

Eighth Edition

Children



John W. Santrock

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EIGHTH EDITION

John W. Santrock

University of Texas at Dallas



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CHILDREN, EIGHTH EDITION

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To my family:

Mary Jo, Tracy, and Jennifer

About the Author

John W. Santrock

received his Ph.D. from the University of Minnesota. He taught at the University of Charleston and the University of Georgia before joining the psychology department at the University of Texas at Dallas. He has been a member of the editorial boards of *Child Development* and *Developmental Psychology*. His research on father custody is widely cited and used in expert witness testimony to promote flexibility and alternative considerations in custody disputes. John has also authored these exceptional McGraw-Hill texts: *Child Development*, tenth edition, *Life-Span Development*, ninth edition, *Adolescence*, tenth edition, and *Educational Psychology*, second edition.



John Santrock has been teaching undergraduate courses in developmental psychology every year since 1973.

Preface

Preparing a new edition of *Children* is both a joy and a challenge. I enjoy revising this text because the feedback from instructors and students on each edition has been increasingly enthusiastic. The challenge of revising a successful text is always to continue meeting readers' needs and expectations, while keeping the material fresh and up to date. For the eighth edition of *Children*, the revision focuses on three areas to meet this challenge:

- Research and content
- Applications
- Accessibility and interest

Here I describe the thrust of these changes in general terms. A list of chapter-by-chapter changes subsequently provides more detail.

RESEARCH AND CONTENT

Above all, a text on child development must include a solid research foundation. This edition of *Children* presents the latest, most contemporary research.

Research Citations

Children, eighth edition, has more than 1000 citations from 2000 through 2004, making it truly a twenty-first century rendition of the field of child development.

Figures

Reviewers recommended that I include more graphs and tables to show how researchers visually present their data. I took this recommendation to heart. There are more than 60 new figures and tables of data in *Children*, eighth edition. Special care was taken to make sure that these illustrations are designed clearly so that students can interpret and understand them.

More Depth in Research Descriptions

In addition to the substantial increase in the number of graphs and tables of data in the eighth edition of the book, reviewers requested greater depth of research descriptions in a number of places. This was carried out in virtually all chapters but with a careful eye toward explaining theory and research in very

understandable ways. For example, in chapter 6, there is a new section on studying infant perception that includes a number of research techniques and description of a research study on habituation and dishabituation along with figure 6.18 to illustrate the findings.

Content

Many new content areas have been added to the eighth edition of the book and many others updated and expanded. The details of these content changes will be described shortly on a chapter-by-chapter basis. One content area needs to be singled out: diversity and culture. This text has always taken the discussion of diversity and culture seriously and in the eighth edition this coverage has been significantly updated. For example, in chapter 1, U.S. Bureau of the Census (2002) projections regarding the percentage of U.S. children from different ethnic groups through 2100 are provided. Also in chapter 1, a new description of research on children's ethnicity, poverty, and type of home environment, including new figure 1.1, is presented (Bradley & others, 2001). Considerably expanded coverage of comparisons of children and adolescents from many countries around the world are provided in a number of chapters.

APPLICATIONS

It is important not only to present the scientific foundations of child development to students, but also to demonstrate that research has real-world applications, to include many applied examples of concepts, and to give students a sense that the field of child development has personal meaning for them. For example, a new addition to chapter 14 focuses on recommendations for helping children cope effectively with terrorist attacks.

Special attention throughout the text is given to health, parenting, and educational applications. Among these applications are:

- Caring for Children interludes that reflect important ways to improve the lives of children. These appear once in every chapter.
- Throughout the book a number of strategies are given for effectively interacting with children to enhance their development. For example, chapter 14 includes a number of strategies for interacting with ethnically diverse children

and chapter 17 includes a number of parenting strategies for interacting with adolescents.

- Every chapter also has one or more Careers in Child Development inserts, a number of which are new in this edition, which profile an individual whose career relates to the chapter's content. Most of these inserts include a photograph of the person at work. In addition, the What Are the Main Careers in Child Development? section in chapter 1 describes a number of careers in the education/research, clinical/counseling, medical/nursing/physical, and families/relationship categories. Numerous Web links provide students with opportunities to read about these careers in greater depth.
- At the end of each chapter, two features—Making a Difference and Children Resources—provide valuable information about improving children's lives.
- On the book's website, students can complete self-assessments for each of the book's chapters and hone their decision-making skills by answering questions about health and well-being, parenting, and education "Scenarios."

Improved Accessibility and Interest

This new edition of this text should be more accessible to students because of the extensive rewriting, better organization, and improved learning system.

Writing and Organization Every sentence, paragraph, section, and chapter of this book was carefully examined and when appropriate revised and rewritten. The result is a much clearer, better organized presentation of material in this new edition. Many new introductions to sections were written, numerous sections were moved, and a number of new examples of concepts were introduced—all in the interest of providing students with a more understandable, integrated book.

