INSTRUCTOR’S GUIDE for
THE JOURNEY THROUGH CHILDHOOD:
AN OBSERVATION GUIDE FOR CHILD DEVELOPMENT

including Student Workbook

S. Stavros Valenti
Hofstra University

WORTH PUBLISHERS
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References
Many instructors of child and adolescent development are committed to the idea that students should become keen observers of children. Although students are eager to gain these skills, their opportunities are limited on most college campuses. What can be done to help them practice the skills of observation and see firsthand the marvelous world of childhood?

To these ends, Worth Publishers has produced three resources. The first is a video program, *The Journey Through Childhood*, which was designed to accompany the textbook on child and adolescent development by Kathleen Berger (2000). In addition to this informative and engaging narrated program, the two-cassette set includes a series of 16 observation modules—unnarrated segments that can be observed with or without the instructor’s guidance. Lastly, we have prepared a student workbook with stimulating questions on the video program and unnarrated modules, and with field observation assignments that can be completed in a range of ordinary settings outside the classroom.

*The Journey Through Childhood* contains 14 segments ranging in duration between 2 and 15 minutes, and covers six major periods in development which are listed in the video tape catalog.

The entire program of 2 hours 15 minutes can be shown in two or three class sessions. However, many instructors may want to present one or two segments at the start of a new lecture topic or developmental stage, thereby giving students a taste of what will come. My own preference is to present a single segment in the course of a lecture, as a way to liven up a class, connect students to research, and show them the behaviors that they have just read about. The student workbook contains a set of questions and key terms for each of these video segments to help students attend to and review the most important concepts.

A novel feature of this video program is the inclusion of 16 observation modules—brief unnarrated video segments showing children from birth to adolescence in a variety of contexts. One way these modules can be used is to present each following a lecture topic and the corresponding narrated video segment. Since the observation modules are largely unedited, your students will have an opportunity to test their skills of observation by identifying key concepts and behaviors. And because these modules have no narration, you can orient your students to whatever behaviors are relevant to the current topic. The student manual contains a set of questions for each of the 16 observation modules. These questions are suitable for in-class discussion or for homework assignments.

The student workbook also contains a set of field observation assignments for each of the major developmental periods. For example, your students are invited to interview a pregnant mother, identify a dominant child in a playgroup, use a time-sampling procedure to measure gender segregation in a playground, and speak with adolescents about their understanding of risky behavior. These assignments can be accomplished individually or in small groups.

I hope these three resources—*The Journey Through Childhood* video program, the unnarrated observation modules, and the student workbook—will be of benefit to you and to your students as they sharpen their skills of observation.

S. Stavros Valenti
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<table>
<thead>
<tr>
<th>Start time</th>
<th>Topic (duration)</th>
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</thead>
<tbody>
<tr>
<td>00:00:00</td>
<td>NARRATED PROGRAM (approximately 2 hours 15 minutes)</td>
</tr>
<tr>
<td>00:00:10</td>
<td>1. BIRTH (9:20)</td>
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</tbody>
</table>

- Rating the newborn  
  *Annette Perez-Delboy, Columbia Presbyterian Medical Center*  
  - Physiology of birth  
- Premature babies  
  *Richard A. Polin, Columbia Presbyterian Medical Center*  
  - Medical needs of premature infants

<table>
<thead>
<tr>
<th>0:09:30</th>
<th>2. EARLY INFANCY (12:10)</th>
</tr>
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</table>

- Newborn reflexes  
- Vision  
- Taste  
- Sleeping  
  *Charles Super and Sara Harkness, University of Connecticut*  
  - Patterns of sleep across cultures  
- Smiling  
- Crying
3. INFANTS AND TODDLERS (36:50)

0:21:40

PHYSICAL (7:00)

- Size, weight, and shape
- Growth of the brain
  - Charles Nelson, University of Minnesota
- Myelination of the nervous system
- Postural control and locomotion
- Manual skills

0:29:40

COGNITIVE (18:30)

- Perceiving objects, surfaces, and people
  - Charles Nelson, University of Minnesota
  - Infant face perception and recognition of emotion
  - Karen Adolph, New York University
  - Perceiving surfaces and locomotion
- Object permanence and memory
- Piaget’s stages of sensorimotor development
  - Language development
    - Steven Pinker, Massachusetts Institute of Technology
    - Language development and universal grammar

0:48:10

SOCIAL (10:20)

- Attachment and separation anxiety
  - Gilda Morelli, Boston College
- Attachment among the Efe
- Self-awareness
- Temperament
TAPE 1 (continued)

4. EARLY CHILDHOOD (24:25)

PHYSICAL (3:20)

- Changes in size and shape
- Gross-motor skills
- Fine-motor skills

COGNITIVE (14:00)

- Understanding number
- Memory
  - Charles Nelson, University of Minnesota
    - Explicit and implicit memory systems
- Preoperational thought and conservation tasks
- Guided participation and learning
  - Barbara Rogoff, University of California, Santa Cruz
    - Learning in cultural context
- Language development

SOCIAL (6:05)

- Styles of parenting
  - Anne Peterson, Kellogg Foundation
    - Authoritative, authoritarian, and laissez-faire parenting
  - Gilda Morelli, Boston College
    - Parenting among the Efe
- Play
- Gender differences
5. MIDDLE CHILDHOOD (29:05)

PHYSICAL (1:50)
- Changes in weight and height
- Gender differences in physical growth and skills

COGNITIVE (13:50)
- Language development
  - Attention, thinking, and problem solving
    - Geoffrey Saxe, University of California, Berkeley
    - Oksapmin counting system
  - Memory and cognitive skills
    - Robert Siegler, Carnegie Mellon University
    - Children’s problem-solving strategies
      - Ellen Winner, Boston College
    - Gifted children
  - Concrete operations and conservation tasks
    - Patricia Greenfield, University of California, Los Angeles
    - Concrete operations and Mayan children’s weaving

SOCIAL (12:25)
- Moral development
- Gender differences in aggression
  - Nicki Crick, University of Minnesota
    - Relational aggression among girls
- Bullies and peer victimization
  - Robert Selman, Harvard University
    - Peer therapy for aggressive and withdrawn children
- Prosocial behavior
  - Nancy Eisenberg, Arizona State University
    - Empathy and sympathy
- Friendship
  - Robert Selman, Harvard University
    - Functions of children’s friendships

END OF TAPE 1
0:00:15 6. ADOLESCENCE (15:25)

0:01:15 PHYSICAL (4:50)

- Puberty and the growth spurt
- Gender differences in physical development
  Anne Peterson, Kellogg Foundation
- Early and late puberty

0:06:05 COGNITIVE (3:25)

- Formal operations
- Logic and abstraction
- Hypothetical thinking

0:09:30 SOCIAL (11:50)

- Thinking about justice and fairness
- Parents
  Anne Peterson, Kellogg Foundation
  - Listening to adolescents
- Peers
  Ellen Winner, Boston College
  - Friendships and academics
- Risky behavior
  Anne Peterson, Kellogg Foundation
  - Drugs, alcohol, and sex
- Sexual identity

