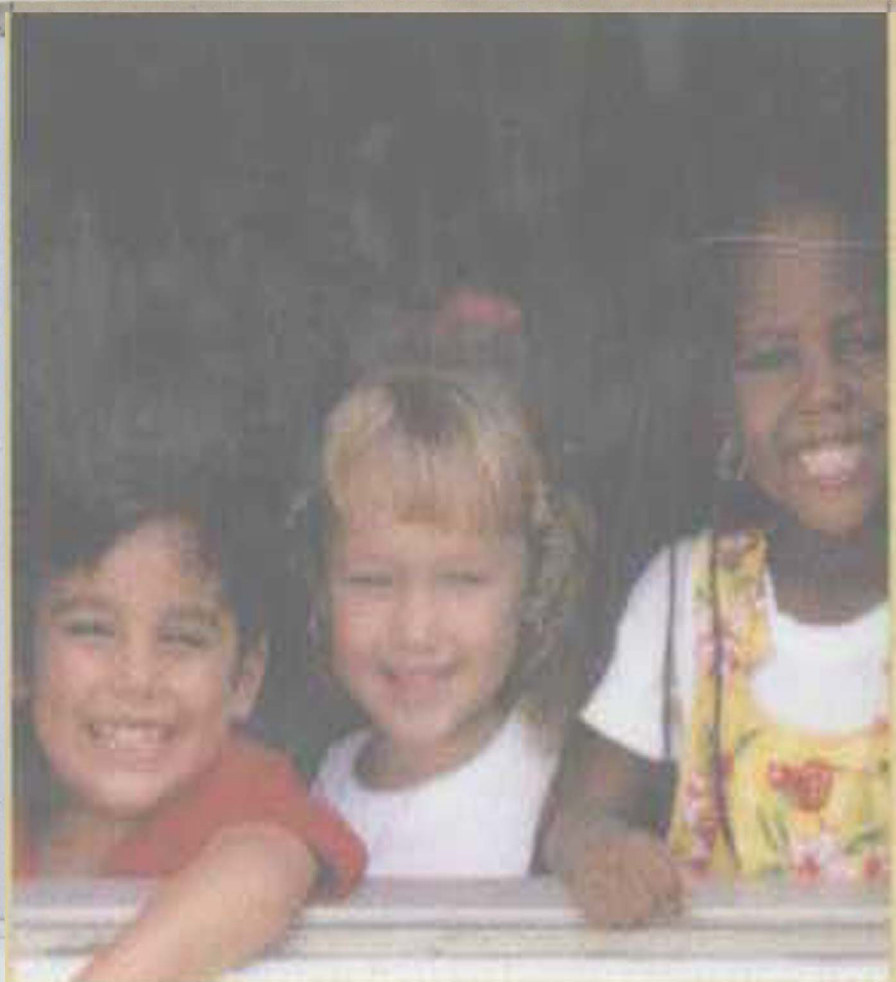


HELEN BEE ♦ DENISE BOYD



THE
Developing Child

TENTH EDITION



The Developing Child

Helen Bee

Denise Boyd

Houston Community College System



BOSTON NEW YORK SAN FRANCISCO

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Dedication

*This book is dedicated to my mother, Bobbie Jean Higgins Roberts.
She is my friend and my supporter and is always optimistic about
my prospects for success in every endeavor I undertake.*

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To the Student

Hello, and welcome to the study of a fascinating subject—children and their development. Welcome, too, to the adventure of science. From the very first edition of this book, one of Helen Bee's goals has been to convey a sense of excitement about scientific inquiry. We hope that each of you gains some feeling for the way psychologists think, the kinds of questions they ask, and the ways they go about trying to answer those questions. We also want you to gain some sense of the theoretical and intellectual ferment that is part of any science. Think of psychology as a kind of detective story: Psychologists discover clues after hard, often painstaking work; they make guesses or hypotheses; and then they search for new clues to check on those hypotheses.