Revised and Improved Learning System I strongly believe that students not only should be challenged to study hard and think more deeply and productively about child development, but also should be provided with an effective learning system. Instructors and students have commented on many occasions about how student-friendly this text is. However, I strive to keep making the learning system better, and I am truly excited about the improvements for this edition.

Now more than ever, students struggle to find the main ideas in their courses, especially in courses like child development, which includes so much material. The new learning system centers on learning goals that, together with the main text headings, keep the key ideas in front of the reader from the beginning to the end of a chapter. Each chapter has no more than five main headings and corresponding learning goals, which are presented side-by-side on the chapter-opening spread. The main headings are in the form of questions, which the next level of headings answer. At the end of each main section of a chapter, the learning goal is repeated in a new feature called

Review and Reflect, which prompts students to review the key topics in the section and poses a question to encourage them to reflect about what they have read. At the end of the chapter, Reach Your Learning Goals guides students through the bulleted chapter review.

In addition to the verbal tools just described, maps that correspond to the learning goals are presented at the beginning of each major section in the chapter. At the end of each chapter, the section maps are assembled into a complete map of the chapter that provides a visual review guide. The complete learning system is presented later in the Preface in a section entitled To the Student.

New! Media Integration

References to video clips, drawn from various McGraw-Hill media resources and chosen for their interest and relevancy to the main content, appear within the main text. The LifeMap CD-ROM marginal icon, placed next to the corresponding text, provides an additional, visual reference to the media. Each video that is mentioned in the text appears on the LifeMap CD-ROM, a CD-ROM that is packaged free with the text. In addition, pedagogy, activities, test questions, and other features have been created to complement these video clips and reinforce students' grasp of the key concepts they illustrate. These materials, as well as other teaching and learning activities that directly address the videos, are found on the LifeMap CD-ROM, as well as in the Study Guide, Instructor's Manual, and Test Bank.

CHAPTER-BY-CHAPTER CHANGES

A number of changes were made in each of the 17 chapters of *Children*, eighth edition. The highlights of these changes include:



CHAPTER 1
Introduction

- Main sections were reordered with How Can Children's Lives Be Improved? moved to the first main section, followed by What Are Some historical views of Child Development?, to increase student interest and motivation
- A new discussion of research on family and peer relations focuses on maltreated children (Bolger & Patterson, 2002)
- Inclusion of recent U.S. Bureau of the Census (2002) projections regarding the percentage of U.S. children from different ethnic groups in 2100
- New description of research on children's ethnicity, poverty, and type of home environment, including new figure 1.1 (Bradley & others, 2001)
- New research discussion involving gender that focuses on a cross-cultural study on achievement and confidence in

the academic ability of boys and girls (Stetsenko & others, 2000)

- Updated poverty statistics for U.S. families that reflect an increase in poverty from 2000 to 2001 (National Center for Health Statistics, 2002)
- A new Caring for Children interlude includes recent thinking and research on family policy (Gennetian & Miller, 2002)
- New discussion of Ann Masten's (2001; Masten & Reed, 2002) work on the characteristics of resilient children, including new figure 1.3
- Material in the Careers Appendix in the previous edition is now the last main section of chapter 1 to increase the likelihood that students will read it



CHAPTER 2

The Science of Child Development

- Added assimilation and accommodation to the description of Piaget's theory
- Extensively revised discussion of Vygotsky's theory for improved understanding
- Updated, clearer description of information processing theory (Mayer, 2003; McCormick, 2003)
- Extensive reworking of section on research methods
- New example of naturalistic observation research that focuses on gender and science explanations by parents to children in a science museum (Crowley & others, 2001), including new figure 2.9
- Expanded explanations of surveys, interviews, and standardized tests
- New section on psychophysical measures, including new figure 2.10 on neuroimaging
- Reorganization of types of research into descriptive, correlational, and experimental categories
- New discussion of the correlation coefficient
- New figure on cross-sectional and longitudinal approaches
- Expanded and updated coverage of ethics and research with children
- Two new photographs to illustrate how research might produce different results depending on how homogeneous or diverse the sample is



CHAPTER 3

Biological Beginnings

- Extensive rewriting and reorganization of chapter with inclusion of a number of new introductions and transitions between topics for clarity and understanding.
- New section on evolutionary developmental psychology (Bjorklund & Pellegrini, 2002), including new figure 3.1 on

the brain sizes of various primates in relation to the length of the juvenile period

- Expanded, up-to-date material on the Human Genome Project, including finding that humans have only about 30,000 genes (Klub & Cummings, 2003)
- Clearer, improved discussion of mitosis and meiosis
- New high-interest student figure, figure 3.9: Exploring Your Genetic Future
- Updated coverage of maternal blood screening, which now uses the triple screen
- Recent national study by the Centers for Disease Control and Prevention (2000) on the effectiveness of different assisted reproductive technologies, including new figure 3.10
- Updated discussion of outcomes for test-tube babies with two recent research studies (Golombok, MacCallum, & Goodman, 2001; Hahn & Dipietro, 2001), including new figure 3.11
- Major revision and updating of adoption material, including discussion of the dramatic changes in the adoptive process in recent decades and a more positive interpretation of research on adopted children (Brodzinsky & Pinderhughes, 2002)
- New Caring for Children interlude: Parenting Adopted Children
- New discussion of criticisms of Scarr's genotype-environment correlation view
- New discussion of the increasingly popular epigenetic view (Gottlieb, 2002, 2003)
- Material on heredity, environment, and intelligence moved to chapter 13, "Cognitive Development in Middle and Late Childhood"



