

A Study Guide for the Televised Course
TIME TO GROW

Second Edition



INTELECOM

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Second Edition by

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INTELLIGENT TELECOMMUNICATIONS

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TIME TO GROW

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Prepared by INTELECOM

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FOREWORD

BEFORE YOU BEGIN THIS COURSE . . .

All of the 26 lessons in this course will follow the same pattern. Each lesson consists of three parts: readings from your textbook – *Child Development: Its Nature and Course*, Third Edition, by L. Alan Sroufe, Robert G. Cooper, and Ganie B. DeHart; a video program; and this telecourse guide. While you've read many textbooks and seen many television programs, you may never have worked with a document such as the telecourse guide. So before you start any of the reading, we'll give you a little information about how the guide is organized and how it can help you throughout your study of child development. Each lesson will consist of the following parts:

LESSON ASSIGNMENT – This section presents a concise listing of the assignments and steps that you should follow to master the lesson objectives and achieve the lesson's goal. The term "steps" is used to reinforce the idea that learning is a process.

INTRODUCING THE LESSON – This section is a "friendly" advance organizer – a motivator – for what the lesson covers. Such organizers help make learning more meaningful, ensure better retention, and, we hope, pique your interest.

GOAL – This single sentence tells you the overall purpose of the lesson. It helps you keep in mind the overriding principle guiding the lesson.

LESSON OBJECTIVES – These objectives form the framework for the content of each lesson. Learning these objectives will enable you to reach the lesson's goal.

VIEWING GUIDE – The Viewing Guide presents points to be considered before, during, and after watching the video portion of the lesson. This section is designed to guide your viewing, to help you see the important parts of the video. To do a thorough job of understanding these points, you may need to watch the video more than once.

UNDERSTANDING THE LESSON – This section summarizes the important points of the lesson by integrating the key terms, concepts, and principles within the particular assigned readings and offering you some focusing questions. The section is designed to help you apply the material from the text as you prepare

to watch the video. Reading this section before viewing will help make the video more meaningful. Reading it again after viewing will reinforce learning.

SELF-TEST – Several multiple choice and short essay questions are presented to help you review material and prepare for examinations.

ANSWER KEY – Answers to the SELF-TEST items are provided at the end of the telecourse guide.

IN CONCLUSION . . .

Keeping in mind the purpose of each section of the telecourse guide will support your learning as you proceed through the 26 lessons. And along with the videos and your text readings, using this telecourse guide effectively will reinforce your learning. We hope you enjoy this course.

ACKNOWLEDGEMENTS

Creating a telecourse guide such as this one takes the cooperation of many individuals, each working in his or her special area of expertise. We owe thanks to a team of academic professionals whose sound advice, based on their years of teaching experience, directed the academic integrity of this telecourse guide. Their work involved helping to craft the guiding objectives for the course and reviewing all the lessons for the telecourse guide and the exam bank.

Our thanks for assistance on this telecourse guide goes to Dr. David Lane, who served as the instructional designer for the course and the author of the exam banks. In addition, we acknowledge the hard work of the members of the academic advisory committee for *Time to Grow*, as follows: Elizabeth H. Brady, Cal State Northridge (retired), Northridge, CA; Dr. Michael Catchpole, North Island College, Port Alberni, British Columbia; Dr. Betty Hutchison, Foster G. McGaw Graduate School, National-Louis University, Evanston, IL; Dr. Lilian Katz, ERIC Clearinghouse, Urbana, IL; Dr. Tom Luster, Michigan State University, East Lansing, MI; and Dr. Mary Knox Weir, Long Beach City College (retired), Long Beach, CA.

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MODULE I: BEGINNINGS

1

The Nature and Theories of Development

LESSON ASSIGNMENT

Completing the following steps will help you master the lesson objectives and achieve the goal for this lesson:

STEP 1: Read the INTRODUCING THE LESSON section to provide a context for what you will learn in this lesson.

STEP 2: Read the lesson's GOAL and LESSON OBJECTIVES so that you will know what you are expected to learn.

STEP 3: Read the text assignment, Chapter 1, pages 4 to 34. Pay particular attention to the key terms and concepts in the Chapter Summary on page 34; they will help you when you watch the video.

STEP 4: Review the VIEWING GUIDE in the telecourse guide. It lists several points to consider as you watch the video.

STEP 5: Watch the video.

STEP 6: Read the UNDERSTANDING THE LESSON section in the telecourse guide. Make sure you understand the key terms and can answer the focusing questions included there.

STEP 7: Complete the SELF-TEST.

STEP 8: Go back to the LESSON OBJECTIVES and make sure you can respond to each of them.

