



THIRD EDITION

Child Development

ROBERT S. FELDMAN

Child Development



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Robert S. Feldman

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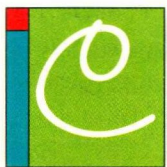
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To my children

Preface



Child development is a unique field of study. Unlike other disciplines, each of us has experience with its subject matter in very personal ways. It is not just a discipline that deals with ideas and concepts and theories but one that above all has at its heart the forces that have made each of us who we are.

This third edition of *Child Development* seeks to capture the discipline in a way that sparks and nurtures and shapes readers' interest. It is meant to excite students about the field, to draw them into its way of looking at the world, and to mold their understanding of developmental issues. By exposing readers to both the current content and the promise inherent in child and adolescent development, the text is designed to keep interest in the discipline alive long after students' formal study of the field has ended.

Overview

Child Development provides a broad overview of the field of development. It covers the full range of childhood and adolescence, from the moment of conception through the end of adolescence. The text furnishes a broad, comprehensive introduction to the field, covering basic theories and research findings, as well as highlighting current applications outside the laboratory. It covers childhood and adolescence chronologically, encompassing the prenatal period, infancy and toddlerhood, the preschool years, middle childhood, and adolescence. Within these periods, it focuses on physical, cognitive, and social and personality development.

The book seeks to accomplish the following four major goals:

- First and foremost, the book is designed to provide a broad, balanced overview of the field of child development. It introduces readers to the theories, research, and applications that constitute the discipline, examining both the traditional areas of the field as well as more recent innovations.

The book pays particular attention to the applications developed by child and adolescent development specialists. While not slighting theoretical material, the text emphasizes what we know about development across childhood and adolescence, rather than focusing on unanswered questions. It demonstrates how this knowledge may be applied to real-world problems.

In sum, the book highlights the interrelationships among theory, research, and application, accentuating the scope and diversity of the field. It also illustrates how child developmentalists use theory, research, and applications to help solve significant social problems.

- The second major goal of the text is to explicitly tie development to students' lives. Findings from the study of child and adolescent development have a significant degree of relevance to students, and this text illustrates how these findings can be applied in a meaningful, practical sense. Applications are presented in a contemporaneous framework, including current news items, timely world events, and contemporary uses of child development that draw readers into the field. Numerous descriptive scenarios and vignettes reflect everyday situations in people's lives, explaining how they relate to the field.

For example, each chapter begins with an opening prologue that provides a real-life situation relating to the chapter subject area. All chapters also have a "Becoming an Informed Consumer of Development" section, which explicitly suggests ways to apply developmental findings to students' experience. These sections portray how these findings can be applied in a practical, hands-on way. Each chapter also includes a feature called "From Research to Practice" that discusses ways that developmental research is being used to answer the problems that society faces.

In addition, most chapters feature an interview, under the heading “Careers in Child Development,” with a person working in a profession related to the chapter’s topic. These interviews illustrate how a background in child development can be beneficial in a variety of vocations.

Finally, there are numerous questions in figure and photo captions asking readers to take the perspective of people in a variety of professions that make use of child development, including health care professionals, educators, and social workers.

- The third goal of this book is to highlight both the commonalities and the diversity of today’s multicultural society. Consequently, every chapter has at least one “Developmental Diversity” section. These features explicitly consider how cultural factors relevant to development both unite and diversify our contemporary, global society. In addition, the book incorporates material relevant to diversity throughout every chapter.
- Finally, the fourth goal of the text is one that underlies the other three: making the field of child development engaging, accessible, and interesting to students. Child development is a joy both to study and to teach because so much of it has direct, immediate meaning to our lives. Because all of us are involved in our own developmental paths, we are tied in very personal ways to the content areas covered by the book. *Child Development*, then, is meant to engage and nurture this interest, planting a seed that will develop and flourish throughout readers’ lifetimes.

To accomplish this fourth goal, the book is “user-friendly.” Written in a direct, conversational voice, it replicates as much as possible a dialogue between author and student. The text is meant to be understood and mastered on its own, without the intervention of an instructor. To that end, it includes a variety of pedagogical features. Each chapter contains a “Looking Ahead” overview that sets the stage for the chapter, a running glossary, a detailed summary, an epilogue containing critical thinking questions, and a list of key terms and concepts. In addition, each chapter has several “Review and Apply” sections. The “Review” provides an enumeration of the key concepts, and the “Applying Child Development” section asks questions that promote and test critical thinking and applications of the material.