CHAPTER 4

Prenatal Development

- Reorganization of chapter with section on expectant parents' experiences now preceding the discussion of potential hazards to prenatal development to provide a more positive orientation in the early and middle part of the chapter.
- Recent material on the negative influence of obesity on pregnant women and their offspring (Castro & Avina, 2002; Galtier-Dereure & Bringer, 2002)
- Recent data comparing timely use of prenatal care in 1990 and 2001 for non-Latino White, African American, and Latino women (MacDorman & others, 2002), including new figure 4.6
- New discussion of renewed recent controversial use of thalidomide to treat diseases (Chaudhry & others, 2002; Jin & others, 2002)
- New research on the effects of alcohol use by pregnant mothers on prenatal and postnatal development (Day & others, 2002) and stronger recommendation of not drinking at all during pregnancy

- Recent research on the negative effects of cocaine use by expectant mothers on infant development, controlling for the use of other drugs, and very recent trend by experts who now conclude that cocaine does have damaging effects on prenatal development and postnatal outcomes (Lester & others, 2002; Mayes, 2003).
- Inclusion of longitudinal study linking marijuana use during pregnancy with learning and memory difficulties at age 11 (Richardson & others, 2002)
- New coverage of longitudinal study demonstrating links between exposure to PCBs in prenatal development with lower intelligence through age 11 (Jacobson & Jacobson, 2002)
- Recent material on folic acid benefits being greater if consumed in natural foods rather than supplements (Langley-Evans & Langley-Evans, 2002)
- Recent research showing that the risk of miscarriage increases when there is a combination of the mother being 35 or older and the father being 40 or older (de la Rochebrochard & Thonneau, 2002)



CHAPTER 5 Birth

- Expanded coverage of doulas, including recent research showing their benefits when they are part of the birth process (Pascali-Bonaro, 2002)
- Updated material on cesarean delivery, including recent data on its increased use (Chauhan & others, 2002; MacDorman & others, 2002)
- Substantial increase of information on low birth weight infants, including new figure 5.2 that compares the percent of low birth weight infants in the United States with those in other countries (UNICEF, 2001)
- New figure 5.3 showing differences in the cognitive ability of middle school students who were born with low birth weight or normal weight (Taylor & others, 2000), and discussion of recent research on improvement in the cognitive functioning of very low birth weight infants over time (Ment & others, 2003).
- New section on massage therapy with preterm infants and updating of Tiffany Field's research (2001, 2002, 2003), including new figure 5.4
- Groundbreaking study demonstrating a significant reduction in preterm births in high-risk pregnant women by giving them progesterone hormone treatments (Meis, 2003)
- New section on kangaroo care and its effectiveness in improving developmental outcomes for preterm infants, including recent research descriptions (Feldman & others, 2002; Ohgi & others, 2002)
- Considerable expansion of material on the postpartum period, including a new section on postpartum depression, new figure 5.7 on the incidence of postpartum depression and postpartum blues in U.S. mothers, and recent research

on postpartum depression and its effects on the child (Righetti-Veltima & others, 2002)



CHAPTER 6 Physical Development in Infancy

- Extensively revised and rewritten chapter with special attention to providing more examples of concepts and explanations of challenging concepts, such as dynamic systems theory and the ecological theory of perception
- New figure 6.9 on the plasticity in the brain's hemispheres and the fascinating story of Michael Rehbein's loss of his left hemisphere and how his right hemisphere started taking over the functions of speech
- New research on the stressful aspects of co-sleeping (Hunsley & Thoman, 2002)
- New discussion of the reasons a prone sleeping position is linked with SIDS (Horne & others, 2002; Tuladhar & others, 2003)
- Research updating of breastfeeding, including data on the recent increase in breastfeeding by U.S. mothers (Ryan, Wenjun, & Acosta, 2002), as well as new figure 6.11 on breastfeeding trends in the U.S. from 1970 through 2001
- New research on the nature of inadequate food intake in infants living in low-income family contexts (Nolan & others, 2002)
- Updated research on toilet training (Bakker & others, 2002; Blum, Taubma, & Nemeth, 2003)
- Updating, expansion of material on dynamic systems theory and infant motor development
- Expanded coverage of Karen Adolph's research on the role of experience in learning a new motor behavior, including new figure 6.14
- New section on the techniques used to study infant perception, including the visual preference method, habituation, and tracking, including new figure 6.18 illustrating habituation
- Expanded coverage of perceiving patterns and perceptual constancy in infancy
- New discussion of binocular vision and its emergence at 3 to 4 months of age, providing a powerful cue to depth
- Expanded coverage of hearing in infancy to include changes in the perception of loudness, pitch, and sound localization



