

Neil Salkind

Child Development



Sixth



Edition



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Child Development

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Neil J. Salkind
University of Kansas

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*To Sasha Max Yelon
for giving us strength and courage*

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Child Development



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E D I T I O N





Preface to the Instructor

It's a pleasure to be writing this sixth edition since it means that you continue to find the book a valuable resource in the teaching of child development. This new edition, as the others, is designed for first courses at the college level and provides a comprehensive introduction to the principles and concepts of child development. The book accomplishes this by integrating the physical, cognitive, and social components of the child's development throughout the major stages of prenatal, infancy and toddlerhood, preschool, middle childhood, and adolescent development. The book is designed so that these topics can be covered in a one-semester course.

While the book provides a solid foundation in developmental theory (with more information on this topic new to this edition) and reviews of current research, it concentrates on the practical implications of this research and on what it tells students about the development of children. Students in psychology, nursing, education, and home economics, as well as parents and prospective parents, can immediately understand the study of child development as it applies to their interests. Given the importance of an awareness of various social issues and how they affect children and families, various policy related topics including the changing roles of mothers and fathers, single-parent families, child abuse, day care, the effects of divorce, drugs, and teen-age pregnancy, and other issues are covered as well.

The organization of the book supports its pragmatic orientation. Each of the major parts corresponds to the practical need to deal with individual children at their own stage of development. This approach conveys some of the warmth and joy of being and working with children and that the subjects of our studies and anecdotes are real, memorable human beings, rather than numbers. In fact, one of the great joys of writing a book like this is being able to incorporate my personal experiences with children as a grade school teacher, parent, and university professor.

Although the book focuses on the development of children in the United States, we live in a global community, and more and more of our students

pursue international activities during college and after graduation. It's for this reason that I use examples from other cultures to point out similarities and differences in the development of children throughout the world.

Changes in This Edition

The primary change that has taken place in this edition is a reorganization of material. The material from the infancy and toddlerhood sections has been combined, in response to users' suggestions (more about this in a moment). In addition, the referenced sources have been updated (almost 25 percent of the references are new), strengthening the research base without sacrificing the text's easily comprehensible presentation.

Not New but Important Features

As with the fifth edition, several features have been continued and their content updated. Instructors reacted very favorably to the boxes on Special Children and the boxes on Public Policy. There are 50 percent more observations and all new Further Readings (nonfiction) and Other Reading of Interest (fiction) presented in an effort to encourage students to read materials related to the study of child development, but "outside" of their everyday activities.

Organization of the Book

The sixth edition has five major parts. The major change that has taken place in this edition has been that both Parts One and Two contain information about infancy. With increased attention and research on this age period and the important changes that take place from infancy through toddlerhood, I thought that combining the material this way would make the transition for the student an easier one to understand.

Chapter 1, "Child Development: Issues, Theories, and Research," sketches the concerns of child development specialists, summarizes the major theories of child development that have been proposed, and discusses how they differ. A new section, "Part B: Research in Child Development," explains how research is carried out in the field of child development and what the researcher's concerns are.

Part One, "Birth and Early Infancy," begins with Chapter 2, which contains discussions about the mechanisms and influence of heredity, environmental influences, prenatal development and prenatal influences, and choices about having children. Chapter 3 details the birth process and describes the characteristics of the newborn.

Part Two, "Infancy and Toddlerhood," contains three chapters on the period from late infancy (about one year of age) through toddlerhood (about two years of age). Chapter 4 deals with the physical and perceptual development of infants and toddlers and focuses on physical development, the development of motor skills, and daily routines. Chapter 5 deals with the toddler's cognitive and linguistic progress. Finally, Chapter 6 rounds out this part by covering the social relationships established during infancy and toddlerhood and their importance to later development.

Part Three, "The Preschool Years," covers the child's growth to six years of age, with Chapter 7 focusing on physical growth. Chapter 8 expands upon the information presented earlier on the child's cognitive and language development and also covers influences on intelligence and the effects of day care

on the preschooler's development. Chapter 9 completes this part with a detailed discussion of personality development and the influence of society upon the development of sex type and personality.

Part Four, "Middle Childhood," follows the developing child through the grade-school years to the beginning of adolescence and begins with Chapter 10, focusing on growth and personality. Chapter 11 describes the changes that take place in learning and cognition, including cognitive style, reading, and the concrete operation thinker. The last chapter in this part, Chapter 12, discusses the important influence that the home, the child's peers, and the school have on development.

The last part of this book, Part Five, "Adolescence," describes the physical changes that occur at puberty and discusses their effects on the individual's personality and social life. Chapter 13 discusses how adolescents reach a mature level of sexual and cognitive development, and Chapter 14 explores the issue of identity in all its manifestations.

Outstanding Features of the Book

Readability The purpose of any textbook, and especially an introductory one, is to communicate ideas and transmit information, motivating the student to see old things in new ways and think about what those new things mean. To achieve this purpose, such a book must be clear, comprehensive, and interesting to read.

The readability of this book is promoted, first of all, by careful organization: topics follow logically, and each is given a descriptive heading. Second, the text is written to present even the most abstract concepts in prose that is alive, energetic, and easy to retain. Numerous examples are used to illustrate and clarify ideas. Third, where important technical terms are introduced, they are printed in bold-face type, and defined immediately in the margins as part of a "running glossary."

