Preface

The first edition of *Child and Adolescent Development for Educators* was motivated by a desire to create positive school environments for children and adolescents. Young people spend more than 15,000 hours in some form of school setting. Research now shows that the experiences and interactions they have in those settings have a lasting influence on almost every aspect of their development. Moreover, for many young people today, schools play an influential role in protecting them from the adverse effects of poverty, dangerous neighborhoods, or difficult home environments.

The first edition was also based on Judith Meece's work as an educator and researcher. Until the first edition of this text was published, instructors working with educational professionals relied on child and adolescent texts written for psychology students. Although there are many fine texts available, few focus on children's development in school settings. When the first edition was published, there was a growing research literature on child and adolescent development within schools, and the many ways this research can be applied in educational settings. Thus, the first edition of *Child and Adolescent Development for Educators* was written with the intention of designing a text appropriate for educators that included a strong research base on schooling and development. Most important, this text was written to reflect the important role of teachers and schools in children's lives. It was the first book of this type in education.

This new third edition of *Child and Adolescent Development for Educators* brings together two authors who share the same concern about the role that schools play in children's development. Both authors have a strong background in developmental psychology and applications to school settings. Whereas Meece specializes in middle childhood and adolescence, Denise Daniels provides added expertise in early development in schools and other settings. Thus, the authors' collaboration has resulted in a revision that will serve the spectrum of students preparing to enter education. The text is written to appeal to both new educational professionals as well as those returning for a graduate degree in education.

OVERALL APPROACH: A DEVELOPMENT TEXT FOR FUTURE TEACHERS

Child and Adolescent Development for Educators is a text written for teachers as well as school psychologists, counselors, principals, and other educational professionals working in school settings. It presents the content future educators need to know in order to understand the development of their students. From its inception, this book was designed to meet the special interests of teacher education students. For example, in addition to focusing primarily on school-age development, each chapter opens with a school or classroom vignette that sets the stage for the material that follows and then punctuates each discussion with an abundance of school and classroom examples. The *Focus on Research* and *Focus on Teaching* features show students how to connect and apply developmental research to the classroom. Charts and other visual displays are included to summarize key developmental trends. In addition, each chapter includes an assortment of observation, interview, and reflection activities designed to apply key topics. Topic coverage reflects the realities of teaching as well, with over one-third of the text devoted to cognitive and language development. The important influence of social and cultural context on development is also emphasized throughout the book.

COVERAGE AND ORGANIZATION

The text takes a topical approach. The content is focused on those topics of most interest to educators—cognitive development, literacy, social and emotional development, and family involvement in education. Because of its teaching focus and concise discussions, it can be used as a core text with supplemental readings and materials.

The text is organized into nine chapters. Chapter 1 stresses the importance of studying children's development in education and provides an overview of the theories and

the methods used in child development research. This chapter emphasizes the important role that schools and teachers play in children's development. Chapter 2 examines children's physical development, with a focus on brain development, puberty, genetic and environmental risk factors, and special health concerns in childhood and adolescence. A special section discusses the implications of brain research for education. There are two chapters on cognitive development, and each provides suggestions for using cognitive theories in the classroom. Chapter 3 focuses on Piaget's cognitive development theory and Vygotsky's sociocultural theory. Both theories serve as theoretical foundations for constructivist approaches in education. Chapter 4 presents information processing and psychometric approaches to understanding children's intellectual development and discusses how individual variations in cognitive development are measured and explained. A special section focuses on the influence of computers on children's learning. The focus of Chapter 5 is children's language and literacy development, and new approaches to teaching reading and writing are highlighted. This chapter also contains information on literacy development in non-English-speaking children. The next two chapters focus on children's emotional and social development. Chapter 6 addresses the development of emotional competence, conceptions of the self, and motivation. It begins with an overview of Erikson's theory of psychosocial development, and each section concludes with a set of suggestions for how teachers can help to foster emotional competence, positive self-conceptions, and academic motivation. Chapter 7 turns to children's social understanding and relations, focusing on the development of social cognition, peer relations, peer groups, and moral development. The chapter addresses how educators can create a caring and supportive environment that promotes social understanding and acceptance. The next chapter, Chapter 8, is devoted to the important role of the family in children's development, including a discussion of family diversity and transitions. For educators, it includes important information on child care, helping children cope with divorce, child maltreatment, and media influences. Most important, the chapter concludes by suggesting some ways educators can form partnerships with parents and other family members. The text ends with a chapter focusing on methods that teachers and educational professionals can use to support children's and adolescents' development in school settings. Chapter 9, new to this third edition, focuses on how educators can establish positive interpersonal relations with their students, integrate children with special needs in the classroom, and create successful schools for children, youth, and families.

NEW TO THE THIRD EDITION

The first and second editions of *Child and Adolescent Development for Educators* were enthusiastically embraced by instructors of future teachers because of their emphasis on classroom application and the content that teachers need to know. The third edition underwent another major revision based on substantial feedback from instructors using the text as well as other instructors of education majors. All of the feedback was closely considered and used to revise the text to best meet the needs of instructors of future teachers.

Key revisions in the third edition include the following:

Expanded Content and Depth. Each chapter is heavily revised to ensure complete coverage of the topics future teachers need to understand. At least three to four new sections are added to each chapter. Specific added content includes new research on brain development, health and nutrition, neo-Piagiatian and social constructivist perspectives on cognitive development, development of mathematical and scientific concepts, social cognition, computers and learning, language-minority students, development precursors of learning disabilities, emotional competence, ethnic identity development, peer groups, quality preschool programs, teacher–student relations, family influences on development, parental involvement in education, school transitions, resources for child advocacy, and creating school environments that promote positive youth development. The text is also expanded to include more information on early childhood and adolescent development.