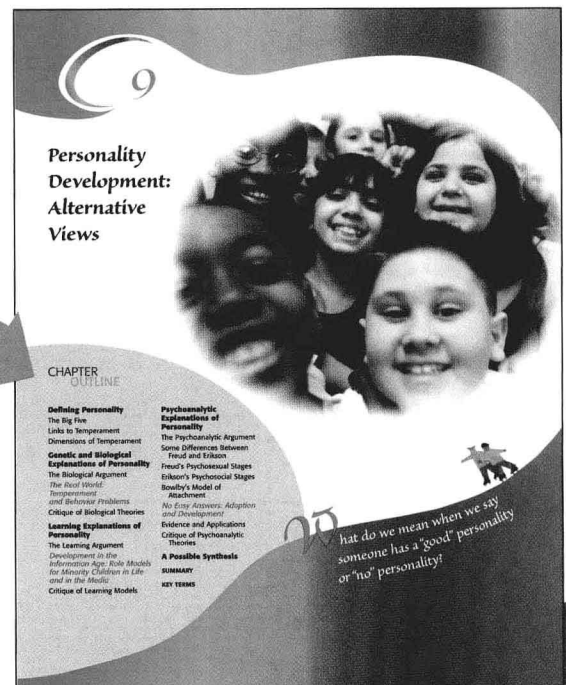
Of course, we also want you to come away from reading this book with a firm foundation of knowledge in the field. Although there is much that developmental psychologists do not yet know or understand, a great many facts and observations have accumulated. These facts and observations will be of help to you professionally if you are planning (or are already in) a career that involves working with children, such as teaching, nursing, social work, medicine, or psychology; the information will also be useful to you as a parent, now or in the future. We hope you enjoy the reading as much as we have enjoyed the writing.

HOW TO WORK WITH THIS TEXTBOOK

To get the most out of any textbook, you should think of yourself as working *with* it so that you can understand and remember the information in it, rather than reading it as you would a magazine, a newspaper article, or a novel. To work with your textbook most effectively, take advantage of its structural and pedagogical features.

Chapter Outlines

Before you read each chapter, read over the outline at its beginning. More information will stick in your mind if you have an idea of what to expect.



Preview Questions

The introduction to each chapter ends with the following statement: "As you read this chapter, keep the following questions in mind." Like the chapter outline, these questions will create a set of mental "hooks" on which to hang the information in the chapter.

Headings and Subheadings

The preview questions correspond to the chapter's major headings. Think of these headings and their subheadings as a way of dividing the information that follows them into categories. The information in each major section and subsection is linked to the heading and subheading under which it is found. Thinking of the material in this way creates a kind of information network in your mind that will make it easier to recall the material when you are tested. Structuring your notes to correspond to headings will help even more. To have the best chance of creating the information network, stop reading between major sections, reflect back on what you have read, and review your written notes.

Before Going On

To help you review, the text includes "Before Going On" questions near the end of each major section. You should stop reading and try to answer these questions. If you can't answer the questions, go back and review. You will know what parts of the section to review because each question corresponds to a section subheading. Once you've completed this process, take a break before you begin another major section.

Margin Glossary

Key terms are defined in the margins. As you come to each boldfaced term in the text, stop and read its definition in the margin. Then go back and reread the sentence that introduced the key term. Reading over the key terms in the margins just before you take an exam can also be a helpful review strategy if you have thoroughly studied the material in which the terms are introduced.

One reason is that a child's changing physical capabilities influence both cognitive and social development. A baby who can grasp objects as well as look at them can learn more. A child who can ride a bicycle has a wider social world than one who hasn't yet mastered this skill. And in recent decades, developmentalists have learned a great deal about how malleable physical development is and how changes in the physical domain affect other aspects of development.

In this chapter, you will learn about developmentalists' discoveries as you read about age-related changes in each of the body's systems. You will recall from chapter 3 that physical changes follow the cephalocaudal (head-down) and proximodistal (trunk-out) patterns. So, we'll begin with the brain and nervous system. As you read, keep the following questions in mind:

- How do the brain and nervous system develop?
- What is the sequence of events encompassed by puberty?
- What factors influence adolescent sexual behavior, and what are its consequences?
- How do changes in the skeletal, muscular, and other body systems affect behavior?
- What are the major health concerns of childhood and adolescence?



The Brain and Nervous System

Figure 4.1 shows the main structures of the brain. At birth, the **midbrain** and the **medulla** are the most fully developed. These two parts, both in the lower part of the skull and connected to the spinal cord, regulate vital functions such as heartbeat and respiration as well as attention, sleeping, waking, elimination, and movement of the head and neck—all tasks a newborn can perform at least moderately well. The least developed part of the brain at birth is the **cerebrum**, the convoluted gray matter that wraps around the midbrain and is involved in perception, body movement, thinking, and language. Changes in the brain and nervous system continue throughout childhood and adolescence. There are several critical processes that contribute to these changes.