The Philosophy Behind the Book

Child Development blends and integrates theory, research, and applications. It is *not* an applied development book, focused solely on techniques for translating the knowledge base of development into answers to societal problems. Nor is it a theory-oriented volume, concentrating primarily on the field’s abstract theories. Instead, the focus of the text is on the scope and breadth of human development during childhood and adolescence. The strategy of concentrating on the scope of the field permits the text to examine both the traditional core areas of the field and evolving, nontraditional areas of development.

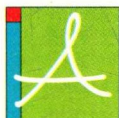
Furthermore, the book focuses on the here-and-now, rather than attempting to provide a detailed historical record of the field. Although it draws on the past where appropriate, it does so with a view toward delineating the field as it now stands and the directions in which it is evolving. Similarly, while providing descriptions of classic studies, the emphasis is more on current research findings and trends.

Overall, then, *Child Development* provides a broad overview of child and adolescent development, integrating the theory, research, and applications of the discipline. It is meant to be a book that readers will want to keep in their own personal libraries, one that they will take off the shelf when considering problems related to that most intriguing of questions: How do people get to be the way they are?

Specific Features

- *Chapter-opening prologues.* Each chapter begins with a short vignette, describing an individual or situation that is relevant to the basic developmental issues being addressed in the chapter. For instance, the chapter on birth describes a premature birth, and the chapter on cognitive development in adolescence provides an account of a teenager who has overcome considerable odds to achieve success.

PROLOGUE: Giant Steps



routine prenatal test brought Jennifer and Brian Buchkovich horrifying news: Their unborn baby, Ethan, was afflicted with spina bifida, a failure of the spine to close over the spinal cord. The birth defect, which affects 2,000 children a year, usually leads to paralysis and cognitive delays. But doctors offered the Windber, Pennsylvania, couple a glimmer of hope—an experimental operation designed to reduce the damage and to eliminate or delay the need for



- *Looking Ahead sections.* These opening sections orient readers to the topics to be covered, bridging the opening prologue with the remainder of the chapter and providing orienting questions.
- *From Research to Practice.* Each chapter includes a box that focuses on the ways in which research in child development can be used in terms of both everyday child-rearing issues and public policy. For instance, these boxes include discussions on the consequences of infant child care, teaching children desired behavior, and the use of antidepressants to treat childhood psychological problems.

FROM RESEARCH TO PRACTICE

Cyberspace: Adolescents Online

Students at McClymonds High School in Oakland, California, have a mission: In conjunction with local entomologists, they are creating an online collection of insects in the neighborhood. By placing their "collection" on the World Wide Web, they expect to provide a long-term resource for local residents. (Harmon, 1997)



The widespread availability of the Internet and the World Wide Web is likely to produce significant changes in the lives of many adolescents. Easy access to far-reaching information and contacts is likely to bring benefits and, at the same time, dangers that are both real and virtual.

The educational promise of the Internet is significant.



Despite the substantial benefits of the Internet, its use also has a downside. Claims that cyberspace is overrun with pornog-

- *Developmental Diversity.* Every chapter has at least one "Developmental Diversity" box highlighting issues relevant to the multicultural society in which we live. Examples include discussions of the cultural dimensions of motor development, the

adjustment of children from immigrant families, multicultural education, and overcoming gender and racial barriers to achievement.

DEVELOPMENTAL DIVERSITY

Preschools Around the World: Why Does the United States Lag Behind?

In France and Belgium, access to preschool is a legal right. In Sweden and Finland, preschoolers whose parents work have child care provided, if it is wanted. Russia has an extensive system of state-run *yasli-sads*, nursery schools and kindergartens, attended by 75 percent of children aged 3 to 7 in urban areas.

In contrast, the United States has no coordinated national policy on preschool education—or on the care of children in

as the age of students rises. Thus college and high school teachers are paid the most, while preschool and elementary school teachers are paid the least.)

Preschools also differ significantly from one country to another according to the views that different societies hold of the purpose of early childhood education (Lamb et al., 1992). For instance, in a cross-country comparison of preschools in China, Japan, and the United States, researchers found that parents in the three countries view the purpose of preschools very differently. Whereas parents in China tend to see preschools primarily as a way of giving children a good start academically, Japanese

- *Becoming an Informed Consumer of Development.* Every chapter includes information on specific uses that can be derived from research conducted by developmental investigators. For instance, the text provides concrete information on exercising an infant's body and senses, keeping preschoolers healthy, increasing children's competence, and choosing a career.
- *Careers in Child Development.* Many chapters include an interview with a person working in a field that uses the findings of child and adolescent development. Among those interviewed are a school nurse, a special education teacher, and a child care provider.