CHAPTER 7 Cognitive Development in Infancy

- Much improved coverage of Piaget's concepts and the sensorimotor stage of development; new material on schemes with examples that will help students understand the concept

- Updated and improved discussion of infant memory with recent research on infantile amnesia
- New research figure 7.7 on early intervention and retention in school based on Craig Ramey's research (Ramey, Ramey, & Lanzi, 2001)
- New section on language's rule systems, including new figure 7.8 with a number of examples of different language systems
- Extensive rewriting and reorganization of language material with the development of language now preceding the section on biological and environmental influences for improved student understanding
- New description of Patricia's Kuhl's research on when infants change from being universal linguists to specializing in the speech of their native language, including new figure 7.9
- Expansion and reorganization of material on the development of language with subsections on babbling and other vocalizations, recognizing language sounds, first words, two-word utterances, and language production and language comprehension
- New discussion of environmental influences on infants' vocabulary growth, including new figures 7.13 and 7.14



CHAPTER 8 **Socioemotional Development in Infancy**

- New section on early developmental changes in emotion, including two new figures, 8.1 (the first appearance of different emotions) and 8.2 (expression of different emotions in infants) (Lewis, 2002)
- New discussion of the roles of biological foundations and experiences in emotions, including early development in the brain and emotions (Thompson, Easterbrooks, & Walker, 2003)
- New discussion of separation protest including new figure 8.3, which shows that separation protest peaks between 13 and 15 months in four cultures
- New section on emotional regulation and coping in infancy (Kopp & Neufeld, 2002)
- New graph showing the results of two studies focused on the development of self-recognition in infancy (figure 8.4)
- New discussion of Kagan's ideas on inhibition to the unfamiliar as an important temperament category and recent research showing that a number of toddlers who are inhibited become less inhibited at 7 years of age (Pfeifer & others, 2002)
- Expanded coverage of positive affect and approach, and effortful control (self-regulation) as temperament categories
- New graph showing the dramatic results of the classical study of wire and cloth surrogate mothers by Harry Harlow (figure 8.5)
- Expanded discussion of culture and attachment, including new figure 8.7 on infant attachment in the United States, Germany, and Japan

- Extensive updating and revision of the results in the NICHD Study of Early Child Care (NICHD Early Child Care Research Network, 2001, 2002, 2003)
- Change of section title and in text from *day care* to *child care*



CHAPTER 9 **Physical Development in Early Childhood**

- Expanded, updated coverage of visual perception in young children, including strabismus, expected visual performances at different points in development, and a checklist of observations for parents to determine if their child has a visual problem
- New section, Child Art in Context, that describes Claire Golomb's (2002) view and includes new figure 9.7 that illustrates the contextual aspects and features of young children's art
- Description of recent studies on children's sleep problems and anxiety/depression (Gregory & O'Conner, 2002; Mindell & Barrett, 2002)
- Discussion of longitudinal study on the dramatic changes in children's dietary habits from the late 1970s through the late 1990s (Nielson, Siega-Riz, & Popkin, 2002) and recent national assessment of young children's diet in the United States (Federal Interagency Forum on Child and Family Statistics, 2002)
- Coverage of recent study on maternal feeding styles with 5-year-old daughters (Francis, Hofer, & Birch, 2002)
- Considerable expansion of material on parenting and young children's health, including new discussions of the importance of parents in guiding children to learn how to regulate and control their own health care, parental influence on children's illness symptoms, positive coping strategies with a chronically ill child, and the importance of investing effort in identifying and selecting a competent health-care professional for children (Hickson & Clayton, 2002; Melamed, 2002; Tinsley, 2003; Tinsley & others, 2002)
- New coverage of the complexity of links between undernutrition and cognitive development with a focus on contextual factors such as poverty (Marcon, 2003)
- New coverage of an ecological model of children's safety, security, and injury prevention, including new figure 9.11 that provides examples of individual skills and safety factors, family and home influences, school and peer influences, and the community's actions (Sleet & Mercy, 2003)
- New coverage of very recent data on illness and health in children under 5 years of age around the world (UNICEF, 2003), including new figure 9.12 comparing a number of countries in terms of their ranking in the important category of under-5 mortality rate and the average annual increase/decrease in this rate since 1960