GROWTH SPURTS

One of the most important principles of neurological development is that the brain grows in spurts rather than in a smooth, continuous fashion (Fischer & Rose, 1994). Each of these spurts involves all of the major developmental processes you'll read about in the sections that follow, and each is followed by a period of stability. The intervals of growth and stability are very short. There are short growth spurts at approximately 1-month intervals until the baby is about

[This child is still wobbly on her bike, but once she masters this new physical skill, her life will change as she becomes more independent.]

midbrain: A section of the brain, lying above the medulla and below the cerebellum, that regulates attention, sleeping, waking, and other automatic functions. It is largely developed at birth.

medulla: A portion of the brain that lies immediately above the spinal cord; it is largely developed at birth.

cerebrum: The convoluted gray portion of the brain, which governs most complex thought, language, and

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Before going on...

- Describe the newborn's reflexes and states of consciousness.
- What are the physical and cognitive abilities of newborns?
- How do newborns differ in temperament, and what skills do they bring to social interactions?

PART 2 The beginning of life

best to care for the child, and a strong sense of loss of time spent together and intimacy in the marriage relationship (Feldman, 1987). In longitudinal studies in which couples have been observed or interviewed during pregnancy and then again in the months after the first child's birth, spouses typically report fewer expressions of love, fewer positive actions designed to maintain or support the relationship, and more expressions of ambivalence after the child's birth than before (Belsky, Lang, & Rovine, 1985). Such strains and reduced satisfaction are not inevitable, however, and other than unplanned and for

Health and Wellness in Early Infancy

You may have heard references to the increasing life expectancy in the United States. At the beginning of the 20th century, Americans' average life expectancy was only about 49 years, but by the century's end, it was 76 years. One of the most significant factors behind this statistic is the reduction in infant mortality that occurred in industrialized societies during the 20th century. Improved medical technology and better understanding of newborns' nutritional and health care needs are responsible for this trend. Sadly, though, many infants die in the first year of life. In fact, infancy continues to be associated with a higher death rate than any other period of life except old age. Many such deaths are due to genetic disorders, but others result from causes that are more easily preventable.

CHAPTER 2 Prenatal Development

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Creutzfeldt-Jakob disease
Gerstmann-Sträussler disease
Huntington, fetal (familial)
Heller-vorden-Spatz syndrome
Alzheimer's disease
Cerebral dysplasia
Inhibitor of DNA binding, dominant negative
Facial anomalies syndrome
Organism
Retinoblastoma
Rous sarcoma
Colon cancer
Gaucher's disease
Severe combined immunodeficiency
Hemolytic anemia
Obesity/hyperlipidemia
Pseudopharyngitis, type 1a
McCune-Albright polyostotic fibrous dysplasia
Somatostatinoma
Pituitary CTH secreting adenoma
Shah-Waardenburg syndrome

Figure 2.1

This figure represents the genetic "map" of human chromosome #22; the map was produced by scientists associated with the Human Genome Project. Researchers have produced equally specific maps for all 22 human chromosomes. These maps include genes for normal traits (e.g., eye color) as well as for genetic disorders. (Source: <http://www.ornl.gov/genetics/genetics/chromosome/chromosome22.html>)

woman's typical chemical balance or the timing of intercourse can sharply alter the probability of conceiving a child of a particular gender, even though it is still true that the X or Y chromosome carried by the sperm is the final determining factor.

GENOTYPES, PHENOTYPES, AND PATTERNS OF GENETIC INHERITANCE

When the 23 chromosomes from the father and the 23 from the mother come together at conception, they provide a mix of "instructions," which do not always match. When the two sets of instructions are the same at any given locus (such as genes for type A blood from both parents), geneticists say that the genetic pattern is **homozygous**. When the two sets of instructions differ, genetic pattern is said to be **heterozygous**, such as a gene pair that includes a gene for type A blood from one parent and a gene for type O blood from the other. How are these differences resolved? Geneticists are still a long way from having a complete answer to this question, but some patterns are very clear. Table 2.1 gives a few examples of physical characteristics that follow the rules you'll be reading about in this section.

Genotypes and Phenotypes First, it's important to know that geneticists (and psychologists) make an important distinction between the **genotype**, which is the specific set of "instructions" contained in a given individual's genes, and the **phenotype**, which is the set of actual observed characteristics of the individual. The phenotype is a product of three things: the genotype, environmental influences from the time of

homozygous Term describing the genetic pattern when the two genes in the pair at any given genetic locus both carry the same instructions.

heterozygous Term describing the genetic pattern when the two genes in the pair at any given genetic locus carry different instructions, such as a gene for blue eyes from one parent and a gene for brown eyes from the other parent.

genotype The pattern of characteristics and developmental sequences mapped in the genes of any specific individual, which will be modified by individual experiences into the phenotype.

phenotype The expression of a particular set of genetic instructions in a specific environment; the observable result of the joint operation of genetic and environmental influences.

