

Preface

The 7th Edition: A Major Revision

This, the 7th edition, is the first edition of this book in the twenty-first century. We have made a number of substantial changes in the text that make it truly a twenty-first century view of children's development. The well-being of children has never been more important than today, and we have provided the very latest, most up-to-date research and caring applications to improve the lives of children. New changes in the pedagogy also have been carried out to make the book the most student-friendly text on children's development.

The Most Contemporary Research

Every effort was made to infuse *Children*, 7th edition, with the most up-to-date coverage of research that is available. To this end, every research area was carefully examined and new research was added where appropriate. For example, this new edition has more than 500 citations from the twenty-first century alone.

“This is the biggest strength of this text—the emphasis on the most recent findings by the major players in the field. Bravo!”

—Cheryl Fontina-Wood
Winthrop College

Several of the main changes in content involve significant expansion and substantial updating in these areas:

Physical Development

- The Brain
- Health

Cognitive Development

- Information processing
- Language development
- Education

Socioemotional Development

- Emotional development
- Families
- Culture, ethnicity, and gender

“I have never reviewed a book with such thorough coverage of multicultural issues.”

—Tara L. Kuther
Western Connecticut State University

Later in the Preface, we will go through a chapter-by-chapter list of the main changes in content, which will reflect these and other areas.

Real-World Applications

A text on children's development not only needs an outstanding up-to-date research base, but also should effectively apply knowledge to the real worlds of children in an effort to improve their lives. We have accomplished this important task by weaving real-world applications material throughout every chapter, by inserting a “Caring for Children” box in every chapter, by including extensive new information about careers in child development, and by creating a new section called “Making a Difference” at the end of each chapter.

“I absolutely think there is plenty of applied material as well as student-relevant examples. One of the things I appreciated about this book is that it presents theory and research, yet also includes applied examples and real-world strategies. This is a textbook that would be useful to scholars as well as child-care providers.”

—Sam Givhan
Minnesota State University

Caring for Children

These boxes provide information about improving the lives of children. In many cases, they describe positive strategies for interacting with children related to the topic of the chapter. Several examples of these boxes include: Prenatal Care and Classes (chapter 4), How Parents Can Facilitate Children's Language Development (chapter 7), and Communicating with Children About Divorce (chapter 11).

Careers in Child Development

Instructors and students told us that they would like to see more information about the range of careers in children's development. To meet this need, we did two things:

- Created a **Careers in Child Development Appendix**, which follows chapter 1, in which students can read about the nature of careers in these areas: education/research, clinical/counseling, medical/nursing/physical, and families/relationships.
- Provided **inserts called “Careers in Child Development,”** which profile a number of actual people in a wide variety of careers that involve children's development. These appear one or more times in every chapter. Examples of the career inserts include Luis Vargas, Clinical Child Psychologist (chapter 1); Toosje Thyssen Van Beveren, Infant Assessment Specialist (chapter 6); Helen Schwe, Developmental Psychologist and Toy Designer (chapter 10); Sharon McLeod, Child Life Specialist (chapter 12); Sterling Jones, Supervisor

of Gifted and Talented Education (chapter 13); and Lynn Blankinship, Family and Consumer Science Educator (chapter 15).

- “‘Careers in Child Development’ is a welcome addition for my students, since most of them are trying to decide upon a specific career goal that incorporates working with children. It fits well with the rest of the information covered in the text. I like the idea of discussing ‘real people’ within this context.”

—Susan Hale
Holyoke Community College

Making a Difference

“Making a Difference” appears at the end of every chapter. It consists of recommended strategies for improving the lives of children related to the chapter’s content. Examples include Some Good Birth Strategies (chapter 5), Guiding Young Children’s Socioemotional Development (chapter 9), and Supporting Adolescent Physical Development and Health (chapter 15).

Pedagogy/Student Friendliness

Students should not only be challenged to study hard and think more deeply and productively about children’s development, they also should be provided with a pedagogical framework to help them learn more effectively. *Children*, 7th edition, has the most extensive, systematic pedagogical system in child development texts.

Already widely acclaimed for its student friendliness, a number of changes were made in the 7th edition of the book to help students learn. These include:

The Learning Goals System

We know that an important aspect of learning is to set learning goals and systematically review material related to those goals as reading and studying proceed. We created a new learning goals system that is woven throughout each chapter. At the beginning of each chapter, students read about five to seven learning goals for each chapter, review material related to the learning goals after they have read portions of a chapter, and then are encouraged to do an overall final review of content related to the learning goals at the end of the chapter.

- “A great strength is the built-in periodic reviews of the content. I like the way the chapter specifies learning goals and then gives a review of the content that is applicable to learning goals.”

—Susan Peet
Bowling Green State University

Cross-Linkages

Reviewers recommended that we provide more connections and links with materials across chapters. To accomplish this, we created a new pedagogical feature that is unique to chronological child texts. The new *cross-linkages* refer students to the primary discussion of key concepts. Each time a key concept

appears in a chapter subsequent to its initial coverage, the page reference for its initial coverage is embedded in the text with a backward-pointing arrow.