0:21:20 END OF NARRATED PROGRAM
<table>
<thead>
<tr>
<th>Start time</th>
<th>Topic (duration)</th>
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<tr>
<td>0:23:30</td>
<td><strong>OBSERVATION MODULES</strong> (approximately 1 hour 15 minutes)</td>
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<tr>
<td>0:23:40</td>
<td><strong>1. BIRTH</strong></td>
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<tr>
<td>0:23:45</td>
<td>a. Premature infants (4:15)</td>
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<tr>
<td></td>
<td>- Taylor and his brother Alec were born premature, and in this video segment they are approximately 28 weeks gestational age. Their combined weight at birth was about three pounds. This segment focuses on Taylor and the care he receives.</td>
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<tr>
<td>0:28:00</td>
<td><strong>2. EARLY INFANCY</strong></td>
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<tr>
<td>0:28:05</td>
<td>a. Newborn reflexes (3:15)</td>
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<td></td>
<td>- The girl shown in this video segment, Lily, is about four weeks old. The moro, rooting, and sucking reflexes can be seen clearly.</td>
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<tr>
<td>0:31:20</td>
<td>b. Young infant in various states of arousal (5:35)</td>
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<td></td>
<td>- Julia is approximately seven weeks of age. The latter part of this segment demonstrates just how difficult it is to attract and hold the attention of a very young infant.</td>
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<tr>
<td>0:36:55</td>
<td><strong>3. INFANTS AND TODDLERS</strong></td>
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<tr>
<td>0:37:00</td>
<td>a. Two infants lying (0:50)</td>
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<td>- Skye, on the left, is five months of age; Boris, on the right, is six months. In addition to being more active, Boris shows more coordinated movements of the arms and legs.</td>
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<tr>
<td>0:37:50</td>
<td>b. Toddlers in a playroom (5:00)</td>
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<tr>
<td></td>
<td>- Rylen (in blue) and Maya (in pink) are each one year old. Lilith (in the pale yellow dress) is 11 months of age. This video segment depicts a variety of locomotor and manual skills.</td>
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<tr>
<td>0:42:50</td>
<td>c. Toddler in a highchair (4:20)</td>
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<tr>
<td></td>
<td>- Eighteen-month-old Emma repeats single words spoken by her father. She also manipulates small objects (grapes) and follows a simple instruction to reach over her head with her arm. Because her head is big and her arm short, her hand can only reach the top of her head—a good illustration of infant body proportions.</td>
</tr>
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</table>
4. EARLY CHILDHOOD

a. Preschool children playing with toy train tracks (1:10)
   - Kentaro (boy with light skin) is three years of age, and Jared (boy with dark skin and short hair) is two years four months. The girl with the dark curly hair, Zenobia, is three years two months, and she repeats several times “It’s broken.”

b. Boys and girls with dolls, play food, and reading (5:50)
   - Gwendolyn (girl with light hair, 2 years 10 months) and Eleanor (girl with darker hair, 2 years 11 months) are playing with dolls, as Danny (green shorts, three years two months) and Sammy (white shorts, 2 years 10 months) play near the play kitchen appliances. Later Danny and another boy will be seen in the reading area. This segment illustrates the self-imposed gender segregation of young children.

c. Young children in playground (1:30)
   - Several children, in the age range of four to five years, are seen teasing a boy of similar age. Among the teasing children, one girl appears to be dominant, and two others imitate her taunts.

d. Two young boys playing Musketeers with swords (1:35)
   - Tom (dark shirt, four years three months) and Jonah (three years six months) are playing in a suburban backyard. The two boys don’t seem to agree on what activity to engage in next.

5. MIDDLE CHILDHOOD

a. Two school girls talking about toys and boys (4:20)
   - Phyllis, on the left, and Kim, on the right, are seven and soon will be in the second grade. It’s clear that they are friends and enjoy each other’s company. They respond to questions about toy collections and fun activities, and they make it clear they do not have boyfriends.

b. An elementary school lesson on grammar (3:00)
   - A teacher leads a class of fifth-grade students in a lesson on sentence structure and state-of-being verbs. She has very good rapport with the students and displays an authoritative yet warm manner, addressing each student by name and encouraging their participation. From the comments heard, the students appear to be following the lesson well.

c. Interviews with 9- and 10-year-olds at school (6:20)
   - Three children, Brian (9 years), Xavier (9), and Ashley (10) answer questions about themselves, such as “Can you tell us a little bit about yourself, maybe about your family?” and “Do you have a best friend?” One of the children, Xavier, does not have a best friend at this time.
6. ADOLESCENCE

a. Adolescent girl and boy talking about sexuality (7:45)
- Trezure and Stephen, both 17 years old, talk about the benefits and risks of early sexual maturation for adolescents. They also speak about the qualities they would look for in a potential boyfriend or girlfriend, with emphasis on respect and acceptance.

- The focus of this discussion among 17-year-old high school students is the character Blanche, a mature woman who had an affair with a 17-year-old male student. The class considers a variety of factors in their judgment of the morality of her conduct, such as the extreme age difference, the male student’s youth, and Blanche’s past romantic tragedy.

c. Two adolescent boys talking about politics and dating (14:35)
- Terry (16, on the left) and John (13, on the right) are interviewed on a variety of topics. In addition to describing their thoughts on immigration and dating, they speak about their changing relationship with parents over the course of adolescence.

END OF OBSERVATION MODULES
Student Workbook
The hero of Arthur Conan Doyle’s popular detective novels, Sherlock Holmes, continually amazed his friend Dr. Watson with his powers of observation. On one occasion he correctly deduced that Watson had been caught in the rain a day or so ago, and that he has a very clumsy housekeeper. When asked to explain his reasoning, Holmes pointed out scrape marks on Watson’s upper boot leather, the result of careless removal of mud. Commenting on Holmes’s process of deduction, Watson remarked: “When I hear you give your reasons, the thing always appears to me to be so ridiculously simple that I could easily do it myself, though at each successive instance of your reasoning I am baffled, until you explain your process. And yet I believe that my eyes are as good as yours.” “Quite so,” Sherlock Holmes answered. “You see, but you do not observe” (Doyle, 1891).

Observing is not just seeing: It is a way of watching and interacting that reveals more of the subject’s hidden qualities and talents. All of the sciences, including psychology, use specific observation methods to gather facts and support theories. This workbook, along with your textbook and video, *The Journey Through Childhood*, is designed to help you become a better observer of children.

It has been my experience that the best observers of children—experienced parents, skilled teachers, and diligent students of development—notice more when they observe children, and because they do, their work is more enjoyable. Four-month-old infants are not very good at handling objects, but watch closely and you will see them “grasping” with their eyes. An 18-month-old infant who cries and cries when his mother leaves the room is most likely a very secure and happy toddler—which you could deduce if you watched closely what he does when his mother returns. The typical two-year-old is learning a new word every two hours on average, and three-year-olds make surprisingly few grammatical errors, if you listen word for word.

Sometimes children do things you don’t expect, and other times they don’t do things you want them to do. The more you know about children, and the more you observe them, the less likely you will misinterpret their behavior. And if you truly understand what you see, your work with children will be more effective. A similar conclusion was reached by the painter and teacher Thomas Eakins, who required every student to study anatomy in the firm conviction that “knowing all that will enable him to observe more closely, and the closer his observation is the better his drawing will be” (Brownell, 1879). The work of the artist and scientist is made stronger by skilled observation. The same will be true of your work with children.