To section

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genotype The pattern of characteristics and developmental sequences mapped in the genes of any specific individual, which will be modified by individual experiences into the phenotype.

phenotype The expression of a particular set of genetic instructions in a specific environment; the observable result of the joint operation of genetic and environmental influences.

Critical Thinking Questions

These marginal questions and activities encourage you to relate material in the book to your own experiences. They can also help you remember the text because linking new information to things you already know is a highly effective memory strategy.

See for Yourself

Many chapters include a feature called "See for Yourself." Some of these provide instructions for testing the findings of research studies in the real world with real children. In Chapter 6, for instance, See for Yourself tells you how to use playing cards to test children's use of organizational memory strategies. Other activities describe ways of finding more information about a topic. For example, in Chapter 7, See for Yourself encourages you to use the Internet to find out more about mandatory standardized testing in your state's public schools. Applying what you learn in this book makes the information more meaningful and memorable.

Key Terms

Key terms are listed alphabetically at the end of each chapter in addition to being defined in the margins. When you finish a chapter, try to recall the definition of each term. A page number is listed for each term, so you can easily look back if you can't remember a definition.

Chapter Summaries

Looking over the chapter summary can also help you assess how much information you remember. The summaries are organized by major chapter headings.

At this point, the task of understanding and remembering the information in a developmental psychology textbook may seem overwhelming. However, when you finish reading this book, you will have a better understanding of both yourself and other people. So, the benefit you will derive from all your hard work will be well worth it.

Denise Boyd

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PART 3 The Physical Child

See for Yourself

You can learn more about object permanence by carrying out your own experiment with an infant between 8 and 12 months old. Observe the infant's reaction to the disappearance of the object from the parent's view. Then, place the object in a hiding container or in his or her reach in such a way that he or she can reach for the toy easily. Then perform the following steps:

Step 1: While the baby is watching, place the toy in his or her reach and wait until he or she reaches for the toy.

Step 2: In full view of the infant, cover part of the toy with a handkerchief so that only part is visible. Then the baby reaches for the toy?

Step 3: While the infant is reaching for the toy (you'll have to pick your moments), cover the toy completely

with the handkerchief. Does the baby continue reaching?

Step 4: Is full view of the child, while the child is still interested in the toy, cover the whole toy with the cloth. Does the baby try to pull the cloth away or search for the toy in some way?

You may want to repeat these steps over a period of time (before, during, and after 1800) until you have 3 to 4 trials in which the baby reaches for the partly covered toy. In a hypothesis test, you would expect the baby to reach for the toy at about 20 weeks, and Step 4 (reaching for the toy that was fully covered before the cloth began to reach) at about 24 to 31 weeks. Did the baby's performance conform to these expectations? If not, why do you think your experiment was different? Do you think it mattered that a familiar toy was used? Did it matter that the mother or father was present?

CRITICAL THINKING

Research in object permanence suggests that, if you take an infant about 18 to 24 months old, she will forget about 2 to 3 seconds as a result of which you might be able to find out the characteristics of memory that are useful for learning?

Many developmentalists have also been struck by a possible link between the emergence of object constancy and the infant's earliest attachment. It seems reasonable to assume that some kind of object permanence is required before a baby can become attached to an individual person, such as his mother or father. Since clear single attachments don't appear much before 5 months, right about the time that the baby is showing signs of object permanence, the connection seems very reasonable.

Interestingly, and surprisingly to a lot of developmentalists, most direct tests of this hypothesis have not shown much of such a causal link. Still, the problem may be with the research techniques rather than the hypothesis. As John Flavell (1985, p. 115) wonders, "However could a child persistently yearn and search for a specific other person if the child were still cognitively incapable of mentally representing that person as the object of his or her affection?" Flavell is persuasive, but as usual we will have to wait for further research evidence to be sure.

