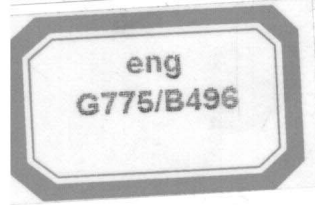Pierre

Sixth Edition

The Developing Person
Through Childhood and Adolescence

KATHLEEN STASSEN BERGER

Bronx Community College
City University of New York

The Developing Person Through Childhood and Adolescence

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Christian Pierre. *Reading to Me* (front cover), *Festival Bandita* (back cover).
The luminous colors and figures in *Reading to Me* and *Festival Bandita* reflect the hope
and discovery apparent in all Pierre's paintings—of adults, animals, plants, landscapes,
and children. Pierre has lived in several cultures, under many life circumstances, but she
says she could never make herself paint anything depressing. Instead, by combining
colors, shapes, and composition in ways that reflect fantasy and reality, she allows us to
recognize human development. Note that the mother in *Reading to Me* focuses on the
big book, while her child snuggles against her cheek and looks outward with a wide-
eyed, happy expression. This is a metaphor for this textbook: The grownups read it
carefully to help the next generation of children develop an eager and secure outlook on
the world.

About the Author

Kathleen Stassen Berger received her undergraduate education at Stanford University and Radcliffe College, earned an M.A.T. from Harvard University and an M.S. and Ph.D from Yeshiva University. Her broad experience as an educator includes directing a preschool, teaching philosophy and humanities at the United Nations International School, teaching child and adolescent development to graduate students at Fordham University, and teaching social psychology to inmates earning a paralegal degree at Sing Sing Prison.

For the past 30 years Berger has taught at Bronx Community College of the City University of New York, recently as the elected chair of the Social Science Department. She has taught introduction to psychology, child and adolescent development, adulthood and aging, social psychology, abnormal psychology, and human motivation. Her students—who come from many ethnic, economic, and educational backgrounds and who have a wide range of interests—consistently honor her with the highest teaching evaluations. Her own four children attended New York City public schools, one reason that she was elected as president of the Community School Board in District Two.

Berger is also the author of *The Developing Person Through the Life Span* and *The Developing Person Through Childhood*. Her three developmental texts are currently being used at nearly 700 colleges and universities worldwide. Her research interests include adolescent identity, sibling relationships, and bullying, and she has contributed articles on developmental topics to the *Wiley Encyclopedia of Psychology*. Berger's interest in college education is manifest in articles published in 2002 by the American Association for Higher Education and the National Education Association for Higher Education. She continues to teach and learn with every semester and every edition of her books.

Preface

Like so many people, I was profoundly affected by the events of September 11, 2001. From my home in New York City, I could smell the smoke from the World Trade Center site until almost Thanksgiving. Beyond deep gratitude that my family and students were unharmed, I felt renewed commitment to what we all do—teach the future professionals and parents who will raise the next cohort of children, or learn as much as we can to become a person who really helps children. As you know, education occurs not just in one memorable moment but cumulatively, in every day and every hour, and I was very grateful that I saw my students many times after that September morning. I realized again why I love teaching and why I put so much time and effort into revising every paragraph of this book.

In my own classroom, I start with high standards and clear expectations. But I'm aware that learning does not occur throughout the term unless I follow through with enthusiasm, humor, and intellectual honesty. I try to apply this insight to textbook writing as well.

The best developmental textbooks integrate theory and practice with such powerful clarity that students think deeply about the long-term implications of what they are learning. There should be no gap between theory and practice; the two inform each other. If my personal standards and experiences are evident in this text, I thank my heroes and mentors: not only my own gifted professors who studied directly with Erikson, Piaget, and Skinner, and not only the researchers whom I admire from the cool distance of the printed page—Ainsworth, Baltes, Bem, the Coles, Dweck, Garbarino, Gardner, the Gibsons, Lightfoot, Olweus, Plomin, Rogoff, Rutter, Schaie, Vygotsky, Whitborne, Zigler, and many more (which explains why the bibliography is longer than any comparable book's)—but also the thousands of peers and students who continue to teach me.

