INSTRUCTIONAL MATERIALS PUBLISHERS

Bid Item

Course: Child Development (8500310)
Title: The Development of Children and Adolescents , Edition: 1
Copyright: 2014
Author: Penny Hauser-Cram, J. Kevin Nugent, Kathleen Thies, John F. Travers
Grade Level: 9 - 12

Publisher Questionnaire

Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.

Penny Hauser-Cram: is a professor at Boston College in the Lynch School of Education. She received her Ed.D. in Human Development from Harvard University in 1983 and her research focuses on children and adolescents with developmental disabilities and children and adolescents living in poverty. Kevin Nugent: is Professor of Children, Families and Schools at the University of Massachusetts at Amherst and has been on the faculty there since 1986. He received his Ph.D. from Boston College and he is the founder and director of the Brazelton Institute in the Department of Developmental Medicine at Children's Hospital in Boston and is on the faculty at Harvard Medical School. His research focuses on early childhood development, cross-cultural study of child development and assessment and early intervention. Kathleen Thies: received her Ph.D. from Boston College and is currently the director of the Graduate Entry Pathway for the UMASS School of Medicine. She is both a developmental psychologist and a clinical specialist in mental nursing. She has extensive experience in the development of community-based nursing education and partnerships with clinical affiliates. John Travers: passed away in the spring of 2011. He was a professor at Boston College in the Lynch School of Education where he taught for more than 50 years. He is the author of a number of books in developmental and educational psychology.

Students: Describe the type(s) of students for which this submission is intended.

Students enrolled in Eduation & Training: Child Development courses

1. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

The Development of Children and Adolescents, by Penny Hauser-Cram, J. Kevin Nugent, Kathleen Thies, and John F. Travers, provides an integrated view of child development. Presenting the most pertinent research for each developmental stage and linking this to practical applications in the areas of Parenting, Policy, and Practice, this balanced approach emphasizes the relationship between research and theory and applications. The rich media program, including WileyPLUS with Real Development promotes active learning and allows for increased understanding and comprehension of the course content. Real Development, authored by Nicole Barnes, Ph.D., Montclair State University and Christine Hatchard, Psy.D., Monmouth University, uses authentic video showcasing real families, along with activities and assessments that put students in the place of a professional, to gain an understanding of key concepts. Through the combination of text and media, students are engaged in meaningful learning that deepens and enriches their understanding of developmental concepts.

Major Tool - Student Components Describe each of the components, including a format description.

• Chapter-opening vignettes entitled Making a Difference start each chapter. Each feature describes how a particular individual or organization has worked to improve the status of children in our society in a way that reflects the content of the chapter. • Parenting, Policy, and Practice applications are integrated throughout each chapter; these applications highlight knowledge that will help students both as parents and in their chosen occupations, such as education, nursing, child care, psychology, and social work, among others. • What Happens in the Brain is a key teaching feature that helps bring neuroscience directly into the lives of readers. Visual and accessible two-page layouts appear throughout the book illustrating what happens in children's brains when they are performing everyday activities, such as reading or riding a bicycle. These layouts provide students with up-to-date, understandable information about the neural mechanisms at work in the child's developing brain. • Guided Learning System: 1. Chapter-opening Key Questions highlight the most important material for students to consider while reading each section. 2. At the conclusion of each section within a chapter, Check Your Progress questions help students check their understanding of key topics and concepts. 3. The Chapter Summary, which provides an integrated review of the chapter, connects the questions to the main headings. • Everyday Stories appear in each section of every chapter. These features present students with interesting real-world examples of the concepts and topics being covered. • What If…? questions ask students to think about how they would respond to various scenarios and help students to deepen and apply their understanding of developmental concepts. • Culture discussions are integrated throughout the chapters. In addition, a Culture feature in each chapter highlights both cross-cultural and multicultural examples, such as Culture and Medical Beliefs, Culture and Learning Numbers, and Culture and Showing Pride and Shame. • Focus On boxes concentrate on important individuals in child development, such as Albert Bandura and Eric Kandel. • Research Insight boxes highlight a pertinent research study, such as a study examining the question Do Violent Video Games Promote

