



培文书系·心理学系列

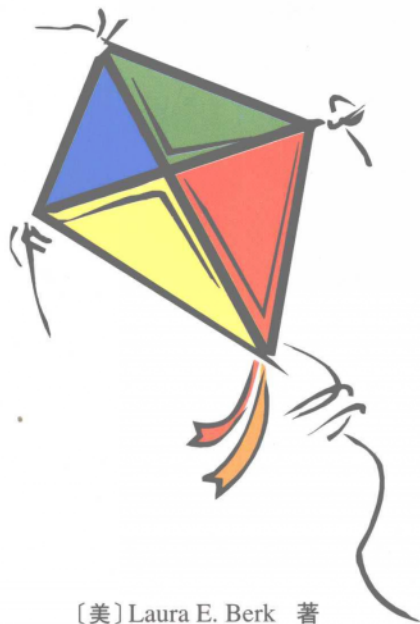


INFANTS, CHILDREN
AND ADOLESCENTS

发展心理学

婴儿·孩童·青春期

第 5 版



[美] Laura E. Berk 著



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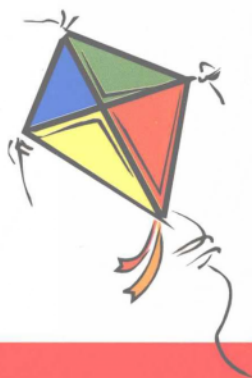
发展心理学：婴儿·孩童·青春期 (第5版)

这是一本优秀的有关婴幼儿及青春期儿童发展的心理学教材,详细研究了儿童成长各阶段的身心发展过程,包括儿童的身体发育、认知发展、感情和社会发展、儿童与成年人的心理差异等方面的内容。

本书继承以往版本清晰简明的写作风格,结构合理。第五版重点强调儿童生理因素与环境之间的相互作用,包括家庭、学校、社会政策和不同国家文化对儿童的影响,从多元化的角度研究婴幼儿和青少年时期的儿童心理,使读者能够更深刻地领悟儿童发展的独特性。

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劳拉·伯克是美国芝加哥大学儿童教育学博士,伊利诺斯州立大学著名的心理学教授。曾在加州大学洛杉矶分校、斯坦福大学等学校做访问学者。曾任《少年儿童》(Young Children)的研究编辑(research editor)和《儿童早期教育研究》(Early Childhood Research)季刊的咨询编辑(consulting editor)。



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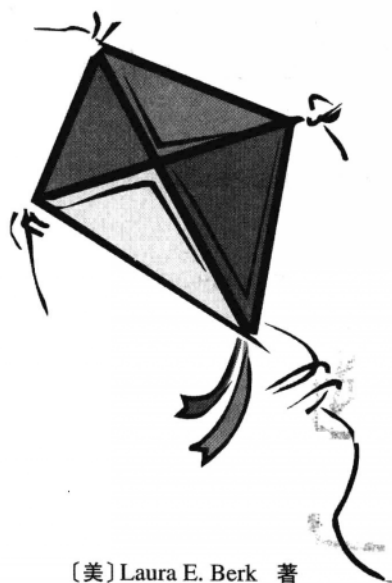


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北京大学出版社

2005年1月



About the Author

Laura E. Berk is a distinguished professor of psychology at Illinois State University, where she teaches human development to both undergraduate

and graduate students. She received her bachelor's degree in psychology from the University of California, Berkeley, and her master's and doctoral degrees in early childhood development and education from the University of Chicago. She has been a visiting scholar at Cornell University, UCLA, Stanford University, and the University of South Australia. Berk has published widely on the effects of school environments on children's development, the development of private speech, and most recently the role of make-believe play in the development of self-regulation. Her research has been funded by the U.S. Office of Education and the National Institute of Child Health and Human Development. It has appeared in many prominent journals, including *Child Development*, *Developmental Psychology*, *Merrill-Palmer Quarterly*, *Journal of Abnormal Child Psychology*, *Development and Psychopathology*, and *Early Childhood Research Quarterly*. Her empirical studies have attracted the attention of the general public, leading to contributions to *Psychology Today* and *Scientific American*. Berk has served as research editor for *Young Children* and consulting editor for *Early Childhood Research Quarterly*. She is author of the chapter on the extracurriculum for the *Handbook of Research on Curriculum* (American Educational Research Association), the chapter on development for *The Many Faces of Psychological*