Toward this end, some of the observation exercises in this workbook are designed to highlight the behaviors you will read about in the text, just as the text will prepare you to notice more in the video *The Journey Through Childhood*. Outside of the classroom you will see hundreds of examples of these behaviors in homes, playgrounds, classrooms, parks—wherever children are found. Other exercises are based on commonly used research techniques in the study of children and adolescents, such as diary descriptions, anecdotal records, event sampling, time sampling, and behavior rating.

Some of these observation techniques may prove useful later in your academic or professional career. If your professional goal is teaching, you will need to observe children’s reasoning, problem solving, and interactions with other children every day in order to form a fuller picture of their intellectual and emotional growth, and to see areas where you can assist. Some students of children’s development eventually work in human services, as psychologists, counselors, and social workers. In these settings, you will need to
observe behaviors, thoughts, and feelings of clients of all ages. Even in non-scientific fields, such as business or government, observation can help you understand and interact more effectively with co-workers. Many of the observational techniques illustrated here are general and can be used by professionals in any setting where the goal is to better understand human behavior.

I have collected these assignments to help you observe more closely, which will help you understand better the marvelous story of children’s development. But more importantly, I want you to see and be amazed by children.

S. Stavros Valenti
Hofstra University
A. NARRATED VIDEO ASSIGNMENT

Key terms

apgar scale
preterm infant
vernix caseosa

Rating the newborn

1. Immediately after birth, the infant’s skin is covered with a white cheese-like substance, called the _________ _________, which protects the baby against infection.

2. The _________ scale is used to assess the newborn’s condition at one minute and again at five minutes. It rates five newborn characteristics: _________, _________, _________, _________, and _________.

Premature babies

3. A _________ infant is any baby born before the 37th week after conception.

4. The risk of a premature birth can be increased because of drugs such as _________ or _________.

5. Complications like _________ _________ and _________ _________ can also elevate the risk of a premature birth.

6. Some studies indicate that infants born prematurely may perform lower on _________ tests later in life, but this is not always the case.

Thought questions

7. What do you think would be the best national strategy for coping with the problem of premature infant births?
8. Emotional bonding between caretakers and infants begins at birth, but the amount of contact may be limited by the medical needs of a preterm infant. What can hospitals do to promote early bonding between parents and their preterm infants?

B. OBSERVATION MODULE ASSIGNMENT

1. Premature infants (4:15)

   a. Provide your best estimate of Taylor’s age in weeks since conception. Pay close attention to his weight and size, the level of medical attention he is receiving, and any other contextual factors that are relevant to his medical condition.

   b. Identify all of the ways this preterm infant is being assisted with extra medical attention.

   c. What is the reason for the tape over the preterm infant’s nose?

   d. Why is there a “hat” on this preterm infant?

   e. What can the mother or father do to assist the development of a preterm infant, such as Taylor, who needs to remain in the hospital during the first weeks of life?
Interview with a pregnant mother

Pregnancy is one of the most novel and remarkable events a woman will experience. Many women are happy to speak with others about their own experience with pregnancy, and my students have always enjoyed speaking with an expecting parent.

For this assignment you will interview a woman who is pregnant, and then write a summary of your observations with reference to (a) her thoughts about the experience of pregnancy, and (b) her expectations for her child and for herself—that is, what she expects her child to be like and what she expects from herself as a future parent.

Take a look at the material in your book on prenatal development and birth before you begin your interview, to get some sense of the type of questions you will want to ask. Next, find a woman who is pregnant and willing to speak with you for 5 to 10 minutes about her experience. Perhaps you know a friend or family member who is expecting a child, or who can recommend someone who would speak with you in person or over the phone.

Ask any questions of your own in this interview. To get things started, here are a few sample questions; use only those you feel comfortable asking:

• What trimester of pregnancy do you think is or will be the easiest for you?
• How often have you been visiting a medical professional during the pregnancy?
• How do you feel about how your body is changing during pregnancy?
• How do you feel, in general, about having a baby?
• How do other members of your family feel about having a baby?
• Do you know if your child is a boy or a girl? If not, would you prefer a girl or a boy?
• Are you making any changes in your home to prepare for the arrival of your child?
• Do you have other children? If so, are they looking forward to the arrival of the new baby?
• Have you changed your diet in any ways? Do you have “cravings”?
• If this is not your first baby, has this pregnancy been easier or more difficult than the last?
• Have you named your baby yet? If so, what will his or her name be? How did you select his or her name?
• What do you think your baby will be like?
• What do you think you will be like as a parent?
• What do you think is the most important task of a parent?
• Do you think you will change in some significant ways after the arrival of this baby?
• Is there anything you are doing to prepare yourself for the arrival of this baby?
• Is there anything you would like to tell me about your experiences or thoughts about being a parent?

Take good notes. If possible, tape record the interview. Type the questions and answers in a page or so as soon as you are able, and then write a summary paragraph as suggested above (i.e., expectations about the baby and about the self).
A. NARRATED VIDEO ASSIGNMENT

Key terms

babinski reflex  pain cry
breathing reflex  rooting reflex
endogenous smile  sleeping patterns
exogenous smile  social smile
eyeblink reflex  stepping reflex
grasping reflex  sucking reflex
hunger cry  swallowing reflex
moro reflex

Newborn reflexes

1. The __________ reflex, turning the head and opening the mouth, occurs when the side of a newborn’s cheek is stimulated.

2. The __________ reflex occurs whenever an object, like a nipple or a finger, is placed in the newborn’s mouth.

3. Liquids in the mouth lead automatically to the __________ reflex.

4. A precursor to walking is the __________ reflex.

5. Stimulating the sole of the newborn’s foot causes the toes to fan out and curl—the __________ reflex.

6. The __________ reflex can be strong enough to support the infant’s weight.

7. When startled or dropped, the newborn may throw the arms outward and then inward. This is known as the __________ reflex.

8. The sense of __________ is one of the least developed at birth, although one-month-old Lily is able to distinguish between sweet and sour.

Sleeping

9. Infants need about __________ hours of sleep each day.
10. Compared to North American families, Dutch families place ________ emphasis on the importance of sleep for healthy development.

**Smiling**

11. Before the first month, the ________ smile is observed in infants. It seems to be caused more by internal than by external stimulation.

12. An indiscriminate facial expression that occurs between the first and third month is the ________ smile.

13. Genuine ________ smiles occur around the third month in response to the facial expressions of other persons.

**Crying**

14. The ________ cry is high-pitched and fast.

15. The ________ cry is slower and lower in pitch.

**Thought questions**

16. Human babies are born in a less developed state compared to the infants of our closest evolutionary relatives, the apes. Do you think that the more helpless state of human infants has any adaptive advantages for our uniquely human way of life?

17. What is the adaptive significance of the human smile? In other words, how does the human smile fit the human way of life?

18. Some babies are born without sight, and therefore they will never see another person smile. How do you think this could change the course of their social and emotional development? How could this change the style of parenting?
B. OBSERVATION MODULE ASSIGNMENTS

1. Newborn reflexes (3:15)
   
a. Estimate the age of this infant. Is the infant a boy or a girl? How can you tell?

   b. Identify as many reflexes as you can. Give the name of the reflex as well as a brief description of it as seen on the video module.

   c. At one point the infant begins to cry. What, if anything, appears to be the reason for this crying?

   d. Make note of any other observations you think may be relevant.

