

BUKATKO

DAEHLER

# CHILD DEVELOPMENT

A THEMATIC APPROACH

THIRD EDITION

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# CHILD DEVELOPMENT

A THEMATIC APPROACH

**Danuta Bukatko**

College of the Holy Cross

**Marvin W. Daehler**

University of Massachusetts, Amherst

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*To Don and Nicholas*

*D. B.*

*To June, and to Curtis, Joshua, and Renée*

*M. W. D.*

Sponsoring editor: David C. Lee  
Senior associate editor: Jane Knetzger  
Senior project editor: Carol Newman  
Senior production/design coordinator: Jennifer Waddell  
Senior manufacturing coordinator: Marie Barnes  
Marketing manager: Pamela Laskey

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As we undertook this revision, we continued to hold the same vision we had when we wrote the previous two editions. Specifically, we wanted to capture for students the excitement of studying child development, a field that has continued to yield a provocative and fascinating array of information about the individual in his or her most formative years. Yet, the same explosion of information that has allowed us to understand and marvel at the complexities of development has created a dilemma for us as teachers and, we suspect, for many instructors. How do we help students sift through the enormous number of developmental findings so that they carry away from the course the most important ideas? Furthermore, how do we give to students a meaningful sense of the child as a whole being, given that so many developmental researchers focus on specialized aspects of development?

## THEMATIC APPROACH

To meet these goals, we have continued to hold to our commitment of providing a comprehensive, topically organized, up-to-date picture of development from conception to adolescence. Most important, we draw students' attention to the themes that replay themselves throughout the course of development, those fundamental issues that resurface continually and that provide coherence to the seemingly disparate research findings. The themes, we believe, can serve as frameworks to help students remember the multitude of facts about child development. They can also serve as organizing ideas for lectures or for the questions instructors pose on examinations or other assignments. We highlight the following six themes throughout our discussion of child development:

- What roles do nature and nurture play in development?
- How does the sociocultural context influence development?
- How does the child play an active role in development?
- Is development continuous or discontinuous?
- How prominent are individual differences in development?
- How do the various domains of development interact?

Additionally, by drawing out these themes, we hope to stimulate readers to think about the *process* of development, or *why* development proceeds as it does. We believe that when students engage in this sort of reflection, they will become more adept critical thinkers. We also believe that they are more likely to appreciate the ramifications of theory and research for applied issues such as parenting practices, education, and social policy for children, which are ultimately concerns for us all.

## ORGANIZATIONAL CHANGES AND UPDATED COVERAGE

We have made two noteworthy changes in the organization of the third edition. First, Chapters 1 and 2 have been reversed to introduce the themes and theoretical underpinnings of development earlier (now Chapter 1) and to provide a context in which



discussion of methodological issues could be carried out (now Chapter 2). Second, much of Vygotsky's theory has been consolidated and presented in Chapter 8.

In updating this edition, we have included over six hundred new references, but we have also tried to balance coverage of contemporary research with the retention of important classic studies. Information on a number of key topics has been added, among them the following:

- The distinction between shared and nonshared environment and evidence that nonshared environment has a substantial impact on development (Chapter 3)
- The more positive course of development for infants born with AIDS (Chapter 4)
- Increasing evidence for the important role of nutrition on development (Chapter 5)
- Face perception in children (Chapter 6)
- Neuropsychological findings on language development (Chapter 7)
- Autobiographical memory (Chapter 9)
- The relationship between brain development and memory (Chapter 9)
- The development of scientific reasoning (Chapter 9)
- The development of emotion regulation (Chapter 11)
- Expanded treatment of childhood temperament (Chapter 11)
- Further evidence for the emergence of conscience at an early age (Chapter 12)
- Additional research based on relational theories of gender development (Chapter 13)
- Expanded information on parenting in ethnically diverse families (Chapter 14)
- Factors that contribute to success in school by African American and Asian American children (Chapter 16)

Our efforts to include research on multicultural topics have been greatly facilitated by the increasing attention developmental researchers have paid to issues of diversity and cross-cultural topics in journals and books. Approximately ten percent of our new research citations describe children from different ethnic or social class backgrounds.

## NEW FEATURES

We have developed two new features that are intended to sharpen two goals that we had in previous editions: (1) demonstrating the applied usefulness of research findings in developmental psychology and (2) drawing a link between knowledge about normative developmental processes and development that takes less typical pathways.

**Research Applied to Parenting/Education** Beginning with Chapter 3, we have identified some of the implications of research that extend beyond the laboratory. In doing so, our goal is to help students think about questions and concerns that typically affect parents and teachers in their interactions with children. This feature addresses such topics as the steps parents might take to reduce the risk of sudden infant death syndrome and the strategies teachers might follow to promote gender equity in the classroom. Each topic covered in this feature is introduced with a continuation of the chapter-opening vignette and is followed by a set of points which, based on our current knowledge, leads to positive consequences for children and their development. These points, of course, should not be considered the final word on the subject, but they will help readers to understand how research has led to practical benefits for children, parents, and teachers. For a complete list of topics covered in this feature, see p. xiii.