CAREERS IN CHILD DEVELOPMENT

Valerie Patterson

Education: Western Washington University, Bellingham: B.A. in psychology; City University, Tacoma, Washington: M.A. in special education

Position: Special education teacher, Sajhalie Junior High School, Federal Way, Washington

Home: Sumner, Washington

Individualized attention and close communication with parents have helped create a welcoming environment for students with special needs at Sajhalie Junior High School in Federal Way, Washington, according to special education teacher Valerie

- *Child.Links.* *Child.Links* are marginal icons indicating material related to a page on the World Wide Web. Readers can refer to the page number on the *Child Development* Companion Website page, where hot links are provided to the relevant Web sites. In addition, video clip icons indicate relevant observational video segments on the CD-ROM accompanying the book.

brother or sister. For most college students, if the birth happened before they reached the age of 3, they can remember virtually nothing about it (Sheingold & Tenney, 1982).

However, more recent research shows surprising retention in infants. For example, Nancy Myers and her colleagues exposed a group of 6-month-old children to an unusual series of events in a laboratory, such as intermittent periods of light and dark and unusual sounds. When the children were later tested at the age of 1½ years or 2½ years, they demonstrated clear evidence that they had some memory of their participation in the earlier experience. Their behavior, such as reaching for things, reflected their earlier participation. They also seemed more familiar with the testing situation itself, showing more willingness to remain in a potentially unnerving situation than a control group of same-age children (N. A. Myers, Clifton, & Clarkson, 1987; see also Jusczyk & Hohne, 1997; Mandler & McDonough, 1995).

Such findings are consistent with evidence that the physical record of a memory in the brain appears to be relatively permanent, suggesting that memories, even from infancy, may

CW

- *Review and Apply sections.* Interspersed throughout each chapter are several short recaps of the chapter's main points, followed by questions designed to provoke critical thinking and applications of the material to child development. In each section, at least one question asks readers to take the perspective of someone working in an occupation that relies on findings of child development, including the fields of health care, education, and social work.



Review

- During the preschool period, the body grows steadily in height and weight, with individual differences varying widely around the average.
 - Preschool children's bodies change in shape and structure, as well as size, becoming more slender and long-limbed and developing body proportions generally similar to adults'.
 - The brain grows at a very fast rate during the preschool years, due largely to an increase in cell interconnections and the amount of myelin, and lateralization becomes more pronounced.
-
- *Running Glossary.* Key terms are defined in the margins of the page on which the term is presented.
 - *End-of-chapter material.* Each chapter ends with a detailed summary and a list of key terms and concepts. This material is designed to help students study and retain the information in the chapter. A short epilogue includes critical thinking questions relating to the prologue at the opening of the chapter. Because the opening prologue serves as a case study that foreshadows a topic the chapter will address, the thought-provoking end-of-chapter questions provide a way of tying the chapter together. They also illustrate how the concepts addressed in the chapter can be applied to the real-world situation described in the opening prologue.
 - *Bridges.* A Bridges section follows each major part of the book. These sections tie together coverage of the previous period of childhood to the subsequent period, acting as a conceptual link between the various stages of childhood and adolescence.

What's New in This Edition?

Reflecting the importance of providing a firm foundation for students embarking on the study of child development, two new chapters have been added to the beginning of the book. The first chapter includes newly expanded coverage of the scope of the field and its historical building blocks. Chapter 2 focuses on the major theoretical perspectives and on research methods and strategies. These two chapters offer students an engaging introduction to the field, laying the groundwork for their future study—and mastery—of the discipline.

A considerable number of new topics and areas have been added to the third edition. A sampling of topics that have been either newly included or expanded also illustrates the scope of the revision; they include new material on the contextual perspective, the chronosystem, the number of genes in humans, fetal alcohol effects, nonorganic failure to thrive, affordances, epigenetic theory, cultural differences in autobiographical memories, “tough” and “cool” popular children, racial differences in puberty, efficacy of virginity pledges, and MAMA cycles. In addition, a wealth of contemporary research is cited in this edition. Hundreds of new research citations have been added, most from the last few years.

Furthermore, several entirely new features have been added to the third edition. As mentioned earlier, each chapter contains *Child.Links* that direct readers to the *Child Development* Web site, where they will be directed to specific sites relevant to the topic being discussed. In

addition, every chapter now ends with an epilogue that includes critical thinking questions regarding the chapter prologue, tying the material in the chapter together.

