

# Child Development



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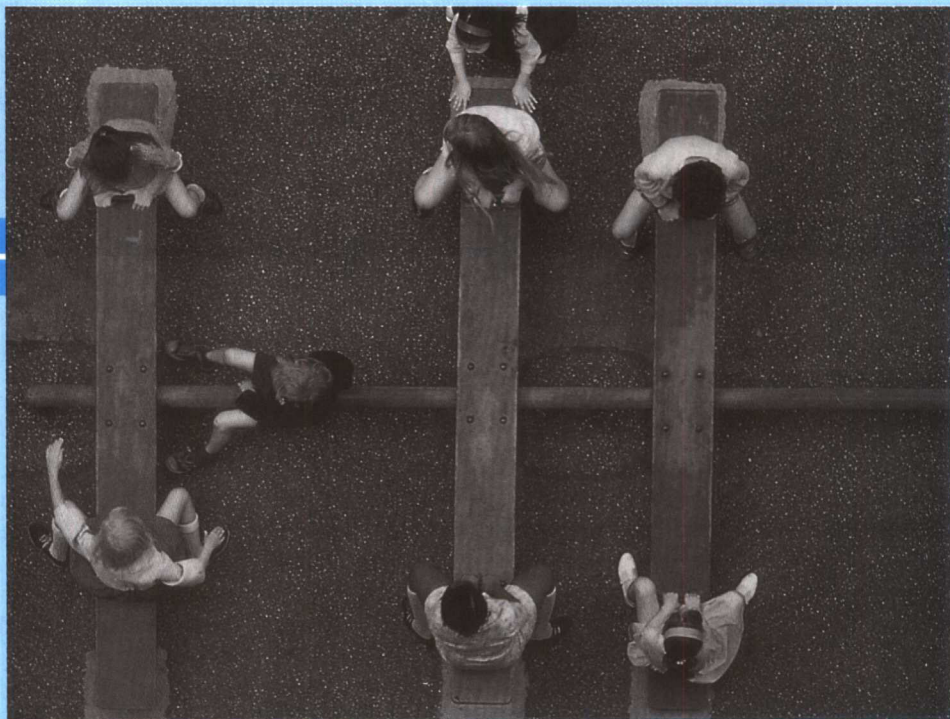
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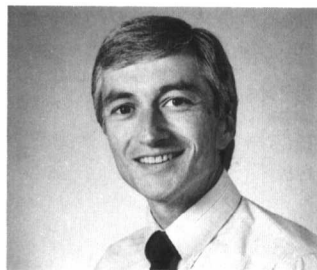


*To the memory of my parents, James and Alice Hughes,  
who gave me life and taught me much about it.*

*To the memory of my father and to my mother,  
Alexander and Adele Noppe, who knew the meaning  
of childhood and shared it with me.*

*To my parents, Morris and Fanny Cupit, who  
inspired me with their love of education and knowledge.*

# About the Authors



**Fergus Hughes** is an Associate Professor of Human Development at the University of Wisconsin-Green Bay, where he has been teaching courses of child, adolescent, and adult development since 1972. Born in Dublin, Ireland, and raised there, in Toronto, and in the New York City area, he earned his B.A. from St. John's University and his M.A. and Ph.D. in Developmental Psychology from Syracuse University.

Professor Hughes is an active scholar and writer. He co-authored the book *Human Development: Across the Life Span*, has had articles published in such journals as *Developmental Psychology*, *Journal of Genetic Psychology* and the *Academic Psychology Bulletin*, and recently co-authored a chapter in the *Annual Review of Psychology*. He maintains a strong commitment to undergraduate teaching, however, with classes ranging in size from twenty to three hundred, and he has been honored for teaching excellence by his faculty colleagues.



**Lloyd D. Noppe** is an Associate Professor of Human Development and Psychology at the University of Wisconsin-Green Bay, where he has taught since 1980. Born in Forest Hills, New York, he earned his B.A. from Lake Forest College and his Ph.D. from Temple University. He presently teaches courses in life span development, tests and measurements, child and adolescent development, and educational psychology.

Professor Noppe has co-authored *Human Development: Across the Life Span*, has published articles in the *Journal of Creative Behavior*, the *Journal of Personality Assessment*, the *Journal of Genetic Psychology*, and has made contributions to other books and at progressional symposia. He also has consulted on a variety of educational evaluation programs and frequently presents workshops for teachers and other school personnel.



**Illene C. Noppe** is an Assistant Professor of Human Development and Psychology at the University of Wisconsin-Green Bay, where she has taught since 1984. She has taught courses in infancy and early childhood, educational psychology, gender roles, cognitive development, and death and dying. Prior to coming to the University of Wisconsin, she taught courses covering the entire human lifespan for the Psychology Department at Lawrence University. Professor Noppe was born in the Bronx, N.Y., and earned her B.A. from Lake Forest College and her Ph.D. from Temple University.

Among Professor Noppe's scholarly works are chapters for *Human Development: Across the Lifespan*, a publication in the *Journal of Early Adolescence*, and articles for the *Women Studies Encyclopedia*. She is currently studying how parental expectations prior to the birth of their first baby affect parent-infant interaction styles and levels of parental stress after the birth of the baby.



