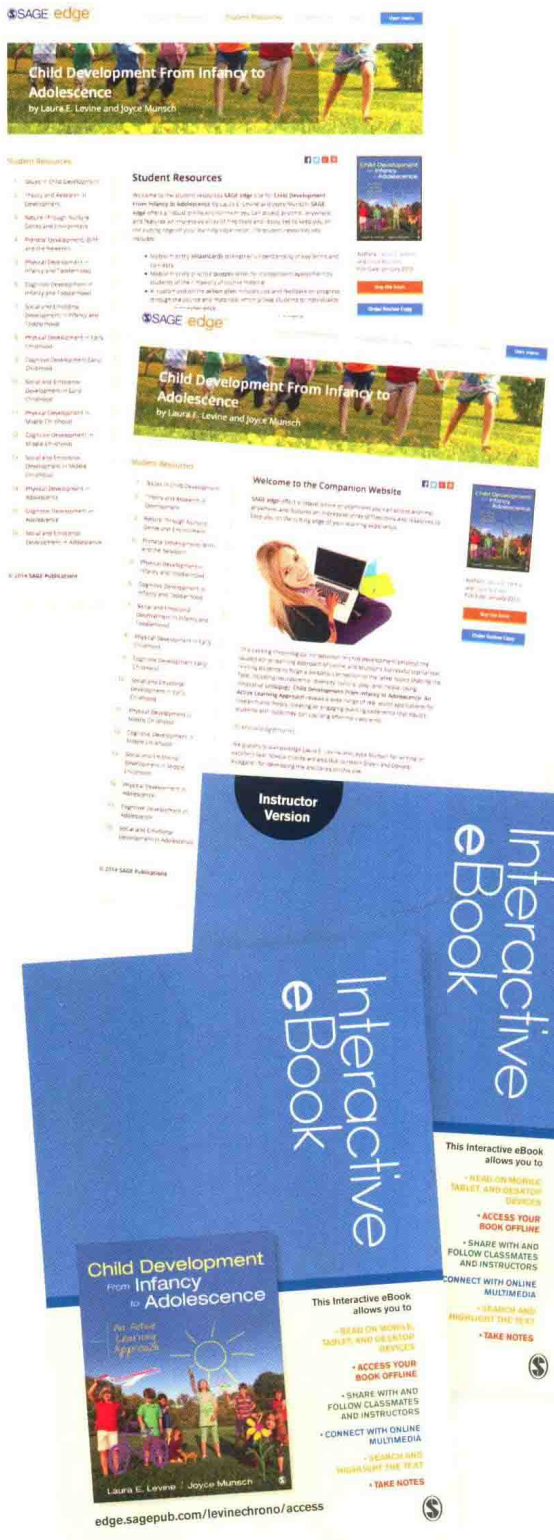

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PRAISE FOR CHILD DEVELOPMENT FROM INFANCY TO ADOLESCENCE: AN ACTIVE LEARNING APPROACH

▶ On the Active Learning Experience

"This book reads with more flow . . . and more connections to prior learning and more examples the students will relate to. There is more author-reader connection as the authors ask the reader to predict, try things out, and connect to their own experiences."

—Nancy Hughes, SUNY Plattsburgh

"The Active Learning sections are excellent . . . These provide support for students to understand complex, unfamiliar, and/or abstract concepts. The activities and questions scaffold students through the act of taking a child's perspective and/or being a researcher."

—Lisa Huffmann, Ball State University

"I think [the Test Your Knowledge and Active Learning] activities actively engage the students in the learning process and also help the retention of information."

—Martha Ravola, Alcorn State University

"The explanation of the Test Your Knowledge feature within the margins of the text will do much to engage students as they read."

—Margaret Annunziata,
Davidson County Community College

▶ On Accessibility and Real Life Application

"I am very impressed with this chronologically organized edition of this text. Reading level and writing style and tone are accessible . . ."

—Christina Gotowka,
Tunxis Community College

"This text is very easy to read and well organized to guide understanding and knowledge of the material."

—Joyce Bloomingburg,
Freed-Hardeman University

"I think the students would do well using this text."