2. Young infant in various states of arousal (5:35)
   
a. While you watch this video module, list and briefly describe Julia’s various states of arousal.

   b. Is there any evidence that Julia recognizes her mother?

   c. Estimate Julia’s age. What is it about the behavior of this infant that affected your age estimate?
C. FIELD ASSIGNMENT

Infant reflexes

Most observers are surprised to see firsthand the early reflexes of a very young infant. A rooting reflex—turning the head in the direction of stimulation on the cheek—is somewhat sluggish, and not quick in the way we imagine a “knee-jerk” reflex to be. All the same, the reflexes are organized bouts of behavior, and they appear without being taught within the first minutes of life.

If you have access to an infant between one and three months of age, try to observe the following reflexes. Use your textbook as a guide for how to elicit each reflex, and write a brief description of the reaction you observe. It is also a good idea to have the principal caregiver present and to explain what you are going to do before you attempt to elicit each reflex. If the caregiver cannot be present, explicitly ask for permission, and explain each of the reflexes you wish to demonstrate.

Babinski

Breathing

Crawling

Eyeblink

Grasping

Moro

Rooting

Stepping

Sucking

Notes:
1 This may seem like a trivial reflex, but take a closer look. What is the rate of breathing? Are there any pauses, such as when the infant notices a new object in the visual field or hears an unexpected sound?
2 Of course, you don’t want to put anything in the infant’s eye. Try a moving an object toward the baby’s face (i.e., looming) or blowing a very gentle puff of air from 12 inches away.
3 I strongly suggest that you describe the moro reflex to the caregiver and let them try to elicit it, because it requires the sudden removal of support from the head. They have probably noticed this response when moving the baby from place to place. Sometimes a loud and unexpected sound will also elicit this reflex.
A. NARRATED VIDEO ASSIGNMENT

Key terms

- A-not-B error
- affordances
- babbling
- dendrites
- grammatical function words
- habituation
- holophrase
- imitation
- infant body proportions
- insecure attachment
- Jean Piaget
- language
- locomotor development
- manual development
- motherese (child-directed speech)
- myelination
- object constancy
- object permanence
- perception
- perceptual constancy
- pincer grasp
- secure attachment
- self-awareness
- sensorimotor development
- separation anxiety
- social referencing
- stranger anxiety
- synchrony
- telegraphic speech
- temperament (easy, slow to warm up, difficult)
- universal grammar

Growing quickly

1. The average newborn weighs less than a __________ of milk and is about __________ inches long.

2. Over the first year, infants grow approximately _______ inch a month.

3. The newborn’s head is about __________ percent of her body length; in adults, the head is only about 13 percent of the body length.

4. During the first year, the ____________—thin branch-like structures though which neurons communicate—become more dense.

5. Transmission of neural signals is accelerated as a consequence of ____________ of the neurons.

Motor development

6. Before an infant can crawl and walk, she needs to be able to hold up her __________.

7. At about five or six months of age, and infant can sit up without ____________.

8. By about __________ months, most infants are accomplished crawlers.
9. Walking is usually seen at about ________ months.

10. Many infants can kick a ball around ________ months of age.

11. The ________ grasp—a precise grip using the finger and thumb—is well established by ________ months.

Perceiving objects, surfaces, and people

12. Interaction opportunities provided by the environment are called ______________ .

13. Every object can have multiple ________.

14. A crawling infant can learn how to safely move down a steep slope, as did the baby in studies by researcher Karen Adolph. When the same baby later learns to ________, she will have to learn all over again about which slopes are safe and which are not.

15. Perceptual ________ refers to the fact that people perceive a constant object even though the visual image may get larger or smaller at varying distances from the object.

Object permanence and memory

16. ________ occurs when an infant stops attending to an object or event with repeated exposure.

17. Infants understand object ________ when they search for objects that are hidden from view.

18. The ________ - ________ - ________ error occurs when an infant looks for an object where he last found it, even thought the object was moved to a new place in clear view of the infant.

19. Stranger wariness emerges between 9 and 12 months of age, and is one indication that the infant’s ________ capacity is increasing.

Piaget’s stages of sensorimotor development

20. During the second stage of sensorimotor development—between one and four months—infants begin to ________ their reflexes to new objects, according to Jean Piaget.

21. In the fourth stage of sensorimotor development—between 8 and 12 months—infants show clear evidence of ________ events and goal-oriented behavior.

22. By the sixth stage of sensorimotor development, infants are beginning to solve problems in their ________ and require less trial and error.

Language development

23. Infants have a ______________ capacity to acquire words and grammar.
24. The repetition of syllables a baby produces between 6 and 10 months of age is called _________. These sounds are the building blocks of true speech.

25. Infants begin to understand true words around _________ months.

26. By 18 months of age, most infants are learning about _________ words a day.

27. _________ _________ refers to speech that contains only the most important words, such as “Mommy milk!”

*Emotional development and social interaction*

28. _________ _________ describes the baby’s signs of uneasiness around strangers in the second half of the first year.

29. Babies often look for their parents’ reactions when they themselves are faced with a novel situation. This search for cues from the caregivers is called _________ _________.

30. The fear of being separated from a primary caregiver is called _________ _________.

31. The special bond that emerges between caregivers and babies is called _________.

32. _________ _________ is said to exist when one-year-old infants become distressed when separated from their caregiver, but later are easily soothed by the caregiver when she or he returns.

33. The early personality of infants—their typical style of coping with new people and environmental demands—is called _________.

34. Forty percent of babies are classified as___________. These are cheerful babies who love to play, adapt easily, and eat and sleep at regular times.

35. Fifteen percent of babies are _____ _____ _____ _____ . That is, they are finicky eaters, often don’t sleep well, and respond poorly to new people or situations.

*Thought questions*

36. In what ways do changes in the postural and locomotor skills of infants affect their perceptual experiences?
37. According to Jean Piaget, mental representations and symbolic capacity grow out of basic reflex actions. Simply stated, reflexes such as sucking grow into remembering and planning. Is there any one stage of sensorimotor development that seems pivotal in the transition from reflexive to thoughtful behavior in infancy?

38. What kinds of biological and social factors allow the toddler to acquire language so rapidly?

39. Present an argument for why a difficult temperament, under some circumstances, may be an optimal temperament.

B. OBSERVATION MODULE ASSIGNMENTS

1. Two infants lying (0:50)
   a. Can you tell which of Piaget’s sensorimotor stages best describes these two infants, Boris and Skye? Justify your answer.
   b. Is anything about these infants’ behavior relevant to the development of speech?
   c. Is there any evidence of accommodation in their behavior?
   d. Approximately what are the ages of these infants? What features of behavior, size, or shape support your age estimate?
2. Toddlers in a playroom (5:00)

a. Describe all of the forms of locomotor behavior observed among these toddlers. Does each toddler have a preferred method of locomotion, or does it depend upon the context?

b. Briefly describe the play of each child (Rylen in blue, Maya in pink, Lilith with red hair in the yellow dress, and Samantha with blond hair in the yellow shirt) using your textbook’s descriptions of play types as a guide.

c. Is there any evidence of symbolic play in their activities?

d. Is their play in any sense “social”?

e. Estimate the ages of each of these toddlers. What evidence is there for your estimates?

