



A CHILD'S WORLD

INFANCY THROUGH ADOLESCENCE

DIANE E. PAPALIA
SALLY WENDKOS OLDS

FIFTH EDITION

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University of Pennsylvania

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A CHILD'S WORLD INFANCY THROUGH ADOLESCENCE

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*To our parents,
Madeline and Edward Papalia
and Leah and Samuel Wendkos,
for their unfailing love, nurturance, and
confidence in us, and for their abiding conviction
that childhood is a wondrous time of life.*

*And to our children,
Anna Victoria
and Nancy, Jennifer and Dorri,
who have helped us revisit childhood
and see its wonders and challenges
with new eyes.*



PREFACE

In the prefaces to the previous editions of *A Child's World*, we described how this book continues to develop—just as do Vicky and Jason, the “typical” children you will come to know well through these pages. In some ways, this fifth edition is much like the earlier editions—just as children of any age retain many of the characteristics they were born with. Yet there are some important differences. In addition to keeping up with the newest research in a rapidly expanding discipline, we have sharpened our focus in several areas.

The Fifth Edition

OUR AIMS FOR THIS EDITION

Our goal for this edition remains the same: to make the study of child development come alive for those of you with a professional interest in children, for those who have an intellectual curiosity about the way we all develop from conception through adolescence, and of course for those who will be raising or have already raised families.

One of the ways we work toward this goal is by telling stories about “Vicky” and “Jason”—incidents from the lives of real children (most of whom the authors know well) which illustrate important principles in child development. Another way is by offering many specific examples instead of vague or abstract

generalities. And another is our continued treatment of the most important theories and research findings in the field, always with an emphasis on how they can be used. We are aware that you want to know how this information can help you deal with children—as a teacher, examiner, interviewer, tester, healer, counselor, or parent.

To meet our goal, we are also still asking the same basic questions: What factors influence children's development? What can adults do to help children realize their potential? How much control do children exert over their own lives? What aspects of development are typical for most children? In what ways is each child unique? What is normal? What is cause for concern?

In this edition, we are asking some new questions and coming up with some new answers. This revision represents a significant updating of the literature, as we discuss new research and new theories. Virtually every topic in this book has been updated with new information or new interpretations. Furthermore, we have expanded our efforts to synthesize research findings and to help students interpret them and think critically about controversial issues. Our continued work on two other college textbooks, *Human Development* (for courses in development throughout the life span) and *Psychology* (for introductory courses), has helped us refine and sharpen our thinking about child development. The changes in this revision, then, represent growth and development in our own ideas.

ORGANIZATION

There are two major approaches to writing about and teaching child development. The chronological approach looks at all aspects of development at different stages of life, such as infancy or adolescence; the topical approach traces one aspect of development at a time.

We have chosen the *chronological* approach, which provides a sense of the multifaceted nature of child development, as we get to know first the infant and the toddler, then the young child and the schoolchild, and finally the adolescent on the brink of adulthood. Accordingly, we have divided this book into five parts. The first part consists of the Introduction and Chapter 1. Then, we discuss physical, intellectual, and social and personality development during infancy and toddlerhood (the second part), early childhood (part three), middle childhood (part four), and adolescence (part five).

Readers who prefer a *topical* approach may read the book in this order: Chapters 1, 2, 3, and 4 (overall theories and issues, heredity and environment, prenatal development, and birth and the neonate); Chapters 5, 8, 11, and 14 (physical development); Chapters 6, 9, 12, and 15 (intellectual development); and Chapters 7, 10, 13, and 16 (social and personality development).

CONTENT

We continue to emphasize the crucial first 9 months of development, the prenatal period. We are more keenly aware than ever that children grow up in many different worlds and in many different kinds of families, and we talk about the influence of many family situations. As before, we include topics of contemporary social significance: ethics of research; effects of divorce, single parenthood, and parents' work; emotional disturbances in childhood and current treatments; development of moral judgment; changing sexual attitudes and behavior among adolescents (with special attention to teenage pregnancy); and other issues.

