

*Lynn R. Marotz & K. Eileen Allen*

# DEVELOPMENTAL PROFILES

*Pre-Birth Through Adolescence*



## STANDARD 2. Building Family and Community Relationships

- 2a. Knowing about and understanding diverse family and community characteristics.
- 2b. Supporting and engaging families and communities through respectful, reciprocal relationships.
- 2c. Involving families and communities in young children's development and learning.

**Chapter 1:** Families as Observers, pp. 14–15; Bioecological Theory, p. 9.

**Chapter 2:** Growth, p. 24; Development, pp. 25–27; Gender Roles, pp. 31–32; Ecological Factors, pp. 32–33; Developmental Domains, pp. 34–42.

**Chapter 3:** Threats to Optimum Fetal Development, pp. 57–61; Maternal Depression, pp. 63–64.

**Chapter 4:** Developmental Applications for Families and Teachers, pp. 77, 84, 91, 98; Positive Behavior Guidance, p. 100.

**Chapter 5:** Developmental Applications for Families and Teachers, pp. 113–114, 122; Positive Behavior Guidance, p. 124.

**Chapter 6:** Developmental Applications for Families and Teachers, pp. 137–138, 144–145, 152; TeachSource Video Connections: Preschooler's Motor Development, p. 133, Preschoolers and Language Development, p. 142, Social Skill Development, p. 150; Positive Behavior Guidance, p. 154.

**Chapter 7:** Developmental Applications for Families and Teachers, pp. 168, 175–176, 182–183.

**Chapter 8:** Developmental Applications for Families and Teachers, pp. 197, 205.

**Chapter 9:** Developmental Applications for Families and Teachers, pp. 219, 226, 232.

**Chapter 10:** When to Seek Help, p. 249; Observing and Recording, pp. 250–251; Screening Tests, p. 252–254.

## STANDARD 3. Observing, Documenting, and Assessing To Support Young Children and Families

- 3a. Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
- 3b. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.
- 3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.
- 3d. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

**Chapter 1:** Data Gathering, pp. 13–15; Families as Observers, pp. 14–15; TeachSource Video Connections: Portfolio Assessment, p. 19.

**Chapter 3:** TeachSource Video Connections: Prenatal Assessment, p. 57; Newborn Assessment, p. 63.

**Chapter 4:** Developmental Alerts, pp. 77, 85, 92, 99.

**Chapter 5:** Developmental Alerts, pp. 114, 122–123.

**Chapter 6:** Developmental Alerts, pp. 138–139, 145, 153.

**Chapter 7:** Developmental Alerts, pp. 169, 176–177, 183.

**Chapter 8:** Developmental Alerts, pp. 198, 205.

**Chapter 9:** Developmental Alerts, pp. 220, 226–227, 232–233.

**Chapter 10:** Case Study, pp. 241–242; TeachSource Video Connection: Including Children with Developmental Disabilities, p. 245; Is There a Problem?, pp. 247–249; When to Seek Help, p. 249; Information Gathering, pp. 250–255; Diagnosis and Referral, pp. 255–257.

*(Continued on back cover)*





# Developmental Profiles





# Developmental Profiles

## Pre-birth through Adolescence

7TH EDITION

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**Lynn R. Marotz, RN, Ph.D**

*University of Kansas*

**K. Eileen Allen**

*Professor Emerita  
University of Kansas*



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through Adolescence, Seventh Edition**  
Lynn R. Marotz and K. Eileen Allen

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Architectural engineers know that a structurally sound building requires a strong foundation. Similarly, children require a strong foundation if they are to develop to their fullest potential. The quality of children's environments, early learning opportunities, and adult support and encouragement plays an influential role in shaping the groundwork upon which all future skill acquisition is built. When adults understand children's developmental needs, capabilities, and limitations they are able to provide effective behavioral guidance and the types of learning experiences that ultimately create a strong foundation.

*Developmental Profiles: Pre-birth through Adolescence* is designed to be a concise, user-friendly resource for teachers, families, caregivers, practitioners, and service providers. While the seventh edition has been revised and updated, it maintains the authors' original purpose to provide a comprehensive yet nontechnical, easy-to-follow overview of children's development. It links contemporary research, theory, and application to the guidance of children's behavior and the promotion of developmentally appropriate learning experiences.



