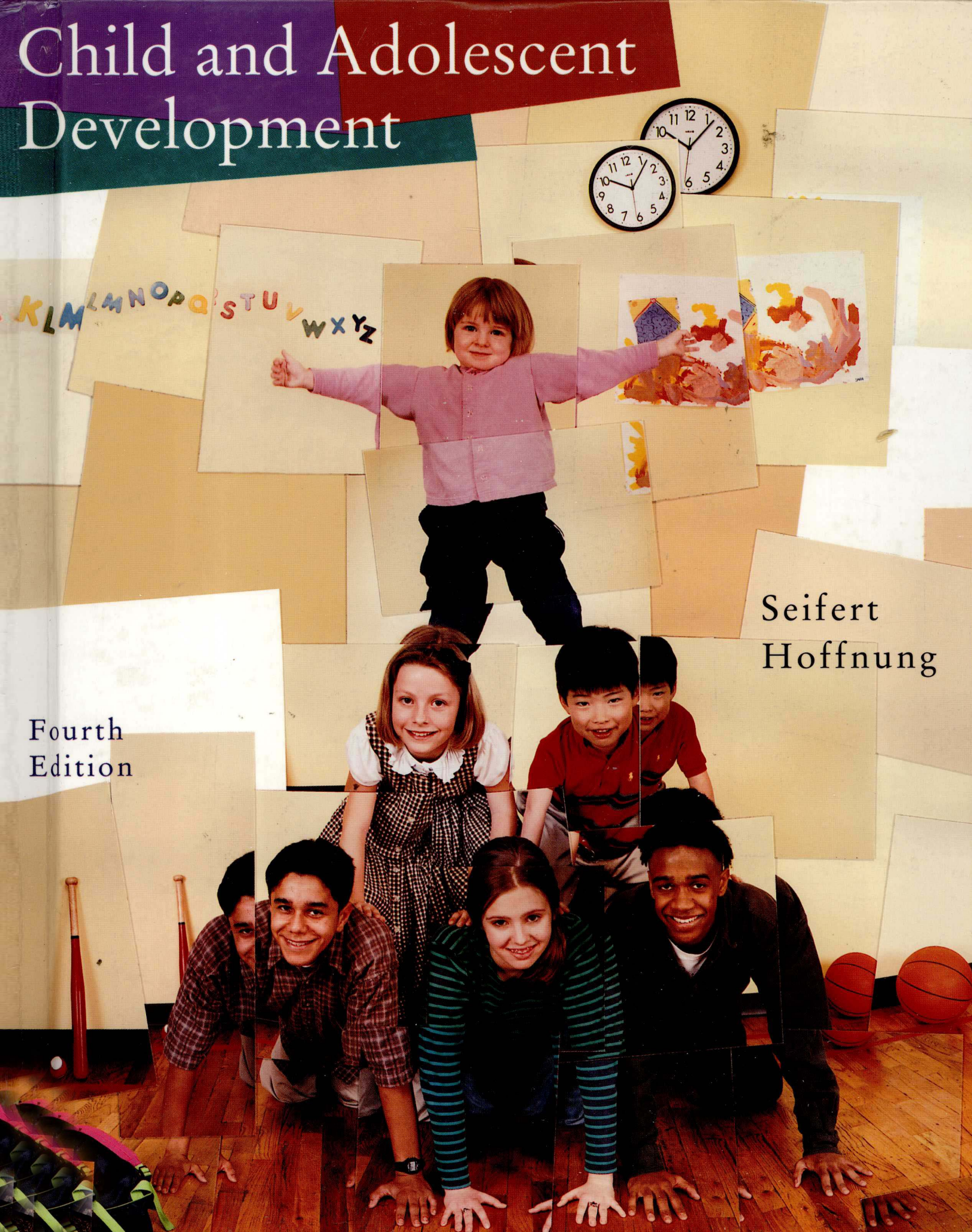


# Child and Adolescent Development



Seifert  
Hoffnung

Fourth  
Edition



# Child and Adolescent Development

F O U R T H   E D I T I O N

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*For my students, whether currently children or formerly children* K.L.S.

*For my sister Michele and brother Dan* R.J.H.

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# Preface

W

e are delighted that again we have had the opportunity to refine, enhance, and update *Child and Adolescent Development*. The book remains a comprehensive introduction to the field, of course, but it is more than that: it is a tool for kindling students' enthusiasm about children and youth, for helping them to become more thoughtful about developmental processes, for assisting them in thinking about the relevance of developmental processes, and for assisting them in thinking about the relevance of developmental psychology to current careers and social issues. We hope, as you get to know the book, that you will see these values in it as well.

