

ANNUAL EDITIONS

Child Growth and Development

05/06



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Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

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Preface

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the public press in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS.

We are delighted to welcome you to this twelfth volume of *Annual Editions: Child Growth and Development 05/06*. The amazing sequence of events of prenatal development that lead to the birth of a baby is an awe-inspiring process. Perhaps more intriguing is the question of what the future may hold for this newly arrived baby—for instance, will this child become a doctor, a lawyer, an artist, a beggar, or a thief? Although philosophers and prominent thinkers such as Charles Darwin and Sigmund Freud have long speculated about the importance of infancy on subsequent development, not until the 1960s did the scientific study of infants and young children flourish. Since then, research and theory in infancy and childhood have exploded, resulting in a wealth of new knowledge about child development.

Past accounts of infants and young children as passive, homogeneous organisms have been replaced with investigations aimed at studying infants and young children at a “micro level” as active individuals with many inborn competencies, who are capable of shaping their own environment, as well as at a “macro level” by considering the larger context surrounding the child. In short, children are not “blank slates,” and development does not take place in a vacuum; children arrive with many skills and grow up in a complex web of social, historical, political, economic, and cultural spheres.

As was the case for previous editions, we hope to achieve at least four major goals with this volume. First, we hope to present you with the latest research and thinking to help you better appreciate the complex interactions that characterize human development in infancy and childhood. Second, in light of the feedback we received on previous editions, we have placed greater emphasis on important contemporary issues and challenges, exploring topics such as understanding development in the context of current societal and cultural influences. Third, attention is given to articles that also discuss effective, practical applications. Finally, we hope that this anthology will serve as a catalyst to help students become more effective future professionals and parents.

To achieve these objectives, we carefully selected articles from a variety of sources, including scholarly research journals and texts as well as semi-professional journals and popular publications. Every selection was scrutinized for readability, interest level, relevance, and currency. In addition, we listened to the valuable input and advice from members of our advisory board, consisting of faculty from a range of institutions of higher education, including community and liberal arts colleges as well as research and teaching universities. We are most grateful to the advisory board as well as to the excellent editorial staff of McGraw-Hill/Dushkin.

Annual Editions: Child Growth and Development 05/06 is organized into five major units. Unit 1 focuses on conception, prenatal development, and childbirth. Unit 2 presents information regarding developments in cognition, language, learning, and school. Unit 3 focuses on social and emotional development, while unit 4 is devoted to parenting and family issues such as effective parenting, moral development, and discipline. Finally, unit 5 focuses on larger cultural and societal influences (e.g., media and marketing, alcohol abuse among children and young adults, and fathering in other cultures) and on special challenges (such as child abuse, ADHD, treatment of emotional and mental disorders in children, autism, abhorrent conditions for children living in very poor nations).

Instructors for large lecture courses may wish to adopt this anthology as a supplement to a basic text, whereas instructors for smaller sections might also find the readings effective for promoting student presentations or for stimulating discussions and applications. Whatever format is utilized, it is our hope that the instructor and the students will find the readings interesting, illuminating, and provocative.

As the title indicates, *Annual Editions: Child Growth and Development* is by definition a volume that undergoes continual review and revision. Thus, we welcome and encourage your comments and suggestions for future editions of this volume. Simply fill out and return the *article rating form* found at the end of this book. Best wishes, and we look forward to hearing from you!



Ellen N. Junn
Editor



Chris J. Boyatzis
Editor

Topic Guide

This topic guide suggests how the selections in this book relate to the subjects covered in your course. You may want to use the topics listed on these pages to search the Web more easily.

On the following pages a number of Web sites have been gathered specifically for this book. They are arranged to reflect the units of this *Annual Edition*. You can link to these sites by going to the DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

ALL THE ARTICLES THAT RELATE TO EACH TOPIC ARE LISTED BELOW THE BOLD-FACED TERM.

Aggression

- 7. Gender Bender
- 13. Friendship Quality and Social Development
- 18. A Profile of Bullying at School
- 24. Why Our Kids Are Out of Control
- 33. Where Living is Lethal

Aging

- 1. Brave New Babies

Attachment

- 13. Friendship Quality and Social Development
- 19. Contemporary Research on Parenting: The Case for Nature and Nurture

Birth and birth defects

- 1. Brave New Babies
- 2. Inside the Womb
- 3. Treating the Tiniest Patients
- 5. Crib Death: A Biobehavioral Phenomenon?

Child abuse

- 22. Spanking Children: Evidence and Issues
- 26. The Environment of Childhood Poverty
- 33. Where Living is Lethal

Children

- 1. Brave New Babies
- 15. Playing Ye Olde Way
- 24. Why Our Kids Are Out of Control
- 29. Parents or Pop Culture? Children's Heroes and Role Models
- 30. How Many Fathers Are Best for a Child?