Object Permanence and Cultural Practices It might seem that experiences manipulating objects contribute to the development of object permanence. However, Susan Goldberg's classic longitudinal study of 58 Zambian infants (1972) indicated that this is not the case. From shortly after birth, Zambian babies are carried about on slings on their mothers' backs. They spend very little time on the floor or in any position in which they have much chance of independent movement until they are able to sit up at about 6 months. At that point they are usually placed on a mat in the yard of the house. From this vantage the baby can watch all the activity around the house and in the neighborhood, but he has few objects to play with.

In essence manipulating objects, tests of object permanence, and the development of object constancy are about of U.S. babies on a much of age. At 4 and 12 months of age, the Zambians do, but Goldberg believes that this difference is due to the fact that at these ages the Zambian babies were quite old and thus were very difficult to test. She observed age-old infants from watching and manipulating. Infants may have interpreted the objects in the test as support to respond to. Nevertheless, Goldberg's findings suggest that the first 18 months observed in Western infants.

being same sex groups to mixed sex groups to dating pairs. On average in Western cultures, dating begins at about age 15, but there is wide variability.

• Sibling relationships are often thought of as mutual, but there are many variations.

Behavior with Peers

• Prosocial behavior, such as helpfulness or generosity, is apparent as early as age 2 or 3 and generally increases throughout childhood.

• Physical aggression peaks at age 3 or 4 and is gradually replaced by more verbal aggression among older children. Boys show more physical aggression at every age; girls show more relational aggression.

Individual Differences

• Parental characteristics, such as depression and other forms of mental illness, can interfere with the development of an attachment relationship.

• An infant's temperament may also affect attachment. Infants who have difficult temperaments are more likely to form insecure attachments.

• Popularity among peers, in elementary school or later, is most consistently based on the amount of positive and supportive social behavior shown by a child toward peers. Socially rejected children are characterized by high levels of aggression or bullying and low levels of agreement and helpfulness. Aggression/rejected children are likely to show behavior problems in adolescence and a variety of disturbances in adulthood.

• Some children develop a pattern of aggressive behavior, known as trait aggression, that continues to cause problems for them throughout childhood and adolescence.

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PART 3 The Social Child

• The child's basic attachment to the parents remains strong in adolescence, despite an increase in parent-child conflict, the greater independence of the teenager, and the increased role of the peer group.

Variations in the Quality of Attachments

• Children differ in the security of their first attachments and thus in the internal working models they develop.

• The secure infant uses the parent as a safe base for exploration and can be readily comforted by the parent.

• The security of an initial attachment is reasonably stable and is fostered by sensitivity and contingent responsiveness by the parent. Securely attached children appear to be more socially skilled, more curious and persistent in approaching new tasks, and more mature.

• An adult's internal working model of attachment, based on the security of his or her own attachment to parents in childhood, influences parenting behavior.

Relationships with Peers

• Children's relationships with peers become increasingly significant for their social development after the age of about 2. In elementary school, peer interactions are focused mostly on common activities; in adolescence, peer groups also become a vehicle for the transition from dependence to independence.

• By age 4 or 5, most children have formed individual friendships and show preferential positive behavior toward their friends. Friendships become more common and more stable in the elementary school years, and more intimate in adolescence.

• Reputation-based groups, or crowds, are an important part of adolescent social relationships, particularly in the early high school years. Smaller groups of friends, or cliques, are also significant and gradually shift from

KEY TERMS

affectional bond (p. 296)
aggression (p. 318)
attachment (p. 296)
attachment behaviors (p. 297)
clique (p. 314)
crowd (p. 314)
goal-directed partnership (p. 301)
goodness-of-fit (p. 323)

hostile aggression (p. 318)
individualism (p. 302)
insecure attachment (p. 304)
instrumental aggression (p. 319)
internal working model (p. 303)
neglected children (p. 323)
parallel play (p. 310)
popular children (p. 323)

prosocial behavior (p. 318)
reciprocal friendship (p. 311)
rejected children (p. 323)
relational aggression (p. 320)
secure attachment (p. 304)
social status (p. 323)
Strange Situation (p. 304)

Western societies, in that traditionally masculine qualities such as independence and competitiveness are more valued by both men and women than are many traditionally female qualities. If such a bias exists—and there is plenty of evidence that it does—then the teenage boy's task is simpler than the teenage girl's. He can achieve high self-esteem and success with his peers by adopting a traditional masculine sex role, whereas a girl who adopts a traditional feminine sex role is adopting a less valued role, with attendant risks of lower self-esteem and a reduced sense of competence (Masada, 1981; Rose & Montemayor, 1998).