Chapter Maps

Instructor and student reviewers said they liked the chapter map at the end of a chapter in the 6th edition of the book, but thought that it should also be placed at the beginning of the chapter. We not only added an overall chapter map at the beginning of the chapter but, in addition, added mini-chapter maps (which are unique in chronological child texts) throughout each chapter. Students now get many visual looks at the organization of the material: Each chapter opens with a chapter map of the entire chapter. Then, several times within each chapter they see mini-chapter maps that give them an ongoing visual picture of what they will be reading next and how a section is organized. Finally, at the end of the chapter, the overall chapter map of the entire chapter is presented again, along with reminders to study the in-chapter reviews to help them reach their learning goals.

- “I like the Chapter Maps very much . . . an excellent advanced organizer . . . the mini-chapter maps are also useful; they help focus the attention on the chapter.”

—Johanna Flip
Sonoma State University

Toward the end of the Preface, students will find a *visual student preface*, called “Student Driven Pedagogy,” that describes and provides a picture of each of the book’s learning features, both the new ones just described and many others that have been continued from the book’s 6th edition because of their effectiveness in helping students learn.

Writing Level and Style

I have spent considerable time rewriting this edition of the book in an effort to make the book highly readable to a wide audience of students. I believe it is important to convey information about difficult topics in a way that every student in a class can understand the material. When possible, I also try to write in a way that students feel that they are having a conversation with the author, which helps to personalize the book for students.

- “I have never had a student criticize this book for being too difficult or simplistic. I must commend the text because my classes are composed of every kind of student from freshman through senior.”

—Tara L. Kuther
Western Connecticut State University

New Content Chapter-by-Chapter

Here are some of the main changes in material in each of the chapters:

CHAPTER 1 Introduction

- Definition of "development" moved to beginning of chapter
- New, very contemporary research descriptions to reflect the themes of health and well-being, families and parenting, education, culture and ethnicity, and gender
- New Careers profile on Luis Vargas, Clinical Child Psychologist
- Twenty-first century updated statistics on a number of aspects of the health and well-being of children
- New descriptions of very recent research to illustrate biological, cognitive, and socioemotional processes

CHAPTER 2 The Science of Child Development

- New, improved description of the information-processing approach
- New, improved discussion of the behavioral and social cognitive approaches, including addition of Pavlov's classical conditioning
- New sections on "Evaluating" each of the main theoretical approaches that provide students information about the strengths and weaknesses of each of the approaches
- New figure (2.12) on "Connections of Research Methods to Theories"
- Revised, improved coverage of ethics in research on children's development
- New Careers profile on Pam Reid, educational and development psychologist

☞ *"I like the fact that the 'science' chapter is separated from chapter 1. This makes it feel more manageable. Also, the condensed, to-the-point research coverage is excellent and will not overwhelm students the way this section does in so many other texts! That is why I give this chapter the highest rating."*

—Laura Duvall
Heartland Community College

CHAPTER 3 Biological Beginnings

- New discussion of mitosis and meiosis, including new figure (3.2)
- New discussion of X-linked inheritance
- New section on genetic imprinting
- New section on molecular genetics and the Human Genome Project
- Substantial reorganization and revision of material on chromosome- and gene-linked abnormalities, including two new figures (3.7 and 3.10)
- New Careers profile on Holly Ishmael, Genetic Counselor
- New section on adoption
- New discussion of the environment's influence on development
- New figure (3.15) to provide better understanding of heredity-environment correlations

☞ *"This is a difficult chapter to write and I believe it is one of the best ones I've read."*

—Dene G. Klinzing
University of Delaware

CHAPTER 4 Prenatal Development

- Much expanded, revised coverage of teratology, including new discussions of dose, time of exposure, and genetic susceptibility
- New section: "Prescription and Nonprescription Drugs"
- Very recent research on the effects of alcohol use during pregnancy and new information about guidelines for use of alcohol during pregnancy
- New research on nicotine and prenatal development
- Extensively updated, expanded discussion of cocaine and prenatal development
- Revised, updated coverage of marijuana use during pregnancy
- New section: "Incompatibility of Blood Types"
- Updated, revised coverage of AIDS and pregnancy
- Very recent research on nutrition risk factors and prenatal development
- New, recent research on stress, pregnancy, and prenatal development
- New section: "Positive Prenatal Development"
- New Careers profile on Elizabeth Noble, Physical Therapist and Childbirth Educator
- Very recent research on exercise and pregnancy

☞ *"My overall impression of the quality and effectiveness of chapter 4 rates an A . . . a strength is the concise presentation of information that impacts every female of childbearing age."*

—Becky G. West
Coahoma Community College

CHAPTER 5 Birth

- New discussion of cultural variations in birth
- New Careers profile on Linda Pugh, Perinatal Nurse
- New cross-cultural comparisons of the United States with other countries in regard to low birth weight infants
- New section: "Preterm and Small for Date Infants"
- New Careers profile on Diane Sanford, Clinical Psychologist and Postpartum Expert

☞ *"Grade A . . . I especially liked the sensitive way in which the material is presented . . . I really liked this chapter."*

—Dene G. Klinzing
University of Delaware

CHAPTER 6 Physical Development in Infancy

- Extensive expansion of the brain's development, including new material on synaptic pruning, spurts in brain activity, PET scans of developmental changes, measuring the brain's activity, and lateralization
- New material on early deprivation and brain activity, including figure 5.6.
- New discussion of cultural variations in sleeping patterns
- New section on shared sleeping
- Expanded coverage of sudden infant death syndrome
- New Careers profile on T. Berry Brazelton, Pediatrician
- Revised, updated, expanded research on breast-feeding
- Expanded, updated material on dynamic systems theory and Thelen's research