Classroom management

- 10. Preschool: The Most Important Grade
- 11. The 'Re-Engineered' Child
- 18. A Profile of Bullying at School

Cognitive development

- 5. Crib Death: A Biobehavioral Phenomenon?
- 6. Long-Term Recall Memory: Behavioral and Neuro-Developmental Changes in the First 2 Years of Life
- 9. The Origins of Pictorial Competence
- 10. Preschool: The Most Important Grade
- 15. Playing Ye Olde Way
- 26. The Environment of Childhood Poverty

Cross-cultural issues

- 4. Grade A: The Market for a Yale Woman's Eggs
- 7. Gender Bender
- 24. Why Our Kids Are Out of Control
- 25. Family Poverty, Welfare Reform, and Child Development
- 26. The Environment of Childhood Poverty
- 28. The Culture of Affluence: Psychological Costs of Material Wealth
- 30. How Many Fathers Are Best for a Child?
- 33. Where Living is Lethal

Culture

- 27. Why, Isn't He Just the Cutest Brand-Image Enhancer You've Ever Seen?
- 28. The Culture of Affluence: Psychological Costs of Material Wealth
- 29. Parents or Pop Culture? Children's Heroes and Role Models
- 30. How Many Fathers Are Best for a Child?

Development

- 2. Inside the Womb
- 15. Playing Ye Olde Way
- 26. The Environment of Childhood Poverty

Developmental disabilities

- 32. Attention Deficit Hyperactivity Disorder in Very Young Children: Early Signs and Interventions
- 34. Young and Bipolar

Discipline

- 11. The 'Re-Engineered' Child
- 18. A Profile of Bullying at School
- 20. Understanding Families as Systems
- 22. Spanking Children: Evidence and Issues
- 23. Raising a Nation of Crybabies?
- 24. Why Our Kids Are Out of Control

Drug abuse

- 2. Inside the Womb
- 28. The Culture of Affluence: Psychological Costs of Material Wealth
- 31. The Medication Merry-Go-Round

Drug use

- 28. The Culture of Affluence: Psychological Costs of Material Wealth
- 32. Attention Deficit Hyperactivity Disorder in Very Young Children: Early Signs and Interventions
- 34. Young and Bipolar

Economic issues

- 25. Family Poverty, Welfare Reform, and Child Development
- 26. The Environment of Childhood Poverty
- 27. Why, Isn't He Just the Cutest Brand-Image Enhancer You've Ever Seen?
- 30. How Many Fathers Are Best for a Child?
- 33. Where Living is Lethal

Education

- 10. Preschool: The Most Important Grade
- 11. The 'Re-Engineered' Child
- 12. Emotional Intelligence: What the Research Says
- 15. Playing Ye Olde Way
- 28. The Culture of Affluence: Psychological Costs of Material Wealth

Emotional development

- 7. Gender Bender
- 9. The Origins of Pictorial Competence

12. Emotional Intelligence: What the Research Says
13. Friendship Quality and Social Development
14. Loneliness and Peer Relations in Childhood
15. Playing Ye Olde Way
16. Gender and Group Process: A Developmental Perspective
17. Girls Just Want to Be Mean
19. Contemporary Research on Parenting: The Case for Nature *and* Nurture
22. Spanking Children: Evidence and Issues
28. The Culture of Affluence: Psychological Costs of Material Wealth

Emotions

12. Emotional Intelligence: What the Research Says
21. In (Self-) Defense of the Fanatical Sports Parent
23. Raising a Nation of Crybabies?
24. Why Our Kids Are Out of Control
34. Young and Bipolar

Family

1. Brave New Babies
4. Grade A: The Market for a Yale Woman's Eggs
5. Crib Death: A Biobehavioral Phenomenon?
7. Gender Bender
15. Playing Ye Olde Way
19. Contemporary Research on Parenting: The Case for Nature *and* Nurture
20. Understanding Families as Systems
21. In (Self-) Defense of the Fanatical Sports Parent
25. Family Poverty, Welfare Reform, and Child Development
26. The Environment of Childhood Poverty
27. Why, Isn't He Just the Cutest Brand-Image Enhancer You've Ever Seen?
29. Parents or Pop Culture? Children's Heroes and Role Models
30. How Many Fathers Are Best for a Child?

Friendship

7. Gender Bender
13. Friendship Quality and Social Development
17. Girls Just Want to Be Mean

Gender issues

7. Gender Bender
16. Gender and Group Process: A Developmental Perspective
17. Girls Just Want to Be Mean

Genetics

4. Grade A: The Market for a Yale Woman's Eggs
7. Gender Bender
34. Young and Bipolar

Health

1. Brave New Babies
2. Inside the Womb
3. Treating the Tiniest Patients
5. Crib Death: A Biobehavioral Phenomenon?
25. Family Poverty, Welfare Reform, and Child Development
26. The Environment of Childhood Poverty
31. The Medication Merry-Go-Round
32. Attention Deficit Hyperactivity Disorder in Very Young Children: Early Signs and Interventions
33. Where Living is Lethal
34. Young and Bipolar

High-risk infants and children

1. Brave New Babies
5. Crib Death: A Biobehavioral Phenomenon?
14. Loneliness and Peer Relations in Childhood
28. The Culture of Affluence: Psychological Costs of Material Wealth
30. How Many Fathers Are Best for a Child?