New Chapter on Schooling. The new Chapter 9, "Supporting the Development of Children and Youth in School," highlights important topics such as fostering resiliency in youth, establishing positive interpersonal relationships in the classroom, teaching students with special learning needs, and creating successful schools for children, youth, and families.

Integration of Diversity Perspectives. Whereas the first and second editions included a separate chapter on children with special learning needs, this information has been completely integrated throughout the text for the third edition. Each chapter contains information that will enable educators to better understand some of the needs

of children with physical disabilities, learning disabilities, and emotional disorders. Chapter 9 discusses approaches teachers can use for differentiating instruction, which reinforces current practices for inclusion today. Additionally, integration of cultural perspectives and differences throughout the text ensures that educational professionals have some background information for working with diverse populations of students.

Pedagogical Features. All of the features have been updated to support the new topics and discussions presented throughout the text and to encourage putting the information into practice, such as:

- Many new *opening vignettes* have been added to provide real-life scenarios that offer opportunities for critical thinking and discussion.
- Highlights in the margins entitled *Understanding Children* have been added to link the text to the accompanying activities in *Understanding Children: An Interview and Observation Guide for Educators*, helping the reader to apply ideas and theories to real children in school.
- Three key discussion features—*Focus on Teaching*, *Focus on Development*, and *Focus on Research*—have all been revised and updated to relay the latest information and research in the field. The *Focus on Teaching* feature highlights important classroom applications; the *Focus on Development* feature serves as a chronological summary to aid students' understanding of key developmental concepts; and the *Focus on Research* feature reviews critical research in child and adolescent development.

Updated and Expanded Scholarship. The scholarship of the third edition is updated and expanded to reflect new studies. More than 600 new references were added to highlight the most recent research in the field of child and adolescent development. Twelve new feature boxes have been added in the third edition to provide an updated account on research and teaching applications. The relevant *Focus on Research* feature and the solid foundation of scholarship that supports the text make *Child and Adolescent Development for Educators* the most research-based development text for educators.

SUCCESSFUL FEATURES

Supporting Student Learning

The third edition maintains the same *student-friendly writing style* as the first and second editions. The pedagogical structure was developed to support and guide the student's learning. Each chapter begins with an *outline* listing the key topics covered in the chapter. An *opening vignette* set in a school or classroom invites the student into the chapter by providing an immediate engagement. *Focus on Development* boxes provide chronological summaries to help clarify types of development. Bolded *key terms* help students focus on the most important aspects of the chapter. At the end of the chapter, a comprehensive *summary* and *listing of key terms* with page references aid the student's review.

Applying Knowledge

Several features were developed to encourage students to apply their reading about developmental theory and research. Each chapter contains at least one section that discusses the educational implications and applications of the highlighted theories. Several charts and tables are included that also describe educational implications for the various theories discussed. A set of *Activities* at the end of each chapter provides opportunities for the student to use and apply the learning material as well. Additionally:

- The *Focus on Research* feature summarizes developmental research and shows how the research can be applied—and the importance of that application—to the classroom.
- The *Focus on Teaching* boxes provide students with a look inside classrooms, give examples of how teachers approach different situations, and take a look at the role development plays in the classroom setting.
- The *Understanding Children* margin notes provide a link from the text to the accompanying *Understanding Children: An Interview and Observation Guide for Educators* to help readers apply what they are learning to "real" children and youth in educational settings.

SUPPLEMENTS

The text is accompanied by effective supplements developed to support both the instructor and student.

For the Instructor

Online Learning Center Website (www.mhhe.com/meece3e). Available free to users of the text, the accompanying Online Learning Center website provides numerous teaching resources, including a downloadable Instructor's Manual; a test bank of questions; text-

specific PowerPoint slides; suggested research topics; and supplemental lecture topics, activities, critical thinking exercises, and audiovisual suggestions.

Additional Child and Adolescent Development Resources. A number of additional useful resources are available for the instructor, including the *McGraw-Hill Overhead Transparencies for Child Development*, the *McGraw-Hill Video Cases in Human Development: Childhood*, and *McGraw-Hill's Multimedia Courseware for Child Development*. Please contact your McGraw-Hill sales representative regarding the most recent offerings for child and adolescent development.

PageOut (www.pageout.net). Create your own course website! Simply plug your course information into a template and click on one of 16 designs, and you can create your own professional-looking website. Powerful features include an interactive course syllabus that lets you post content and links, an online gradebook, lecture notes, bookmarks, and even a discussion board where students can discuss course-related topics.

For the Student

Online Learning Center Website (www.mhhe.com/meece3e). Available free, the Online Learning Center website provides students with a number of study aids including chapter objectives, chapter overviews, multiple-choice questions, essay questions, key terms, critical thinking exercises, annotated Web links, and additional resources.

***Understanding Children: Interview and Observation Guide for Educators* (ISBN 0-07-337857-7).** Authored by Denise Daniels, Florence Beaumont, and Carol Doolin, this convenient and practical resource provides guidelines for observing children in the school setting. Each chapter includes several observation activities and sample forms, and concludes with a "Tips for Teachers" section that discusses the implications of the observations for the future teacher. *Understanding Children* notes appear throughout the margins of *Child and Adolescent Development for Educators* to point out related activities from the guide. Contact your McGraw-Hill sales representative for details on packaging the observation guide with the textbook.

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