New Features

A number of aspects of this edition may be singled out for special mention:

- **Even stronger integration of theory and practice** The five theories introduced in Chapter 2—psychoanalytic, behavioral, cognitive, sociocultural, and epigenetic—are applied repeatedly and in new ways, from explanations of how babies learn language to how children develop sexual identity. I want students to become accustomed to thinking from alternate perspectives. Nothing is quite so practical as a good theory, and nothing about child development is a mere abstraction. In this new edition, more than ever, theoretical insights are connected to practical issues. This linkage occurs in many ways, including the "Especially For . . ." questions in the margins as well as through a new series of features called "A Case to Study" that helps readers see how the experience of one developing person can illustrate a universal truth.
- **Up-to-date research citations** Every year brings new concepts and research about human development. The best of these are integrated into the

text, including hundreds of new references on many topics—challenges to Piaget's theories, infant language, emotional regulation, theory of mind, psychoactive drugs, and social conflicts in childhood among them.

- **New material on schooling**   Education is a crucial foundation of childhood, and many who study this book will be educators. Accordingly, this edition highlights up-to-date, international research on education-related issues: the effects of infant day care, phonics versus whole language, standardized testing, multiple intelligences, special education, bilingual instruction, group problem solving, teacher–student ratios, and many more. The goal is twofold: to provide information (through new material on such topics as special-education laws and categories, family income and day care) and to encourage student readers to think critically, scientifically, and analytically about those issues.

- **New learning features**   With every edition, changes in the narrative are made to enhance readers' understanding of what scientists who study children actually do. Readers are offered many opportunities to test their observational and analytical skills by applying what they have learned to actual children. A series of new features, called "Thinking Like a Scientist," illuminates the thinking and research process. I have also increased the number of observational quizzes for photographs and have added some for graphs and tables so that quantitative data will be examined more carefully and will be better understood.

Ongoing Features

Many characteristics of this text have been acclaimed since the first edition and have been retained in this revision:

- **Language that communicates the excitement and challenge of the field**   An overview of the science of child development should be lively, just as children are. Consequently, I have added more summarizing and transitional statements to clarify the logical connection between one idea and the next. Sentences are shorter and less daunting, although I still choose some challenging vocabulary to deepen comprehension.

- **Coverage of diversity**   Cross-cultural, international, multi-ethnic, rich and poor—all these words and ideas are vital to appreciating how all our children develop. Studies of various groups make it clear that we all are the same and that each of us is unique. Chapter 1 includes a multifaceted discussion (class-tested with my own students) of where children sleep in various cultures. Similarly, every subsequent chapter refers to differences and similarities, from the many variations of immigrant development to the epigenetic ways in which nature and nurture interact. New research on Romanian adoptees, appreciation of Brazilian street children, cultural variations in childbirth practices, and advantages and disadvantages of various approaches to second-language learning are among the many diversity-related topics discussed throughout the book.

- **Up-to-date coverage**   My students and my four children help me keep current through their questions and concerns, not only in research but also in practice. My academic mentors nurtured my curiosity as well as a rational suspicion that makes me eager to read and analyze hundreds of journal articles and books on everything from anorexia to zygosity. The recent explosion of research in neuroscience and genetics has challenged me to explain many complex findings and speculative leaps.

- **Topical organization within a chronological framework**   The book's basic organization remains unchanged. Four chapters begin the book with coverage of definitions, theories, genetics, and prenatal development, used not only as a developmental foundation but also as the structure for explaining the life-span perspective, plasticity, nature and nurture, multicultural understanding, risk analysis, the damage–repair cycle, family bonding, and many other concepts that yield insights for all of human development. The ensuing parts of the book correspond to the major periods of growth. Each part contains three chapters, one for each of the three domains of development: biosocial, cognitive, and psychosocial. The topical organization within the chronological framework is a useful scaffold for student understanding of the interplay between age and domain as children actually experience it. The chapters are color-coded with tabs in the margins: The pages of the biosocial chapters have pale green tabs; the cognitive chapters have lilac tabs; and the psychosocial chapters have peach tabs.