32. Attention Deficit Hyperactivity Disorder in Very Young Children: Early Signs and Interventions
33. Where Living is Lethal
34. Young and Bipolar

Infant development

5. Crib Death: A Biobehavioral Phenomenon?
6. Long-Term Recall Memory: Behavioral and Neuro-Developmental Changes in the First 2 Years of Life
8. Representation of Objects and Events: Why Do Infants Look So Smart and Toddlers Look So Dumb?
19. Contemporary Research on Parenting: The Case for Nature *and* Nurture
33. Where Living is Lethal

Intelligence

8. Representation of Objects and Events: Why Do Infants Look So Smart and Toddlers Look So Dumb?
10. Preschool: The Most Important Grade
12. Emotional Intelligence: What the Research Says
26. The Environment of Childhood Poverty

Learning

8. Representation of Objects and Events: Why Do Infants Look So Smart and Toddlers Look So Dumb?
10. Preschool: The Most Important Grade
12. Emotional Intelligence: What the Research Says
15. Playing Ye Olde Way
24. Why Our Kids Are Out of Control
28. The Culture of Affluence: Psychological Costs of Material Wealth

Media

15. Playing Ye Olde Way
27. Why, Isn't He Just the Cutest Brand-Image Enhancer You've Ever Seen?
29. Parents or Pop Culture? Children's Heroes and Role Models

Mental illness

28. The Culture of Affluence: Psychological Costs of Material Wealth
32. Attention Deficit Hyperactivity Disorder in Very Young Children: Early Signs and Interventions
34. Young and Bipolar

Moral development

11. The 'Re-Engineered' Child
20. Understanding Families as Systems
33. Where Living is Lethal

Nature vs. nurture

1. Brave New Babies
7. Gender Bender
19. Contemporary Research on Parenting: The Case for Nature *and* Nurture
31. The Medication Merry-Go-Round

Parenting

1. Brave New Babies
5. Crib Death: A Biobehavioral Phenomenon?
7. Gender Bender
15. Playing Ye Olde Way
19. Contemporary Research on Parenting: The Case for Nature *and* Nurture
20. Understanding Families as Systems
21. In (Self-) Defense of the Fanatical Sports Parent
22. Spanking Children: Evidence and Issues
23. Raising a Nation of Crybabies?
24. Why Our Kids Are Out of Control
27. Why, Isn't He Just the Cutest Brand-Image Enhancer You've Ever Seen?

29. Parents or Pop Culture? Children's Heroes and Role Models
30. How Many Fathers Are Best for a Child?

Peers

7. Gender Bender
9. The Origins of Pictorial Competence
12. Emotional Intelligence: What the Research Says
14. Loneliness and Peer Relations in Childhood
15. Playing Ye Olde Way
16. Gender and Group Process: A Developmental Perspective
17. Girls Just Want to Be Mean
18. A Profile of Bullying at School

Personality development

12. Emotional Intelligence: What the Research Says
13. Friendship Quality and Social Development
16. Gender and Group Process: A Developmental Perspective
18. A Profile of Bullying at School
19. Contemporary Research on Parenting: The Case for Nature *and* Nurture
23. Raising a Nation of Crybabies?
24. Why Our Kids Are Out of Control
28. The Culture of Affluence: Psychological Costs of Material Wealth

Physical development

1. Brave New Babies
2. Inside the Womb
5. Crib Death: A Biobehavioral Phenomenon?
6. Long-Term Recall Memory: Behavioral and Neuro-Developmental Changes in the First 2 Years of Life
33. Where Living is Lethal

Prenatal development

1. Brave New Babies
2. Inside the Womb
4. Grade A: The Market for a Yale Woman's Eggs
33. Where Living is Lethal

Preschoolers

6. Long-Term Recall Memory: Behavioral and Neuro-Developmental Changes in the First 2 Years of Life
8. Representation of Objects and Events: Why Do Infants Look So Smart and Toddlers Look So Dumb?
9. The Origins of Pictorial Competence
15. Playing Ye Olde Way
20. Understanding Families as Systems
23. Raising a Nation of Crybabies?
24. Why Our Kids Are Out of Control

Reproduction

1. Brave New Babies
2. Inside the Womb
4. Grade A: The Market for a Yale Woman's Eggs

Sexual orientation

7. Gender Bender
16. Gender and Group Process: A Developmental Perspective
17. Girls Just Want to Be Mean

Teratogens

1. Brave New Babies
33. Where Living is Lethal

Values

22. Spanking Children: Evidence and Issues
27. Why, Isn't He Just the Cutest Brand-Image Enhancer You've Ever Seen?
28. The Culture of Affluence: Psychological Costs of Material Wealth

Violence

7. Gender Bender
18. A Profile of Bullying at School
26. The Environment of Childhood Poverty
29. Parents or Pop Culture? Children's Heroes and Role Models
33. Where Living is Lethal

Work and family

27. Why, Isn't He Just the Cutest Brand-Image Enhancer You've Ever Seen?
30. How Many Fathers Are Best for a Child?

World Wide Web Sites

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. The easiest way to access these selected sites is to go to our DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

AE: Child Growth and Development 05/06

The following sites were available at the time of publication. Visit our Web site—we update DUSHKIN ONLINE regularly to reflect any changes.

General Sources

American Academy of Pediatrics

<http://www.aap.org>

This organization provides data for optimal physical, mental, and social health for all children.

CYFERNet

<http://www.cyfernet.mes.umn.edu>

The Children, Youth, and Families Education Research Network is sponsored by the Cooperative Extension Service and USDA's Cooperative State Research Education and Extension Service. This site provides practical research-based information in areas including health, child care, family strengths, science, and technology.

KidsHealth

<http://kidshealth.org>

This site was developed to help parents find reliable children's health information. Enter the Parents site to find such topics as: General Health, Nutrition and Fitness, First Aid and Safety, Growth and Development, Positive Parenting, and more.

National Institute of Child Health and Human Development

<http://www.nichd.nih.gov>

The NICHD conducts and supports research on the reproductive, neurobiological, developmental, and behavioral processes that determine and maintain the health of children, adults, families, and populations.

