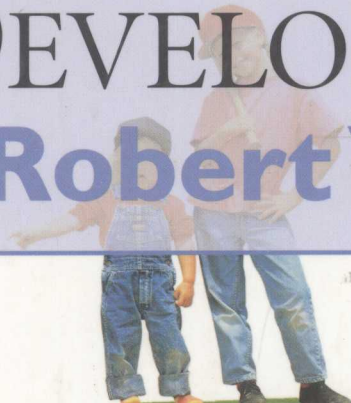




CHILDREN
 AND THEIR
 DEVELOPMENT
 Robert V. Kail



 **CHILDREN**
AND THEIR
DEVELOPMENT

Robert V. Kail

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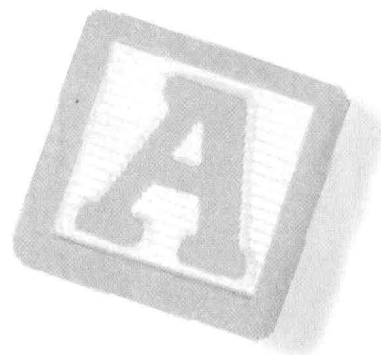
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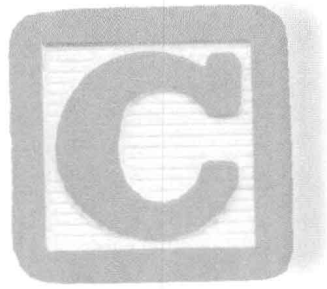
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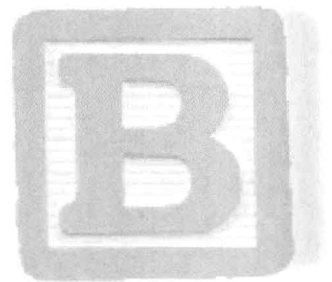
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To Laura, Matt, and Ben



Preface

My aim in writing *Children and Their Development* was to create a book that would help students to appreciate both the splendor of child development and the strides that researchers have made in understanding development. At the same time, I wanted to provide students with insights that would make their own interactions with children—as teachers, parents, or simply as citizens—more informed and more fulfilling. The result is a book that presents a broad but selective introduction to child development as a science that is at once basic and applied.

To achieve these ends, I have followed a number of guidelines. Collectively, they form the general orientation of the book.

1. *Research, theory, and application are inseparable.* The best way to answer a question or solve a problem that involves real-live children is to have a theory that specifies effective solutions, and the best theories are the ones that have been documented with extensive research. Throughout this book, I illustrate the close links between theory, research, and practice.

2. *The beauty of child development can truly be appreciated only by examining its many different forms.* Some aspects of development reflect the biological heritage that is shared by all children. However, projected on this common biological backdrop are unique trajectories of development that depend upon the cultural context in which the child develops. This variety in child development is emphasized throughout the book.

3. *There is a fundamental continuity among all developmental processes.* The text is organized topically, so that different aspects of child development can be examined in detail. However, these different aspects are completely interwoven in the lives of real, growing children. Throughout the text, these connections between biological, intellectual, and social components of child development are highlighted.



ORGANIZATION OF THE BOOK

The book begins, in Chapter 1, with a brief description of how to use the book to learn about child development and an introduction to the theories and methods that have guided research in child development. Chapters 2 through 5 are devoted to the genetic and biological bases of human development, and the growth of perceptual and motor skills. Chapters 6 through 9 cover intellectual development—how children learn, think, reason, and solve problems. Chapters 10 through 15 concern social and emotional development—how children acquire customs of their society and learn to play the social roles that are expected of them.

PEDAGOGICAL FEATURES

I have written this book with the student in mind. My aim has been to present the intricacies of child development in a clear and engaging style that never forgets how growing children often delight us with their laughter and sometimes bewilder us with their problems.

The book has several elements designed to help students learn about child development. These are described in detail in Module 1.1, so I'll simply highlight some of them here. Each chapter consists of three or four modules that begin with a set of learning objectives and a vignette that introduces the topic to be covered in the module. Within

each module, all figures, tables, and photos are fully integrated, eliminating the need for students to turn pages searching for a graphic. Similarly, boxlike feature material that is set off in other textbooks is fully integrated with the main text and identified by a distinctive icon. Each module ends with several questions designed to help students check their understanding of the major ideas in the module.