—April Grace,
Madisonville Community College

"The authors have incorporated vignettes and exercises that push the students beyond the confines of the text, forcing them to think about and also internalize material."

—C. Timothy Dickel, Creighton University

▶ On Research and Diversity

"I very much like the Journey of Research [sections], which help students understand what motivated the research, why it's useful, and how it's done—that it's a process."

—Judith Bryant, University of South Florida

"The Journey of Research [sections] provide a good supplement to the developmental facts in the chapter. It is good for students to see where information comes from and how research is a window into development."

—Juliana Raskauskas, California State University, Sacramento

"Not only do I believe that this text really makes an effort to discuss both culture and diversity within the body of the text, but it also makes a point of providing both discussion and research that is relative to understanding how culture affects child development."

—Maria Pagano, New York City College of Technology, CUNY

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THE ACTIVE LEARNING EXPERIENCE

This exciting chronological introduction to child development employs the lauded active learning approach of Levine and Munsch's successful topical text, creating an interactive learning experience that equips students with tools they can use long after the class ends.

Active Learning exercises in each chapter engage students in a personal and applied understanding of the material

Active Learning

Using Linguistic Constraints

You can use this activity to learn some made-up words and see how a young child might experience learning them. In each situation, decide how you would answer the question and name the linguistic constraint that guided your decision.

1. You know a bat is a long, thin object, and a ball is small and round. If I ask you to hand me the glumph, which object do you pick up?

Which constraint did you use to make your decision?

2. The creature with the pink hair is a lorum. When you have more than one lorum, what do you call them?

How did you know what more than one lorum is called?

3. These are both floogles, but the green one is a flinger and the purple one is a flagger.

What constraint helps you understand how these creatures are similar and how they are different?

4. This glumbug is dingling.

How do you know which of these new words is a noun and which is a verb?

5. If I tell you this is a boblabo, am I naming the creature's beak, its wings, or something else?

What constraint allows you to determine what the word boblabo refers to?

Active Learning

Head-to-Body Proportions

Take your right hand and reach over your head to touch your left ear. No problem, right? Now ask the parent or caregiver of an infant or toddler to help the child do the same thing. How far does the child's hand get over her head? Most likely the child's arm will not reach the opposite ear because her head is much larger in relationship to the rest of her body than the head of an adult is to his body.

As children mature, their arms and legs lengthen, and the rest of the body catches up in size to the head. The ability to reach overhead and touch your opposite ear has been used in some countries, such as Tanzania where there were inadequate birth records to document children's ages, as a rough test of a child's maturation and readiness to attend school (Beasley et al., 2000). ■

Custom Active Learning videos demonstrate activities and concepts discussed in the text

AN ACTIVE LEARNING APPROACH TO RESEARCH AND PEDAGOGY

Journey of Research sections trace the evolution of ideas in the field and encourage interaction with the latest evidence-based research

JOURNEY OF RESEARCH *Invincible, Invulnerable, and Resilient*

Until the 1970s, psychologists and psychiatrists had primarily focused on understanding circumstances that threatened or disrupted the developmental process, using what is known as a *deficit model* or *risk perspective*. They wanted to understand what placed a child at risk for less-than-optimal development so they would be able to intervene in ways that would prevent problems or correct ones that already existed. A change in perspective emerged in the 1970s and 1980s when several researchers caught people's attention with stories of children who had overcome great adversity and gone on to become extraordinary individuals in the process.

In one of the best-known studies, Emmy Werner (1992) followed almost 700 children on the Hawaiian island of Kauai from birth until their 30s. Almost one third of the children were initially considered to be at high risk due to their life circumstances. These children had difficult births, lived in poverty, had parents impaired by alcoholism or mental illness, or experienced parental divorce or discord, and many had multiple risk factors. But as Werner and Smith (1985) tracked these high-risk children over time, they found that one third had very good outcomes by the time they entered adulthood. With the advent of this type of resiliency research, the focus in the field began to shift from what could go wrong in development to what could go right. What helps a child recover or bounce back from adversity?