UNIT 1: Conception to Birth

Babyworld

<http://www.babyworld.com>

Extensive information on caring for infants can be found at this site. There are also links to numerous other related sites.

Children's Nutrition Research Center (CNRC)

<http://www.bcm.tmc.edu/cnrc/>

CNRC, one of six USDA/ARS (Agricultural Research Service) facilities, is dedicated to defining the nutrient needs of healthy children, from conception through adolescence, and pregnant and nursing mothers. The *Nutrition and Your Child* newsletter is of general interest and can be accessed from this site.

Zero to Three: National Center for Infants, Toddlers, and Families

<http://www.zerotothree.org>

This national organization is dedicated solely to infants, toddlers, and their families. It is headed by recognized experts in the field and provides technical assistance to communities, states, and the federal government. The site provides information that the organization gathers and disseminates through its publications.

UNIT 2: Cognition, Language, and Learning

Educational Resources Information Center (ERIC)

<http://www.ed.gov/about/pubs/intro/pubdb.html>

This Web site is sponsored by the U.S. Department of Education and will lead to numerous documents related to elementary and early childhood education, as well as other curriculum topics and issues.

I Am Your Child

<http://iamyourchild.org>

Information regarding early childhood development is provided on this site. Resources for parents and caregivers are available.

National Association for the Education of Young Children (NAEYC)

<http://www.naeyc.org>

The National Association for the Education of Young Children provides a useful link from its home page to a site that provides resources for "Parents."

Project Zero

<http://pzweb.harvard.edu>

Harvard Project Zero, a research group at the Harvard Graduate School of Education, has investigated the development of learning processes in children and adults for 30 years. Today, Project Zero is building on this research to help create communities of reflective, independent learners, to enhance deep understanding within disciplines, and to promote critical and creative thinking. Project Zero's mission is to understand and enhance learning, thinking, and creativity in the arts and other disciplines for individuals and institutions.

Vandergrift's Children's Literature Page

<http://www.scils.rutgers.edu/special/kay/sharelit.html>

This site provides information about children's literature and links to a variety of resources related to literacy for children.

UNIT 3: Social and Emotional Development

Max Planck Institute for Psychological Research

http://www.mpg.de/english/institutesProjectsFacilities/instituteChoice/psychologische_forschung/

Results from several behavioral and cognitive development research projects are available on this site.

National Child Care Information Center (NCCIC)

<http://www.nccic.org>

Information about a variety of topics related to child care and development is available on this site. Links to the *Child Care Bulletin*, which can be read online, and to the ERIC database of online and library-based resources are available.

Serendip

<http://serendip.brynmawr.edu/serendip/>

Organized into five subject areas (brain and behavior, complex systems, genes and behavior, science and culture, and science education), Serendip contains interactive exhibits, articles, links to other resources, and a forum area for comments and discussion.

UNIT 4: Parenting and Family Issues

Facts for Families

<http://www.aacap.org/publications/factsfam/index.htm>

The American Academy of Child and Adolescent Psychiatry here provides concise, up-to-date information on issues that affect teenagers and their families. Fact sheets include issues concerning teenagers, such as coping with life, sad feelings, inability to sleep, getting involved with drugs, or not getting along with family and friends.

The National Association for Child Development

<http://www.nacd.org>

This international organization is dedicated to helping children and adults reach their full potential. Its home page presents links to various programs, research, and resources in topics related to the family and society.

National Council on Family Relations

<http://www.ncfr.com>

This NCFR home page will lead you to articles, research, and a lot of other resources on important issues in family relations, such as stepfamilies, couples, and divorce.

Parenting and Families

<http://www.cyfc.umn.edu>

The University of Minnesota's Children, Youth, and Family Consortium site will lead you to many organizations and other resources related to divorce, single parenting, and step-families, as well as information about other topics of interest in the study of children's development and the family.

Parentsplace.com: Single Parenting

<http://www.parentsplace.com/family/archive/0,10693,239458,00.html>

This resource focuses on issues concerning single parents and their children. Although the articles range from parenting children from infancy through adolescence, most of the articles deal with middle childhood.

Stepfamily Association of America

<http://www.stepfam.org>

This Web site is dedicated to educating and supporting stepfamilies and to creating a positive family image.

UNIT 5: Cultural and Societal Influences

Ask NOAH About: Mental Health

<http://www.noah-health.org/english/illness/mentalhealth/mental.html>

This enormous resource contains information about child and adolescent family problems, mental conditions and disorders, suicide prevention, and much more, all organized in a "clickable" outline form.

Association to Benefit Children (ABC)

<http://www.a-b-c.org>

ABC presents a network of programs that includes child advocacy, education for disabled children, care for HIV-positive children, employment, housing, foster care, and day care.

Children Now

<http://www.childrennow.org>

Children Now uses research and mass communications to make the well-being of children a top priority across the nation. Current articles include information on the influence of media on children, working families, and health.

Council for Exceptional Children

<http://www.cec.sped.org>

This is the home page for the Council for Exceptional Children, a large professional organization that is dedicated to improving

education for children with exceptionalities, students with disabilities, and/or the gifted child. It leads to the ERIC Clearinghouse on disabilities and gifted education and the National Clearinghouse for Professions in Special Education.