- **Relevant features**   In some books, boxes are tacked on to make the text seem more current or multicultural than it really is. In this edition, four series of deeper discussions appear as integral parts of the text, and only where they are relevant. These features include two series that readers have particularly liked in earlier editions (called "Changing Policy" and "In Person") and two series that are new to this edition (called "A Case to Study" and "Thinking Like a Scientist"). You will see that these are not spin-offs or add-ons; they are extensions of ideas explored in the text, and thus provide material for critical thinking.

- **Pedagogical aids**   Each chapter ends with a summary, a list of key terms (with page numbers indicating where the word is introduced and defined), and key questions for reviewing important concepts. Terms are defined in the margins where they are introduced (in boldface) in the text and again in a glossary at the back of the book. The outline on the first page of each chapter and the system of major and minor subheads facilitate the widely used survey–question–review method of study. Observational quizzes inspire readers to look more closely at data and photographs, and the "Especially for . . ." questions in the margins apply concepts to real life (examples of these features are shown in the margin).

Examples of an "Especially for . . . " question, an Observational Quiz for a graph, and an Observational Quiz for a photograph are presented below and on the next page.

?Especially for Educators: An infant day-care center has a new child whose parents speak a language other than the one the teachers speak. Should the teachers learn basic words in the new language, or should they expect the baby to learn the majority language? (See answer, page 190.)

Effect of Punishment Method on Children's Aggression
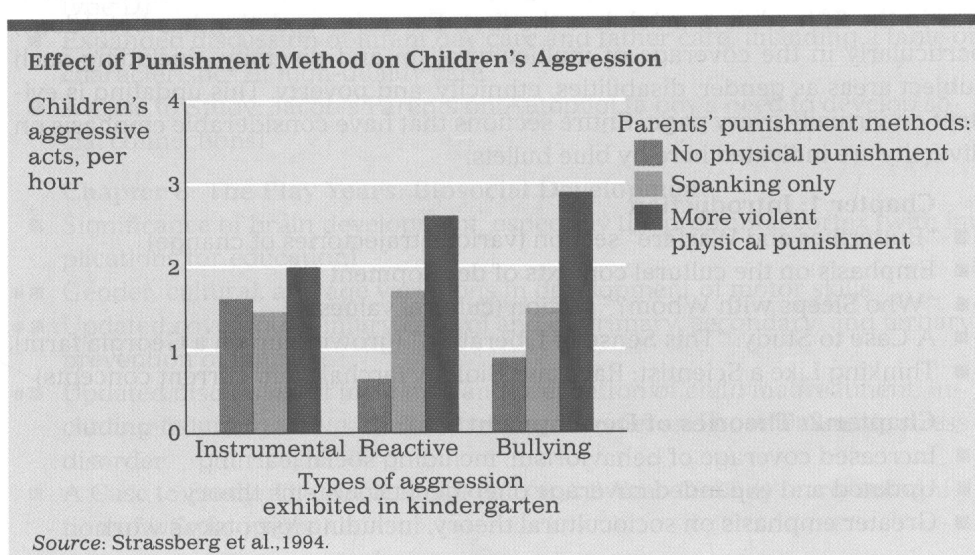
FIGURE 10.1 Punishment and Aggression All the children, regardless of how their parents punished them, were about equally likely to exhibit instrumental aggression. The typical child did so once or twice an hour. By contrast, children who were severely punished by their parents were most often the bullies. The most interesting result involves reactive aggression. Children who were spanked interpreted such actions as hostile, and thus as requiring an aggressive response, twice as often as children who had not been physically punished.

?Observational Quiz (see answer, page 316): Could young children become bullies if their parents never spanked them?

■ **Photographs, tables, and graphs that are integral to the text**   Students learn a great deal by studying this book's illustrations, because Worth Publishers encourages authors to choose photos, tables, and graphs, to write captions, and to alter designs to better fit the words—not vice versa. As one result, photos and captions are instructional, supplementing and extending the text. Appendix A furthers this process by presenting at least one chart or table per chapter, containing detailed data for further study.