3. Toddler in a highchair (4:20)

a. Listen closely to the language used by Emma. How would you describe her level of speech development?

b. What would you guess is the number of words she can speak? What can you say about her level of comprehension of language?

c. Are her parents doing anything in particular to assist her language development? Identify all of the ways they are helping Emma to develop language.
d. Look closely as Emma manipulates the small objects (grapes) on her highchair tray. How would you describe her skills of fine motor control?

e. From all that you have seen and heard, what is your best estimate of Emma’s age?

C. FIELD ASSIGNMENTS

1. Observing mealtimes: The socialization of action

Actions, like eating with a fork, are more than simple responses to stimuli. They are patterns of living that are shaped by both the child and the environment. This two-sided process of shaping actions is often called social co-construction (e.g., Valsiner, 1988).

You may not be thinking about a two-sided process when watching a toddler at mealtime; it often looks as if the toddler is calling all the shots. A two-year-old may pick up foods, drop them, refuse foods offered to her, squish foods on the plate, and in general make a mess. But watch closely, and you will see a two-sided process as the caregiver tries to ease the toddler toward socially accepted means of eating (e.g., not smearing, not spilling, not playing with foods, using a spoon for some foods and a fork for other foods, etc.).

For this assignment, take careful notes during at least 10 minutes of a mealtime for a toddler between the ages of two and three. Keep a running record of everything the child and the caregiver do during feeding. Describe each partner’s actions on alternating lines as in the following example:

ANDY, two years one month, with his father (C = child, P = parent)
- C: (Picks up cereal flakes and puts a few in mouth. Then drops some on the floor.)
- P: “No no NO” (laughs and eats few himself). “Like this.”
- C: (Holds up some cereal flakes, opens mouth, giggles, and drops them on the tray.)
- P: “Oh, you’re something!” (eats a few flakes.)

When you are finished, read over your notes and write a paragraph that describes the two-sided process of controlling (regulating) mealtime activities. What unsocialized and socialized eating actions did the child show? Did the child imitate or model the parent? Did the parent imitate the child? Did the child ever tease the parent? How did the parent attempt to reward the child for appropriate mealtime behaviors?

In class, you can compare your notes on mealtime actions with someone who observed a child of the same age and with a second person that observed a child of a different age (say, six months older or younger).

2. Language skills of a three-year-old

Few abilities change as dramatically as does language between a child’s first and third birthday. Toddlers learn on average a new word every two hours and keep up this rate of learning until adolescence. If you listen carefully to three-year-olds, many of their statements are somewhat simple yet perfectly grammatical. These observations have lead Dr. Steven Pinker of MIT to refer to three-year-olds as “grammatical geniuses,” because they accomplish these feats of learning without explicit instruction.

The best way to see the language skills of three-year-olds is to transcribe everything they say and then take a good look at it. For this exercise you will need a three-year-old (with the parent’s consent, of course), a tape recorder, and a safe place to play and talk. Any tape recorder will do, and most have built-in microphones. Many of the larger “boom-boxes” can record tapes just as well. Since you will be recording sound,
it will be better to find an indoor setting or a relatively quiet outdoor location. A particularly good place, I think, is a play kitchen, where you and the child can act out a familiar routine such as “mealtime at home” or “going to McDonalds.”

Now, engage the toddler in play, encourage him or her to talk, and ask any questions that seem appropriate, such as “What shall we do next?” or “What’s that?”

Later on, transcribe your tape recording word for word. Note the speaker in the left margin (C = Child, O = Observer), and start each speaker’s turn on a new line.

When you are finished with your transcripts, put an asterisk (*) to the left of any child statement that is not grammatically correct. You will be surprised to see that much of what they say is simple but correct, and most the errors are omissions of the little “function words,” such as am or contractions of to be, and not errors of word order.

As you read over the transcript, look for the following features of language described in your text and write out the word or phrase from your transcripts that illustrates each feature. The grammatical morphemes are arranged in the order in which they are typically acquired.

Overextension
Underextension
Holophrase
Two-word utterance
Three-word utterance
Tag question
Grammatical morphemes

- present progressive
- in
- on
- plural
- past irregular
- possessive inflection
- to be not contracted
- article
- past regular
- third-person regular
- third-person irregular
- uncontractable progressive
- auxiliary
- contractions of
- to be
- contractable progressive
- auxiliary

(Adapted from Cole & Cole, 1996, p. 310.)
Early Childhood

A. NARRATED VIDEO ASSIGNMENT

Key terms

- authoritative parenting
- autocratic parenting
- categorization
- cognitive development
- concrete operations
- conservation tasks
- egocentrism
- fast mapping
- fine-motor skills
- gender differences
- grammatical patterns
- gross-motor skills
- growth spurt
- guided participation
- Jean Piaget
- Lev Vygotsky
- mastery play
- memory
- number
- overgeneralization
- overregularization
- parallel play
- permissive parenting
- rehearsal
- scripts
- self-esteem
- sensorimotor play
- sociodramatic play
- zone of proximal development

Motor development

1. During the growth spurt of early childhood, the bones of the arms and legs will __________, contributing to a slimmer, adult-like appearance.

2. __________ is a favorite activity of many children, once they develop a strong upper body and a tight grip.

3. It takes more time for __________ - __________ skills to develop compared to gross-motor skills.

Cognitive development

4. Even toddlers know that numbers have a __________ order.

5. Older children use rehearsal and categorization as aids to memory. Younger children, however, fail to use many of these basic memory __________.

6. Adults often ask young children about familiar or repeated activities, such as “going to McDonalds.” Knowledge about these familiar activities is called a mental __________.
7. The tendency of children to understand the world and events from their own point of view is called ______________, and it can be seen in the way children talk to one another and in the way they answer questions.

8. Piaget used the ______________ task to test whether children had reached the concrete operational stage of thought.

9. Lev Vygotsky emphasized the importance of guided ____________ with adults as the way children learn new skills. These interactions with adults create a “zone of ______________ development” in which higher psychological functions are formed.

Language development

10. Language is first used to control others, but a preschooler can also talk to __________, using speech to steer her own actions.

11. At __________ years of age, children speak in only one- or two-word sentences.

12. By age __________, a preschooler has become a “grammatical genius” and uses most of the grammatical structures of adults.

13. Even before a child completely understands a word, they put it into a mental category, a process called __________ __________.

14. When a child says “goed” instead of “went” we know that she is learning the __________ of grammar.

Styles of parenting

15. In ______________ parenting, the caregivers are the experts in the household, and they work with their children to guide their behavior, but are not overly controlling.

16. In contrast, _____________ parents are very controlling. This may lead to children who are overly fearful or who are rebellious.

17. The ________ - _________ style of parenting is also known as permissive parenting. Under this style, children typically are less competent and self-controlled compared to their peers.

Play

18. When children toy with their food or smell flowers, they’re engaging in ______________ play, which involves the pleasure of using the senses.

19. Most of the repetitive activity you see at a playground is probably ______________ play, where children practice a specific skill like jumping or throwing.