One of the most significant innovations in the new edition is an increased emphasis on helping students understand the link between various careers and findings from child development. This is accomplished in several ways. First, every *Applying Child Development* section includes at least one critical thinking question to be considered from the perspective of someone in a profession such as education, health provider, or social worker. Second, many of the photo and figure captions ask questions relevant to professionals who make use of child development. Finally, most chapters include an interview with someone who works in a career that relies on the field of child development. These interviews bring alive child development and demonstrate to students the importance of the field.

Instructor and Student Supplements to accompany *Child Development, Third Edition*

The Third Edition's supplements package has gone through extensive revision and refinement to provide you and your students with the best teaching and learning materials, both in print and in media formats.

Print and Media Supplements for the Instructor

NEW Prentice Hall's Observations in Child Developmental Psychology Created by David Daniel and packaged FREE with every new text, this CD-ROM brings to life more than 30 key concepts discussed in the narrative of the text. Students get to view each video twice: once with an introduction to the concept being illustrated and again with commentary describing what is taking place at crucial points in the video. Whether your course has an observation component or not, this CD-ROM provides your students the opportunity to see children in action. These videos are also available on the Instructor's Resource CD-ROM, described below, for use in lecture presentations.

Instructor's Resource Manual Created by Elaine Cassel, each chapter in the manual includes the following resources: Learning objectives; lecture suggestions and discussion topics; classroom activities, demonstrations, and exercises; out-of-class assignments and projects; multimedia resources; video resources; transparencies masters; and handouts. Designed to make your lectures more effective and to save you preparation time, this extensive resource gathers together the most effective activities and strategies for teaching your child development course.

Test Item File Created by Deanna Nekovei of Texas A&M University, Kingsville, this test bank contains over 3,500 multiple choice, true/false, and short answer essay questions. Each question references the section and page number in the text, provides an easy, moderate or difficult key for level of difficulty, and lists the question type of factual, conceptual or applied.

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NEW Instructor's Resource CD-ROM This valuable, time-saving supplement provides you with electronic version of a variety of teaching resources all in one place so that you may customize your lecture notes and media presentations. This CD-ROM includes PowerPoint

Slides customized to the third edition, electronic versions of the artwork in the text chapters, electronic version of the Overhead Transparencies, electronic files for the Instructor Resource Manual and the Test Item File as well as clips from Prentice Hall's Observations in Child Development CD-ROM formatted for in-class presentation.

PowerPoint Slides for Child Development, Third Edition Each chapter's presentations highlight the key points covered in the text. Provided in two versions—one with the chapter graphics and one without—to give you flexibility in preparing your lectures. Available on the Instructor's Resource CD-ROM or on Prentice Hall's Psychology Central website described below.

NEW Prentice Hall's Child Development Transparencies, 2004 Designed to be used in large lecture settings, this set of over 130 full-color transparencies includes illustrations from the text as well as images from a variety of other sources. Available in acetate form, online at Psychology Central or on the Instructor's Resource CD-ROM.

NEW Psychology Central Website at www.prenhall.com/psychology Password protected for instructor's use only, this site allows you online access to all of Prentice Hall's Psychology supplements. You'll find a multitude of resources for teaching Developmental Psychology. From this site you can download any of the key supplements available for *Child Development*, third edition including the following: Instructor's Resource Manual, Test Item File, PowerPoint Slides, chapter graphics and electronic versions of the Child Development Transparencies, 2004. Contact your Prentice Hall representative for the User ID and Password to access this site.

Online Course Management with WebCT, BlackBoard, or CourseCompass FREE upon adoption of the text, instructors interested in using online course management have their choice of options. Each course comes preloaded with text specific quizzing and testing material and can be fully customized for your course. Contact your Prentice Hall representative or visit www.prenhall.com/demo for more information.

Video Support for Children and Their Development

Films for the Humanities and Sciences A wealth of full-length videos from the extensive library of *Films for the Humanities and Sciences*, on a variety of topics in developmental psychology, are available to qualified adopters. Contact your Prentice Hall representative for a list of videos.

ABC News/Prentice Hall Video Libraries Consisting of brief segments from award-winning news programs such as *Good Morning America*, *Nightline*, *20/20* and *World News Tonight*, these videos discuss current issues and are a great way to launch your lectures.

NEW Developmental Psychology, 2004

NEW Issues in Child and Adolescent Development, 2002

Human Development, Series IV

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ABCNEWS



VIDEO CLIP

Little Albert
CLASSIC MODULE

30 key concepts discussed in the narrative of the text. Students get to view each video twice: once with an introduction to the concept being illustrated and again with commentary describing what is taking place at crucial points in the video. Whether your course has an observation component or not, this CD-ROM provides your students the opportunity to see children in action.