Protective factors identified in resiliency research include an active, outgoing personality that engages other people; good communication and problem-solving skills; a talent or ability that attracts other people; and faith in your own ability to make good things happen (Werner, 2005). These children also are emotionally stable and not easily upset. Often they make good use of whatever resources are available to them,

5 Physical Development in Infancy and Toddlerhood

Chapter-opening "Test Your Knowledge" assessments challenge students' misconceptions

Marginal notes and highlighted text reinforce an understanding of the answers

T/F Test Your Knowledge

Test your knowledge of child development by deciding whether each of the following statements is true or false, and then check your answers as you read the chapter.

1. T☐ F☐ Humans use only 10% of their brains.
2. T☐ F☐ Infants are born with almost all the brain cells they will ever have.
3. T☐ F☐ Newborn babies form synapses (the connections between nerve cells) in their brains at the rate of a hundred new connections each second.
4. T☐ F☐ Babies are unable to see when they are first born.
5. T☐ F☐ Infants are born with a preference for the foods common in their culture.
6. T☐ F☐ Within the first 2 months of life, infants do not experience pain.
7. T☐ F☐ Babies triple their birth weight by the time they are 1 year old.
8. T☐ F☐ It is important that infants crawl before they walk. If they go directly to walking, they are more likely to develop learning disabilities later in life.
9. T☐ F☐ Potty training most often becomes a battle of wills between a toddler and her parents.
10. T☐ F☐ Baby walkers help babies walk at an earlier age.

T/F #7
Babies triple their birth weight by the time they are 1 year old. *True*

them, and this is in part because of the effect their bodily proportions have on us.

Growth from infancy to age 2 is very rapid. The average infant doubles her birth weight by about 5 months of age and triples it by her first birthday. During this same time, she will add about 10 inches or 50% to her length at birth. If the same rate of growth applied to the average 11- or 12-year-old, it would be terrifying, but after a child's second birthday, growth slows. Two-year-olds are approximately half the height they will be in adulthood, so to get an estimate of a child's adult height, you can double the child's height at age 2. However, a better indicator is to look at the height of family members. Assuming adequate nutrition, height is highly genetic, so it is very likely a child's eventual height will fall somewhere within the range of the height of her close relatives.

Figure 5.5 shows average growth rates for boys and girls. Despite the smooth curve of growth, real growth may occur in spurts. In fact, infant sleep patterns have been found to predict these growth spurts. If babies begin to sleep longer or take more naps, they may be about to have a jump in both height and weight (Lampl & Johnson, 2011).

Additional chapter pedagogy includes **Learning Questions, Check Your Understanding questions, Chapter Summaries, marginal video links,** and more.

Learning Questions

- **9.1** What occurs during Piaget's preoperational stage of cognitive development?
- **9.2** What are the basic processes described by Vygotsky's sociocultural theory?
- **9.3** How do attention and memory develop in early childhood?
- **9.4** Why is play important for cognitive development in early childhood?
- **9.5** How does language develop in early childhood?
- **9.6** How do children develop preacademic skills in reading, writing, and arithmetic?
- **9.7** What risk factors and supports exist for cognitive and language development in early childhood?

Chapter Summary

9.1 What occurs during Piaget's preoperational stage of cognitive development?

Children in the preoperational stage advance in their thinking when they begin to use symbols to manipulate information in their minds rather than with their hands, although symbols at this age are still very concrete. Limitations in their thinking include **transductive reasoning**, **egocentrism**, **animism**, and lack of **conservation**.

9.2 What are the basic processes described by Vygotsky's sociocultural theory?

Children learn through social interaction with more capable others that moves them just beyond their current level of understanding. The difference between what they can do independently and what they can do only with assistance is the **zone of**