The end of each chapter includes several additional study aids. “In Perspective” recaps each module, then links the ideas in the chapter to a major developmental theme. “Thinking about Development” presents questions that encourage students to integrate what they’ve read. “See for Yourself” suggests activities that allow students to observe topics in child development firsthand. “Resources” includes books, telephone numbers, and sites on the World Wide Web where students can learn more about child development. “Key Terms” is a list of all of the important terms that appeared in the chapter. The “Summary” is organized by module and the primary headings within the module and reviews the entire chapter.

ANCILLARIES

Children and Their Development is accompanied by a superb set of ancillary teaching materials. They include the following:

Instructor Supplements

Instructor’s Resource Manual, by Dale Grubb of Baldwin Wallace College. This unusually inclusive manual will be an important resource for new and experienced professors alike. Included in each chapter are: a chapter organizer page; resourceful learning objectives; detailed lecture outlines; up-to-date additional lecture suggestions; creative classroom demonstrations and student activities; a listing of appropriate Prentice Hall transparencies; a complete listing of suggested video resources; and useful handouts that can be removed from the manual and copied for distribution to students.

Test Item File, by Terri T. Combs of Indiana University-Purdue University Indianapolis. This comprehensive manual contains an average of 90 multiple choice questions and 4 short answer/essay questions for each chapter. Also available on Custom Test.

Prentice Hall Custom Tests for Windows, Macintosh, and DOS. A computerized version of the *Test Item File*, Prentice Hall’s exclusive testing software supports a full range of editing and graphics options, network test administration capabilities, and greater ease-of-use than ever before. It offers a two-track design for constructing tests: Easytest for novice users and Fulltest for more advanced users. The Custom Testing also offers features such as On-Line Testing and Electronic Gradebook.

Teaching Transparencies for Human Development. A full set of color transparencies add visual impact to the study of child development. Designed in large format for use in lecture hall settings, many of these high quality images are not found in the text.

“800-Number” Telephone Test Preparation Service. A toll-free preparation service is also available. Instructors may call an 800-number and select up to 200 questions from the *Test Item File* available with the text. Prentice Hall will format the test and provide an alternate version (if requested) and answer key(s), then mail it back within 48 hours, ready for duplication.



Videotape Support Materials

ABC News/Prentice Hall Video Libraries

Lifespan Development, 1996

Child Development in Action, 1995

Human Development, 1993

Three video libraries consisting of feature segments from award-winning programs such as *Nightline*, *20/20*, *PrimeTime Live*, and *The Health Show* are available to qualified adopters of *Children and Their Development*.

Student Supplements

Study Guide, by Dea DeWolff of Purdue University, who happens to be my wife. This attractive, highly visual Study Guide reinforces the key pedagogical features of the textbook. The author incorporates both illustrations and design elements from the text. Each of the 15 chapters follows the same modular organization as the text. Common elements for each module include: learning objectives; matching exercises to review key theories, definitions, terms and concepts; practice true/false questions; cumulative “fill-in-the-blank” chapter summaries; an average of 25 practice multiple choice questions, and 3 essay questions.

The New York Times Supplement for Human Development. When you adopt *Children and Their Development*, Prentice Hall and *The New York Times* will provide you with a complimentary student newspaper in quantities for your class. This collection of articles is designed to supplement classroom lectures and improve student access to current real-world issues and research.

Website

Additional study aids for students and links to important resources are available at the *Children and Their Development* website: <http://www./prenhall.com/kail>

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I also owe a debt of thanks to many people who helped take this project from a first draft to a bound book. My development editor, Harriett Prentiss, taught me much about writing, and did so with wit and grace. Leslie Osher and Function thru Form designed a book that is both beautiful and functional. Mary Rottino skillfully orchestrated the many activities that were involved in actually producing the book. Eloise Donnelly found the marvelous photographs that appear throughout the book. To all of these people, many, many thanks.