Prevent Child Abuse America

<http://www.preventchildabuse.org>

Dedicated to their child abuse prevention efforts, PCAA's site provides fact sheets and reports that include statistics, a public opinion poll, a 50-state survey, and other resource materials.

We highly recommend that you review our Web site for expanded information and our other product lines. We are continually updating and adding links to our Web site in order to offer you the most usable and useful information that will support and expand the value of your Annual Editions. You can reach us at: <http://www.dushkin.com/annualeditions/>.

UNIT 1

Conception to Birth

Unit Selections

1. **Brave New Babies**, Claudia Kalb
2. **Inside the Womb**, J. Madeleine Nash
3. **Treating the Tiniest Patients**, Claudia Kalb
4. **Grade A: The Market for a Yale Woman's Eggs**, Jessica Cohen

Key Points to Consider

- Interview your mother about what she did or did not do in taking care of her health and nutrition while she was pregnant. Given the host of potential prenatal teratogens that may put a fetus at risk, if you were having a baby, what precautions would you take, if any? Since there are so many potential threats, do you think taking these extra precautions, such as refraining from eating canned tuna to having a glass of wine with dinner while pregnant, is excessive or warranted? If you had a baby in utero who was experiencing a life threatening condition, would you consent to experimental fetal surgery? Why or why not? Should fetal surgeries only involve life threatening conditions or be expanded to other less threatening conditions? Justify your answer.
- If you and your spouse were having difficulty conceiving a child, would you consider utilizing one of the growing numbers of infertility treatments? If so, which treatment might you choose and why? Like the article by the young woman student at Yale, would you ever consider contracting for another woman's egg that had very specific characteristics? If so, what characteristics would you want and how much would you be willing to pay? Conversely, would you ever consider donating an egg or sperm to another couple? Why or why not?
- Given the new technologies in sex selection, would you consider paying for these tests to choose the sex of your children? Do you agree with some other countries that sex selection of babies should be banned? Why or why not? Some countries, such as China and India are experiencing widespread sex selection, so much so that girl babies are being aborted or killed at birth. Ultimately this will result in a skewed, imbalanced adult population with many potentially negative societal implications. What suggestions do you have for changing culturally ingrained attitudes about the relative worth of boys versus girls?



Links: www.dushkin.com/online/

These sites are annotated in the World Wide Web pages.

Babyworld

<http://www.babyworld.com>

Children's Nutrition Research Center (CNRC)

<http://www.bcm.tmc.edu/cnrc/>

Zero to Three: National Center for Infants, Toddlers, and Families

<http://www.zerotothree.org>

Contents

<i>Preface</i>	iv
<i>Topic Guide</i>	xi
<i>Selected World Wide Web Sites</i>	xiv



UNIT 1 Conception to Birth

Four articles discuss the development of the child from the prenatal state to birth.

Unit Overview	xvi
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- 1. Brave New Babies**, Claudia Kalb, *Newsweek*, January 26, 2004
Advances in fertility technology are giving couples the power to choose the sex of their baby. Claudia Kalb discusses the *technology and ethics of "sex selection."* 2
- 2. Inside the Womb**, J. Madeleine Nash, *Time*, November 11, 2002
The author gives a detailed description of development from *conception to birth* and what it means for the expectant mother. By examining the *link between mother and child*, the article emphasizes the *importance of prenatal care* to the growth of a healthy fetus. 6
- 3. Treating the Tiniest Patients**, Claudia Kalb, *Newsweek*, June 9, 2003
Medical advances in surgical procedures for *in utero patients* are changing the way people view the earliest stages of life. Due to such improvements in science and medicine, unborn babies are now considered treatable patients, though there are *ethical complications* as to whether the benefits outweigh the costs. 11
- 4. Grade A: The Market for a Yale Woman's Eggs**, Jessica Cohen, *The Atlantic Monthly*, December 2002
Jessica Cohen, a college undergraduate, describes a first-hand account of her unsettling experience in the *egg donation process*. The secret behind this solution to infertility is the *highly competitive industry* of donor selection. Cohen learned that not only is the physical process grueling, but the selection process can be just as painful. 14



UNIT 2

Cognition, Language, and Learning

Seven selections consider the growth of children's cognitive and language abilities and their experiences in the learning process in school.

Unit Overview

18

Part A. Early Cognition and Physical Development

5. **Crib Death: A Biobehavioral Phenomenon?**, Lewis P. Lipsitt, *Current Directions in Psychological Science*, October 2003

More babies die from **SIDS (Sudden Infant Death Syndrome)** in developed countries than from all other causes combined. Prominent psychological scientist Lipsitt describes **neurobehavior transitions** during the first year of life, especially between 2 and 5 months of age, that affect infants' vulnerability to SIDS.

21

6. **Long-Term Recall Memory: Behavioral and Neuro-Developmental Changes in the First 2 Years of Life**, Patricia J. Bauer, *Current Directions in Psychological Science*, August 2002

This leading scientist describes research demonstrating that **babies have long-term memory to recall past events well before their verbal skills develop**. Babies' memory skills may be based in their **brain development**.

27

7. **Gender Bender**, Sadie F. Dingfelder, *APA Monitor on Psychology*, April 2004

The author describes recent research evidence on **the role of genes and prenatal hormones in gender identity and gender-related behaviors**. These findings help illuminate the interplay between **nature and nurture** in boys' and girls' behavior.