INTRODUCING THE LESSON

It is probably safe to make a few general assumptions about anyone who is reading this introduction. You are probably an adult who is able to read and understand these written words. You most likely are able to perform certain complicated actions, such as driving a car, operating a bank cash machine, programming a video cassette recorder to record a favorite show – maybe. You sustain numerous relationships with other people, in varying degrees of intimacy, from a nodding acquaintance with the clerk at your local grocery to deep and lifelong ties to your parents – you may even be a parent yourself.

In short, you are an independent, fully grown human being with a certain amount of experience who is capable of making most of your own decisions.

But this hasn't always been you, has it? Not so very long ago, you were sweating and fumbling through the anxieties of adolescence, unsure of your changing body, tormented – and tantalized – by burgeoning sexual desires, plagued by doubts about yourself, your friends, the world around you.

Going back, before adolescence, you were another creature entirely, not so tall, lighter in weight, less sophisticated in thought, but able to form general notions of the shape and nature of the world, already adept at certain skills and sports.

With one more leap into the past you were just beginning school, approaching that first day of classes with a mixture of dread and enthusiasm. You'd already mastered the basic skills that you'd need for a lifetime of pleasures and toil – speech, walking, basic social interactions – but you'd just begun to prepare for reading, adding up a few simple numbers, and perhaps assuming your first responsibilities – feeding your goldfish daily, for example.

Finally, you go all the way back, beyond your first memories, to where only snapshots or videotape footage can take you. In these you see your first steps, your first word, even your first bath.

It's a long way from that earlier incarnation in infancy to the person who sits at a desk today, absorbing these words and translating them into concepts. Some of the steps along the way were dramatic ones and probably stand out in your memory: your first bicycle ride, the first night you spent away from home, your first kiss. Other abilities which you now take for granted came gradually, often indiscernibly: the ease with which you make a long-distance telephone call, for example, or swim several laps, or make the decision to pay bills instead of watching that rerun of the Wizard of Oz.

Looking at pictures of yourself as a teenager, a child, an infant, it is hard not to feel a sense of amazement at the great distance you've come and the amount that you've changed. And it isn't just that you have grown taller, developed muscles and coordination, and honed skills as you've grown. Your grasp of the world, your way of thinking, have grown and deepened as you've matured. Over the years since your birth, you've developed into the person you are today.

The idea of *development*, of an organism growing through progressive, cumulative phases into new, more complicated stages, is the subject of this telecourse. Through the text material and the video lessons you will begin to see how each human being follows a similar course of growth throughout her or his life, but at her or his own pace and with certain individual differences. Within the context of development, you will see how each human being, beginning as an infant, follows similar but unique paths to adulthood.

Lesson 1 presents the basic framework of the concepts of developmental psychology and explains how this course will apply its principles to the study of child development. The developmental perspective explains the ways in which a child of six months differs from the same child at age four, six, and ten. In Lesson 1, you will begin to appreciate how each stage of childhood emerges from the accomplishments of earlier stages. Like the brightly colored Russian folk dolls that nestle one within another, the person you are today emerged, in an orderly, systematic, and guided fashion, out of a sequence of earlier selves.

GOAL

The purpose of this lesson is to introduce you to the fundamental themes of developmental psychology, which is a coherent framework for explaining and understanding the various changes – of both a qualitative and quantitative nature – that an individual goes through as he or she grows.

LESSON OBJECTIVES

After reading the text assignment, completing the exercises in this telecourse guide, and viewing the lesson's video portion, you will be able to:

1. Summarize what is meant by a developmental perspective in reference to the study of children.
2. Name and describe the key features of development change.
3. Distinguish between the normative and dynamic aspects of development.
4. Describe the factors on which development depends.
5. Explain what a theory is and how it is useful.
6. Recognize the basic concepts and developmental states of Erikson's psychosocial theory and Piaget's theories of cognitive development.
7. Recognize the basic concepts of social learning (cognitive) theory; of information-processing approaches to cognitive development.
8. Distinguish among laboratory experiments, naturalistic observation, and natural experiments.

VIEWING GUIDE

Lesson 1 presents a comprehensive outline of the major components of the developmental perspective of child development, a collection of concepts which will become increasingly familiar to you as you progress through this course. Before you are ready to view the video portion of the lesson, you must read the chapter in your textbook and learn the important terms included there. Now read the Points to Consider; they will give you an idea of topics covered in the video lesson. Keep these points in mind while you watch the video.