Findings like these suggest the possibility that while the creation of rigid rules (or schemas) for sex roles is a normal and even essential process in young children, a blurring of these rules may be an important process in adolescence, particularly for girls, for whom a more masculine or androgynous self-concept is associated with more positive outcomes.

SUMMARY

The Concept of Self

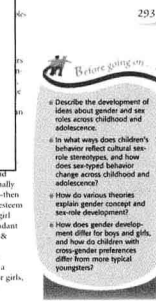
- The child's emerging self-concept has several elements, including the awareness of the self as separate from others and the understanding of self-permanence (which may collectively be called the subjective self) and awareness of the self as an object in the world (the objective self). The subjective self develops in the first year of life.
- Real self-awareness and the objective self emerge in the second year. In early childhood, the child begins to categorize herself in basic ways such as by age, sex, and gender.
- Children gain an understanding of their emotions during early childhood. The ability to regulate emotion during childhood predicts how well children function in social settings during the school years.
- The self-concept becomes steadily more abstract in the elementary and high school years, coming to include not only actions but also likes and dislikes, beliefs, and more general personality characteristics.
- During adolescence, there may also be a reevaluation of the self, a process Erikson called the identity crisis. In

theory, adolescents move from a diffuse sense of future occupational or ideological identity, through a period of reevaluation, to a commitment to a new self-definition. Research findings raise doubt about whether the identity-formation process has such a clear developmental aspect.

• Adolescents of color also construct an ethnic or racial identity. For many, a sense of belonging to two cultures, the dominant society as well as their own ethnic or racial group, appears to be the most adaptive resolution of this process.

Self-Esteem

- Beginning at about age 7 or 8, the child develops a global evaluation of his or her self-worth (self-esteem). Self-esteem is shaped both by the degree of discrepancy between a child's goals and his accomplishments and by the degree of emotional support the child receives from parents and peers. Self-esteem develops out of a child's experiences with success and failure, the value he ascribes to the activities in which he succeeds or fails, and the feedback he gets from peers and parents about his performance.



To the Instructor

The most obvious change to the tenth edition of *The Developing Child* is the addition of a second author. After a long and distinguished career writing textbooks, Helen Bee retired, and I was fortunate enough to be able to continue her work. One of my goals was to retain the conversational tone of Bee's writing while dealing with the challenges of updating a popular and well-established text. As Bee put it so well in the ninth edition, one of the greatest challenges in updating a text is being open to new theories and concepts and willing to rethink and reorganize whole chapters, rather than sticking reflexively (or defensively) to old rubrics. Revising also sometimes includes eliminating favorite examples that are out of date and searching for new metaphors that will speak to current students. Perhaps hardest of all, one must cut as well as add material. Over many editions, the changes accumulate; if you were to compare this edition to the first edition, published in 1975, you would find almost no common sentences, let alone common paragraphs. Still, my goal was to retain most of the threads running from the first through the ninth edition that made Bee's approach to development unique. In particular, four central goals that guided her writing in every previous edition also guided mine in this edition:

- To actively engage the student in as many ways as possible
- To find that difficult but essential balance between theory, research, and practical application
- To present the most current thinking and research
- To maintain a strong emphasis on culture

NEW TO THE TENTH EDITION

One important change to the tenth edition is the inclusion of cultural information in the body of each chapter rather than in boxed features. This approach was adopted in order to make it clear to students that cultural variables are central to the study of development. A list of cultural topics, along with their locations in the book, follows the Contents.

The tenth edition of *The Developing Child* includes updated information about the theories and research presented in the ninth edition, as well as additions to most chapters.

Chapter 1

- Expanded and updated treatment of information-processing theory
- Discussion of the standards psychologists use to determine the usefulness of a theory
- Explanation of the difficulties inherent in applying psychological research to practical problems
- Discussion of the tendency of parents in the information age to turn to experts, rather than to their own parents, for child-rearing advice
- Description of the historical importance of the Leopold and Loeb trial in introducing Americans to Freud's theory

Chapter 2

- Greater detail in the discussion of prenatal development
- Discussion of prenatal sex differences
- Up-to-date information about prenatal learning and its relevance to later development
- Discussion of the pros and cons of prosecuting pregnant women for using drugs

Chapter 3

- Expanded discussion of infant mortality
- Increased information about racial and ethnic differences in infant mortality
- Discussion of research on singing to infants
- Expanded coverage of health issues in early infancy

Chapter 4

- Expanded discussion of brain development
- Increased coverage of changes in the brain in middle childhood and adolescence
- Information about the connection between handedness and brain lateralization
- Discussion of the complexities of managing obesity in growing children
- Information about the link between video game playing and spatial cognition

