Chapter 1: GUIDEPOSTS FOR STUDY

1. What is child development, and how has its study evolved?

2. What are six fundamental points about child development on which consensus has emerged?

3. What do developmental scientists study?

4. What are the three major domains and five periods of child development?

5. What kinds of influences make one child different from another?
Chapter 2: GUIDEPOSTS FOR STUDY

1  What purposes do theories serve?

2  What are three basic theoretical issues on which developmental scientists differ?

3  What are five theoretical perspectives on child development, and what are some theories representatives of each?

4  How do developmental scientists study children, and what are the advantages and disadvantages of each research method?

5  What ethical problems may arise in research on children?
Chapter 3: GUIDEPOSTS FOR STUDY

1. How does conception normally occur, and how have beliefs about conception changed?

2. What causes multiple births?

3. What causes infertility, and what are alternative ways of becoming parents?

4. What genetic mechanisms determine sex, physical appearance, and other characteristics?

5. How are birth defects and disorders transmitted?

6. How do scientists study the relative influences of heredity and environment, and how do heredity and environment work together?

7. What roles do heredity and environment play in physical health, intelligence, and personality?
Chapter 4: GUIDEPOSTS FOR STUDY

1. What are the three stages of prenatal development, and what happens during each stage?

2. What can fetuses do?

3. What environmental influences can affect prenatal development?

4. What techniques can assess a fetus’s health and well-being, and what is the importance of prenatal care?
Chapter 5: GUIDEPOSTS FOR STUDY

1. How do customs surrounding birth reflect culture, and how has childbirth changed in developed countries?

2. How does labor begin, and what happens during each of the four stages of childbirth?

3. What alternative methods of delivery are available?

4. How do newborn infants adjust to life outside the womb?

5. How can we tell whether a new baby is healthy and is developing normally?

6. How do newborns’ patterns of sleep, waking, and activity vary and change?

7. How do parents bond with their baby, and how does parenthood change their relationship with one another?

8. What complications of childbirth can endanger newborn babies, and what are the long-term prospects for infants with complicated births?
Chapter 6: GUIDEPOSTS FOR STUDY

1. How do babies grow, and what influences their growth?

2. How and what should infants be fed?

3. How does the brain develop, and how do environmental factors affect its early growth?

4. How do the senses develop during infancy?

5. What are some early milestones in motor development, and what are some influences on it?

6. How can we enhance babies’ chances of survival and health?
1. How do infants learn, and how long can they remember?

2. Can infants’ and toddlers’ intelligence be measured, and how can it be improved?

3. How did Piaget describe infants’ and toddlers’ cognitive development, and how have his claims stood up?

4. How can we measure infants’ ability to process information, and how does this ability relate to future intelligence?

5. When do babies begin to think about characteristics of the physical world?

6. What can brain research reveal about the development of cognitive skills?

7. How does social interaction with adults advance cognitive competence?

8. How do babies develop language?

9. What influences contribute to linguistic progress?
Chapter 8: GUIDEPOSTS FOR STUDY

1. When and how do emotions develop, and how do babies show them?

2. How do infants show temperamental differences, and how enduring are those differences?

3. What roles do mothers and fathers play in early personality development?

4. How do infants gain trust in their world and form attachments?

5. How do infants and caregivers “read” each other’s nonverbal signals?

6. When and how does the sense of self arise?

7. How do toddlers develop autonomy and standards for socially acceptable behavior?

8. How do infants and toddlers interact with siblings and other children?

9. How do parental employment and early childcare affect infants’ and toddlers’ development?
Chapter 9: GUIDEPOSTS FOR STUDY

1. How do children’s bodies change between ages 3 and 6, and what are their nutritional and dental needs?

2. What sleep patterns and problems tend to develop during early childhood?

3. What are the main motor achievements of early childhood, and how does children’s artwork show their physical and cognitive maturation?