32

8. **Representation of Objects and Events: Why Do Infants Look So Smart and Toddlers Look So Dumb?**, Rachel Keen, *Current Directions in Psychological Science*, June 2003

Is it possible that **children regress in their knowledge** of the physical world? This question arose due to the recent and counterintuitive finding that 2- and 3-year-olds' **knowledge of continuity and solidity laws** was worse than infants' knowledge. Developmental scientists are trying to determine what causes such a surprising discrepancy.

34

9. **The Origins of Pictorial Competence**, Judy S. DeLoache, Sophia L. Pierroutsakos, and David H. Uttal, *Current Directions in Psychological Science*, August 2003

When do children understand what pictures represent? The authors describe experimental research on the **emergence of young children's pictorial competence** and the crucial role of **dual representation** in this form of **symbolic development**.

38

Part B. Learning in School

10. **Preschool: The Most Important Grade**, W. Steven Barnett and Jason T. Hustedt, *Educational Leadership*, April 2003

The **benefits of preschool education** have gained recent attention from parents, educational experts, and public policy makers. From a **reduction in special education placement to better jobs and a lower crime rate**, a quality preschool education is an increasingly valued commodity. The challenge remains, however, to make such programs available to all children.

43

11. **The 'Re-Engineered' Child**, Andrea Petersen, *The Wall Street Journal*, April 8, 2003

Children misbehave, but which behaviors should a parent or teacher allow and which should be monitored or eliminated? Recent studies on the **lasting effects of teasing** have prompted some schools to crack down on such behaviors as mean looks and name-calling in order to **"make childhood nicer."**

47



UNIT 3

Social and Emotional Development

Seven articles follow a child's emotional development into the larger social world.

Unit Overview

50

Part A. The Child's Feelings: Emotional Development

12. **Emotional Intelligence: What the Research Says**, Casey D. Cobb and John D. Mayer, *Educational Leadership*, November 2000
Success in life may have more to do with how we understand ourselves and others, whether we have **empathy**, and how well we interact with others. This **emotional intelligence—EQ**—is more important than IQ, some say, and the authors present the debate on **whether EQ really exists, how it is measured, and whether it can be taught** in schools?

53

Part B. Entry Into the Social World: Peers, Play, and Popularity

13. **Friendship Quality and Social Development**, Thomas J. Berndt, *Current Directions in Psychological Science*, February 2002
Do childhood friendships dictate future success in the social world? Recent research suggests that they do. Interestingly, when examining **social development** in children, the **quality of a friendship** does not appear to be an indicator of how much friends influence each other.
14. **Loneliness and Peer Relations in Childhood**, Steven R. Asher and Julie A. Paquette, *Current Directions in Psychological Science*, June 2003
Some children are chronically lonely. Research shows this dimension of children's social development is **linked to being rejected and victimized** by peers. The authors discuss how loneliness is related to **children's emotional maladjustment and school problems**.
15. **Playing Ye Olde Way**, Claudia Kalb, *Newsweek*, September 8, 2003
Children's lives are filled more than ever with **videogames, TV, and technology**. The author discusses research on **children's imagination, playful social interaction, and the role of creativity in problem solving**.
16. **Gender and Group Process: A Developmental Perspective**, Eleanor E. Maccoby, *Current Directions in Psychological Science*, April 2002
This psychologist describes how much of **children's gender socialization occurs within same-sex social groups**. Interestingly, many **sex-related qualities and behaviors** emerge within a group setting more than when children are alone.
17. **Girls Just Want to Be Mean**, Margaret Talbot, *New York Times.com*, February 24, 2002
This article describes girls' **cliques**: Queen Bees, Alpha Girls, and the Really Mean Girls. Although boys are often viewed as the more aggressive sex because of their overt physical aggression. Research is discussed on **verbal and interpersonal aggression that is more common in girls**.
18. **A Profile of Bullying at School**, Dan Olweus, *Educational Leadership*, March 2003
Bullying involves the repeated exposure to negative actions by one or more peers toward an individual. In the past two decades, a **50 percent increase in the occurrence of bullying** has been documented. Leading expert Dan Olweus outlines the typical process involved with bullying and gives supporting data for a **prevention program** that he has developed over the past 20 years.

58

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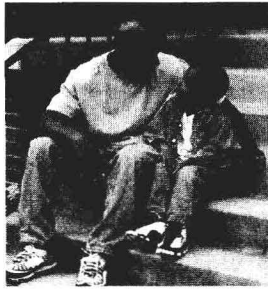
UNIT 4

Parenting and Family Issues

Eight articles assess the latest implications of child development with regard to attachment, marital transitions, day care, and the moral development of children.