Research in the Twenty-First Century (Society for the Teaching of Psychology), and the article on Vygotsky for the *Encyclopedia of Cognitive Science*. Her books include *Private Speech: From Social Interaction to Self-Regulation*, *Scaffolding Children's Learning: Vygotsky and Early Childhood Education*, and *Landscapes of Development: An Anthology of Readings*. In addition to *Infants, Children, and Adolescents*, she is author of the best-selling texts *Child Development and Development Through the Lifespan*, published by Allyn and Bacon. Her recently published book for parents and teachers is *Awakening Children's Minds: How Parents and Teachers Can Make a Difference*.



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A Personal Note to Students

My 33 years of teaching child development have brought me in contact with thousands of students like you—students with diverse college majors, future goals, interests, and needs. Some are affiliated with my own department, psychology, but many come from other child-related fields—education, sociology, anthropology, family studies, and biology, to name just a few. Each semester, my students' aspirations are as varied as their fields of study. Many look toward careers in applied work—teaching, caregiving, medicine, counseling, social work, school psychology, and program administration. Some plan to teach child development, and a few want to do research. Most hope someday to become parents, whereas others are already parents who come with a desire to better understand and rear their children. And almost all arrive with a deep curiosity about how they themselves developed from tiny infants into the complex human beings they are today.

My goal in preparing this fifth edition of *Infants, Children, and Adolescents* is to provide a textbook that meets the instructional goals of your course as well as your personal interests and needs. To achieve these objectives, I have grounded this book in a carefully selected body of

classic and current theory and research brought to life with stories and vignettes about children and families, most of whom I have known personally. In addition, the text highlights the joint contributions of biology and environment to the developing child, explains how the research process helps solve real-world problems, illustrates commonalities and differences between ethnic groups and cultures, and pays special attention to policy issues that are crucial for safeguarding children's well-being in today's world. I have also provided a unique pedagogical program that will assist you in mastering information, integrating the various aspects of development, critically examining controversial issues, reflecting on your own childhood experiences, and applying what you have learned.

I hope that learning about child development will be as rewarding for you as I have found it over the years. I would like to know what you think about both the field of child development and this book. I welcome your comments; please feel free to send them to me at Department of Psychology, Box 4620, Illinois State University, Normal, IL 61790, or care of the publisher, who will forward them to me.

Laura E. Berk

Preface for Instructors

My decision to write *Infants, Children, and Adolescents* was inspired by a wealth of professional and personal experiences. First and foremost were the interests and concerns of hundreds of students of child development with whom I have worked in more than three decades of college teaching. I aimed for a text that is intellectually stimulating, that provides depth as well as breadth of coverage, that portrays the complexities of child development with clarity and excitement, and that is relevant and useful in building a bridge from theory and research to children's everyday lives. Instructor and student enthusiasm for the book not only has been among my greatest sources of pride and satisfaction, but also has inspired me to rethink and improve each edition.

The twelve years since *Infants, Children, and Adolescents* first appeared have been a period of unprecedented expansion and change in theory and research. This fifth edition represents these rapidly transforming aspects of the field, with a wealth of new content and teaching tools:

- *Diverse pathways of change are highlighted.* Investigators have reached broad consensus that variations in biological makeup, everyday tasks, and the people who support children in mastery of those tasks lead to wide individual differences in children's paths of change and resulting competencies. This edition pays more attention to variability in development and to recent theories—including ecological, sociocultural, and dynamic systems—that attempt to explain it. Multicultural and cross-cultural findings, including international comparisons, are enhanced throughout the text and in revised and expanded Cultural Influences boxes.
- *The complex, bidirectional relationship between biology and environment is given greater attention.* Accumulating evidence on development of the brain, motor skills, cognitive competencies, temperament, and developmental problems underscores the way biological factors emerge in, are modified by, and share power with experience. The interconnection between biology and environment is revisited throughout the text narrative and in Biology and Environment boxes with new and updated topics.
- *Inclusion of interdisciplinary research is expanded.* The move toward viewing thoughts, feelings, and behavior as an integrated whole, affected by a wide array of influences in biology, social context, and culture, has

motivated developmental researchers to strengthen their ties with other fields of psychology and with other disciplines. Topics and findings included in this edition increasingly reflect the contributions of educational psychology, social psychology, health psychology, clinical psychology, neuropsychology, biology, pediatrics, sociology, anthropology, social welfare, and other fields.