Chapter 6

- New discussion of the causes of cognitive development
- Increased coverage of memory and information-processing in middle childhood and adolescence
- Discussion of what infants learn from watching television

Chapter 7

- New discussion of the pros and cons of the standardized testing movement in U.S. public schools
- Discussion of young children's ability to benefit from computerized instruction
- Evaluation of the merits of universal IQ testing in schools

Chapter 8

- Expanded coverage of the role of phonological awareness in beginning reading
- Information about the kinds of activities that foster the development of reading comprehension skills in older children
- New information about interventions for children who fall behind in reading
- Discussion of the controversial use of Black English, or Ebonics, in schools
- Discussion of the pros and cons of raising children to be bilingual
- Information about second-language learners' school experiences

Chapter 9

- Information about differences between children raised by adoptive parents and those raised by biological parents
- Discussion of the availability of role models for minority children

Chapter 10

- New information about the emotional component of self-concept
- Discussion of the significance of cross-gender play in early childhood
- Information about negative developmental outcomes associated with the combination of high neuroticism and external locus of control
- Discussion of the benefits of formal rites of passage programs for minority teens

Chapter 11

- Expanded coverage of the effects of attachment history on adult behavior
- Discussion of various explanations for some infants' failure to form an attachment
- Information about the correlation between infant temperament and attachment quality
- New discussion of trait aggression
- Expanded information about bullies and victims

Chapter 12

- Revamped discussion of theories of moral development, highlighting the emotional, behavioral, and logical components of changes in this domain
- New section covering causes and consequences of moral development
- Expanded coverage of children's understanding of the difference between conventional and moral rules

Chapter 13

- Expanded discussion of links between family structure variables and developmental outcomes
- New information about the effects of divorce on children
- New information about gay and lesbian families
- Discussion of research involving children raised by grandparents
- Discussion of steps parents can take to insulate children from the effects of divorce

Chapter 14

- Discussion of the potential impact on children of televised terrorism and warfare
- Expanded coverage of the transition from elementary to secondary school
- Discussion of methodological issues in day-care research
- Information about homeschooling
- Information about educational interventions for high school dropouts

Chapter 15

- Inclusion of material on eating disorders
- Expanded discussion of externalizing disorders such as ADHD and conduct disorders
- Expanded coverage of special education services in U.S. public schools
- Guidelines for determining when children and families need help from mental health professionals

Epilogue

- Comprehensive summary of the book's chapters

PEDAGOGY

The tenth edition of *The Developing Child* includes several important pedagogical features, most of which (those marked with an asterisk) are new to this edition.

Preview Questions*

Each chapter begins with a set of preview questions that correspond to the chapter's major headings.

Before Going On*

Questions in the margins near the end of each major section prompt students to stop reading and determine whether they can recall information from the section before moving on.

Margin Glossary*

All boldfaced terms in the text are defined in the margins as well as in a glossary at the end of the book.

See for Yourself*

Many chapters include a feature that gives readers instructions for either replicating the findings of a developmental study in an informal way or finding out more about a specific topic.

Critical Thinking Questions

These questions and activities in the margins encourage students to relate information in the text to their own personal experiences.

Chapter Summaries

Summaries are organized by major chapter heading and include bulleted summaries of the information that follows each subheading.

only that it is possible to study such applied questions with scientific methods, but also that all the theory and research they are reading about may have some relevance to their own lives.

Research Report

Most chapters include a boxed discussion of a particularly important study or series of studies. For example, the Research Report in Chapter 13 describes studies examining the benefits of extended families for children.

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INSTRUCTOR SUPPLEMENTS

Instructor's Manual

Prepared by Dara Musher-Eizenman, Bowling Green State University, the *Instructor's Manual* is a wonderful tool for classroom preparation and management. A brand new “easy-to-find” format includes detailed cross-references to features in the *Instructor's Manual* as well as to other print and media supplements and outside teaching resources. The *Instructor's Manual* is both comprehensive and extensive. Each chapter includes the following resources:

- An At-a-Glance Grid, with detailed pedagogical information, references to both print and media supplements for each concept, and a chapter overview
- A detailed chapter outline, with summaries of key concepts
- Teaching objectives, which correlate with the *Grade Aid Study Guide* learning objectives
- List of key terms
- Lecture material, including outlines and suggested discussion topics, with references to pertinent activities in the *Instructor's Manual* and videos from the Allyn & Bacon video library
- Updated classroom activities and demonstrations
- An updated list of video, media, print, and Web resources
- Discussion of the CD-ROM *Development: Journey through Adolescence*, including pertinent discussion questions and full table of contents
- New Web links

In addition, the appendix includes a compilation of handouts and video offerings.

