



# Q T T O T r e n

Robert V. Kail

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# Children

Robert V. Kail

Purdue University

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Children

to ■ Chauncey

# Preface

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**W**hen I first taught child development in 1975, I used a brand new textbook that provided students with an excellent overview of the field. In the 25 years since, researchers have made incredible progress in understanding children's development (and I'm proud to have been among those contributing). Unfortunately, authors have been overly enthusiastic about the emerging knowledge, and textbooks have grown ever larger as more and more complex findings are added. The book I used in 1975 described the field in a concise 471 pages in the original edition but in 652 pages in the fifth edition, which appeared in 1999. As this and other excellent texts grew, my students complained to me that, with so much information in the book, they had difficulty separating the wheat from the chaff (an appropriate metaphor since I was teaching in the Midwestern United States).

Greater length and complexity were only part of the problem. Most textbook authors avoid effective pedagogy like the plague. They (along with many instructors) seem to believe that students should learn on their own, without needing instructional aids. As a consequence, although child development texts still present a valuable overview of the field, they are not effective tools for student learning.

A few years ago, I decided that a new book was needed—one that would meet instructors' needs for a solid overview of the field and one that would emphasize effective pedagogy designed to enhance students' learning. *Children* is my effort to meet these goals. This book is traditional in its organization: I begin with theories and methods, move to biological bases of child development, then cover four major phases in children's lives—starting with infancy and ending with adolescence. Where this book begins to differ from the competition is length: it has about 20 percent fewer pages than most competing texts. To make the truly important child development work stand out for students, I have deliberately omitted some topics and described others relatively briefly.

But the focus on a student-friendly book is really evident in the way I've structured the entire book to help students learn about child development. One key aspect of the book is an emphasis on fundamental themes in child-development research. In Chapter 1, I describe four critical themes that pervade child-development research:

1. Early development is related to later development, but not perfectly.
2. Development is always jointly influenced by heredity and environment.
3. Children help determine their own development.
4. Development in different domains is connected.

Then, throughout the book I use these themes to provide a solid foundation for students to understand different theories and the many facts of child development. The themes appear in review questions throughout the chapters and are highlighted in an "In Perspective" feature that appears at the end of each major phase of development (e.g., the preschool years, adolescence). The themes provide students with familiar anchors to use as they learn about children.

I've also organized the chapters to make it easy for students to understand children and their development. Each chapter consists of two to five modules that provide a clear and well-defined organization to the chapter. Each module begins with a

set of learning objectives and a vignette that introduces the topic to be covered. Within each module, all figures, tables, and photos are fully integrated, eliminating the need for students to search 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, reflecting its importance in students' overall reading. 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. "Critical Review" provides thought-provoking questions that require students to integrate the material they've just read. "See for Yourself" suggests activities that allow students to observe topics in child development firsthand. "For More Information About" includes books and Web sites where students can learn more about child development. "Key Terms" is a list of all of the important terms that appear in the chapter. The "Summary" is organized by module and the primary headings within each module; it reviews the entire chapter.

Each module includes at least one feature where selected issues are highlighted. The six different kinds of features are Cultural Influences, Focus on Research, Real Children, Making Children's Lives Better, Looking Ahead, and Child Development and Family Policy. The features are described in Module 1.1, but Focus on Research warrants extra attention here. Most textbooks describe research methods early on, then ignore them for the rest of the book. *Children* takes a different and unique approach. In Chapter 2, I portray child-development research as a dynamic process in which scientists make a series of decisions as they plan their work. In the process, they create a study that has both strengths and weaknesses. Each of the remaining chapters of the book contains a Focus on Research feature that illustrates this process by showing—in a question-and-answer format—the different decisions that investigators made in designing a particular study. I trace each of the steps and explain the decisions that were made. Then the results are shown—usually with an annotated figure so that students can learn how to interpret graphs—and the investigators' conclusions are described. Thus, the research methods that are introduced in Chapter 2 reappear in every chapter, in a setting that makes research come alive as a set of decisions that often involve compromises. (In my classes, I encourage students to think how the Focus on Research studies could be improved with different methods. At the same time, I ask them why the investigators might have resorted to the methods they did.)

I hope that the Focus on Research and other pedagogical elements will be effective in presenting complex topics to your students in an understandable and engaging way. Please let me know how well they work for you and your students. You can send comments directly to me at: [rkail@sla.purdue.edu](mailto:rkail@sla.purdue.edu). I would love to hear from you.

## Ancillaries

*Children* is accompanied by a superb set of ancillary teaching materials.

### For Instructors:

**Instructor's Resource Manual.** This IRM contains a wealth of material for new and experienced instructors alike. Each chapter includes chapter organizers, learning objectives, a detailed lecture outline with suggestions, classroom demonstrations and learning activities, critical thinking questions and exercises, assignment ideas, journal exercises, suggested films and videos, and classroom handouts.