Study Guide Written by Mark P. Rittman of Cuyahoga Community College, this student study guide helps students master the core concepts presented in each chapter. For each chapter, this study guide provides an outline, learning objectives, key terms and concepts review, a guided review, and practice multiple choice and essay questions.

Companion Website at www.prenhall.com/feldman Authored by Pamela Anderson and Deborah Bobek of Tufts University, this online study guide allows students to review each chapter's material, take practice tests, research topics for course projects and more! The third edition's companion Website includes the following resources for each chapter: Chapter objectives, interactive lectures, five different types of quizzes that provide immediate, text-specific feedback and coaching comments, WebEssays, WebDestinations, NetSearch, and *NEW* FlashCards. Access to the Website is free and unrestricted to all students.



NEW The Prentice Hall Guide to Evaluating Online Resources with Research Navigator: Psychology, 2004 This guide provides students with a hands-on introduction to the Internet, teaches students how to critically evaluate online resources and guides students through the research process for three different types of research projects using *Research Navigator*. Access to *Research Navigator*, a customized research database for students of psychology described below, comes FREE with this guide!

Research Navigator™ Research Navigator features three exclusive databases full of source material, including:

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- **The New York Times Search-by-Subject One Year Archive** organized by subject and searchable by keyword, or multiple keywords. Instructors and students can view the full text of the article.
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To see for yourself how this resource works, take a tour at www.researchnavigator.com, or ask your local Prentice Hall representative for more details.

Supplementary Texts

Contact your Prentice Hall representative to package any of these supplementary texts with *Child Development, Third Edition*:

Twenty Studies that Revolutionized Child Psychology by Wallace E. Dixon, Jr. Presenting the seminal research studies that have shaped modern developmental psychology, this brief text provides an overview of the environment that gave rise to each study, its experimental design, its findings, and its impact on current thinking in the discipline.

Human Development in Multicultural Context: A Book of Readings by Michele A. Paludi. This compilation of readings highlights cultural influences in developmental psychology.

The Psychology Major: Careers and Strategies for Success by Eric Landrum (Idaho State University) and Stephen Davis (Emporia State University). This 176-page paperback provides valuable information on career options available to psychology majors, tips for improving academic performance, and a guide to the APA style of research reporting.

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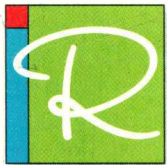
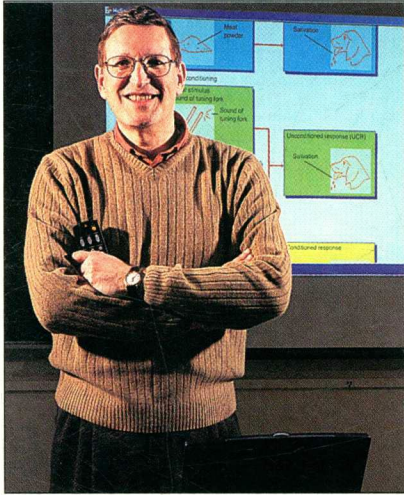
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About the Author



Robert S. Feldman is a professor at the University of Massachusetts in Amherst, where he is director of undergraduate studies in psychology. A recipient of the College Distinguished Teacher Award, he has also served as a Hewlett Teaching Fellow and Senior Online Teaching Fellow.

Professor Feldman was educated as an undergraduate at Wesleyan University, from which he graduated with high honors, and received his M.S. and Ph.D. degrees from the University of Wisconsin in Madison, where he specialized in social and developmental psychology.

Among his more than 100 books, chapters, and articles, he has edited *Development of Nonverbal Behavior in Children* (Springer-Verlag) and *Applications of Nonverbal Behavioral Theory and Research* (Erlbaum) and co-edited *Fundamentals of Nonverbal Behavior* (Cambridge University Press). He is the recipient of grants from the National Institute of Mental Health and the National Institute of the Disabilities and Rehabilitation Research, which have supported his research on the development of nonverbal behavior in children. A past Fulbright lecturer and research scholar, he is a Fellow of the American Psychological Association and of the American Psychological Society.

During the course of nearly two decades as a college instructor, he has taught both undergraduate and graduate courses at Mount Holyoke College, Wesleyan University, and Virginia Commonwealth University, in addition to the University of Massachusetts.

Professor Feldman is a music lover, an enthusiastic pianist, and an excellent cook. He has three children, and he and his wife, a psychologist, live in Amherst, Massachusetts, in a home overlooking the Holyoke mountain range.

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