4. What are the major health and safety risks for children?

5. What are the causes and consequences of child abuse and neglect, and what can be done about it?
Chapter 10: GUIDEPOSTS FOR STUDY

1. What are typical cognitive advances and immature aspects of preschool children’s thinking?

2. What memory abilities expand in early childhood?

3. How is preschoolers’ intelligence measured, and what factors influence it?

4. How does language improve, and what happens when its development is delayed?

5. What purposes does early childhood education serve, and how do children make the transition to kindergarten?
Chapter 11: GUIDEPOSTS FOR STUDY

1. How does the self-concept develop during early childhood, and how do children advance in understanding and regulating their emotions?

2. How do young children develop initiative and self-esteem?

3. How do boys and girls become aware of the meaning of gender, and what explains the difference in behavior between the sexes?

4. How do preschoolers play, and how does play contribute to and reflect development?

5. How do parenting styles influence development?

6. Why do young children help or hurt others, and why do they develop fears?

7. How do young children get along with—or without—siblings?

8. How do young children choose playmates and friends, and why are some children more popular than others?
Chapter 12: GUIDEPOSTS FOR STUDY

1. What are normal growth patterns during middle childhood, and how can abnormal growth be treated?

2. What factors affect nutritional and oral health, and how can undernourishment and obesity be prevented and treated?

3. What gains in motor skills typically occur at this age, and what kinds of play do boys and girls engage in?

4. What are the principal health and fitness concerns in middle childhood, and what can adults do to make the school years healthier and safer?
Chapter 13: GUIDEPOSTS FOR STUDY

1. How do school-age children’s thinking and moral reasoning differ from those of younger children?

2. What advances in memory and other information-processing skills occur during middle childhood?

3. How accurately can schoolchildren’s intelligence be measured?

4. How do communicative abilities expand during middle childhood?

5. What are some important influences on school achievement?

6. How do schools meet the needs of non-English-speaking children and those with learning problems?

7. How is giftedness assessed and nurtured
Chapter 14: GUIDEPOSTS FOR STUDY

1. How do school-age children develop a realistic self-concept, and what contributes to self-esteem?

2. How do school-age children show emotional growth?

3. How do parent-child relationships change in middle childhood?

4. What are the effects of parents' work and of poverty on family atmosphere?

5. What impact does family structure have on children's development?

6. How do siblings influence and get along with one another?

7. What part do pets play in children's development?

8. How do relationships with peers change in middle childhood, and what influences popularity and choice of friends?

9. What are the most common forms of aggressive behavior in middle childhood, and what influences contribute to such behavior?

10. What are some common emotional disturbances, and how are they treated?

11. How do the stresses of modern life affect children, and what enables "resilient" children to withstand them?
Chapter 15: GUIDEPOSTS FOR STUDY

1. What is adolescence, and when does it begin and end?

2. What opportunities and risks does adolescence entail?

3. What physical changes do adolescents experience, and how do these changes affect them psychologically?

4. What brain developments occur during adolescence, and how do they affect adolescent behavior?

5. What are some common health problems and health risks of adolescence, and how can they be prevented?
Chapter 16: GUIDEPOSTS FOR STUDY

1. How do adolescents' thinking and use of language differ from younger children’s?

2. On what basis do adolescents make moral judgments, and how does faith develop?

3. What influences affect school success, and why do some students drop out?

4. What factors affect educational and vocational planning and preparation?
Chapter 17: GUIDEPOSTS FOR STUDY

1. How do adolescents form an identity?

2. What determines sexual orientation?

3. What sexual practices are common among adolescents, and what leads some to engage in risky sexual behavior?

4. How common is teenage pregnancy, and what are its usual outcomes?

5. How typical is “adolescent rebellion”?

6. How do adolescents relate to parents, siblings, and peers?

7. What are the root causes of antisocial behavior and juvenile delinquency, and what can be done to reduce the risks of adolescence?

8. How do various cultures define what it means to become an adult, and what markers confer that status?