Unit Overview

- 19. The Case for Staying Home**, Claudia Wallis, *Time*, March 22, 2004
Many women struggle to **balance the demands of work and family**. The author describes **national trends and many case studies** on the increasing numbers of **mothers who choose to stay home rather than be employed**. 86
- 20. Contemporary Research on Parenting: The Case for Nature and Nurture**, W. Andrew Collins, Eleanor E. Maccoby, Laurence Steinberg, E. Mavis Hetherington, and Marc H. Bornstein, *American Psychologist*, February 2000
This distinguished team of leading developmental psychologists summarizes research on parenting related to the **interaction of nature and nurture, children's temperament, and the roles of peers and the neighborhood**. 88
- 21. In (Self-) Defense of the Fanatical Sports Parent**, Gordon Marino, *New York Times Magazine*, January 26, 2003
Drawing on his own **personal experiences**, Gordon Marino sheds new light on the **sports-obsessed parent**. However, Marino seems to concede that for children to grow up "normally" it is important for the parent to recognize that the child's life is not the parent's but the child's. 92
- 22. Spanking Children: Evidence and Issues**, Alan E. Kazdin and Corina Benjet, *Current Directions in Psychological Science*, June 2003
Disciplinary measures, especially **spanking**, have always generated controversy. Alan Kazdin and Corina Benjet discuss how spanking should be defined and offer three different views of spanking. This article describes research on spanking and the impact of such punishment on **developmental processes**. 107
- 23. Raising a Nation of Crybabies?**, Laura Sessions Stepp, *Washington Post National Weekly Edition*, January 20–26, 2003
Fear is an ever-increasing characteristic in today's society, and it can be seen in the **way parents are raising their children**. Laura Stepp examines the possibility that overprotective parents may be encouraging kids to be timid and avoid risks. 110
- 24. Why Our Kids Are Out of Control**, Jacob Azerrad and Paul Chance, *Psychology Today*, September/October 2001
Is it possible that our modes of discipline actually reinforce bad behaviors? American children are notorious for their aggressive behaviors. Jacob Azerrad and Paul Chance reason that it is due to the attention they receive when misbehaving. **Case studies** illustrate how bad behavior is reinforced through attention. 114
- 25. Family Poverty, Welfare Reform, and Child Development**, Greg J. Duncan and Jeanne Brooks-Gunn, *Child Development*, January/February 2000
According to research, the effects of **poverty in early childhood** are persistent over time, making **normal growth and development difficult**. 119
- 26. The Environment of Childhood Poverty**, Gary W. Evans, *American Psychologist*, February/March 2004
Poverty is linked to many risk factors in childhood, **from family instability and violence to academic difficulties**. Poor children are also exposed to more **polluted environments** and **neighborhood crime**. The author describes research evidence on the unhealthy impact of poverty, especially the **cumulative effect of multiple environment risks**. 124



UNIT 5

Cultural and Societal Influences

Nine selections examine the impact of society and culture on the development of the child as well as special challenges such as child abuse, autism, children's immigration, and disease.

Unit Overview

146

Part A. Social and Cultural Issues

27. **Why, Isn't He Just the Cutest Brand-Image Enhancer You've Ever Seen?**, Margaret Talbot, *New York Times Magazine*, September 21, 2003

For years, **children have been targeted by corporations as consumers**. The author describes a **recent trend toward using children to market sports products**, with the bizarre scenario of **preschoolers having agents and business sponsors**.

149

28. **The Culture of Affluence: Psychological Costs of Material Wealth**, Suniya S. Luthar, *Child Development*, November/December 2003

Most people assume that only poor children are at-risk for developmental problems. The author describes ample evidence showing the **perils associated with wealth—including anxiety, depression, and substance abuse**.

157

29. **Parents or Pop Culture? Children's Heroes and Role Models**, Kristin J. Anderson and Donna Cavallaro, *Childhood Education*, Spring 2002

The media offer children countless **role models in TV, music, movies, and comic books**. Interesting differences emerged when **the authors surveyed African American, Asian American, Latino, and white children** on whether children admire people they know—parents, for example—or media figures.

169

30. **How Many Fathers Are Best for a Child?**, Meredith F. Small, *Discover*, April 2003

Through an anthropological study of the Bari tribe of Venezuela, **the American concept of a normal family unit** is challenged. Questions of **culture and evolution** are raised and lead to an intriguing question: Is one father enough?

178

Part B. Special Challenges

31. **The Medication Merry-Go-Round**, Kathryn Brown, *Science*, March 14, 2003

Kathryn Brown explains that most **drugs prescribed for children have not been tested in young children**. Brown reviews **commonly prescribed medications** comparing **risks to rewards**, and she also addresses the importance of **drug testing** to see what really is safe for our young people.

181

32. **Attention Deficit Hyperactivity Disorder in Very Young Children: Early Signs and Interventions**, Rebecca R. Fewell and Barbara Deutscher, *Infants and Young Children*, January 2002

ADHD is the **most common neuropsychiatric syndrome in children**. Included in this article are tables outlining **detection signs, medical treatment possibilities, and coping mechanisms**, all to promote normal childhood development.

186

33. **Where Living Is Lethal**, Geoffrey Cowley, *Newsweek*, September 22, 2003

In tragic circumstances around the world, **millions of children die early in childhood**. The causes include **contaminated water, hunger, and easily-treatable diseases**. **International economic and political efforts are needed** to remedy this horrible problem.

193

34. Young and Bipolar , Jeffrey Kluger and Sora Song, <i>Time</i> , August 19, 2002	
This article, an examination of the disorder once known as <i>manic depression</i> and thought to primarily afflict adults, describes the <i>recent increase in childhood diagnosis of bipolar depression</i> through six different accounts of <i>children</i> .	195
35. Girls, Boys, and Autism , Geoffrey Cowley, <i>Newsweek</i> , September 8, 2003	
The author describes cutting-edge research that views <i>autism as an imbalance between two kinds of intellectual skills: empathizing and systemizing</i> . Systemizing is more common in males in general, and <i>autistic people—male or female—seem to have ultra-developed systemizing skills</i> .	202
Test Your Knowledge Form	206
Article Rating Form	207



Our understanding of conception and prenatal development is not what it used to be. We are now witnesses to dramatic changes in reproductive technology. Advances in this new “prenatal science” include fertility treatments for couples who have difficulty conceiving and a host of prenatal diagnostic tests, such as amniocentesis and alpha-fetoprotein testing, which assess the well-being of the fetus as well as detect genetic or chromosomal problems, not to mention in utero surgery.