Learning Is Fun The original purpose of the Head Start program was to boost disadvantaged children's academic skills. The most enduring benefits, however, turned out to be improved self-esteem and social skills, as is evident in these happy Head Start participants, all crowded together.

? *Observational Quiz* (see answer, page 291): How many of these children are in close physical contact without discomfort or disagreement?
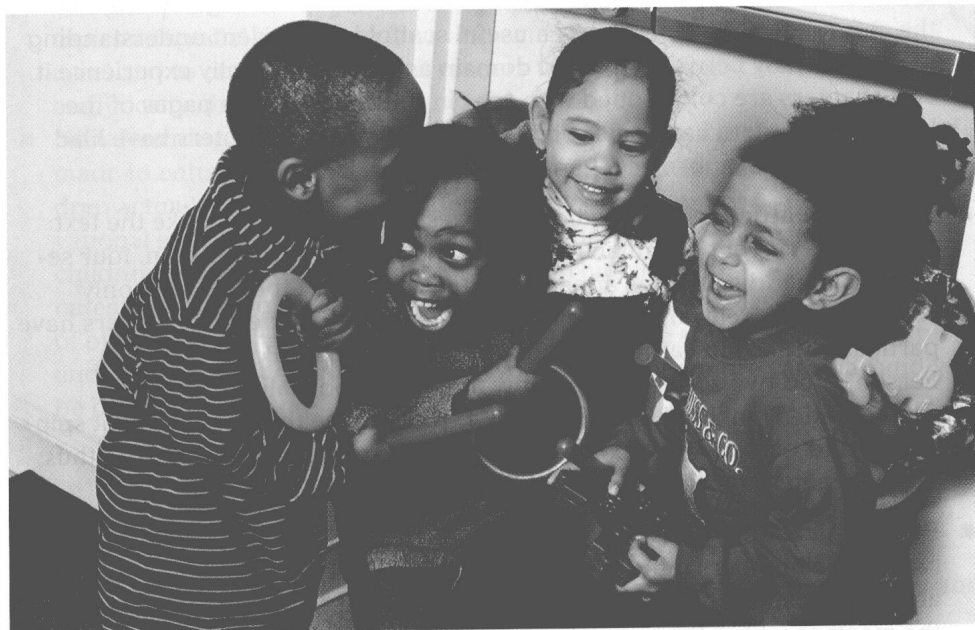
Content Changes for the Sixth Edition

Human development, like all sciences, builds on past learning. Many facts and concepts must be restated in every edition of a textbook—stages and ages, norms and variations, dangers and diversities, classic theories and fascinating applications. However, the study of development is continually changed by discoveries and innovations, so no paragraph in this sixth edition is exactly what it was in the fifth edition, much less the first. Extensive updating has been done, particularly in the coverage of multiculturalism and diversity—including such subject areas as gender, disabilities, ethnicity, and poverty. This updating is evident on virtually every page. Entire sections that have considerable emphasis on diversity are indicated here by blue bullets.

Chapter 1: Introduction
● ■ "Butterflies and Warfare" section (various trajectories of change)
● ■ Emphasis on the cultural contexts of development
● ■ "Who Sleeps with Whom?" section (cultural values)
● ■ A Case to Study: "This Sense of Liberation" (growing up on a Georgia farm)
● ■ Thinking Like a Scientist: Race and Biology (archaic and current concepts)

Chapter 2: Theories of Development
■ Increased coverage of behaviorism, including social learning
■ Updated and expanded coverage of epigenetic systems theory
● ■ Greater emphasis on sociocultural theory, including Vygotsky's work

- ●■ Application of theory: continuity–discontinuity, difference–deficit, nature–nurture
- ■ Thinking Like a Scientist: What Is a Mother For? (Harlow's surrogate mothers)
- ■ In Person: My Beautiful, Hairless Babies (why I adore my children)

Chapter 3: Heredity and Environment
- ■ The practices and controversies surrounding genetic testing (especially in the context of the Human Genome Project)
- ●■ A Case to Study: What Do People Live to Do? (a young couple's quandary over their Down syndrome fetus)
- ●■ Changing Policy: Too Many Boys? (sex selection before birth)
- ●■ In Person: Whose Baby Is It? (alternate reproduction techniques)
- ●■ Changing Policy: Genetic Counseling: Decisions and Values