Points to Consider

- The developmental point of view: The principles of development as an explanation of how children change from age to age form the background of this telecourse. As you watch the video and read the text material, be aware of how children change both *qualitatively* and *formatively*. Note also these three main aspects of development: children differ from one age to another; a child's capacities emerge from earlier capacities; and development is coherent over time.
- Making sense of development: The way we are born and grow has fascinated philosophers and scientists since ancient times, but the modern science of childhood development owes a special debt to several pioneers. Pay attention to the importance of the theories of Charles Darwin in current theories of childhood development. Notice the continuity between more recent explanations of development and earlier ones, such as those of John Locke.
- Theories: Several theories help us understand how individuals develop. As you learn about the stages of childhood development, keep in mind how the different theories of Jean Piaget, Sigmund Freud, John Bowlby, and others explain changes that occur in childhood. Notice the different focus each theory takes.
- Tools for study: Our understanding of how individuals grow and develop depends upon a solid body of carefully gathered data and many insightful observations – both formal and informal. As you view the video, notice how a child's behavior in a controlled laboratory experiment differs from his or her behavior in an uncontrolled natural setting. Be aware of the strengths and weaknesses of the various theories of development, and identify when a particular approach is most appropriate.

UNDERSTANDING THE LESSON

In the Greek legend of the tragedy of Oedipus, Oedipus is the only person who can answer the riddle of the Sphinx: "What creature is it that walks on four legs in the morning, two at noon, and three in evening?" Oedipus's correct answer was a human being, who crawls as an infant, walks in adulthood, and in old age leans upon a cane.

Since ancient times, the question of how individual humans are created, born, and grow from helpless infancy through the stages of childhood into the self-reliance of adulthood has fascinated philosophers and natural scientists – not to mention mothers and fathers. From the cryptic wisdom contained in the riddle of the Sphinx to modern theories based upon laboratory observations, the questions of child development have been answered in a number of original and provocative ways.

Basic Principles of Development

As the examples from both your textbook and the video show, a child's reactions and behavior change over time. A 5-month-old baby stares solemnly as her big sister bobs up and down in front of her crib, trying in vain to play peekaboo. Yet in two or three months, the same baby shrieks gleefully every time her sister's head reappears at the edge of the crib. What has taken place in the intervening months to make the infant enjoy the game?

By understanding the idea of *developmental perspective* as explained in this lesson, you will begin to appreciate the coherence and elegance of how we develop from almost helpless infants into self-sufficient adults. In the concept of development, each of us proceeds through a series of stages that mark *qualitative* changes in how we handle the world. Older children are able to master more and progressively harder challenges because their capabilities are being transformed into new levels of skill.

The other component of development is *behavioral reorganization*, which means that a child gains more advanced ways of organizing or putting information together as he or she grows older. Compare, for example, how a toddler places one block atop another with how a 4 year old uses Lego units to construct a rocket. Broadly speaking, most 4 year olds will have much greater abilities to coordinate their block-building movements, formulate strategies of building, and imagine new building plans.

When we look at the changes in body and behavior that are typical at each age – just as the block-building movements described above – we are looking at development *normatively*. But just because something is typical at a certain age doesn't mean that all children experience it then. When we look at within-individual progress, we are looking at behavior *individually*.

Keep in mind that each change in behavior and understanding grows naturally out of the abilities that were there before, in conjunction with interactions with environmental influences. A basic theme of development is that the changes we experience from infancy through adolescence are orderly, cumulative, and directional. That is, our development follows a

genetically planned sequence of events that build upon one another in stages of increasing complexity.

Key Terms

Development
Normative development
Individual development
Qualitative change
Quantitative change

Focusing Questions

1. A 2 year old shrieks with glee as she makes short hops; 12 years later, she wins the broad jump in junior high. Is her improved performance over the years an example of qualitative change?
2. What are some examples of the ways in which children reorganize their thoughts and actions to form more complex patterns of behavior as they grow older?

A Framework for Understanding Development

The eighteenth-century musician Wolfgang Amadeus Mozart composed his first minuet at the age of five and performed before the Viennese court at the age of six. While brilliance such as Mozart's is so far out of the ordinary as to be astounding, young Mozart still had to develop his musical abilities in the same orderly manner as you or I would to learn to play the guitar. As you learn in this lesson, Mozart's musical skills developed out of the interaction of (1) his inherited genetic abilities, (2) his progressive stages of achievement, and (3) the influences of his environment.

Developmental theorists base their understanding of this three-part process partly on the evolutionary theory of Charles Darwin. Evolutionary theory holds that an interaction of inherited traits and environmental influences determines the success of individual species, and serves as our model of child development. For example, in the case of Mozart, genetic factors contributed to his early musical genius, but it was the environmental influence – largely in the shape of education and early performing – that shaped his extraordinary career.