## Purpose and Philosophical Approach

The common practice of dividing infancy and childhood into age-related units of months and years can appear to distort the realities of human development. However, when describing developmental expectations, developmental progress, and delays, other systems seem to work even less well. Let it be stressed here, as it is again and again throughout the text, that age specifications are only approximate markers derived from *averages* or *norms*. In a way, they can be thought of as midpoints not intended to represent any one particular child. Rather, age expectations represent summary terms for skills that vary from child to child in form and time of acquisition. The truly important consideration in assessing a child's development is *sequence*. The essential question is not chronological age but whether the child is moving forward step by step in each developmental area. *Developmental Profiles* has long proven itself to be an invaluable resource in addressing this issue.

As in the previous editions, the early days, weeks, and months of infancy are examined in great detail. New research findings on brain and early development clearly

support the critical importance of this relatively short time span. What is now known about the infant's capacity for learning is indeed amazing given conventional wisdom, which suggests that young babies simply flounder around in a state of confusion. Far from it! With more and more infants entering programs at ever earlier ages, it is most important that teachers are knowledgeable about their development and ability to learn. It is also crucial that families and service providers hold appropriate expectations and be able to describe to teachers what they want and believe is best for infants.

The first year of life is essential for building a foundation of learning in every developmental domain. The vast array of new and complex behaviors that toddlers and preschoolers must learn in three or four short years is also monumental. At no other period in a person's lifetime will so much be expected in so short a time. With other-than-parent child care being the norm rather than the exception, it is necessary for teachers and families to have a thorough understanding of how young children grow, develop, and learn. Thus, an underlying philosophy of *Developmental Profiles* continues to be partnerships with families. No matter how many hours children spend with caregivers or teachers in school each day, families still play the most significant and influential role in their lives. They must be supported and encouraged to share their observations and concerns with teachers because this information is integral to each child's development and well-being. In turn, teachers and service providers must listen to families with focused attention and respond with genuine interest and respect.

Partnerships with families become even more critical when an infant or older child is suspected of having a developmental problem or irregularity. The Developmental Alerts identified for each age group can be especially useful to families, teachers, and service providers for initiating a discussion about their concerns. Let it be emphasized, however, that under no circumstances should this book or any other book be seen as an instrument for diagnosing a developmental problem. That is the job of professional clinicians and child development specialists.

Thus, the stated purposes of this text can be summed up as follows:

- To provide a concise overview of developmental principles.
- To provide easily accessible information about what to expect at each developmental level.
- To suggest appropriate ways for adults to facilitate learning and development.
- To pinpoint warning signs of a possible developmental problem.
- To suggest how and where to get help.
- To describe cultural and environmental diversity in terms of its impact on the developmental process.
- To emphasize the value of direct observation of children in their natural settings, whether in a classroom, early childhood program, or the child's own home.
- To help adults encourage every child to achieve his or her potential, develop a positive sense of self-esteem, and feel loved and respected.



## The Intended Audience

Teachers—caregivers, families, and professionals—play an essential role in guiding children’s development. For it is through their ability to foster learning and self-esteem and identify challenges that interfere with developmental progress that adults can ultimately make a difference in children’s lives. Thus, *Developmental Profiles* is designed for adults who care for and work with children of all ages, including:

- Students and preservice teachers.
- Teachers in home-based settings, early childhood centers, Head Start programs, schools, before- and after-school programs, home visitors, and nonparental caregivers in the child’s home.
- Allied health professionals and service providers in nursing, nutrition, audiology, social work, physical and occupational therapy, psychology, medicine, language and speech therapy, and counseling who provide services for children and their families.
- Families, the most important contributors to a child’s optimum development.



## Organization and Key Content

*Developmental Profiles* opens with a brief overview of major child development theories and principles. These chapters (1 and 2) serve as a refresher of basic concepts and provide background material on age-level expectancies for the chapters that follow. Chapter 3 is devoted to maternal practices that are essential for promoting healthy fetal development. Detailed word pictures of child and adolescent development across six developmental domains, including typical daily routines, safety alerts, developmental alerts, learning activities, and positive behavioral guidance are described in Chapters 4 through 9. When and where to seek help if there are concerns about a child’s developmental progress is discussed in Chapter 10. Developmental checklists and additional resource material of interest to families, teachers, and service providers are provided in the appendixes. We believe this format encourages vigilance in identifying delays in their earliest stage and supports adults in creating developmentally appropriate learning opportunities for children of all ages.

*Developmental Profiles* provides nontechnical, key information about:

- What to expect of young children and adolescents at each succeeding developmental stage.
- The ways in which all areas of development are intertwined and mutually supportive.
- The unique pathway that each child follows in a developmental process that is alike, yet different, among children of similar age.
- Sequences, not age, being the critical concept in evaluating developmental progress.
- The use of developmental norms in teaching, observing, and assessing children and in designing individualized as well as group learning experiences.