**CHAPTER 10****Cognitive Development in Early Childhood**

- New discussion of Barbara Rogoff's concept of guided participation and its link with Vygotsky's theory
- New description of the link between attention in early childhood and academic-related and social skills, including recent research (NICHD Early Child Care Research Network, 2003)
- New figure 10.9 that illustrates data on developmental changes in memory span
- Revised, much clearer discussion of the young child's theory of mind, including new figure 10.11 on developmental changes in theory of mind (Wellman, Cross, & Watson, 2001)
- Updated, expanded coverage of language development in early childhood
- Updated coverage of the positive outcomes of developmentally appropriate practice based on recent research (Hart & others, 2003; Huffman & Speer, 2000)
- Reorganization of material so that the topic of literacy and early childhood education (formerly in the language section) is now in the early childhood education section along with math skills
- New section on the development of math skills in early childhood education, including new figure 10.14 (NAEYC, 2003)
- New section, Curriculum Controversy, which describes tension between academic, instructivist approaches that advocate direct instruction in reading and math skills and constructivist approaches that emphasize the child's active construction of intellectual and socioemotional skills; discussion also addresses NAEYC's (2002) recent policy statement regarding early learning standards
- New discussion of the effects of academic redshirting and holding a child back for a second year in kindergarten in the section on school readiness (ERIC/EECE, 2002)

**CHAPTER 11****Socioemotional Development in Early Childhood**

- Updated, expanded material on the development of self-conscious emotions such as pride, shame, and guilt, in the early childhood years, including new figure 11.1 (Lewis, 2002)
- Extensive updating and expanded coverage of biological influences on gender development (Lippa, 2002)
- Expanded discussion of peer influences on gender development, including new figure 11.4 (Maccoby, 2002)
- New Careers in Child Development insert on Eleanor Maccoby

- Expanded, significantly updated material on gender and schools/teachers
- Expanded, updated coverage of parenting styles including new material on why authoritative parenting is linked with positive developmental outcomes (Steinberg & Silk, 2002)
- New section on punishment and discipline in the discussion of parenting, including recent cross-cultural comparisons and new figure 11.7
- Much expanded, updated coverage of child abuse with more extensive discussion of four forms of child maltreatment: physical abuse, child neglect, sexual abuse, and emotional abuse (National Clearinghouse on Child Abuse and Neglect Information, 2002)
- New section on coparenting, including recent research (McHale & others, 2002)
- Updated, extensively revised coverage of working parents based on recent research (Gottfried, Gottfried, & Bathurst, 2002; Hill & others, 2001)
- New figure 11.9 illustrating Hetherington's research on divorce (Hetherington & Stanley-Hagan, 2002)
- Added comments about marital conflict often having negative consequences for children in the context of marriage or divorce (Cummings, Braungart-Rieker, & Du Rocher-Schudlich, 2003; Hetherington & Kelly, 2002)
- Expanded discussion of acculturation and ethnic minority parenting with young children (Coll & Pachter, 2002)
- Expanded and updated discussion of socioeconomic status and parenting (Hoff, Laursen, & Tardif, 2002)
- Updated, clearer presentation of cognitive developmental changes from early childhood to middle and late childhood that affect children's understanding of television content (Wilson, 2001)

**CHAPTER 12****Physical Development in Middle and Late Childhood**

- New figure 12.3 that describes data on the dramatic decrease in the percentage of children who are involved in daily physical education programs from 1969 (80 percent) to 1999 (20 percent) (Health Management Resources, 2001)
- Significant research with updating of childhood obesity (Coon & Tucker, 2002; Guo & others, 2002; Sorof & Daniels, 2002)
- Extensively revised and updated discussion of what constitutes learning disabilities based on leading expert Linda Siegel's (2003) recent analysis
- New section on dyscalculia and its characteristics (National Center for Learning Disabilities, 2003)
- New material on recommended strategies for helping children who have a learning disability (Siegel, 2003)
- Updated, expanded coverage of autism to include the increasingly used category of autism spectrum disorder and coverage of Asperger's syndrome and childhood disin-

tegrative disorder (Friedman & others, 2003; Tsatsanis, 2003)



CHAPTER 13

Cognitive Development in Middle and Late Childhood

- New research figure 13.2 on novices versus experts
- Much expanded coverage of strategies, including new discussions of elaboration and imagery, and new research figures 13.3 and 13.4
- Reorganization of material on children's thinking so that it now consists of three main subsections: Critical Thinking, Creative Thinking, and Scientific Thinking
- New coverage of Salovey/Mayer/Goleman's concept of emotional intelligence and new figure 13.7 that compares Gardner's, Sternberg's, and Salovey/Mayer/Goleman's views
- Expanded evaluation of the concept of multiple intelligences, including Nathan Brody's emphasis on the concept of *g* or general intelligence
- Expanded coverage of the extent to which intelligence is influenced by heredity and environment, including leading expert Jeanne Brooks-Gunn's (2003) recent review of early child intervention studies
- Updated discussion of changes in vocabulary and grammar in middle and late childhood
- Updated material on the best ways to teach children to read (Fox & Hull, 2002; National Reading Panel, 2000)
- New figure 13.13 on the number of pages read per day and children's reading achievement (National Assessment of Educational Progress, 2000)
- New discussion of the cognitive approach to reading (Pressley, 2003)
- New figure 13.14 on the age at which children begin to learn English as a second language and their knowledge of grammar
- Recent research on how long it takes language minority students to become proficient in a new language (Hakut, Butler, & Witt, 2000)
- New Careers in Child Development insert on Salvador Tamayo, Bilingual Education Teacher