**Atypical Development** Rather than include a separate chapter focused on developmental problems, we have chosen to include within most chapters a feature concerned with atypical development. In doing so, we hope to emphasize that the same processes that help to explain normal development also can help us understand de-

velopment that is different from the norm. We believe that the reverse is also true—that understanding atypical development can illuminate the factors that guide more typical child development. Thus, we consider such topics as attention-deficit hyperactivity disorder, antisocial behavior, and language impairment. A complete list of topics appears on p. xiii.

## RETAINED FEATURES

In keeping with our overall goals and objectives, we have retained several features from previous editions of this book.

**Key Themes in Development** Within each chapter, some or all of the six developmental themes identified above serve to organize and provide coherence for the material. We see these themes as pedagogical tools designed to help students discern the importance and interrelatedness of various facts, and as vehicles for instructors to encourage critical analysis among students. The themes are highlighted for students in several ways.

1. The themes most immediately relevant to a chapter are listed at its start.
2. Indicators in the margins of the chapter point to discussions of each key theme.
3. Each chapter closes with a brief synopsis of how the key themes are illustrated in the domain explored by the chapter.

Students and instructors may, of course, find additional instances of the six themes we have identified. They may also locate new and additional themes. We encourage this process in keeping with our desire to set in motion a search on the part of readers for integration and coherence in the vast material that constitutes the scientific study of child development.

**Chronology Charts** From our own experience as teachers who have adopted a topical approach to child development, we know that students often get so immersed in the information on a given topic that they lose sense of the child's achievements over time. Consequently, in most chapters, we include one or two Chronology Charts that summarize the child's specific developmental attainments at various ages. One of the points we emphasize in this text is that there are individual differences in the rates, and sometimes the paths, of development. Therefore, we caution students that these figures are meant only to give a picture of the overall trajectory of development, a loose outline of the sequence of events we expect to see in many children. Nonetheless, we believe that these guidelines will give students a sense of the patterns and typical timing of important events in the child's life, and that they will serve as another organizing device for the material presented in each chapter. For comparative and review purposes, students can locate all the Chronology Charts by consulting the list on p. xiv.

**Controversies: Thinking It Over** Important questions about development often do not have clear-cut answers. In the real world, however, decisions must frequently be made about children and their families in the face of conflicting research findings or theoretical beliefs. Should children serve as eyewitnesses in courts of law? Should students be academically tracked in school? A special feature found in each chapter considers questions like these to help students critically assess the opposing positions that experts take and to appreciate some of the applied implications of developmental theory and research. Approximately one-third of these controversies are new to this edition. The controversies can serve as the foundation for debate and extended discussion in the classroom. In keeping with this objective, we have framed the Controversies in open-ended ways, concluding with questions designed to stimulate critical thinking among students. A full list appears on p. xiv.

**Study Aids** The chapter outlines, chapter recaps, and marginal and end-of-text glossaries all serve to underscore important themes, terms, and concepts. We hope

that students will actively utilize these aids to reinforce what they have learned in the chapter body. In addition, we employ several strategies to make the material in this text more accessible to students: vignettes to open the chapter (a number of these are new), the new “Research Applied to Parenting/Education” feature, the liberal use of examples throughout the text, and an extensive program of illustrations accompanied by instructive captions.

## ORGANIZATION AND COVERAGE

We begin the text with two chapters that set the stage for the balance of the book. Chapter 1 introduces the six developmental themes, followed by the major theories of development. We also discuss how various theorists have taken explicit or implicit positions on the six themes. Chapter 2 considers the historical and scientific roots of developmental psychology and the research methodologies the field typically employs today.

The next three chapters deal primarily with the biological underpinnings and physical changes that characterize child development. Chapter 3 explains the mechanisms of heredity and evaluates the role of genetics in the expression of many human traits and behaviors. Chapter 4 sketches the major features of prenatal development and focuses on how environmental factors such as teratogens can modify the genetic blueprint for physical and behavioral development. Chapter 5 outlines the major features of physical and motor skill development and includes a special section on brain growth and differentiation.

The next group of chapters focuses on the development of the child’s various mental capacities. Chapter 6 reviews the literature on both children’s learning and the development of perception, including the most recent findings on early intermodal perception as well as perceptual development in older children. Chapter 7 describes language development, highlighting the contemporary research on infant language and the social context of language acquisition. Chapter 8 features Piaget’s and Vygotsky’s theories of cognitive development as well as recent research spurred by their ideas. Chapter 9 continues the discussion of cognitive development from the information-processing perspective. Chapter 10 provides students with a picture of traditional models of intelligence along with more recent views, such as Sternberg’s triarchic theory and Gardner’s theory of multiple intelligence.