## New Content and Special Features

The seventh edition of *Developmental Profiles* continues to bring readers important content features that support understanding and practice in an easy-to-reference format:

- **New National Association for the Education of Young Children Professional Preparation Standards (NAEYC)** are identified at the beginning of each chapter to show readers how the content supports learning and prepares teachers for a professional role. A detailed NAEYC Standards Correlation Chart is also provided on the book's inside covers.
- **Learning Objectives** are located at the beginning of each chapter to draw the reader's attention to key points and concepts.
- **New chapter on Adolescence: Thirteen- to Nineteen-Year-Olds.** Adolescent development is addressed in a new chapter (Chapter 9) and extends the age range previously covered in *Developmental Profiles*. Adolescence has long been viewed as simply the refinement and conclusion of major developmental changes. However, recent discoveries have drawn attention to the increased importance of this developmental stage.
- **New and expanded information on current topics** such as brain development, children and technology, cultural awareness, gender issues, observational skills, and strategies for supporting children's transitions has been incorporated throughout the book.
- **Concise developmental profiles** highlight children's sequential progress across six developmental domains from pre-birth to age nineteen.
- **Case Studies** presented at the onset of each chapter set the stage for content that follows and encourage readers to relate what they learn to real life situations.
- **New and updated TeachSource Video Connections**, a technology feature, are included in each chapter to illustrate important developmental concepts. Thought-provoking questions provide opportunities for reflection, application, and professional development.
- **Developmental Alerts** are highlighted at each age level to aid in the early identification of potential delays and/or developmental problems that warrant further evaluation.
- **Daily Activities and Routines** typical at each age level are offered in each chapter to help families and teachers anticipate and respond appropriately to children's developmental needs.
- **New Positive Behavior Guidance sections** included in each chapter offer strategies for responding to children's behavior and promoting healthy social and emotional development.
- **Learning Activities** sections include suggestions for developmentally appropriate learning experiences that teachers and families can use to encourage children's curiosity, creativity, and problem-solving abilities.



- **Safety Alerts** reflect special safety concerns associated with each developmental stage and are designed to help adults create safe environments, maintain quality supervision, and support children’s safety education.
- **Developmental Checklists** for each age group serve as an initial screening tool that teachers and parents can use to assess children’s developmental progress (Appendix A).
- **Screening and Assessment Instruments** commonly utilized for evaluating infants, young children, and adolescents are identified and described in an annotated listing (Appendix B).
- **Resources** to help families and professionals locate technical assistance and additional reference information are included at the end of each chapter and in Appendix C.



## Ancillaries

### Education CourseMate

Cengage Learning’s Education CourseMate brings course concepts to life with interactive learning, study, and test preparation tools that support the printed textbook.

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- *For instructors:* the accompanying website offers access to password-protected resources such as an electronic version of the instructor’s manual and PowerPoint® slides. Instructors can access this site by visiting <http://login.cengage.com>.

### Instructor’s Manual and Test Bank

The Instructor’s Manual that accompanies the seventh edition includes answers to the developmental sketch application and review questions located in each chapter. Ideas for developing tests or guiding class discussions are provided, along with support for integrating the new TeachSource Videos with discussion questions that allow instructors to expand on important topics. For assessment support, the updated Test Bank contains an extensive collection of multiple choice, short answer, matching, and essay questions for each book chapter.

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## Acknowledgments

First and foremost, we wish to recognize Wadsworth Cengage Learning for their long-standing commitment to education. Their vision and dedication have contributed to an improved understanding of children and families and continue to support teachers in their efforts to help children develop to their fullest potential.

The preparation of this seventh edition reflects the collaborative efforts of many individuals. We welcome Mark Kerr, Executive Editor, on board and sincerely appreciate his foresight and support in expanding this edition to include adolescents. We are grateful to Lisa Mafriqi, our development editor, who provided invaluable guidance, knowledge, and inspiration. Her exceptional feedback, suggestions, and editing were instrumental in producing an edition that we believe is much improved. There are also many behind-the-scenes individuals who we would like to personally thank for their innumerable contributions – the editorial, design, production, and marketing staff – for it is their tireless dedication that makes our books a success.

We are also grateful to our reviewers and want to express our sincere appreciation for their insightful critiques, suggestions, and ability to help us see issues from multiple perspectives. They include:

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- Ralph Worthing, Delta College
- Deb Farrer, California University of PA
- Genny Hay, College of Charleston
- Diane Gomez, Manhattanville College
- Jackie Allen, University of La Verne

Finally, we would like to thank our readers for their dedication and commitment to improving the quality of life for children and families everywhere.