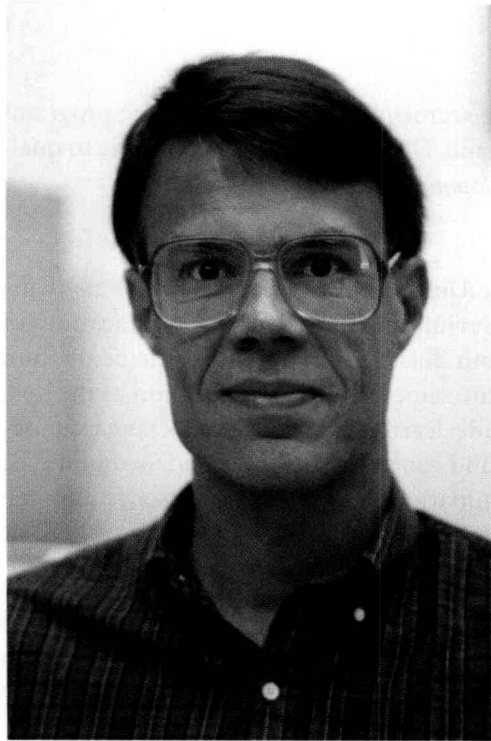
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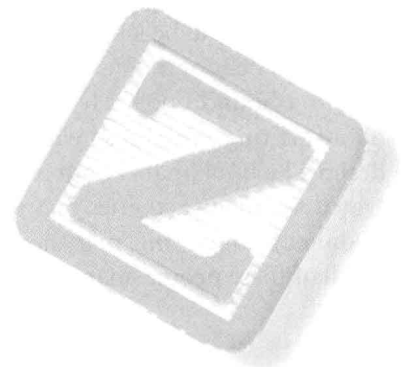
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About the Author



Robert V. Kail is Professor of Psychological Sciences at Purdue University. His undergraduate degree is from Ohio Wesleyan University and he received his Ph. D. from the University of Michigan. Kail has served as Associate Editor of the journal *Child Development* and is currently Associate Editor of the *Journal of Experimental Child Psychology*. He received the McCandless Young Scientist Award from the American Psychological Association and was named a fellow in the American Psychological Society. He was also named the Distinguished Sesquicentennial Alumnus in Psychology by Ohio Wesleyan University. His research interests are in the area of cognitive development and focus on the causes and consequences of developmental change in the speed of information processing. Kail has also written *The Development of Memory in Children*, and, with John C. Cavanaugh, *Human Development*. Away from the office, he enjoys flying his Cessna 172, playing soccer with his daughter, and arguing with his teenage sons about the relative musical contributions of John Lennon and Kurt Cobain.





CHILDREN
AND THEIR
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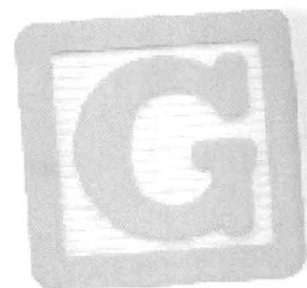
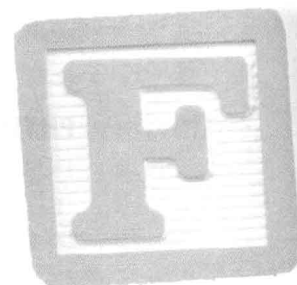
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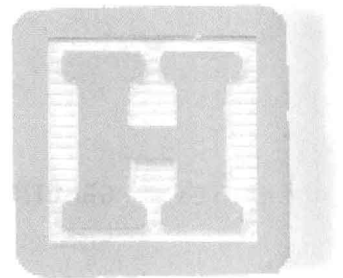
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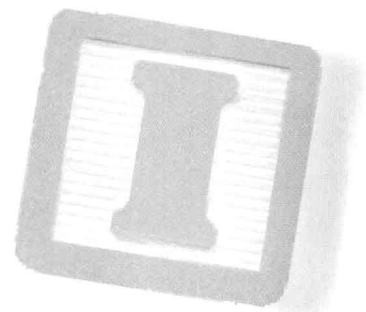
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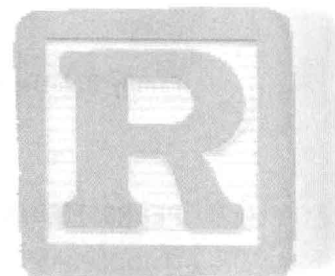
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