Recent research on prenatal development continues to yield new and startling data. For example, “Inside the Womb” chronicles in detail the remarkable biological course of prenatal development. In particular, research is presented showing the critical importance of maternal prenatal care by reducing exposure to potential teratogens in producing a healthy baby and adult later in life. If serious conditions arise for a baby in utero, dramatic surgical techniques now exist to intervene even before a baby is born. “Treating the Tiniest Patients” documents some of these amazing medical advances and discusses the potential ethical and medical complications.

In announcing the birth of a baby, perhaps the single most commonly asked question is, “Is the baby a boy or a girl?” His-

torically, and even today, parental and societal preferences for boys or girls continues to run strong. However, instead of wishful thinking, parents now have the power to select the sex of their children with the advent of the new reproductive technologies. Unfortunately, these new medical techniques have now opened up thorny ethical dilemmas and questions, so much so that a handful of European and Asian countries have already banned sex selection. As some countries face increasingly biased sex ratios of boys and girls, larger sociological and societal problems may loom ahead.

In years past, if a couple failed to get pregnant, the standard option was to consider adoption. Believe it or not, with the new fertility treatments now available, some wealthy couples have begun to advertise through egg donation agencies looking to pay a woman sometimes very handsomely for her eggs, provided that the woman has specific characteristics such as a specific ethnicity, high attractiveness, and even high SAT scores! Jessica Cohen, a college student and author of “Grade A: The Market for a Yale Woman’s Eggs,” describes her unsettling experience as she embarked on this unusual and controversial journey.

Brave New Babies

Parents now have the power to choose the sex of their children. But as technology answers prayers, it also raises some troubling questions.

BY CLAUDIA KALB

SHARLA MILLER OF GILLETTE, WYO., ALWAYS wanted a baby girl, but the odds seemed stacked against her. Her husband, Shane, is one of three brothers, and Sharla and her five siblings (four girls, two boys) have produced twice as many males as females. After the Millers' first son, Anthony, was born in 1991, along came Ashton, now 8, and Alec, 4. Each one was a gift, says Sharla, but the desire for a girl never waned. "I'm best friends with my mother," she says. "I couldn't get it out of my mind that I wanted a daughter." Two years ago Sharla, who had her fallopian tubes tied after Alec's birth, began looking into adopting a baby girl. In the course of her Internet research, she stumbled upon a Web site for the Fertility Institutes in Los Angeles, headed by Dr. Jeffrey Steinberg, where she learned about an in vitro fertilization technique called preimplantation genetic diagnosis. By creating embryos outside the womb, then testing them for gender, PGD could guarantee with almost 100 percent certainty—the sex of her baby. Price tag: \$18,480, plus travel. Last November Sharla's eggs and Shane's sperm were mixed in a lab dish, producing 14 healthy embryos, seven male and seven female. Steinberg transferred three of the females into Sharla's uterus, where two implanted successfully. If all goes well, the run of Miller boys will end in July with the arrival of twin baby girls. "I have three wonderful boys," says Sharla, "but since there was a chance I could have a daughter, why not?"

The brave new world is definitely here. After 25 years of staggering advances in reproductive medicine—first test-tube babies, then donor eggs and surrogate mothers—technology is changing babymaking in a whole new way. No longer can science simply help couples have babies, it can help them have the kind of babies they want. Choosing gender may obliterate one of the fundamental mysteries of procreation, but for people who have grown accustomed to taking 3-D ultrasounds of fetuses, learning a baby's sex within weeks of conception

and scheduling convenient delivery dates, it's simply the next logical step. That gleeful exclamation, "It's a boy!" or "It's a girl!" may soon just be a quaint reminder of how random births used to be.

Throughout history, humans have wished for a child of one sex or the other and have been willing to do just about anything to get it. Now that gender selection is scientifically feasible, interest in the controversial practice (banned, except for medical reasons, in the United Kingdom) is exploding. Despite considerable moral murkiness, Americans are talking to their doctors and visiting catchy Web sites like www.choosethesexofyourbaby.com and myboyorgirl.com—many of them offering money-back guarantees. In just the last six months, Steinberg's site has had 85,000 hits. At the Genetics and IVF Institute (GIVF) in Fairfax, Va., an FDA clinical trial of a sophisticated sperm-sorting technology called MicroSort is more than halfway to completion. Through radio, newspaper and magazine ads ("Do you want to choose the gender of your next baby?"), the clinic has recruited hundreds of eager couples, and more than 400 babies out of 750 needed for the trial have been born. Other couples continue to flock to older, more low-tech and questionable sperm-sorting techniques like the Ericsson method, which is offered at about two dozen clinics nationwide. By far, the most provocative gender-selection technique is PGD. Some clinics offer the procedure as a bonus for couples already going through fertility treatments, but a small number are beginning to provide the option for otherwise healthy couples. Once Steinberg decided to offer PGD gender selection to all comers, he says, "word spread like wildfire."

The ability to create baby Jack or baby Jill opens a high-tech can of worms. While the advances have received kudos from grateful families, they also raise loaded ethical