20. Activities that involve acting out and role playing comprise ______________ play.
21. Two- and three-year-olds sometimes play side by side but not really with each other. This is called ___________ play.

22. As children grow older, play begins to show average differences according to gender. While not absolutely different, boys tend to gravitate toward larger groups and games with stricter rules, whereas girls more often will play together in smaller groups in games that require _______________ and ____________.

Thought questions

23. In your opinion, what is the most critical trait of preschoolers that makes it difficult for them to master new skills? Explain your answer.

24. Reflecting on your own upbringing, what style of parenting did you experience? What parental behaviors support your choice?

25. Is there any connection between the kinds of mental activity seen in sociodramatic play, on the one hand, and logical thought, on the other?

B. OBSERVATION MODULE ASSIGNMENTS

1. Preschool children playing with toy train tracks (1:10)
   a. Make a transcript of every statement made by these three children. How would you describe their levels of speech development?
b. To what extent can their play activities be described as “social”?

c. Estimate the range of ages for these three children. What features of behavior or appearance lead to your estimate?

2. Boys and girls with dolls, play food, and reading (5:50)

a. Describe the setting and content of the interaction among the four children in the kitchen play area.

b. Compare the same-gender interactions with the cross-gender interactions for these children in the kitchen play area.

c. Watch carefully the boy and girl in the reading area. At one point the boy will push the girl. How would you explain this behavior?

d. Estimate the age range of the children seen in this video module. What features of behavior or appearance influenced your estimate?
3. Young children in playground (1:30)

a. Describe the setting and content of the interaction on this playground. Pay particular attention at the start of the video module to the boy on the ground and the girl with the small red plastic scooper.

b. What do you think provoked this conflict between the boy and the girl?

c. If possible, watch this scene again, this time attending to the two other children – the small boy in the blue shorts and the girl in the green swimsuit. Describe and explain their behavior as best as you can.

d. What do these interactions say about the role of observational learning in young children’s social development?

e. Estimate the ages of these four children (boy in conflict, girl in conflict, boy in blue shorts, girl in green swimsuit). What features of behavior, context, or physical appearance influenced your estimates?
4. Two young boys playing Musketeers with swords (1:35)

a. Describe the setting and content of this interaction between the two boys, Tom (dark shirt) and Jonah (red shirt) in the backyard.

b. How would you describe the particular form of play seen in this interaction?

c. Describe how the play activity is negotiated, if at all, by these two boys and their parents. How does the play move from one type of activity to the next? Is their any discussion? Does one child determine the play topic more so than the other?

d. From what you have observed, what is your best estimate of the ages of Tom and Jonah?

C. FIELD ASSIGNMENTS

1. Piagetian clinical interview

Jean Piaget’s early research on the speech of young children used an interview method—rather than a rigidly controlled experimental procedure—to assess the quality of the young child’s thinking. The point was not to see if the child could answer correctly, but rather to see the process of the child’s thought. Using this method Piaget concluded that young children say many things they never heard before. Therefore, they must be actively constructing their own understanding of reality.

For this brief assignment, you will be asking a three- or four-year-old child two simple questions: (a) Where does the sun go at night? and (b) Where do dreams come from?

Audiotape your interview, and after each question, see if you can encourage the child to elaborate on their answer. It is best to do this with open-ended questions, such as “And then what happens?” Avoid closed-ended questions that prompt the child for a yes or no answer, such as “Does the sun go home?”

After your interview, transcribe your questions and the child’s answers word for word. Then, write a brief paragraph summarizing your observations with reference to Piaget’s descriptions of preoperational thinking.
2. Identifying a dominant child in a playgroup

While it may not be apparent upon casual inspection, playgroups of three- and four-year-old children often show a social ordering, known as a dominance hierarchy. If you watch closely any two children, one of them is more likely than the other to initiate aggressive acts (e.g., tussles over possessions or verbal threats) and the other is more likely to withdraw (e.g., cry, flinch, or seek an adult). Across a group of three or four children, therefore, one of them is likely to be dominant over all of the others. The dominant child is not always threatening other children; rather, this child usually gets his or her way, and the other children usually do not act aggressively toward the dominant child (Strayer, 1991).

One way to observe and record the activities of a playgroup over time, and to identify a dominant child, is to make a specimen description—a record of behavior over time to yield a sample (specimen) of the phenomenon in question. Slee (1987) presents a number of guidelines for making specimen descriptions, some of which are briefly described here:

- Describe the scene as accurately as possible.
- Describe what the child does, and how the child does it (e.g., He ran quickly in circles five times and said “I’m a cowboy!”).
- When you write your interpretations of behavior, put it in brackets (e.g., [He is imitating what he saw in the picture book a few minutes ago]).
- Describe other people’s reaction to the child’s behavior.
- Use a wristwatch or a stopwatch, and put your observations in order.
- When you are finished recording your observations, mark the beginning of each behavior episode—“a unit of behavior that describes a particular situation and some ongoing behavior in that setting” (Slee, 1987, p. 37).

After making your specimen description, write a brief paragraph identifying the dominant child and explaining your choice of this particular child.

Specimen Description of Preschool Play Group

Today’s date: ________________________________
Children’s names and ages: ________________________________
Observation start time: ________________________________
Observation stop time: ________________________________

Begin (Minute 0)

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Minute 5

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Middle Childhood

A. NARRATED VIDEO ASSIGNMENT

Key terms

bully                             moral values
cognitive strategies             peer groups
concrete operational thought     physical aggression
conservation tasks               prosocial behavior
empathy                          relational aggression
friendship                       selective attention
gender segregation              social rules
metacognition                    sympathy

Physical development

1. During the school years, children’s physical development levels off. Still, they are gaining about __________ pounds and growing __________ inches every year.

2. Boys have greater __________ mass compared to girls. This gives them an advantage in skills that require greater power, force, and upper-body strength.

3. Girls have much greater __________ and __________ than boys, yielding better dexterity and poise.

Language

4. By the fifth grade (age 10) children’s vocabulary is typically around __________ words.

5. School-age children have a solid understanding of __________ , the patterns of arrangement and relations among words in speech.

Attention and thinking

6. __________ __________ is the ability to screen out distractions and focus on a given task.

7. School children have a better understanding of their own thought processes. In other words, they can think about thinking. This is known as __________ .

8. Children in different societies learn culture-specific strategies for thinking and problem solving. For example, Dr. Geoffrey Saxe has studied the Oksapmin children of Papua New Guinea, who learn a counting system based on __________ __________ __________ .
9. To learn and remember the long lists of names and facts encountered in school and at home, children need to master new __________ for storing and retrieving information.

10. Dr. Robert Siegler notes three ways children learn new cognitive skills. One is __________, where children see someone else perform a task and later repeat it themselves. A second method is through __________. Lastly, children often __________ new cognitive strategies, even if the old strategies still work.

11. Dr. Ellen Winner studies gifted children and has identified their three key characteristics as:

   (a) ____________________________; (b) ________________________________; and
   (c) ________________________________.

   Concrete operations

12. When Mayan children first learn to weave, they need to prepare a complex winding board, even though the board does not bear a physical resemblance to the way the threads will look on the loom. This skill involves __________ ___________ (seeing the correspondence mentally first), a hallmark of concrete operations.