CHAPTER 14

Socioemotional Development in Middle and Late Childhood

- New section, Coping with Stress, including recommendations for helping children to cope effectively with terrorist attacks such as 9/11/01 (Gurwitch & others, 2001; La Greca & others, 2002)
- New graph of longitudinal data based on Kohlberg's theory (figure 14.3)

- New coverage of Bandura's (2002) recent social cognitive views on moral development, including an analysis of the moral thinking of terrorists
- Added coverage of meta-analysis of studies of gender and moral development (Jaffe & Hyde, 2000)
- New coverage of increasing prosocial behavior in children as they get older and the reason for the increase (Eisenberg, 2002)
- New section, Stereotyping of Occupations, including research descriptions (Liben, Bigler, & Krogh, 2001)
- New material on gender differences in brain structure and function (Frederiske & others, 2000; Halpern, 2001)
- Updated coverage of cognitive gender differences (Coley, 2001)
- Updated, revised discussion of socioemotional gender similarities and differences with distinctions between physical and verbal aggression, and new coverage of relational aggression (Crick & others, 2002)
- Updated material on stepfamilies including Hetherington's most recent views and research (Hetherington & Stanley-Hagan, 2002)
- Updated material on bullying, including a national study of bullying (Nansel & others, 2001) and new figure 14.6



CHAPTER 15

Physical Development in Adolescence

- Two new Careers in Child Development inserts, one on Anne Petersen, Researcher and Administrator, and one on Peter Benson, Director of the Search Institute
- New section on developmental pathways involved in same-sex attraction (Diamond, 2003)
- Change of label from sexually transmitted diseases (STDs) to sexually transmitted infections (STIs) in line with what is now accepted by experts
- New coverage of STI genital warts in figure 15.7
- Update on the number of U.S. adolescents with AIDS (Centers for Disease Control and Prevention, 2001)
- New material on cross-cultural comparisons of adolescent pregnancy, including new figure 15.8 (Alan Guttmacher Institute, 2002)
- Updated coverage of the main reasons for the high adolescent pregnancy rate in the U.S. (Alan Guttmacher Institute, 2002)
- New section, Decreasing U.S. Adolescent Pregnancy Rates
- Extensive updating of U.S. adolescent drug use based on recent research (Johnston, O'Malley, & Bachman, 2003); also, new discussion of the reasons for the recent downturn in U.S. adolescent drug use
- Recent research on drinking patterns by U.S. college students (Wechsler & others, 2002)

- Substantial updating of cigarette smoking by U.S. adolescents, including new figure 15.10 on trends in cigarette smoking by U.S. adolescents (Johnston, O'Malley, & Bachman, 2003)
- New discussion of ethnic variations in being overweight for U.S. adolescent boys and girls, including new figure 15.12 (National Center for Health Statistics, 2002)
- Recent research on cross-cultural comparisons and trends in being overweight in adolescence (Wang, Monteiro, & Popkin, 2002)
- Recent research on factors related to bulimia nervosa (Stice, Presnell, & Spangler, 2002)
- Discussion of recent study on the decline in physical activity in African American and Latino girls during adolescence (Kimm & others, 2002b)
- Updated causes of death in adolescence, including new figure 15.13
- New coverage of the failure of older male adolescents to adequately use health services based on recent research (Marcell & others, 2002)



CHAPTER 16 Cognitive Development in Adolescence

- New discussion of working memory in adolescence, including in-depth coverage of two research studies and new figures 16.1 and 16.2 that illustrate the results of the studies
- Updated, expanded coverage of decision making, including links of adolescent decision making with personality traits
- Updated material on the values of college freshmen and figure 16.4 (Sax & others, 2002)
- Inclusion of research by Connie Flanagan on values related to families, schools, and communities (Flanagan & Faison, 2001)
- New Careers in Child Development insert on Connie Flanagan, Professor of Youth Civic Development
- Much expanded coverage of religion in adolescence, including new section, The Positive Role of Religion in Adolescents' Lives, as well as recent research and conceptualization (Ream & Savin-Williams, 2003; Regnerus, 2001)
- New section on beliefs indoctrination and parenting (Ream & Savin-Williams, 2003)
- Updated coverage of Turning Points recommendations for improving middle schools, *Turning Points 2000* (Jackson & Davis, 2000)
- New section on the American High School, including recommendations for improvement (National Commission on the High School Senior Year, 2001)
- Updated, expanded material on dropping out of school, including new figure 16.5 on the dropout rates for ethnic minority youth from 1972 through 2000
- Updated coverage of cross-cultural comparisons of schools for adolescents (Welti, 2002)

- New section, Work Profiles of Adolescents Around the World (Larson & Verma, 1999)