Chapter 4: Prenatal Development and Birth
- ●■ Prenatal testing to prevent transmission of HIV
- ■ Recent discoveries about fetal learning and sensation (especially hearing)
- ■ Changing Policy: Preventing Drug Damage (extensively updated)

Chapter 5: The First 2 Years: Biosocial Development
- ■ New research on sleep at various ages
- ■ Expanded discussion of brain growth, including expansion, pruning, sculpting
- ●■ New information on nutrition, malnutrition, and undernutrition
- ■ A Case to Study: Toni's Well-Child Visit (identifying the signs of early deprivation)
- ●■ Thinking Like a Scientist: Plasticity and Young Orphans (Romanian adoptees)
- ●■ Changing Policy: SIDS Among Asian Infants (cohort and cultural insights)

Chapter 6: The First 2 Years: Cognitive Development
- ■ Research-based challenges to Piaget's theories of early cognition
- ■ Changing Policy: Policy Implications of Some Modern Research Methods
- ■ Expanded coverage of information processing
- ●■ The effects of culture on language acquisition
- ■ Three views of how infants learn language

Chapter 7: The First 2 Years: Psychosocial Development
- ■ Expanded coverage of temperament, including exuberance, fearfulness
- ■ More on emotions and social context (synchrony, social referencing)
- ●■ Expanded coverage of attachment (not only types A, B, and C but also type D)
- ■ Expanded discussion of infant day care and father care, including a table on characteristics of high-quality care
- ■ A Case to Study: Jacob's Parents on Autopilot (a boy's need to develop social connections)

Chapter 8: The Play Years: Biosocial Development
- ■ Significance of brain development, especially the prefrontal cortex (with implications for education)
- ●■ Gender, cultural, and age variations in development of motor skills
- ●■ Updated coverage of injury control and of primary, secondary, and tertiary prevention of injury
- ●■ Updated discussion of incidence and prevention of child maltreatment, including failure to thrive, shaken-baby syndrome, and post-traumatic stress disorder
- ■ A Case to Study: The Neglect of Neglect: A 2-Year-Old Boy (early recognition of warning signs)

Chapter 9: The Play Years: Cognitive Development

- Expanded coverage of Vygotsky's theory
- Thinking Like a Scientist: What Did Cinderella Do with the Pumpkin? (comparing theories)
- More explanations and data on theory of mind, including theory-theory
- Expanded coverage of children's information-processing abilities (simple arithmetic, memory, and theory of mind)
- New insights into language development, including the role of cognition
- The pros and cons of early schooling (including the qualities of good pre-K programs)

Chapter 10: The Play Years: Psychosocial Development

- Importance of emotional regulation and emotional intelligence
- Updated, multicultural research on prosocial and antisocial behavior
- Section on the influence of television and video games (reviews harm and benefits)
- Changing Policy: Turning Off the TV (who decides—parents or society?)
- New cross-cultural comparisons of parenting practices

Chapter 11: The School Years: Biosocial Development

- In Person: Two Mexican-American Children in California
- Relationship between brain development and motor control
- Updated coverage of autism, Asperger's, AD/HD, and ADD
- New data and tables on special education in the United States
- A Case to Study: Billy: Dynamo or Dynamite? (parents, teachers, and AD/HD)
- Changing Policy: Changing Tests (multiple intelligences)

Chapter 12: The School Years: Cognitive Development

- International data on children's understanding of logic
- Information processing in the school years (emphasizing brain development)
- Applications of moral education: Kohlberg, Gilligan, Rest
- Various approaches to teaching reading, math, and languages
- New discussion of educational standards and class size

Chapter 13: The School Years: Psychosocial Development

- Updated research on ways to treat and discourage bullying
- New section on prosocial behavior, including gender differences
- Updated coverage of family functions and structures (including adoptive and foster families)
- Rethinking relationship between stress and poverty, particularly family function
- Changing Policy: More Divorce, More Trouble?