13. Part of concrete operational thought is understanding that an object or thing can change while retaining its underlying __________, as is demonstrated in Piaget’s conservation tasks.

   Moral development

14. School-aged children can understand and appreciate what motivates someone else’s actions, and this ability helps them develop their own set of __________ values.

15. Within mostly gender-segregated miniature cultures, boys and girls develop different __________ for governing social behavior.

   Aggression

16. Male peer groups often engage in rough, verbally provocative behavior and sometimes show high levels of __________ aggression.

17. As Dr. Nicki Crick explains, girls are more likely to use __________ aggression. That is, they are more likely to use the relationship as a means to hurt someone’s feelings when they feel hurt themselves.

18. A __________ is someone who teases or threatens beyond what the peer group finds acceptable.

   Friendship and helping others

19. Peers help in the development of __________ behavior, offering aid without obvious benefit to you.
20. According to Dr. Nancy Eisenberg, __________ is when an individual feels the same emotion as another person, based on the person’s cues or the situation they are in. When a person feels __________, however, they don’t necessarily feel the same emotion as another person, but they do feel sorrow or concern.

21. According to Dr. Robert Selman, two functions of friendship are (a) to share _______________ and (b) to develop one’s _______________, that is, to be able to assert one’s own ideas and needs, and to work out differences with others.

Thought questions

22. Identify all of the factors that are responsible for gender segregation. Do not forget factors that may arise from children themselves. Think about your own experiences in elementary school when answering this question.

23. Do you think it is possible for parents to increase the chances that their son or daughter will be considered gifted in school? Do you think parents should attempt to cultivate a gifted child?

24. What can parents and teachers do to help children become more empathetic?

B. OBSERVATION MODULE ASSIGNMENTS

1. Two school girls talking about toys and boys (4:20)

a. Describe the context and content of this interview with two seven-year-old girls, Phyllis (on the left) and Kim.
b. Although these two girls don’t say so directly, it’s quite clear that they are friends. As you watch this video segment, what is it about their behavior and language that reflects the nature of their friendship?

c. Describe these girl’s thoughts about boys and boyfriends. How much time do children of this age typically spend with peers of the opposite sex?

d. What questions would you ask these two girls if you wanted to probe their understanding of the nature of friendship?

2. An elementary school lesson on grammar (3:00)

a. Describe the context and content of this video segment.

b. Given the content of this lesson and the quality of these children’s answers, what do you think is the average age of this group of students? Justify your estimate.
c. Listen to all of the answers of these students, and try to identify a child who seems to have the best grasp of this material. What assignment would you give this child to further his or her understanding of this material on sentence structures?

d. Observe how the teacher has organized this lesson and how she interacts with each member of the class. Describe briefly all the ways she is facilitating the growth of their understanding of grammatical rules.

3. Interviews with 9- and 10-year-olds at school (6:20)

a. Summarize the content of Brian’s answer to the question, “Can you tell us a little bit about yourself, maybe about your family?” To what extent does Brian answer with psychological qualities to describe himself?

b. Summarize the content of Xavier’s answer to the question “Tell us a little bit about yourself.” Xavier says he doesn’t have a best friend – yet. If you were this boy’s parent or teacher, what kinds of things could you do to help him meet potential friends?
c. Summarize the content of Ashley’s answer to the question, “Where are you from and what’s your family like?” How would you describe her understanding of friendships and of herself?

C. FIELD ASSIGNMENTS

1. A time-sampling analysis of time spent with same-sex peers

Researchers of child development often want to know how an individual or a group of children distribute their time among various activities. A classic example is Mildred Parten’s study of children’s social participation in various play activities, such as solitary play, parallel play, and cooperative play. Parten’s study suggested that children’s play changes in a stage-like manner, where parallel play is an intermediate play between solitary activity and truly social-cooperative play. Later research modified this view by showing that parallel play is often used as a “lead-in” to cooperation among children (Bakeman & Gottman, 1997).

For this assignment you will be using a common method of observational research, time sampling, to assess the proportion of time children spend (a) alone, (b) with peers of the same sex, (c) with peers of the opposite sex, and (d) with peers of both sexes. Every 30 seconds you will code the child’s behavior, until five minutes has elapsed. Then you will repeat this procedure until you have coded four children across 20 minutes.

Start by making a coding sheet like the one below, or you can photocopy this one. You will also need a stopwatch (or a wristwatch with a large face and clearly visible second hand). It is also recommended that you complete this assignment in pairs, where one person keeps time and the other observes.

A playground is an ideal place to observe, where you can see children of both genders in a variety of activities. Begin by selecting four children to observe; if possible, choose two boys and two girls. Write their names (or brief descriptions), sexes, and ages (or approximate ages) on the data sheet before you begin coding. You will observe each child for five consecutive minutes before switching to the next child. While observing the child, note if they are playing alone (A), playing with one or more boys (B), playing with one or more girls (G), or playing in a mixed group of male and female peers (M). After each 30-second interval, write the appropriate code to the right of the time. Note that in interval coding, the clock tells you when to code. If the child’s behavior falls into more than one code category—say, Alex plays with a boy for a few seconds, and then jumps rope with a group of girls—choose the one code that best fits how he spend most of his time during the 30-second interval.

When you are finished coding four separate children, calculate the proportion of time each child spends with members of the same sex. For example, if Alex is coded “B” for a total of six intervals, the proportion of time he spends with same-sex peers is 60 percent. In class, you can compare your data for boys and girls with other students’ data, to see if a consistent pattern emerges. Also, note if the tendency to play with children of the same sex is stronger for children ages 6 through 8 compared to children 9 through 11.
**Time Sampling Procedure**

**Key to Codes:**  A = alone / B = boy partner(s) / G = girl partner(s) / M = mixed partners

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2. Rules for contact with the opposite sex

Throughout the world, middle childhood is a time where boys and girls choose to spend most, but not all, of their free time with peers of the same sex. Same-sex peer groups are important contexts for learning about the normative ways of thinking, talking, and acting. On the playgrounds of industrialized countries, boys are more likely to move around in larger groups, while girls are more likely to prefer smaller groups with closer friends. It is not unusual for specific same-sex groups of children to have explicit rules for when and when not to interact with children of the same sex. You can find out if children in your neighborhood have such rules by asking them.

For this assignment, interview one eight-year-old boy and one eight-year-old girl, on separate occasions, on the topic of “When is it OK to play with a girl (boy)?” Before you start, think of a few specific questions you can ask. For example:

• Is it OK for boys to play with girls? Why?
• Is it ever not OK for boys to play with girls? Why?
• Some kids say if a boy touches a girl he can get “cooties.” What does it mean to get cooties?

If possible, tape record their responses, and write two brief summaries, one for boys and one for girls, of the rules for touching members of the opposite sex. When you are finished, note if either the boy or the girl seemed to have stronger views about interacting with children of the opposite sex. This will make a terrific classroom discussion topic if everyone interviews at least one child.