CHAPTER 17 Socioemotional Development in Adolescence

- New section on emotional and personality development in adolescence, highlighting the changes that take place in adolescence (Rosenblum & Lewis, 2003)
- New figure 17.1 on differences in the emotions of adolescents and their parents
- New section on self-esteem, including new figure 17.2 based on recent research showing a decline in self-esteem in adolescence, especially for girls (Robins & others, 2002)
- New section on personality, especially focusing on the big five factors and developmental changes in them; includes new figure 17.4
- New coverage of Jean Phinney's (2003) recent views on acculturation and identity development
- New figure 17.6 on developmental changes in self-disclosing conversations
- New section, Peers and Culture, with recent cross-cultural comparisons (Brown & Larson, 2002)
- New figure 17.7 on age of onset of romantic activities (Buhrmester, 2001)
- New section on romantic relationships in sexual minority youth (Diamond, 2003; Diamond & Savin-Williams, 2003)
- Updated, expanded coverage of sociocultural contexts and dating (Booth, 2002; Stevenson & Zusho, 2002)
- New section, How Adolescents Around the World Spend Their Time, including new figure 17.8 (Larson, 2001; Larson & Verma, 1999)

ANCILLARIES

Children, eighth edition, is accompanied by a complete learning and teaching package. Please contact your McGraw-Hill representative for details concerning policies, prices, and availability.

For the Instructor:

Instructor's Manual Andrea Rosati, Elmira College

The Instructor's Manual is organized by chapter and integrates the learning goals found in the text. A Total Teaching Package Outline begins each chapter and features a fully integrated outline to help instructors better utilize the many resources available for use in the course. This outline shows instructors which supplementary materials can be used in the teaching of a particular chapter topic. Each chapter of the Instructor's Manual offers lecture material, key terms, biographies of key people, summaries of significant research studies mentioned in the text-

book, classroom activities, sources, handouts, website and film suggestions, research projects, and essay questions. The Instructor's Manual is available on the Instructor's Resource CD-ROM and on the Online Learning Center.

Test Bank

John Addleman, Messiah College

This comprehensive Test Bank includes approximately 1,700 multiple-choice questions and more than 100 essay and critical thinking questions. The answer key for every question includes the answer and refers to the learning goal it addresses, as well as the type of question, its level of difficulty, and the page number in the text where the corresponding material can be found. Approximately half of the questions in this edition's Test Bank are new or revised for enhanced effectiveness. The Test Bank is available as a Computerized Test Bank, as well as in Word and Rich Text files, on the Instructor's Resource CD-ROM.

PowerPoint Slide Presentations

Gerry Williams

The PowerPoint slides follow the chapter organization of *Children*, and include related text images for a more effective lecture presentation. They can be found on the Instructor's Resource CD-ROM and on the Online Learning Center.

Instructor's Resource CD-ROM

This CD-ROM offers the opportunity for instructors to customize the materials that accompany this text, and to create their lecture presentations. Among the many resources included on the Instructor's CD-ROM are the Instructor's Manual, Test Bank, Computerized Test Bank, and PowerPoint Slides.

Online Learning Center

This extensive website, designed specifically for this edition of *Children*, offers a wide variety of resources for both instructors and students. The password-protected instructor's side of the site includes the Instructor's Manual, PowerPoint slides, and audiovisual and Internet Resources. The Online Learning Center also includes PowerWeb. PowerWeb is a password-protected website that includes current articles, weekly updates with assessments, informative and timely world news, interactive exercises, and much more. These resources and more can be found by logging on to the website and using the password supplied by your McGraw-Hill representative.

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McGraw-Hill's Visual Asset Database (VAD) for Life Span Development

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McGraw-Hill's Visual Asset Database is a password-protected online database of hundreds of multimedia resources for use in

classroom presentations, including original video clips, audio clips, photographs, and illustrations—all designed to bring to life concepts in developmental psychology. In addition to offering ready-made multimedia presentations for every stage of the life span, the VAD's search engine and unique "My Modules" program allows instructors to select from the database's resources to create customized presentations, or "modules." These customized presentations are saved in an instructor's folder on the McGraw-Hill site, and the presentation is then run directly from the VAD to the Internet-equipped classroom.

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For the Student:

Study Guide

Anita Rosenfield, Yavapai College

This comprehensive Study Guide includes chapter outlines, chapter maps, flashcards of key terms and concepts, multiple-choice questions with answer key, matching exercises with answer key, and essay questions with answer key. The Study Guide also includes research projects and Internet projects, as well as a listing of relevant websites. Designed to help students make the most of their time when reviewing the material in the text and studying for exams, this new resource also integrates the learning goals found in the textbook.

LifeMap Student CD-ROM

This CD-ROM is packaged free with the text, and was designed to give students an opportunity to test their comprehension of the course materials. The book-specific CD-ROM contains test questions with feedback for each section. The chapter-by-chapter questions test content in each chapter, including knowledge of significant concepts and theories, key people, and key terms. The CD-ROM also contains valuable video clips, each accompanied by pretests, posttests, summaries, and relevant websites for further information. Each video clip on the CD-ROM is referenced within the text by a marginal icon, thereby relating the clip to text content as well as directing students to these valuable assets. In addition, the CD contains a

Guide to Electronic Research, Learning Styles Assessment, and Internet Primer.