Aggression? or the question Can You Grow Your Intelligence? • Wiley's Real Development provides the basis for an active learning project at the end of each chapter. The activities focus on developing and assessing higher-order thinking skills. Students will be asked to analyze, critically evaluate, synthesize, and reflect on the information presented. WileyPLUS builds students' confidence because it takes the guesswork out of studying by providing students with a clear roadmap: what to do, how to do it, if they did it right. This interactive approach for the students includes: • Complete online version of the textbook included • Relevant, student study tools and learning resources to ensure positive learning outcomes, including: o Web Resources o Web Quizzes • Orion & Real Development o WileyPLUS is a research-based, online environment for effective teaching and learning. From multiple study paths, to self-assessment, to a wealth of interactive resources—including the complete e-textbook—WileyPLUS gives you everything you need to personalize the teaching and learning experience while giving your students more value for their money. o WileyPLUS is now equipped with an adaptive learning module called ORION. Based on cognitive science, WileyPLUS with ORION provides students with a personal, adaptive learning experience so they can build their proficiency on topics and use their study time most effectively. WileyPLUS with ORION helps students learn by learning about them. o Available with The Development of Children and Adolescents, this adaptive learning program puts students in the driver's seat of learning as they study what they need to focus on, practice the areas that need further reinforcement, and maintain their proficiency. o Students begin by taking a quick diagnostic for any chapter. This will determine their baseline proficiency on each topic in the chapter. Students can then study or practice where they need it most. o Students can practice by answering questions and receiving immediate feedback, while ORION's adaptive learning system continues to learn about them. The study link brings students back to WileyPLUS at the chapter or objective level. o The system is equipped with a dashboard, reports and notifications, so that students can maintain knowledge, and instructors always know how their students are progressing. • Wiley E-Text

Major Tool - Teacher Components Describe each of the components, including a format description.

• WileyPLUS builds students' confidence because it takes the guesswork out of studying by providing students with a clear roadmap: what to do, how to do it, if they did it right. This interactive approach for the instructor includes: • Course Materials to help you personalize lessons and optimize your time, including: o Test Bank o Web Resources o What If Questions o Lecture PowerPoints o Clicker PowerPoints o Instructors Manual o Critical Thinking Questions o LMS Course Student Resource o Diploma o Web Quizzes • Orion & Real Development o WileyPLUS is a research-based, online environment for effective teaching and learning. From multiple study paths, to self-assessment, to a wealth of interactive resources—including the complete e-textbook—WileyPLUS gives you everything you need to personalize the teaching and learning experience while giving your students more value for their money. o WileyPLUS is now equipped with an adaptive learning module called ORION. Based on cognitive science, WileyPLUS with ORION provides students with a personal, adaptive learning experience so they can build their proficiency on topics and use their study time most effectively. WileyPLUS with ORION helps students learn by learning about them. o Available with The Development of Children and Adolescents, this adaptive learning program puts students in the driver's seat of learning as they study what they need to focus on, practice the areas that need further reinforcement, and maintain their proficiency. o Students begin by taking a quick diagnostic for any chapter. This will determine their baseline proficiency on each topic in the chapter. Students can then study or practice where they need it most. o Students can practice by answering questions and receiving immediate feedback, while ORION's adaptive learning system continues to learn about them. The study link brings students back to WileyPLUS at the chapter or objective level. o The system is equipped with a dashboard, reports and notifications, so that students can maintain knowledge, and instructors always know how their students are progressing. • Wiley E-Text

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials - Student Components Describe each of the components, including a format description.

Student Companion Website includes: o Web Resources o Web Quizzes

Ancillary Materials - Teacher Components Describe each of the components, including a format description.

Instructor Companion Website includes: o Test Bank o Web Resources o What If Questions o Lecture PowerPoints o Clicker PowerPoints o Instructors Manual o Critical Thinking Questions o LMS Course Student Resource o Diploma o Web Quizzes

3. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

2 semesters or 1 school year

4.WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the publisher for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

Professional Development is available and can be arranged on a case by case basis. Previous training events have included sessions on the use of WileyPLUS and other online resources such as the Instructor Companion Sites, sessions by Wiley authors and other similar events. In addition, Instructors are welcome to sign up and attend WFN sessions available on the Wiley Faculty Network (http://www.wiley.com/college/wfn/index.html).

5. WHAT HARDWARE/EQUIPMENT IS REQUIRED? Briefly list and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

Computer Website Access

6. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

Digital Content License Agreement with EULA

7. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.

Not Applicable

8. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.

Not Applicable