Test Bank

The Test Bank, prepared by Carolyn Meyer, Lake-Sumter Community College, helps students prepare for exams with challenging questions that target key concepts. Each chapter includes

- Over 100 questions, including multiple choice, true/false, short answer, and essay questions—with answers or answer justifications
- Page references, a difficulty rating, and a category designation for each question

In addition, the appendix includes a sample open-book quiz.

The Test Bank is also available in TestGen 4 computerized format, which makes creating tests for the classroom easy. This version is available from your Allyn & Bacon sales representative.

PowerPoint Presentation

Patti Price, Wingate University, prepared a PowerPoint presentation that is an exciting interactive tool for use in the classroom. Each chapter includes

- Key points covered in the textbook
- Images from the textbook, with demonstrations
- A link to the companion Web site for activities
- Electronic files of the *Instructor's Manual*

Transparencies for Child Development, 2004

Approximately 125 new, full-color acetates allow instructors to enhance classroom lecture and discussion. Images included are from Bee and Boyd's *The Developing Child*, Tenth Edition, and Cook and Cook's *Perspectives on Child Development*.

Development: Journey through Childhood Video, with Video Guide

A wonderful tool, the video offers two or three clips per chapter, and the Video Guide provides critical thinking questions for each clip. Clips cover topics such as a live birth, babies and language development, differences in personality among toddlers, child and parent interaction, and exceptional children. In addition, the Video Guide provides Web resources for more information.

Development: Journey through Adolescence CD-ROM

This multimedia learning tool is available with the purchase of a new textbook. It includes eight units that cover development from the prenatal period through adolescence and introduce all of the biological, cognitive, and psychosocial changes that occur along the way. Clips include footage of live births, interviews with adolescents and the elderly, and toddlers learning to walk. In addition, audio clips, flash animations, and 3-D video animations accompany the footage. Written by Dr. Kelly Welch of Kansas State University, the CD-ROM includes several exercises for students, such as "drag-and-drop" activities, multiple-choice quizzes, flash cards of glossary terms, journal writing, and instant feedback exercises called "Mad Minutes."

CourseCompass

Powered by Blackboard, this course management system uses a powerful suite of tools to allow instructors to create an online course guide.

Child Development Digital Image Archive

The Digital Image Archive allows instructors to customize their classroom presentations. The Archive is a comprehensive source of images, including charts, graphs, maps, tables, and figures, with video clips and related Web links. This CD-ROM is available upon adoption of the text from your Allyn & Bacon sales representative.

STUDENT SUPPLEMENTS

Companion Web Site

The book's companion Web site, <http://www.ablongman.com/bee10e> is a unique resource for connecting the text material to resources on the Internet. Each chapter includes

- Learning objectives
- Updated and annotated Web links for additional sources of information
- Flash cards with glossary terms

- Online practice tests
- Child development learning activities

Grade Aid Study Guide

Prepared by Stephen H. Baker and Shawn E. Davis, the University of Houston, this is a comprehensive and interactive study guide. Each chapter includes

- “Before You Read,” providing a brief chapter summary and chapter learning objectives
- “As You Read,” a collection of demonstrations, activities, and exercises, including activities that correspond to the CD-ROM *Development: Journey through Adolescence*
- “After You Read,” containing three short practice quizzes and one comprehensive practice test
- “When You Have Finished,” with Web links to further resources
- A crossword puzzle using key terms from the text

An appendix includes answers to all practice tests and the crossword puzzle.

iSearch: Human Development

This booklet is designed to help students select and evaluate research from the Web to find the best and most credible information available. The booklet contains

- A practical discussion of search engines
- Detailed information on evaluating online sources
- Citation guidelines for Web resources
- Web activities for human development
- Web links for human development
- A guide to Research Navigator™

Research Navigator™

Allyn & Bacon’s new Research Navigator™ is an easy way for students to start a research assignment or research paper. By offering extensive help on the research process and three exclusive databases of credible and reliable source material, including EBSCO’s ContentSelect Academic Journal Database, *New York Times* Search by Subject Archive, and “Best of the Web” Link Library, Research Navigator™ helps students make the most of their online research time.

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