# Preface

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Child development is an active, dynamic, continuous process. More accurately, it is the interaction of many processes, because development occurs simultaneously in a number of areas: the physical, the intellectual, the social, and the emotional. The goal of this book is to familiarize students with the complex, often interrelated, processes involved in a child's development from conception through adolescence, by offering comprehensive, up-to-date coverage of relevant theory and research in as appealing a manner as possible.

## Topical Arrangement

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This book is not about childhood or adolescence as stages of life, but about child and adolescent development. Therefore, it uses a topical arrangement. The topical approach provides students with the most complete understanding of the developmental process itself. The theory and research emphasized are developmental theory and research. Rather than teaching the reader how many words a 2-year-old can understand, the text describes the continuous process of language development; rather than listing the reasons given by 6-year-olds for choosing friends, the text traces the development of social awareness throughout childhood and adolescence. The milestones in each area are included, of course, as illustrations of development in the various topical areas, but the emphasis is on processes rather than on specific behaviors.

While the topical areas within child development are fairly well established, the field of study grows continuously, with some areas receiving greater emphasis than others. In addition to providing balance among the topics covered, this book reflects current trends in child development research. For example, there is extensive treatment of topics that until recently have received little attention in college textbooks: infant perception, so-

cial cognition, the development of the self-concept, children's play and its relationship to creativity, gender roles and gender differences, biological influences on personality, the sibling relationship, the father's role in parenting, and development in nontraditional families.

Furthermore, information on the environmental settings in which development occurs (the school, the home, the particular culture, etc.) is integrated into the various topical areas. As an example, school-related issues are covered in the chapters on physical growth, perception, cognition, learning, intelligence, language, gender, and play and creativity.

Finally, material on atypical development is incorporated into the appropriate topical areas rather than treating developmental abnormalities as separate topics. For example, shyness is discussed in the chapter on social interaction, mental retardation in the chapter on intelligence, and attention deficit disorder in the chapter on learning and information processing.

## Interdisciplinary Approach

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Child development is by definition an interdisciplinary process. Most of the research in the area would fall under the discipline of psychology, but knowledge of development in childhood and adolescence has been considerably enhanced by the research of biologists, sociologists, and cultural anthropologists as well. Consequently, this book integrates research and theory from a number of disciplines into each topical area. For example, the chapter on physical growth focuses not only on biological aspects of development, but also on social and psychological correlates of physical attractiveness. The chapter on family relationships presents sociological research on the changing American family, as well as psychological studies

on the impact of various child-rearing approaches and the development of attachment. Cross-cultural research is integrated throughout the text, but most particularly in the chapters on social interaction, cognition, and language. The gender-roles chapter especially illustrates the interdisciplinary emphasis, since psychological, sociological, anthropological, and biological perspectives on gender roles and differences are examined in depth.

## Integration of Theory and Research

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The field of child development contains many intriguing theories about how human beings grow and develop. These theories, in turn, have stimulated a wealth of research efforts. By presenting significant theoretical and research contributions to the field, this textbook provides an exciting combination of facts and ideas.

### Theories

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The major theoretical perspectives on child development are introduced in the first chapter. Then, these theories—such as the behavioral, the cognitive developmental, and the psychoanalytic—are referred to repeatedly in chapters dealing with relevant topical areas. For example, the basic tenets of cognitive developmental theory are introduced in the opening chapter, but individual cognitive theories are discussed in greater depth in the chapters on perception, cognition, social interaction, gender, and play.

### Research

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Students in a child development course need to be familiar with the research in the field, and to understand how studies are conducted. This book exposes students to child development research in several ways. First, it includes a chapter on the basic principles of research methodology, with numerous illustrations of research procedures and designs. Second, it frequently describes studies in detail in the body of the text. Third, many chapters contain a feature called “Research Close-up,”

which describes a particular study in detail. Finally, at the end of each chapter a section entitled “Readings from the Literature” reprints a relevant research article in its entirety.

## Readability

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Child development is an inherently appealing field of study for most college students, but its appeal is enhanced if the material is presented in an interesting way. This book attempts to be scholarly and challenging to the undergraduate, while at the same time maintaining a “reader friendliness” that should engage and maintain the student’s interest. The material is presented in such a way that students should do more than learn a set of facts about child and adolescent development; they should also be stimulated to think about what they are learning, and perhaps someday to seek their own answers to the many unanswered questions in the field.

## Pedagogical Aids

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This text contains a number of features designed to enrich the student’s learning experience by focusing on examples of developmental research and theory in child development. *Issues in Child Development* focuses on a controversy or unanswered question in the field of child development (e.g., “Are there sex differences in moral reasoning?” or “What happens when mother goes to work?”). *Problems in Child Development* deals with abnormalities of development in the various topical areas (e.g., shyness, mental retardation, deafness).

*Research Close-up* describes a particular study in some detail. In addition to illustrating various research strategies, this feature shows students how individual studies attempt to answer general questions about the developmental process. *Applying Our Knowledge* illustrates practical applications of developmental principles, and helps the student to realize that theory and research in child development are relevant to problem solving in the everyday world.



## ***Readings from the Literature***

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One of the most important features this book offers is *Readings from the Literature*. As mentioned earlier, this feature reprints a research article from a journal in the child development field. These readings describe recent studies, although occasionally a classic study from the past is included. The purposes of the readings are to encourage students to become familiar with original sources in the field, to provide examples of the various forms of research methodology, and to reinforce points about child development made in the preceding chapter.

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Fergus Hughes  
Lloyd Noppe  
Illene Noppe

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