**Test Item File.** This text bank contains over 3,000 multiple choice, true/false, short answer, and essay questions that test for factual, applied, and conceptual knowledge.

**Prentice Hall Test Manager and Custom Tests.** One of the best-selling test-generating software programs on the market, Test Manager is available in Windows and Macintosh formats. Both formats contain a GradeBook, Online Network Testing, and many tools to help you edit and create tests. The program comes with full Technical Support and telephone “Request a Test” service.

**Prentice Hall’s Color Transparencies for Developmental Psychology.** Designed in a large-type format for lecture settings, these full-color overhead transparencies add visual appeal to your lectures by augmenting the visuals in the text with a variety of new illustrations.

**PowerPoint Slides and Online Graphics Archive.** Each chapter’s artwork has been digitized and is available for download into any presentation software. PowerPoint lectures for each chapter area are also available for download. These and other valuable teaching resources are located on our Prentice Hall Psychology Central site at [www.prenhall.com/psychology](http://www.prenhall.com/psychology). Contact your Prentice Hall representative for information on how to access this site.

**Films for the Humanities and Sciences.** A wealth of full-length videos from the extensive library of Films for the Humanities and Sciences, on a variety of topics in developmental psychology, are available to qualified adopters. Contact your Prentice Hall representative for a list of videos.

### Media Support for Instructors and Students

**[www.prenhall.com/kail](http://www.prenhall.com/kail) Companion Web site.** This free online Study Guide allows students to review each chapter’s material, take practice tests, and research topics for course projects.

**ContentSelect Research Database.** Prentice Hall and EBSCO, the world leader in online journal subscription management, have developed a customized research database for students of psychology. This database provides access to many popular periodicals and peer-reviewed psychology publications. For more information about *ContentSelect*, contact your Prentice Hall representative.

**Online Course Management.** For professors interested in using the Internet and online course management in their courses, Prentice Hall offers full customizable online courses in BlackBoard and Pearson’s Course Compass powered by BlackBoard. Contact your Prentice Hall representative or visit [www.prenhall.com/demo](http://www.prenhall.com/demo) for more information.

**Developmental Psychology Observation/Demonstration CD-ROM by David Daniel.** This interactive CD-ROM offers simulations and over 50 minutes of video footage of children demonstrating key concepts in developmental psychology. Each video begins with an introduction to the concept illustrated in the video, narratives to guide student viewing of the video, and questions to assess students’ understanding of what they just watched. It is available to be packaged with *Children*; contact your Prentice Hall representative for more information and to request an examination copy.

### For the Student:

**Study Guide.** This attractive, highly visual Study Guide written by Dea K. DeWolff (my wife) reinforces the key pedagogical features of the textbook by incorporating



both illustrations and pedagogical elements from the text. Each chapter follows the same modular organization as the text. Each of the modules in every chapter of the Study Guide includes learning objectives, matching exercises to review key theories, definitions, terms and concepts, practice true/false questions, cumulative fill-in-the-blank chapter summaries, and multiple choice and essay questions.

**Psychology on the Internet: Evaluating Online Resources.** This supplement provides students with a hands-on introduction to the Internet and features numerous Web sites related to psychology with guidelines on how to evaluate online resources. This supplement is available free when packaged with the text.

## Acknowledgments

Textbook authors do not produce books on their own. I want to thank the many reviewers who generously gave their time and effort to help sharpen my thinking about child development and shape the development of this text. Without their thoughtful comments, this book would be less complete, less accurate, and less interesting.

The reviewers:

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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. From the beginning, Jennifer Gilliland has supported this project enthusiastically. Elaine Silverstein did a superb job of critiquing my writing, making sure that topics were covered thoroughly and clearly. Leslie Osher and Anne DeMarinis designed a book that is both beautiful and functional. Ann Bearden skillfully orchestrated the many activities that were involved in actually producing the book. Kathy Ringrose found the marvelous photographs that appear throughout the book. To all these people, many thanks.

—Robert V. Kail

# About the Author

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**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 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 working out.

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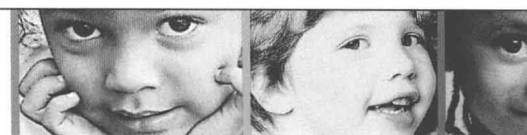
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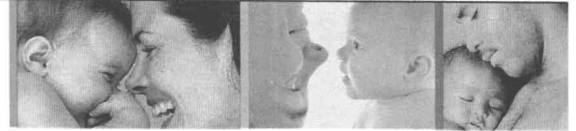
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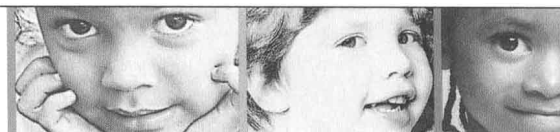
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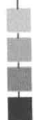
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