3. Conservation of liquid

School-aged children, compared to preschoolers, are much more logical and systematic in their problem-solving efforts and in their speech. A classic demonstration of logical thinking is Piaget’s conservation of liquid task. After reading your text and watching the appropriate section of the video, try administering the conservation of liquid task to two children, one who is about five to seven years old, and a second who is about eight years of age or older. Tape record their responses and write a brief summary of (a) the procedure you followed, (b) the key answers they provided, and (c) your interpretation of their mental status with reference to concrete operational thought.
A. NARRATED VIDEO ASSIGNMENT

Key terms

conformity
ejaculation
formal operational thought
growth spurt
logical thought
menstrual period
puberty
sexual identity

Physical development

1. One of the first signs of puberty is a growth spurt, around age _____ for girls and about age _____ for boys.

2. During this growth spurt, the _________ lengthen before the upper body, yielding a gangly look for some adolescents.

3. Girls have a higher ratio of _________ to _________, and hence will look rounder and softer compared to boys.

4. Dr. Ann Peterson stated that there may be some negative consequences of late puberty for _________.
In addition, there may be problems associated with early puberty for _________.

Cognitive development

5. Jean Piaget identified a new quality of thinking in adolescents that he called _________ _________ .
Teenagers can think systematically about all logical relations within a problem.

6. Another quality of teenage thinking is their ability to consider _________ , and not just realities.

Social and emotional development

7. Younger adolescents refer to _________ events and people to discuss hypothetical questions about fairness or justice.

8. Older adolescents are more likely to refer to _________ _________ and will strive to consider alternative points of view.
9. The new psychological awareness that adolescence brings can lead to crippling ________ ________.

10. While peer groups provide encouragement and guidance, teenagers feel less pressure to ________ after their fifteenth birthday.

Thought questions

11. What can parents do to help a teenage daughter who is experiencing distress because puberty occurred early? Is there anything you think parents should avoid doing or saying in this circumstance?

12. What social and cognitive factors account for the differences between the quality of moral reasoning between younger and older adolescents?

13. Is there any particular teenager in this video that seemed most similar to you and your way thinking about issues when you were their age? Describe what this teenager said and the way their thoughts seemed similar to your own.
B. OBSERVATION MODULE ASSIGNMENTS

1. Adolescent girl and boy talking about sexuality (7:45)

   a. Listen to Trezure as she describes the consequences of early sexual maturation for girls. How would you summarize her thoughts on this topic? How old would you judge Trezure to be?

   b. What role can parents play in helping an adolescent girl deal with the physical and social changes of puberty, according to Trezure?

   c. What are Stephen’s thoughts on the consequences of early sexual maturation for boys? How old would you judge Stephen to be?

   d. What qualities does Stephen look for in a potential girlfriend? How do Stephen’s thoughts compare with the normative expectations of your peer group?

   e. What qualities does Trezure look for in a potential boyfriend? How do Trezure’s thoughts compare with the normative expectations of your peer group?
2. Discussion of the play *A Streetcar Named Desire* (2:25)

a. Listen to this discussion of a character’s motivations in the Tennessee Williams’s play *A Streetcar Named Desire*. How would you describe some of the judgments expressed on the conduct of Blanche, a mature woman who had an affair with a 17-year-old student?

b. What reasons are given for their judgment of Blanche’s behavior?

c. How do you think this discussion would be different if all of the students in this class were 13 years old?
3. Two adolescent boys talking about politics and dating (14:35)

a. Describe Terry’s (age 16) and John’s (age 13) attitudes toward immigration. What factors do they cite as responsible for their attitudes? Are there any other factors that they did not mention which may be important in shaping the political attitudes of adolescents?

b. According to Terry, parents have a greater influence on his behavior, but John says peers have a greater influence. Describe their thinking on this subject. Do their ages have anything to do with the differences in their opinions on the importance of parents in the lives of teenagers?

c. Describe Terry’s attitudes about dating. Do his opinions on the subject seem typical for adolescent boys his age?

d. Describe John’s attitudes about dating. If you met John and he asked you for advice on dating, what would you tell him?
C. FIELD ASSIGNMENTS

1. Resolving conflicts with parents

Adolescents often have definite ideas about how to get along with parents, and how to balance their needs for freedom and responsibility with their parents’ needs and concerns for their well being. Conflict is inevitable at times, although most adolescents surveyed by psychologists report feeling close to and respectful of their parents. But exactly how do adolescents view conflicts with parents?

If you can find an adolescent boy or girl to speak with, ask them about any conflict that has happened in the past week or two with a parent. What started the conflict? What were their needs, and how did they perceive their parent’s point of view? How was the conflict resolved?

When you are finished discussing this topic, ask him or her about the worst fight they ever had with a parent since becoming a teenager. Again, probe the inner and outer context of the situation, how they and their parent perceived the conflict, and how it was resolved.

If possible, tape record your conversation as an aid to memory, and write up your interview in a page or two. Be certain not to use the adolescent’s real name in your write up, for privacy’s sake.

2. Adolescent risk taking

Adolescence is a time of new freedom and responsibility. And sometimes an individual or a group may decide to do something, like drink and drive, although at some level they know they are taking a risk that could have severe consequences. Why do adolescents take risks, and why is risk taking important, and even enjoyable, to adolescents?

Find an adolescent boy or girl, and ask them about the kinds of risks they or their friends take, and why. You must insure that their answers will be kept in confidence and that they do not have to tell you anything they are not comfortable speaking about.

Because of the potentially sensitive nature of this material, it may be best not to tape record your interview. But take good notes, write down some of their exact phrases, and try to get a sense of why risk taking is important—perhaps necessary. Write up your interview in a page—more if you need it—and be certain not to use the adolescent’s real name or any other identifying information. (If you find this topic of interest, take a look at Cindy Lightfoot’s 1997 book, The Culture of Adolescent Risk Taking.)
Further Readings and Other Resources


Although its primary goal is to introduce techniques for analyzing sequences of behavior observations, Bakeman and Gottman’s brief text provides a concise and non-technical discussion of behavior-coding systems in the first three chapters. Chapter 4 provides a clear explanation of inter-observer reliability and its measurement (e.g., Cohen’s Kappa).


Intended primarily for teachers and students of education, this brief text introduces a few specific techniques for observing and recording behavior in the classroom (e.g., tallying behavior frequencies, behavior checklists and rating scales, and anecdotal records).


Irwin and Bushnell’s handbook provides an excellent overview of the history of various observational strategies, including the recording of narratives (e.g., diary descriptions, anecdotal records, running records, specimen descriptions, case studies, and field studies), time sampling, event sampling, checklists, and ratings systems. Each chapter is followed by lab assignments on observation.


Slee’s brief yet informative text describes a variety of observation techniques used in the study of children within the traditions of psychology, sociology, anthropology, and education. Chapter 4 contains practical exercises to illustrate various methods of observation (e.g., diary descriptions, anecdotal records, specimen descriptions, event sampling, time sampling, rating scales). More so than other books on direct observation, this text discusses the value of qualitative and interpretive (i.e., hermeneutic) approaches to observing and understanding human behavior. Also, methods of assessing children in school contexts are reviewed. A particularly useful appendix contains summaries of six observation schemes used in contemporary research and references to the original journal articles where they are described.


This field guild—a manual for anthropologists conducting field research—provides a fascinating view of the process of collecting detailed information for a major cross-cultural analysis of socialization. While intended for advanced field researchers, it contains suggestions of value to anyone interested in recording child and adult behavior in natural contexts. Chapters include specific examples of interview questions, categories of behavior to observe, and rating systems.