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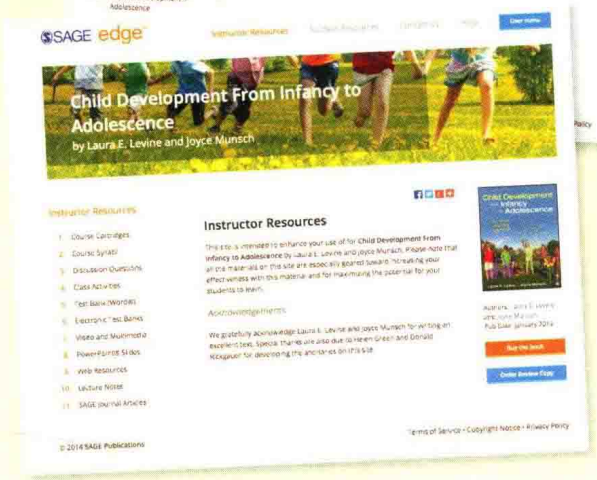

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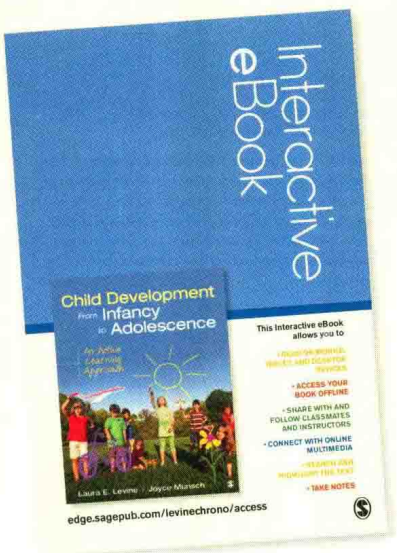

Child Development From Infancy to Adolescence is also available as an **Interactive eBook** which can be packaged with the text at no additional cost or purchased separately. The Interactive eBook offers

- Immediate access to original SAGE videos created specifically for the text
- Hyperlinks to additional web, audio, and video resources

Child Development *From* Infancy *to* Adolescence

SAGE was founded in 1965 by Sara Miller McCune to support the dissemination of usable knowledge by publishing innovative and high-quality research and teaching content. Today, we publish more than 750 journals, including those of more than 300 learned societies, more than 800 new books per year, and a growing range of library products including archives, data, case studies, reports, conference highlights, and video. SAGE remains majority-owned by our founder, and after Sara's lifetime will become owned by a charitable trust that secures our continued independence.

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For Rick, with love and appreciation.

—LL

For Jeff and Liz, Gabi and Madi, with gratitude for all you have taught me.

—jm

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Preface

This book is designed to create significant learning experiences for students who want to learn about children. *Child Development From Infancy to Adolescence: An Active Learning Approach* provides the field's most current evidence-based knowledge about the development of infants, children, and adolescents. Our pedagogical goal is to help students understand, retain, explore, and apply that knowledge. A central, organizing feature of this text is the learning activities embedded within each chapter. These activities take a variety of forms so that they stay interesting and fresh to the student and are integrated with the flow of information in the chapter rather than being stand-alone features that are easily skipped or ignored. We also provide opportunities throughout the book for students to learn about how our understanding of child development has evolved through the scientific process to reach our current state of knowledge.

This book can be used effectively by students who want to apply theory and research about child development to interactions with infants, children, and adolescents in many settings. The chronological approach allows students to integrate knowledge about the different facets of physical, cognitive, and social/emotional growth to bring about an understanding of the whole child at each age. The coverage and pedagogical features in this book have been conceived and carefully executed to help students discover the excitement of studying child development and to equip them with tools they can use long after they take this class.

Philosophical Approach

Challenging Misconceptions

One of the challenges in teaching a child development course is to help students give up some of the intuitive ideas or simplistic thinking that they have about the topic. Many students enter courses on child and adolescent development confident that they already know most of what they need to know about development and that this is "all just common sense," but experienced instructors know that some of the most important information in their courses is, in fact, counterintuitive. Unfortunately, students' original ideas are often quite difficult to change, and many of them complete courses in child development with their misconceptions intact. To counteract this tendency, we ask students to begin each chapter by testing their initial knowledge of the topics in that chapter. Unexpected or surprising answers to these questions draw the students into the chapter to find information related to their misconceptions. In addition, the activities throughout the book encourage students to seek out further information and to learn to evaluate that information rather than accepting what they hear without question.