- *The links between theory, research, and applications—a theme of this book since its inception—are strengthened.* As researchers intensify their efforts to generate findings that can be applied to real-life situations, I have placed even greater weight on social policy issues and sound theory- and research-based practices. Further applications are provided in the Applying What We Know tables, which give students concrete ways of building bridges between their learning and the real world.
- *The educational context of development becomes a stronger focus.* The home, school, and community are featured as vital educational contexts in which the child develops. Research on effective teaching practices appears in many chapters and in new and revised Social Issues: Education boxes.
- *The role of active student learning is made more explicit.* Ask Yourself questions at the end of each major section have been revised and expanded to promote four approaches to engaging actively with the subject matter: *Review, Apply, Connect, and Reflect*. This feature assists students in reflecting on what they have read from multiple vantage points.

Text Philosophy

The basic approach of this book has been shaped by my own professional and personal history as a teacher, researcher, and parent. It consists of seven philosophical ingredients that I regard as essential for students to emerge from a course with a thorough understanding of child development:

1. **An understanding of major theories and the strengths and shortcomings of each.** The first chapter begins by emphasizing that only knowledge of multiple theories can do justice to the richness of child development. As I take up each age period and domain of development, I present a vari-

ety of theoretical perspectives, indicate how each highlights previously overlooked facets of development, and discuss research that evaluates it. Consideration of contrasting theories also serves as the context for an evenhanded analysis of many controversial issues.

2. An appreciation of research strategies for investigating child development. To evaluate theories, students must have a firm grounding in research methods and designs. In addition to a special section in Chapter 1 covering research strategies, throughout the book numerous studies are discussed in sufficient detail for students to use what they have learned to critically assess the findings, conclusions, and implications of research.

3. Knowledge of both the sequence of child development and the processes that underlie it. Students are provided with a description of the organized sequence of development along with processes of change. An understanding of process—how complex interactions of biological and environmental events produce development—has been the focus of most recent research. Accordingly, the text reflects this emphasis. But new information about the timetable of change has also emerged. In many ways, children have proved to be far more competent than they were believed to be in the past. Current evidence on the sequence and timing of development, along with its implications for process, is presented throughout the book.

4. An appreciation of the impact of context and culture on child development. A wealth of research indicates that children live in rich physical and social contexts that affect all domains of development. In each chapter, the student travels to distant parts of the world as I review a growing body of cross-cultural evidence. The text narrative also discusses many findings on socioeconomically and ethnically diverse children within the United States and Canada, and children with varying abilities and disabilities. Besides highlighting the role of immediate settings, such as family, neighborhood, and school, I make a concerted effort to underscore the impact of larger social structures—societal values, laws, and government programs—on children's well-being.

5. An understanding of the joint contributions of biology and environment to development. The field recognizes more powerfully than ever before the interaction of hereditary/constitutional and environmental factors—that these contributions to development combine in complex ways and cannot be separated in a simple manner. Numerous examples of how biological dispositions can be maintained as well as transformed by social contexts are presented throughout the book.

6. A sense of the interdependency of all domains of development—physical, cognitive, emotional, and social. Every chapter takes an integrated approach to

understanding children. I show how physical, cognitive, emotional, and social development are interwoven. Within the text narrative and in a special series of Ask Yourself *Connect* questions at the end of major sections, students are referred to other sections of the book to deepen their grasp of relationships between various aspects of change.

7. An appreciation of the interrelatedness of theory, research, and applications. Throughout this book, I emphasize that theories of child development and the research stimulated by them provide the foundation for sound, effective practices with children. The links between theory, research, and applications are reinforced by an organizational format in which theory and research are presented first, followed by practical implications. In addition, a current focus in the field—harnessing child development knowledge to shape social policies that support children's needs—is reflected in every chapter. The text addresses the current condition of children in the United States, Canada, and around the world and shows how theory and research have sparked successful interventions.