Finally, I have tried to synthesize research and important issues to provide the student with a clear overall picture of what the field of child development is all about.

Stage Charts Because the developmental theories of Erikson, Piaget, and Kohlberg flow from one stage of development into the next, the student needs to be oriented to these theories. To find the place in the theory, special charts show the entire theory in outline form, focusing on the stage being discussed.

Child Development and Public Policy Issues Features A continued addition, and one I feel makes the book even more useful as a practical tool in understanding children, is the use of public policy boxes in each chapter that explore certain issues that affect children and families. Among these are such topics as genetic screening, childhood accidents, and working parents. These boxes inform and stimulate the student to think beyond the basic information to the fundamental issues that face children and families in our society.

Special Children Features Another continued feature are chapter boxes on those children who have special needs. Earlier editions focused almost entirely on the "normal" child with little concern about those children who have special characteristics. Among these boxes are the causes of abnormal development,

problems in language development, and childhood depression. Since more people are dealing with all types of children, both in and out of the schools, such boxes raise the student's awareness that there are children who have special needs and explain how to help them.

Illustrations The book features a generous supply of illustrations, a large majority of which are new photographs. These photographs give the student the conviction that child development is about real children in the real world.

Summaries and Further Fiction and Nonfiction Readings At the end of every chapter is a summary containing the kernels of the most important ideas presented in the chapter. The summary, organized into a series of short, coherent paragraphs, provides a handy review for the student. Also following each chapter is a list of further readings that will lead the interested student to more information about points that have aroused his or her curiosity. Each reading is annotated to give the student a fuller idea of the book's content. There is also a set of fictional readings, "Other Readings of Interest," at the end of each chapter. These literary works were chosen for their uniqueness as tools for understanding and illustrating the reality of childhood.

Action-Oriented Observational Activities Observation activities at the end of each chapter help students relate the chapter content to actual children and gives them a "hands-on" opportunity to explore a particular aspect of development. These activities can also stimulate good class discussions. Topics that are explored include the use of checklists, babies as individuals, and sex-role stereotypes. The best of the old observations have been retained and at least two new ones have been added to each chapter.

Before students begin these activities, they are told at the end of Chapter 1 how to locate, approach, and observe children. Access to children has been kept in mind in developing the activities. Many campuses have lab schools that will make the observation tasks easy to do. Others do not, and students who live on campus have little or no access to private homes. Public places such as the library have been suggested where observations can be conducted if lab school facilities are not available.

Each activity is presented in a clear, step-by-step format. Following a brief description of the issue, students are told how to plan an observation, what to look for, how to record observations, and what to analyze.

The amount of interaction required varies with the exercise. All the exercises stress the importance of understanding some aspect of child development through personal experiences.

Supplements The Instructor's Manual is completely new and is helpful in arranging curricula. The completely rewritten manual contains suggestions of topics for class discussions, subjects for student term papers, and a bank of test questions. These questions have actually been used in test situations and revised when necessary, to increase their suitability as achievement test items. These questions are also available on disk as a self-test program.

The accompanying Study Guide has also been rewritten and contains study tips and techniques, chapter summaries and outlines, key terms, review

questions, and independent projects involving observation and experimentation.

The people who helped me with reviews of this edition were Alida S. Westman (Eastern Michigan University), Richard Fabes (Arizona State University), Floyd Donald Whitehead (Fayetteville Technical Community College), Donald R. Devers (Northern Virginia Community College), Serafin A. Zasqueta (Southwestern College), Betty Gaines (Midland College), Barbara Jessen (University of Evansville), Ardis Peterson (Contra Costa), Alice Giordano (College of DuPage), Shirley Breeden (Grossmont College), L. W. McCallum (Augustana College), Michael Bergmire (Jefferson College), Katherine Van Giffen (California State University-Long Beach), Mary Stevens (San Jacinto), Alice Whiren (Michigan State University), and Norma L. Ziegler (San Antonio College).

Even though there is only one name on the cover of this book, it was by no means a singular effort. Tina Oldham, Holt editor, picked up the book late in its development and in a conscientious and timely manner saw the revision through while supplying expert advice and understanding. I'm very appreciative of her support and professional skills. Linda Daly, in charge of production, made sure that every figure and picture was where it should be, labeled appropriately, and made sure the manuscript became the book you are now holding in your hands. She, too, deserves my sincere thanks. Thanks to Jeff Melvin and Bill Mace who wrote first drafts of the observation exercises and to Chitra Thippavara who compiled the new fiction and non-fiction readings. Finally, I want to thank the most important people in my life: Leni Salkind, who was always willing to take care of household and or child-related duties when writing this book became a priority, and Micah and Sara Salkind, two children who, like millions of others, hold the promise of making our world a better place to live in. I hope that reading this book will help some students work toward that goal.

N.J.S.



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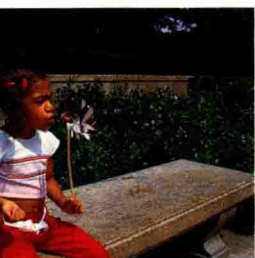
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