As a text, *Child and Adolescent Development* is appropriate for all undergraduates taking a first course in development, regardless of the department in which the course is taught. The Fourth Edition incorporates two major changes that make the book better than ever for such students: a much more explicit focus on applications of developmental knowledge and a substantially stronger focus on multicultural research about children, youth, and families.

## Important Continuities with Previous Editions

These new directions for the Fourth Edition grow out of our previous commitments in earlier editions. As always, we seek the following:

- To communicate to students the freshness and vitality of real, fully dimensional children and the idea that development, above all, is a human process.
- To convey that the developmental psychologist's understanding of children and adolescents is based on information derived scientifically and, further, that good science involves a synthesis of classic and recent findings.
- To keep our writing clear, low-key, and nontechnical and to weave abundant concrete details about children and youth into our discussions.
- To explore the influence of cultural and social factors on development: the impact of ethnicity, for example, of language background, of gender, and of socioeconomic status.

- To help students appreciate the connections among the key developmental domains: physical, cognitive, and psychosocial.
- To explore, for both scientific and practical reasons, the roles of the adults who nurture, care for, and educate children.

These goals were foremost in our thoughts as we developed and revised the content and features of the Fourth Edition. They are expressed most obviously in some of the specially marked features of the text, but they are also woven into the body of the text itself.

## A Renewed Applications Emphasis

More than in previous editions, we have added material related to occupations and vocations that use knowledge from developmental psychology. In every chapter of the Fourth Edition, there is no missing the relevance and importance of developmental processes in daily life! Students who read this book—and especially those who also have an interested instructor and classmates with whom to discuss ideas—will find their practical interests respected, encouraged, and stimulated. These benefits will happen, of course, in the context of learning sound information from developmental research. Here is a sampling of some of that applied, but research-based information:

- Prenatal counseling: who should seek it (Chapter 3).
- Birth and the family: preparing children for the new arrival (Chapter 4).
- Breast feeding: the most recent information for parents (Chapter 5).
- Low birth weight infants: ways that nurses and parents can assist with their development (Chapter 5).
- Language development: ways that parents and caregivers can foster it (Chapter 6).
- Transition to parenthood: how having a new baby affects couples (Chapter 7).
- Characteristics of good child care (Chapter 7).
- Impact of poverty on children's health (Chapter 8).



- Early childhood education: the best, developmentally appropriate practice from a multicultural perspective (Chapter 9).
- Language development in children who are deaf or hard of hearing (Chapter 9).
- Helping aggressive children and their parents (Chapter 10).
- How parents can influence their children's TV viewing (Chapter 10).
- Impact of athletics on the physical development of school-age children (Chapter 11).
- Attention deficit hyperactivity disorder (ADHD): what to look for and how to help children who have it (Chapter 11).
- Learning disabilities in school and ways of assisting students with them (Chapter 12).
- Suggestions for divorcing parents (Chapter 13).
- The impact of neighborhood and community violence (Chapter 13).
- The timing of puberty and adolescent adjustment (Chapter 14).
- Body image and adolescent self-esteem (Chapter 14).
- Critical thinking in adolescents and ways of fostering this skill (Chapter 15).
- The impact of work on the lives of adolescents (Chapter 16).
- The transition to middle school: recommendations for improving middle school education (Chapter 16).

In addition to this new and updated coverage, each chapter contains an interview (called "Working With . . .") with a professional who works with children or youth and whose work depends on applying knowledge of developmental psychology. The careers selected are ones that students of developmental psychology are likely to consider, and the interviews offer glimpses of where students might eventually go with their working lives and why developmental psychology might help them once they get there. This feature is described in greater detail below.

## Strong Multicultural Coverage

In the Fourth Edition, we have strengthened the multicultural coverage of the book well beyond what it contained in the last edition. This change reflects our commitment to inclusivity, both in the field of developmental psychology and in society itself. We are convinced that all children are worthy of study, throughout both society and the world, and that knowledge of and respect for human diversity is indeed a fundamental purpose of developmental psychology as a field.

To this end we have retained a specially designated multicultural topic in each chapter, presented in a box called "A Multicultural View," which has proven to be popular with users of the text. The most successful, relevant, and current multicultural boxes have been retained from the previous edition, but a significant number of new boxes have been written for the Fourth Edition. These reflect changes in the field of developmental psychology as well as our increased commitment to the principle of inclusivity.