Active Learning

Features intended to engage students are often included in textbooks as "add-ons," but our active learning philosophy is at the heart of all of the pedagogy provided throughout this book. Note that Active Learning activities do not appear in "boxes," which we believe students often skip or ignore. Rather they are an integral part of the text itself. The chapter narrative leads directly into the material in the Active Learning feature, and the feature smoothly transitions back into the narrative at its end. As educators, we

know that students must *act* on the material presented in a course to make it their own. We all try to do this in a number of ways in our classrooms, but for the student, reading a textbook is a solitary and often passive process. To help guard against this passivity, our unique pedagogical features (described in the next section) are designed to capture students' interest and turn reading into an active process.

Focus on What Constitutes Evidence

We help students realize that although there is a place for "what I think" and for individual examples, the strength of a social science rests on marshaling convincing evidence within an agreed on framework. Basic concepts about research and the scientific method are presented within the text and in an activity-based appendix available as a downloadable file on the companion website, but these ideas are also reinforced and developed throughout the book.

Emphasis on Learning How to Learn

Long after they leave the classroom, students who interact with children and adolescents will need to find information to answer questions that arise. We want to encourage students' independent pursuit of knowledge about child development so we provide them with tools that will help them do that. They are introduced to the use of databases including PsycInfo and learn to evaluate Internet sources to identify legitimate, research-based sources of information.

Critical Thinking Skills

When students look for information on their own, they need to critically evaluate the content of what they find. In Chapter 1, we talk about how to be a good consumer of information on development and lead them through a critical evaluation of a website. In addition, the true/false questions that appear throughout each chapter continuously challenge students to reflect on what they believe about children and to evaluate the sources of those beliefs. The instructor teaching site and student study site provide access to peer-reviewed research articles that students can explore independently to add to their understanding of topics. This ability to critically evaluate ideas about children and their development will be beneficial to students who plan to go on for graduate study, those who will work directly with children and families in professional careers, and those who will use these ideas when caring for their own children.

Neuroscience

To reflect the burgeoning interest in the field of neuroscience and its implications for child development, we have included information on brain function where it is relevant throughout the book. This information is presented in clear language that makes it appropriate for the student of child development who may not have a strong background in biology.

Diversity and Culture

Because an understanding of diversity and culture is essential for anyone working in the field of child development, these topics are integrated into each chapter to give the broader picture of how each aspect of development is influenced by the many different circumstances that constitute children's lives around the world.

Psychopathology

Coverage of topics related to psychopathology or developmental differences gives students a better understanding of the continuum of human behavior. Rather than relegating these topics to a separate, stand-alone chapter or to feature boxes, we include them within the chapters where they give students a deeper understanding of how these differences relate to the full range of development of all children.

Pedagogical Features

Our philosophical approach is reflected in the pedagogical features that make this text a unique and powerful educational tool.

Active Learning

A variety of active learning activities in the text complement and enhance the ideas presented in each chapter. Activities might ask students: (a) to reflect on their own experiences while growing up (and perhaps compare those experiences to the experiences of classmates), (b) to immediately test their understanding of a concept, (c) to conduct an observation or interview related to text material, (d) to carry out a simple activity and reflect on what they've learned, or (e) to seek out information that goes beyond the text through the use of library resources or the Internet. Each of these activities is designed to consolidate student learning through personal experiences that illustrate the ideas presented in the book.

Test Your Knowledge

To challenge misconceptions that students often bring with them to a course in child development, each chapter begins with a true/false quiz that contains interesting and provocative questions related to the material in that chapter. The quizzes are designed to tap into commonly held beliefs or ideas that have a strong intuitive sense of what should be right. Students can immediately check whether their answers are correct. When they get a question wrong, they can satisfy their curiosity about the topic by finding that question in the margin of the relevant section in the chapter, where they also will find information related to the question highlighted in the text. It is our intention to pique student interest by challenging their assumptions. The initial question plants a seed that is reinforced when they again read about the topic in the context of the chapter.