Chapter 14: Adolescence: Biosocial Development

- New research on timing of puberty—genes, stress, evolution
- Updated material on risks of teenage sex
- Expanded discussion of origins of eating disorders
- New coverage of cultural context and drug use, especially gateway drugs
- A Case to Study: Julia, the Conscientious Student and Julia: Too Thin, As If That's Possible
- Changing Policy: Postponing Teenage Drug Experimentation (ads, education)

Chapter 15: Adolescence: Cognitive Development

- Formal operational thought and egocentrism as alternate modes
- Intuitive/analytic theories of cognition, with examples
- Discussion of school problems: dropouts, boredom, high-stakes testing
- Revised discussion of adolescent risk taking regarding jobs and sex
- Changing Policy: High Schools: Where and When (20th-century changes)

Chapter 16: Adolescence: Psychosocial Development

- ●■ Identity formation among various ethnic groups and nations
- ●■ New discussion regarding culture and gender in adolescent moods and social development
- ■ Restructured discussion of adolescent romance and sex
- ■ In Person: Talk to the Children; Be Careful What You Say (sex education and the Berger daughters)

Appendix A: Supplemental Charts, Graphs, and Tables

- ■ Quantitative data (in chart, graph, or table form) or further exploration, keyed to each chapter

Appendix B: More About Research Methods

- ■ Discussion of library research, observation, and the case study
- ■ Section on how research validity can be enhanced (through representative sampling, use of a comparison group)
- ■ Listing of key books and journals
- ■ Hints about using the Internet for research

Appendix C: Three Research Assignments

Supplements

As an instructor myself, I know how important good supplements are. I have been known to reject a textbook adoption if the publisher produced inferior and inaccurate ancillaries. Fortunately, Worth Publishers has a well-deserved reputation for the high quality of the supplementary materials it produces for both professors and students, and Worth's sales representatives are the most knowledgeable and helpful in the business. Accompanying this edition you will find the following:

Exploring Child Development: A Media Tool Kit for Understanding Development

This CD series (also available for instructors on VHS and DVD) was prepared by a talented team of instructors, including Lisa Huffman (Ball State University), Tom Ludwig (Hope College), Tanya Renner (Kapiolani Community College), Stavros Valenti (Hofstra University), Catherine Robertson (Grossmont College), and Connie Varnhagen (University of Alberta). Combining video, animations, self-tests, and interactive exercises, the *Media Tool Kit* offers students hands-on, interactive learning. These activities range from investigations of classic experiments (e.g., the visual cliff and the Strange Situation) to observations on children's play. The student tool kit includes more than 40 interactive video-based activities, quizzes, and flashcards tied to every chapter of the book. The instructor tool kit includes more than 200 video clips and animations, along with teaching tips and discussion starters.

Journey Through Childhood Observational Video

Bringing observational learning to the classroom, this new two-video set allows students to watch and listen to real children as a way of amplifying their reading of the text. The video enables students to observe children from birth through adolescence, in settings from day-care centers to schools, homes, and doctors' offices, and from a multitude of cultures and communities across the globe (Africa, Europe, Latin America, and Asia). Noted experts in child development—

among them Patricia Greenfield, Charles Nelson, Barbara Rogoff, and Carolyn Rovee-Collier—talk about their work in areas ranging from the biology of early brain development to prosocial behavior in middle childhood. This video set contains more than four hours of footage, including one hour of unnarrated observational clips. An observation workbook for the instructor provides teaching and activity tips. A student workbook helps students sharpen their observational skills and relate text material to real-life settings.

The *Scientific American Frontiers* Videos for Developmental Psychology

This remarkable resource provides instructors with 17 video segments of approximately 15 minutes each, on topics ranging from language development to nature–nurture issues. The videos can be used to launch classroom lectures or to emphasize and clarify course material. The *Faculty Guide* by Richard O. Straub (University of Michigan) describes each segment and relates it to specific topics in the text.