More important, but less immediately visible, multicultural findings such as those listed here have been added generously throughout the text. In Chapter 1, the discussion of research methods uses about equal parts of multicultural and "local" (that is, North American) examples as illustrations, and the North American examples include studies of nonwhite as well as white children or families. In Chapter 2, psychosocial and contextual theoretical approaches highlight the developmental importance of culture and historical change. Ethnicity and risk of genetic disorder are explored in Chapter 3, and cultural differences in perceptions of pain related to childbirth are discussed in Chapter 4. In Chapter 5, the discussion of children's sleep is enriched with a comparison of differences between Dutch and American children's sleep patterns, and the reasons for the differences. Cultural differences in infant temperament and in nonparental care giving are considered in Chapter 7. In Chapter 8 and 11, the discussion of physical growth includes comparisons across cultures, with comments on possible reasons for the differences. Chapter 10 looks at the role of cultural differences in childrearing and prosocial behavior. In Chapter 12, discussion of language development includes substantial comment on bilingualism and its effects on development. The developmental influence of SES and culture on peer relations, adolescent health care, and parenting styles and school dropouts are explored in Chapters 13, 14, and 16, respectively.

## Enhanced Illustration Program

Because we are aware that a picture is worth a thousand words, we have enhanced the illustration program in the Fourth Edition. Numerous new graphs, figures, and tables have been added to make key explanations, ideas, and concepts more clear. All students, and especially those who prefer or need to learn in visual, as well as verbal ways, will find these additions helpful.

Responses to the Third Edition photo program were so positive that we have retained the same approach to illustrating key ideas by choosing photographs that emphasize the multicultural, contemporary, and human aspects of child and adolescent development.



## Special Features

The Fourth Edition of *Child and Adolescent Development* includes a number of unique features designed to enhance students' understanding of developmental psychology. Some of these have been mentioned already but deserve fuller explanation:

**A Multicultural View** A Multicultural View is a series of boxed inserts that focus on important multicultural topics related to child and adolescent development. Appearing in each chapter, they cover such topics as breastfeeding practices in contrasting societies, cultural variations in parent-child language interactions, beliefs about the nature of "intelligence" in diverse societies, social stereotypes about physical attractiveness in different cultures, cross-cultural differences in attachment, and adaptive strategies of families of minority youth. We hope that these boxes will increase readers' awareness of the importance of cultural context in the development of children and adolescents and of the importance of an inclusive perspective about human problems. A complete list of topics appears on page xiv.

**Working With . . .** Working With . . . is a new set of interviews with experienced professionals who work with children or adolescents in some way and whose work depends on knowledge of developmental psychology. The interviews offer examples of how developmental psychology can be used to improve the lives of children and youth and of some of the careers that students might consider if they are interested in developmental psychology. One professional is interviewed for each chapter, and each individual has been selected because his or her work relates to a theme or domain of the chapter. Because Chapter 5 is about physical development in infancy, for example, we interview a pediatric nurse about her experiences on a maternity ward. Because Chapter 15 is about cognitive development in adolescence, we interview a psychiatric group worker about her use of a cognitive or educational approach to emotionally disturbed teenagers. Among other occupations represented are a genetic counselor, an infant day care coordinator, and a nutritionist. For a complete list of careers and topics featured, see p. xv.

**A Talk With . . .** A Talk With . . . are interviews with children and adolescents that reinforce and bring to life the text's coverage of concepts and theories. The interviews convey some of the experience of childhood and adolescence (and the delight that is possible from close observation of them!). They are based on an extensive collection of tape-recorded interviews conducted especially for this text by one of the authors (Robert Hoffnung). A full list appears on p. xv.

**Perspectives** Perspectives are boxed inserts that extend the text discussions by highlighting significant research on human development or by identifying issues of social policy related to the welfare of children. The Perspectives boxes emphasize the connectedness of developmental psychology with all aspects of the human condition, both intellectual and practical. In Chapter 3, for example, the race and intelligence controversy and its social policy implications are explored, while the Perspectives box in Chapter 8 documents the close relationship between SES and children's health and suggests ways of making health care more equitable for children and youth. In Chapter 16, the question of how parents can influence their adolescent's choice of peer group is considered. See p. xiv for a complete list of Perspectives topics.