The child’s growing social and emotional achievements constitute the focus of the next group of chapters. We devote Chapter 11 to a treatment of emotional development. Chapter 12 covers two other rapidly expanding areas of interest: social cognition and moral development. The latter is discussed under the broader framework of the concept of values. Chapter 13 covers the most recent ideas on gender development, including substantial treatment of gender schema theory.

In the final portion of the text, we consider the most important external forces that shape the path of child development—the family, peers, and the schools and media. Chapter 14 adopts a family systems approach to emphasize how various family members continually influence one another. A separate chapter entirely dedicated to the influence of peers, Chapter 15, covers the expanding research on this topic. Chapter 16 considers the special influence of schools on child development, along with another powerful aspect of contemporary culture—television.

## ANCILLARIES

Several ancillary materials accompany this text to enhance the teaching and learning experience. For this edition, we played an active role in the revision process.

**Test Bank** The Test Bank was prepared by Laura L. Mitchell of the University of Massachusetts/Amherst with the assistance of Marvin Daehler. Laura brings a fresh

perspective to creating the test items, most of which are new and revised. The Test Bank includes nearly two thousand multiple-choice items. Each question is accompanied by a key that provides the learning objective, text page on which the answer can be found, type of question (Fact, Concept, or Application), and correct answer. Since we are committed to the idea that students should be encouraged to engage in critical thinking about child development, we have retained a set of essay questions for each chapter and a concluding set of essay questions that might constitute part of a cumulative final examination in the course.

**Computerized Test Bank** All test items are available on disk in PC or Macintosh formats. The test generation software allows instructors to edit questions as well as integrate their own test items.

**Instructor's Resource Manual** The Instructor's Manual has been revised by Danuta Bukatko. It contains a complete set of chapter outlines and learning objectives, as well as lecture topics, classroom exercises, demonstrations, and handouts. Approximately half of the topics for lecture and classroom discussion are new. An added feature is a list of useful Internet sites that instructors and students may consult to obtain the latest information on different topics in child development.

**Study Guide** The Study Guide, originally prepared by Carolyn Greco-Vigorito of St. John's University and Michael Vigorito of Seton Hall University, has been revised for this third edition by Marvin Daehler. The Study Guide contains the same set of learning objectives that appear in the Instructor's Resource Manual and the Test Bank. In addition, each chapter of the Study Guide includes a key terms section and a self-quiz consisting of thirty multiple-choice questions. An answer key tells students not only which response is correct but why each of the other choices is incorrect.

**Transparencies** A set of color transparencies also accompanies the text. Some of the transparencies duplicate figures from the text, while others serve to supplement the text's illustration program.

**Multimedia Policy** For information on the variety of videos and multimedia products available to adopters, contact your Houghton Mifflin representative.

**Psychology Web Site** For access to useful and innovative teaching and learning resources that support this book, visit Houghton Mifflin's Psychology web site by pointing to the Houghton Mifflin homepage at <http://www.hmco.com> and going to the College Division's Psychology page.

## ACKNOWLEDGMENTS

Our students at Holy Cross and the University of Massachusetts continue to serve as the primary inspiration for our work on this text. Each time we teach the child development course, we see their enthusiasm and appreciation for what we teach, but we also find that we learn from them how to communicate our messages about developmental processes more effectively.

We also appreciate the insightful comments and criticisms provided by the reviewers for this text. Their classroom experiences have provided a broader perspective than our own, and we believe our book becomes stronger because of their valued input. We would like to express our thanks to the following individuals who served in this capacity:

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As with previous editions, several individuals at Houghton Mifflin have demonstrated their talent, dedication, and professionalism. David Lee, who became our sponsoring editor with this edition, has shown exceptional enthusiasm and support for this project. Carol Newman, who oversaw production, kept the process humming along on schedule. For her conscientious work, we are grateful. Ann Schroeder and Jessyca Broekman did an outstanding job of capturing visually the concepts we were trying to convey with words. Joanne Tinsley provided a fresh and insightful perspective in her work as developmental editor. Finally, as we have in the past, we owe great thanks to Jane Knetzger, senior associate editor, whose patience we surely tried with regard to the schedule. Jane's ability to prod us to think about how to best achieve our goals and vision for this text has been central in the course that this revision process has taken.

Finally, we would like to thank our families for their support during the revision of this text. Nick's own growth has sustained the idea that child development is a marvel to watch, and his day-to-day experiences have on occasion been the source of inspiration for various segments that appear in this book. Don learned to accept with good will and supportiveness the increasing demands that the book schedule made on him. Special thanks to June, who continued to accept the demands that such a project entails, and also thanks to Curtis, Joshua, and Renée, who have now joined the ranks of young adulthood. The progress and success they demonstrate in their chosen professions bear witness to the value and rewards of understanding the extraordinary spectacle that is the focus of this book: children and their development.

*Danuta Bukatko*

*Marvin W. Daehler*

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