## About the Authors



**Lynn R. Marotz** is a member of the Department of Applied Behavioral Sciences faculty and serves as the Associate Director of the Edna A. Hill Child Development Center at the University of Kansas. She brings her nursing background, academic training, and years of experience working with children and families to the education field. Her primary interests include teacher training and administration, policy development, parent education, early identification and intervention, and the promotion of children's wellness. She teaches undergraduate and graduate courses in child development, parenting, administration, health, and nutrition. She has had extensive involvement in state policy development, health screenings, professional development training, working with families and allied health professionals, and the referral process. She has made numerous professional presentations at state, national, and international conferences and has authored many publications on children's health, environmental safety, and nutrition. In addition, she also serves on a number of state and local advisory boards.

**K. Eileen Allen**, professor emerita, was a member of the Early Childhood faculty at the University of Washington in Seattle and at the University of Kansas in Lawrence. For thirty-one years she taught graduate and undergraduate courses in child development, developmental disabilities in young children, parenting, early education, and an interdisciplinary approach to early intervention and inclusion. She also trained teachers and supervised research-focused classrooms at both schools and has published seven college textbooks as well as numerous research articles and position papers in major professional journals. During her retirement, she continues to write, jury research articles, consult in both the private and public sector, and actively advocate on behalf of children and families. Her most recent book is entitled, *I Like Being Old: A Guide to Making the Most of Aging*.





# Developmental Profiles



## CHAPTER 1

# Child Development Theories and Data Gathering

### Learning Objectives

After reading this chapter, you should be able to:

- Understand and explain each of the fundamental contemporary theories of child development.
- Understand the importance of data gathering and explain why authentic assessment is the most developmentally appropriate approach for evaluating young children.
- Describe several methods for gathering observational data about children.

### Standards Chapter Links:

**1a and 1b:** Promoting child development and learning

**2a:** Building family and community relationships

**3c:** Observing, documenting, and assessing to support young children and families

### Meet Four-Year-Old Jamal

Jamal was an undernourished and severely neglected nine-month-old when first placed in foster care. As a four-year-old, he is now in his fifth foster home, where he has been for almost a year. His foster parents, Berta and Doug Clay, have two little girls, ages four and six, of their own and three other foster children ranging in age from four to nine years. All of the children are vigorous and outgoing except for Jamal, who seems to tire easily. Berta took him in early for his well-child checkup because she was concerned. When Jamal was weighed and measured, he was only in the 30th percentile for height and weight, despite the fact that he eats far more than the other children.

*continued...*

Berta and Doug have also noted that Jamal rarely plays with the other children and seldom converses with anyone. However, they have overheard him holding lengthy and comprehensible conversations between himself and an imaginary friend, Honey, at times when he thinks he is alone. The talk is usually about things he fears, possibly the root of recurring bad dreams from which he often wakes up screaming. Yet, despite his problems, Jamal is a kind and lovable child. He seizes any opportunity to curl up in Berta's or Doug's lap, suck his thumb, and snuggle his free hand into one of theirs. The Clays have come to love Jamal as one of their own despite his developmental challenges, and are currently in the process of formalizing his adoption.

### Ask Yourself

1. As foster parents, which essential physical needs are Berta and Doug presumably providing for Jamal?
2. What are some of Jamal's fundamental psychological needs, and how are his foster parents attempting to meet them?

Child development has been a major research focus of psychology for decades (Figure 1-1). Throughout the years, theorists have studied children and offered their viewpoints on everything from growth to behavior. In some instances, their explanations are consistent, whereas on other points there is considerable disagreement. For example, Arnold Gesell thought that all learning is determined by a biological readiness, while Jean Piaget believed that it is due to a combination of genetic and environmental factors.

At first glance, these multiple theoretical frameworks for understanding children's growth and development may appear confusing and in conflict with one another. However, it is unlikely that any one theory adequately explains the complexity of children's behavior. Each offers a somewhat different interpretation of the conditions that shape development and encourages us to consider behavior from multiple perspectives. It should also be remembered that theories reflect the ideas and conditions accepted at a given point in time. As new research is conducted, existing ideas are often revisited and modified. Thus, as societies change, so too will ideas about children's behavior and development.



## Contemporary Theories

Interest in studying children's behavior peaked during the twentieth century, when many influential theories were developed. Early studies were based primarily on researchers' observations and personal interpretations. As a result, subsequent studies often contradicted or rejected previous conclusions. However, each theory has



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