**What Do You Think?** What Do You Think?, a feature given greater prominence in the Fourth Edition, are sets of questions designed to stimulate reflection on issues and concepts of developmental psychology. The questions recognize the importance of dialogue in constructing knowledge about children and youth and invite students to enter that dialogue. What Do You Think? sections are located periodically throughout every chapter and can be used as a basis for classroom discussions and activities. Many are designed to encourage collaboration among classmates.

**Special Learning Aids** Other pedagogical features include opening chapter outlines, initial focusing questions, summaries of key points, lists of key terms, and suggested further readings for each chapter. By organizing important information from the text, these features help students significantly to understand important themes, ideas, and concepts. Indirectly, by assisting in the mastery of content, they free students to develop their personal perspectives about the field of developmental psychology and about its practical uses.

## Ancillaries

The Fourth Edition of *Child and Adolescent Development* is accompanied by an extensive package of teaching and learning aids. Heading the list are a test bank, an instructor's resource manual, and a study guide that are unified by a shared set of learning objectives.

**Test Bank** The Test Bank, carefully revised by Robert Rycek of the University of Nebraska, Kearney, includes one hundred multiple-choice and four essay questions per chapter. Each multiple-choice question is keyed to a text page number and a learning objective, and each is identified as requiring factual, applied, or conceptual knowledge. The Fourth Edition Test Bank features far



more applied and conceptual questions than previous editions have. The essay questions include sample response guides.

**Instructor's Resource Manual** The Instructor's Resource Manual has been almost completely revised by Gregory Cutler of Bay de Noc Community College. It offers numerous resources to facilitate course preparation and student assessment. Each chapter begins with a chapter map that keys all activities and test questions to specific points in each text chapter. Also included are a chapter overview and outline, learning objectives, sections on students' anticipated trouble spots and examples for use in class, lecture topics, news stories of relevance to developmental psychology, journal writing topics, in-class activities, out-of-class projects, and recommended Internet sites, videos, transparencies, and further readings.

**Study Guide** For each chapter, the Study Guide, prepared by both Robert Rycek and Gregory Cutler, contains learning objectives, a chapter overview and outline, a fill-in review of key terms and concepts, and an expanded set of multiple-choice practice questions, divided into two parts that test factual and applied knowledge, respectively. The special multiple-choice answer key explains why each option is correct *or incorrect*, a feature particularly appreciated by students.

**Computerized Test Bank** The test items are available on disk, providing maximum flexibility for instructors who wish to generate tests electronically, as well as edit test items or add their own.

**Videos** A wide range of video programs on child development is available to qualified adopters. Your Houghton Mifflin representative has details.

**Video Rental Policy** Qualified adopters can also borrow films or videos free of charge through a consortium of university film libraries.

**Transparencies** The accompanying set of overhead transparencies contains images from both within and outside the text.

## Acknowledgments

A number of reviewers made constructive suggestions and provided thoughtful reactions at various stages in the development of the Fourth Edition, and we are very appreciative of the help we received from them. In particular, we would like to thank

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*Kelvin L. Seifert      Robert J. Hoffnung*