Online Learning Center

This extensive website, designed specifically for this edition of *Children*, offers a wide variety of resources for both instructors and students. The student side of the website includes chapter outlines, overviews, and summaries for each of the text's chapters, as well as the text's learning goals. There are a variety of self-quizzes, which are intended to help students test their knowledge of the book's content. These self-quizzes include Scenarios, which test applied material, as well as multiple choice, matching, and true-false quizzes and essay questions. The Online Learning Center also includes PowerWeb. PowerWeb is a password-protected website that includes current articles, weekly updates with assessments, informative and timely world news, interactive exercises, and much more. A PowerWeb Access card is free with each new copy of the text.

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Multimedia Courseware for Child Development Charlotte Patterson, University of Virginia

This interactive CD-ROM includes video footage of classic and contemporary experiments, detailed viewing guides, challenging preview, follow-up and interactive feedback, graphics, graduated developmental charts, a variety of hands-on projects, related websites, and navigation aids. The CD-ROM is programmed in a modular format and integrates digital media to better explain physical, cognitive, and socioemotional development throughout childhood and adolescence. The dual-platform CD is compatible with both Macs and PCs.

Taking Sides: Clashing Views on Controversial Issues in Childhood and Society

Diana S. DelCampo and Robert L. DelCampo,
New Mexico State University

Taking Sides is a debate-style reader designed to introduce students to controversial viewpoints on some of the most critical issues in the field. Each issue is framed for the student, and the pro and con essays represent the arguments of leading scholars and commentators in their fields. An Instructor's Guide containing testing materials is available.

Annual Editions: Child Growth and Development 04/05 Chris Boyatzis, Bucknell University, and Ellen N. Junn, California State University at Fullerton

Child Growth and Development is a collection of articles on topics related to the latest research and thinking in child development, and is part of a larger collection of titles that complement a wide variety of courses. The Annual Editions are updated annually and include a topic guide, annotated table of contents, unit overviews, index, and other useful features.

An Instructor's Guide that contains testing materials is also available.

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Student-Driven Pedagogy

TO THE STUDENT

This book provides you with important study tools to help you more effectively learn about child development. Especially important is the learning goals system, which is integrated throughout each chapter. In the visual walk-through of features, pay special attention to how the learning goals system works.

The Learning Goals System

Using the learning goals system will help you to learn material more easily. Key aspects of the learning goals system are the learning goals, chapter maps, Review and Reflect, and Reach Your Learning Goals sections, which are all linked together.

At the beginning of each chapter, you will see a page that includes both a chapter outline and three to five learning goals that preview the chapter's main themes and underscore the

most important ideas in the chapter. Then, at the beginning of each major section of a chapter, you will see a mini-chapter map that provides you with a visual organization of the key topics you are about to read in the section. At the end of each section is Review and Reflect, in which the learning goal for the section is restated, a series of review questions related to the mini-chapter map are asked, and a question that encourages you to reflect about a topic related to the section appears. At the end of the chapter, you will come to a section entitled Reach Your Learning Goals. This includes an overall chapter map that visually organizes all of the main headings, a restatement of the chapter's learning goals, and a summary of the chapter's content that is directly linked to the chapter outline at the beginning of the chapter and the questions asked in the Review part of Review and Reflect within the chapter. The Summary essentially answers the questions asked in the within-chapter Review and Reflect sections.

THE LEARNING GOALS SYSTEM

Chapter Opening Outline and Learning Goals


The outline shows the organization of topics by headings. Primary topic headings are printed in blue capital letters. The Learning Goals highlight the main ideas in the chapter by section.

CHAPTER

1

We reach backward to our parents and forward to our children and through their children to a future we will never see, but about which we need to care.

—CARL JUNG
Swiss Psychoanalyst, 20th Century



Introduction

Chapter Outline	Learning Goals
HOW CAN CHILDREN'S LIVES BE IMPROVED? Health and Well-Being Families and Parenting Education Sociocultural Contexts: Culture and Ethnicity Gender Social Policy	1 Identify six areas in which children's lives can be improved
WHAT ARE SOME HISTORICAL VIEWS OF CHILD DEVELOPMENT? Early Views of Children The Modern Study of Child Development Early Modern Theorists	2 Characterize how children were viewed historically and by early theorists
WHAT ARE THE DEVELOPMENTAL PROCESSES AND PERIODS? Biological, Cognitive, and Socioemotional Processes Periods of Development	3 Discuss the most important developmental processes and periods
WHAT ARE THE CORE ISSUES IN CHILD DEVELOPMENT? Nature and Nurture Continuity and Discontinuity Early and Later Experience Evaluating the Developmental Issues	4 Describe three key developmental issues
WHAT ARE THE MAIN CAREERS IN CHILD DEVELOPMENT? Education and Research Clinical and Counseling Medical, Nursing, and Physical Development Families and Relationships Website Connections for Careers in Child Development	5 Summarize the career paths that involve working with children