Darwin is just one of the many scientists and philosophers who have debated the causes and courses of human development. One view, put forth by the seventeenth-century English philosopher John Locke, held that children are at birth totally neutral, and that all their subsequent values and beliefs are imposed upon them by their parents, teachers, and society in general. Taking an alternative view was the eighteenth-century French philosopher Jean Jacques Rousseau, who believed that children are born in a state of innocence and then corrupted by the teachings of society.

To a certain degree, various camps of child development theorists still debate the relative importance of heredity and environment on the individual – a controversy known as “nature versus nurture.” The position taken in this telecourse is in keeping with most contemporary developmentalists. In this course you will study the many ways in which heredity and environment interact to shape the various stages of an individual's life.

Focusing Questions

1. How does the principle of natural selection as set forth in Charles Darwin's theory of evolution apply to current models of human development?

Explaining Development

As you learned from the video and the text material, child development experts don't always agree. Scientists who study childhood growth and behavior often differ in their views because they follow different theories of development. A theory is a unified set of principles explaining how things operate. The purpose of a theory is to provide researchers a framework for interpreting facts and findings and to guide scientific research.

In this course we will look at five prominent theories that guide researchers in their work. Of these, three emphasize qualitative change, including those based on *psychoanalytic* approaches. The principles of psychoanalysis were laid down at the turn of the twentieth century by the Viennese physician Sigmund Freud. Freud analyzed human behavior in light of the emotional conflicts individuals face at different stages of their lives. In early psychoanalytic theories of development, the qualitative changes of an individual's growth are explained by the concepts of the id, the ego, and the superego. All these psychoanalytic concepts begin with the emotional structures of individual human personality.

Another major theory of qualitative change was developed by the Swiss developmental psychologist Jean Piaget, who built his theory of development around changes in the thinking of children at different ages. To Piaget, the difference between a 2 year old's behavior and a 4 year old's is a matter of changes in their cognitive abilities – that is, how they think about the world and themselves. According to Piaget, individuals become less self-centered – or egocentric – as they grow older because they are better able to understand how the feelings and needs of other people differ from their own. Piaget's construct of decentering and reversibility is central to his theory and relates to ways of seeing the world as much as to human relationships.

The third theory to take a qualitative approach to child development was proposed by the English psychiatrist John Bowlby, whose *adaptational theory* draws heavily from both Darwin's theory of evolution and Freud's ideas about individual development. Adaptational theory (which is sometimes also called *attachment theory*) combines the idea that babies are born with certain genetic behaviors with the psychoanalytic notion that the value or efficiency of these behaviors will be greatly affected by the individual's environment. In other words, while an infant may be born with an ingrained urge to seek intimacy with its parent, how that parent responds – or doesn't respond – to the child may affect the infant's reactions to others for the rest of its life.

Of the two theories that focus on the gradual nature of developmental changes, information-processing theory holds that children become better at solving problems as their powers of attention, memory, and thinking improve gradually over time. Information theorists concentrate on how children think when solving problems, including those that involve social situations.

Social learning theory, on the other hand, tends to explain changes in individual behavior largely by how children are affected by such factors as punishment, reward, and imitation. Based on the principles of behaviorism, social learning theory holds that development is gradual and cumulative, and that children learn through watching how others behave, a process called modeling. Social learning theorists tend to be more interested in how children of the same age approach a problem in different ways as opposed to how children of different ages react differently to a similar situation.

When considering these several theories, it is important to remember that they reach different conclusions about the various facets of development because they each begin from different points of reference. The theories often present different views of similar circumstances because they are looking at them through different theoretical lenses, so to speak. All, though, have important insights to offer.

Key Terms

Psychoanalytic theory
Cognitive developmental theory
Social and emotional developmental theory
Adaptational theory
Social learning theory
Information-processing theory
Internal working model

Focusing Questions

1. Why hasn't any one theory of child development arisen that all researchers can accept?
2. A 3-year-old girl and her parents are taking a walk in the park when the mother notices that the child's shoelaces are untied. But as the mother bends down to tie the laces, the little girl pushes her aside and says "No, I want Daddy to do it." How might a child developmentalist who was influenced by Freudian psychology interpret the child's actions? How might a Piagetian developmentalist interpret them?

Research Methods for Studying Development

Although child developmentalists approach their field under the guidance of several differing theories, all researchers use the same basic methods to test their hypotheses. In the video, you have seen examples of the main methods of studying child behavior, of which the experiment is one. In laboratory settings, researchers can isolate particular child behaviors or stages of development and set up tests or measurements that are very precise and controlled. Throughout this telecourse, you will see examples of experiments in child development that are designed to study such things as the acuity of infant vision or the ability of toddlers to perceive depth, among others.