There is also much that is new. While we have retained the scope, emphasis, and level of previous editions, we have made many significant changes in this fifth edition. In addition to a greater emphasis on the interrelationships among the different stages of development and among various influences on children, we have updated material whenever new findings or interpretations have been available, reorganized material to make it more effective, and added completely new sections. Among the important changes are the following:

- *New sections.* Biographical sketches of Freud, Erikson, and Piaget; development of the brain; social referencing; development of self-control and self-regulation; Bem's gender-schema theory; childhood obesity; academic achievements of Asian children; how parents can teach children to think and influence their achievement in school; "self-care" (or "latchkey") children and adolescents; psychological maltreatment; and ways to keep students from dropping out of school.
- *Important revisions.* We have revised our discussions of Erikson's theory and the "virtue" to be achieved at every stage; low birthweight; implications of sensitivity to pain in newborns; memory in infancy and childhood; influence on language development and the controversy over "motherese"; how day care affects mother-baby attachment; dental health and care (emphasizing progress in recent years); self-concept and self-esteem; effects of divorce on children; and eating disorders in childhood and adolescence.
- *New introduction.* Our new Introduction provides an orientation to the book and discusses the authors' perspective and goals.
- *New tables and illustrations.* Many new tables, figures, and photographs reinforce and add to textual discussions. New visual presentations make it easier for students to compare major theories and important research methods, and to absorb information about birth defects, risk factors for low birthweight, childhood fears, and adolescents' use of drugs.

BOXES

In this edition, we have five categories of boxes:

- *The Research World.* These boxes, new to this edition, discuss up-to-date studies, with an eye to encouraging students to think critically about data and conclusions from "cutting-edge" research. In this category are such contemporary concerns as a possible genetic basis for shyness, what constitutes fetal abuse, the stress of being born, the implications of crawling for development in infancy, symbolic gesturing, how a mother's depression affects her baby, "benefits" of childhood illness, children's ability to distinguish appearance from reality, transition from elementary to junior high school, and psychological effects of early and late maturation.
- *The Everyday World.* Each developmental chapter includes one or more boxes showing practical ways to apply research findings. These boxes cover such topics as effects of a pregnant woman's use of alcohol, how to comfort a crying baby, dangers of infant walkers, dealing with negativism in toddlers, handling eating problems, guiding children's television viewing, helping children adjust to divorce, raising boys and girls without gender-role stereotypes, and preventing sexually transmitted diseases and pregnancy in adolescence.

- *Around the World.* These boxes present “windows” on child development in societies other than our own, showing that the world of children is indeed universal, and that children grow up in many different kinds of cultures, under many different influences. These discussions treat such issues as cross-cultural differences in motor development, impact of culture and technology, prenatal care in western Europe, immunization against childhood illnesses, implications of the one-child family in China, and an Asian perspective on moral development.
- *Professional Voices.* Statements from prominent researchers and theorists in child development, some of them from interviews conducted specifically for this book, include both classic and contemporary thought on a wide range of important issues. They offer more personal expressions of the beliefs of some of the most important people in the field.
- *A Child's World and You.* Questions in these boxes encourage students to think critically about controversial issues and to form opinions about the best course of action in a variety of situations.

LEARNING AIDS

We also provide a number of basic teaching and learning aids, several of which are new to this edition. These include:

- Part overviews
- Chapter-opening outlines
- Marginal glossary—definitions of key terms in the margins of the text
- End-of-chapter lists of key terms, in the order in which they have been discussed
- End-of-book glossary repeating the marginal definitions
- End-of-chapter summaries of major points
- Recommended readings (either classic or lively contemporary books)
- Bibliography
- Indexes for names and for subjects
- Full-color illustration program of photographs and art that underscores and expands on the textual discussions, with captions that emphasize important points.

Supplementary Materials

An extensive package of supplementary materials adds to the value of this book as a teaching and learning tool:

- Study Guide with Readings
- Instructor's Manual
- Test Item File (and a computerized test file for use with IBM, Apple, and Macintosh)
- Slide set
- Videotapes (instructors will be able to choose from a variety of videos)

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Diane E. Papalia

Sally Wendkos Olds





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