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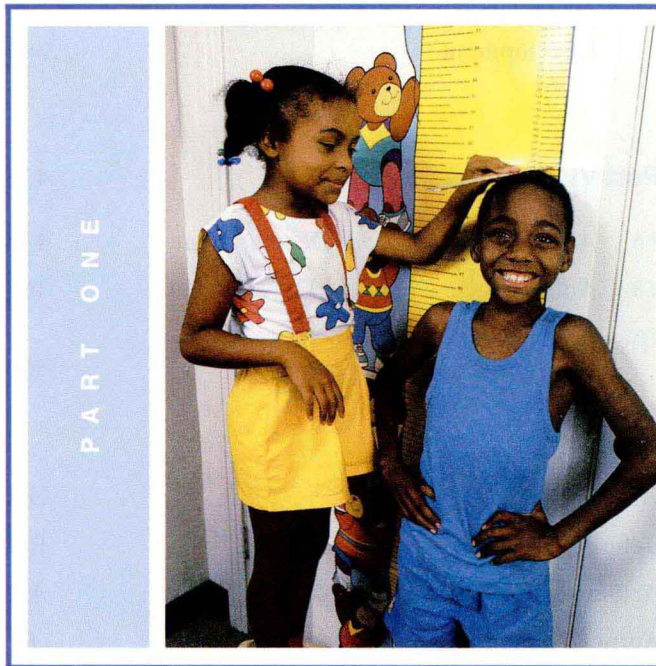
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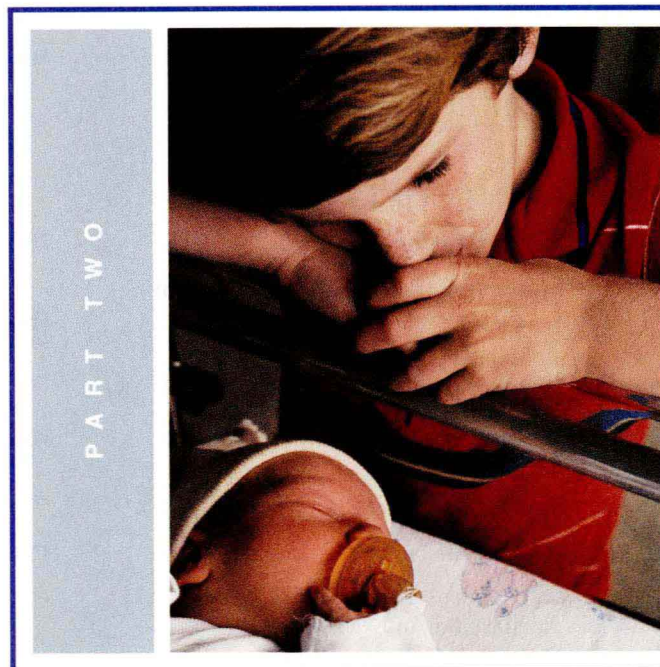
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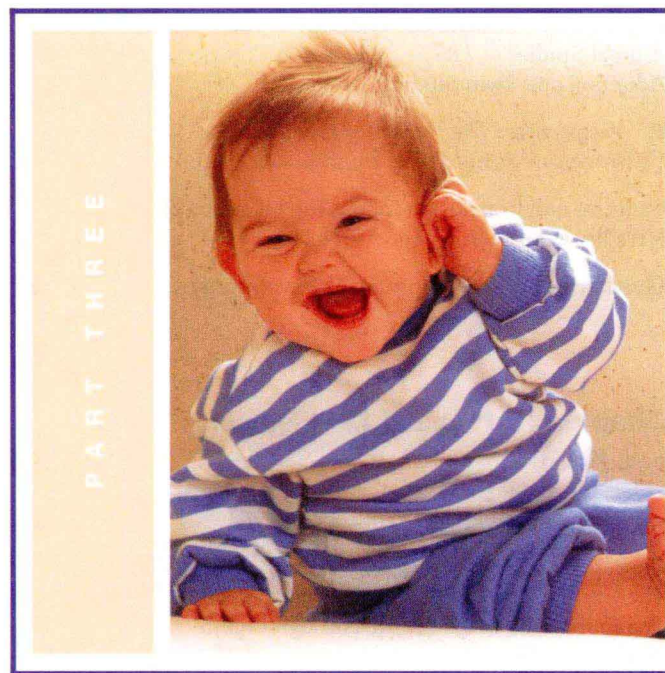
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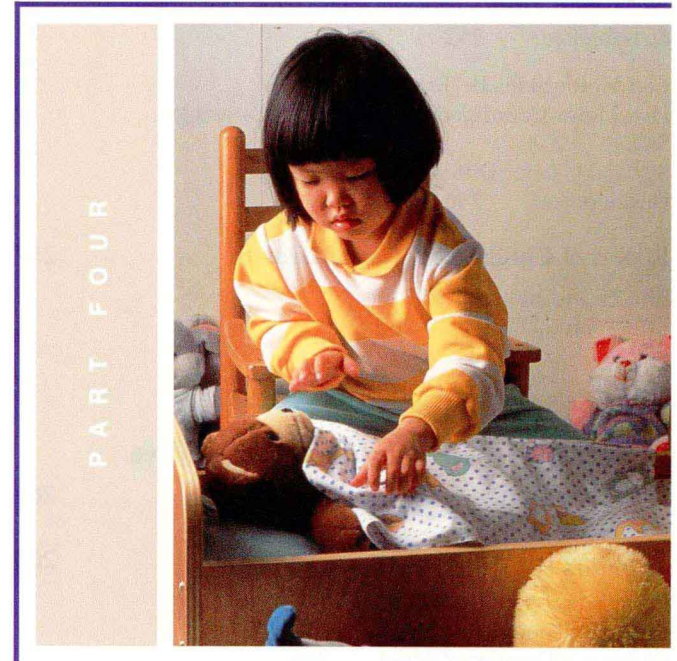
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