Child Development Telecourse

This new Child Development TeleWeb Course, developed by Coast Learning Systems and Worth Publishers, teaches the fundamentals of child development. The course also explores the variety of individual and developmental contexts that influence development, such as socioeconomic status, culture, genetics, family, school, and society. Each video lesson includes real-life examples interwoven with commentary by experts. In addition, video lessons describe the whole child, while others focus on topics such as fathers, maltreatment, and school. The course includes 26 half-hour video lessons, a *Telecourse Study Guide,* and a *Faculty Manual* with test bank.

Instructor's Resources

This collection of resources, compiled by Richard O. Straub, has been hailed as the richest in developmental psychology. This manual features chapter-by-chapter previews and lecture guides, learning objectives, springboard topics for discussion and debate, handouts for student projects, and supplementary readings from journal articles. Course planning suggestions, ideas for term projects, and a guide to audiovisual and software materials are also included. New to this edition are additional media teaching suggestions.

Study Guide

The *Study Guide,* by Richard O. Straub, helps students evaluate their understanding and retain their learning longer. Each chapter includes key concepts, guided study questions, and reviews that encourage students' active participation in the learning process; two practice tests and a challenge test help them assess their mastery of the material. New to this edition are additional application and observation activities for each chapter of the book.

PowerPoint Slides

A number of presentation slides are available on the Web site or on a CD-ROM. There are two prebuilt PowerPoint slide sets for each text chapter—one featuring

chapter outlines, the other featuring all chapter illustrations. These slides can be used as is or customized to fit individual needs. Catherine Robertson has also produced a set of lecture slides featuring tables, graphs, and charts from the book.

The Worth Image and Lecture Gallery

Using Worth's Image and Lecture Gallery, located at www.worthpublishers.com/ilg, instructors can browse, search, and download illustrations from every Worth title and prebuilt PowerPoint presentation files for specific chapters, containing all chapter art or all chapter section headings in text form. Users can also create personal folders on a personalized home page for easy organization of the materials.

Overhead Transparencies

This set of 75 full-color transparencies consists of key diagrams, charts, graphs, and tables from the textbook.

Test Bank and Computerized Test Bank

The test bank, by the author and Clark Alexander, includes at least 80 multiple-choice and 50 fill-in, true-false, and essay questions for each chapter. Each question is keyed to the textbook by topic, page number, and level of difficulty. The Diploma computerized test bank, available for Windows and Macintosh, guides instructors step-by-step through the process of creating a test. It allows instructors to add an unlimited number of questions, edit questions, format a test, scramble questions, and include pictures, equations, and multimedia links. Online testing is also available.

Companion Web Site

The book's companion Web site (www.worthpublishers.com/berger) is an online educational setting for students and instructors. The companion Web site is free and does not require any special codes or passwords. Student resources include: chapter outlines, annotated Web links, online quizzes with immediate feedback and instructor notification, interactive flashcards and frequently asked questions about developmental psychology. For instructors, the Web site includes a full array of teaching tools, such as PowerPoint Slides, syllabus posting, an online gradebook, and links to various resources, including WebCT, Blackboard, and the Worth Image and Lecture Gallery.

Thanks

I'd like to thank those academic reviewers who have read this book in every edition and who have provided suggestions, criticisms, references, and encouragement. They have all made this a better book. I want to mention especially those who have reviewed and commented on this edition:

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Grace van Thillo *Mount San Jacinto College*

Luis G. Valerio *University of Southern Colorado*

Dedication

Whenever I tell my story of how a junior assistant professor became an author writing the sixth edition of a textbook, I am struck by my good fortune. An eager, innocent novice found the best textbook publisher in the industry. Bob Worth himself promised that if I signed with Worth Publishers, I would have to work much harder than with any other company, but the final product would be better. Peter Deane, the book's first developmental editor, proved him right. Throughout the years, many editors, artists, designers, sales representatives, marketing managers, and CEOs have guided my work from its beginning as streams of words and ideas to its current position as a leading textbook sold in twelve nations, four languages, and every state of the United States. The process continues; my latest team of helpers includes Jessica Bayne, Cele Gardner, Tracey Kuehn, Renée Altier, and Catherine Woods—each of whom has taken a personal interest in my work, far beyond professional requirements. I thank them all, and dedicate this edition to them.

Kathleen Stassen Berger

July 2002

Brief Contents