Journey of Research

It is not unusual for students in child and adolescent development courses to expect that by the end of the semester, they will have simple answers to a number of very complex questions. Of course we can seldom provide these simple answers. Instead, we need to help students understand that the science of child development is an ongoing endeavor and that we continue to build and add to our understanding each day. Although it is important that students learn about our current best knowledge, this information is more meaningful when students understand it in the context of our evolving ideas about a given topic. To help students better understand this material, we keep the focus of the text on the current state of knowledge and use the Journey of Research feature to provide the historical contextual information on the topic. This helps students understand that what they learn today in their class may be information that changes—sometimes substantially—in the future as our body of knowledge grows. This is, after all, how the scientific process works.

Learning Objectives and Self-Testing Review

Each chapter begins with a set of learning objectives that help guide students as they read. These opening learning objectives are then linked to a chapter summary at the end of each chapter in which students can review what they have learned. Research has increasingly demonstrated that the best way for students to retain information they are learning and also to transfer that knowledge to new situations is by periodically testing their own knowledge. Other study approaches such as rereading, highlighting, and even summarizing have not been found to be as effective as self-testing. On the student study site that accompanies the text, we provide chapter quizzes as well as flash cards that students can use to test themselves. However, we believe it is important to provide this opportunity within the book as well. Therefore, we have written our review at the end of each major topic and at the end of the chapter in the form of questions to help students test themselves on what they have learned. Answering these questions will promote greater retention of what they are learning and increase the likelihood that they will be able to apply this knowledge in useful ways.

Understanding Research

Scientific research is the foundation for our understanding of development. In Chapter 2, we describe basic aspects of research that are important for students to understand so they can evaluate new information. The Appendix on Research Methodology on the companion website provides a guided activity that allows students to walk through the scientific process while checking their understanding of each step.

Graphics, Artwork, and Videos

Because many individuals learn best when there is a visual component to instruction, and because child development is a field that is rich in imagery, each chapter contains photos, graphics, and links to videos that illustrate important concepts in a memorable way. Many of the photos in the text include questions embedded in their captions that prompt the student to think further about the topic. Important concepts are further illustrated through the videos that accompany the text.

Ancillaries

SAGE edge offers a robust online environment featuring an impressive array of tools and resources for review, study, and further exploration, keeping both instructors and students on the cutting edge of teaching and learning. Go to **edge.sagepub.com/levine-chrono** to access the companion site.

SAGE edge for Instructors

SAGE edge for Instructors supports teaching by making it easy to integrate quality content and create a rich learning environment for students. This password-protected site gives instructors access to a full complement of resources to support and enhance their child development course. The following chapter-specific assets are available on the teaching site:

- **Test banks** provide a diverse range of questions as well as the opportunity to edit any question and/or insert personalized questions to effectively assess students' progress and understanding
- **Sample course syllabi** for semester and quarter courses provide suggested models for structuring a course

- Editable, chapter-specific **PowerPoint slides** offer complete flexibility for creating a multimedia presentation for the course
- **Video and multimedia content** includes new videos created by SAGE specifically for this book, featuring real-life demonstrations of some of the Active Learning exercises that appear throughout the text
- Additional **original videos** created in several childcare settings illustrate important concepts from the book
- EXCLUSIVE! Access to full-text **SAGE journal articles** that have been carefully selected to support and expand on the concepts presented in each chapter to encourage students to think critically
- **Lecture notes** summarize key concepts by chapter to assist in the preparation for lectures and class discussions
- A **course cartridge** provides easy LMS integration

SAGE edge for Students

SAGE edge for Students provides a personalized approach to help students reach their coursework goals in an easy-to-use learning environment. To maximize students' understanding of child development and promote critical thinking and active learning, we have provided the following chapter-specific student resources on the open-access portion of edge.sagepub.com/levinechrono:

- Mobile-friendly **eFlashcards** strengthen understanding of key terms and concepts
- Mobile-friendly practice **quizzes** allow for independent assessment by students of their mastery of course material
- A customized online **action plan** includes tips and feedback on progress through the course and materials, which allows students to individualize their learning experience
- **Learning objectives** reinforce the most important material
- **Video and multimedia content** includes new videos created by SAGE specifically for this book, featuring real-life demonstrations of some of the Active Learning exercises that appear throughout the text
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