Text Organization

I have chosen a chronological organization for this text. The chronological approach assists students in thoroughly understanding each age period. It also eases the task of integrating the various domains of development because each is discussed in close proximity. At the same time, a chronologically organized book requires that theories covering several age periods be presented piecemeal. This creates a challenge for students, who must link the various parts together. To assist with this task, I frequently remind students of important earlier achievements before discussing new developments, referring back to related sections with page references. Also, chapters devoted to the same topic (for example, Cognitive Development in Early Childhood, Cognitive Development in Middle Childhood) are similarly organized, making it easier for students to draw connections across age periods and construct an overall view of developmental change.

New Coverage in the Fifth Edition

In this edition, I continue to represent a rapidly transforming contemporary literature with theory and research from more than 1,500 new citations. Cutting-edge topics throughout the text underscore the book's major themes. Here is a sampling:

CHAPTER 1 • Latest research that dispels misconceptions on how children were perceived in the Middle Ages
• New illustration of information-processing research—a study of children's problem solving • New section on evolu-

tionary developmental psychology • Enhanced discussion of cohort effects, including a new Social Issues: Health box on the Great Depression and World War II • Updated Biology and Environment box on resilience.

CHAPTER 2 • Expanded coverage of gene–environment exchanges and reproductive technologies • Revised and updated section on development of adopted children • Expanded attention to the impact of poverty on development, including a new Social Issues: Health box on welfare reform, poverty, and child development • Discussion of public policy and the overall well-being of North American children • Enhanced discussion of environmental influences on gene expression.

CHAPTER 3 • New Biology and Environment box on the teratogenic effects of Accutane • Expanded treatment of prenatal AIDS exposure, with discussion of the rapid spread of AIDS among women in developing countries • Updated consideration of the importance of prenatal health care.

CHAPTER 4 • Enhanced section on infant crying, including cultural variations in infant soothing and new evidence on abnormal crying • New research on methods of caring for preterm and low-birth-weight infants, including “kangaroo care” in the intensive care nursery • New findings on infant pain perception • Revised section on the transition to parenthood, including new evidence on the challenges of adapting to both a first and a second birth.

CHAPTER 5 • Updated discussion of brain development, including a new Biology and Environment box on brain plasticity • New evidence on infants’ and toddlers’ eating habits and early risk for obesity • Updated findings on development of reaching and grasping • New findings on the development of speech perception, including infants as statistical analyzers of speech patterns • Expanded and updated consideration of early face perception.

CHAPTER 6 • Inclusion of the core knowledge perspective on cognitive development • New Biology and Environment box considering whether infants have built-in numerical knowledge • Revised and updated Biology and Environment box on infantile amnesia • Updated findings on quality of child care in the United States and Canada, with consequences for cognitive and social competence.

CHAPTER 7 • New research on the stability of temperament, and discussion of different methods for measuring temperament • Enhanced coverage of attachment, including new evidence on cultural variations and a new Cultural Influences box on the powerful role of paternal warmth in development.

CHAPTER 8 • Expanded treatment of preschoolers’ sleep habits and problems, with advice in a new Applying What We Know table • International comparisons of rates of childhood injury mortality, with discussion of factors contributing to the relatively poor rankings of Canada and the United States

• Updated Cultural Influences box on child health care in the United States and other Western nations, with special attention to the large number of uninsured children in the United States • New research on the development of drawing and printing, including the relationship between these skills.

CHAPTER 9 • New Cultural Influences box on how children in village and tribal cultures learn by observing and participating in adult work • Enhanced discussion of autobiographical memory, including the influence of the parent–child relationship on the richness of reminiscing • Updated Biology and Environment box on “mindblindness” and autism, including explanations for autistic children’s deficient theory of mind • New developments in early childhood literacy and mathematical reasoning • New findings on the impact of educational television during the preschool years on academic achievement • Updated research on the diverse strategies preschoolers use to figure out word meanings.

CHAPTER 10 • New evidence on emotional self-regulation and consequences for development • Revised and updated section on parenting and children’s peer relations, including direct and indirect influences • New findings on development of aggression, including effects of media violence • Updated discussion of gender typing, including a new Biology and Environment box describing a case study of a boy reared as a girl • New evidence on the powerful role of sex segregation in children’s peer relations • Updated section on child maltreatment, including incidence in the United States and Canada and a new Social Issues: Health box on Healthy Start, Hawaii’s home visiting program for preventing child maltreatment.

CHAPTER 11 • Updated consideration of brain development in middle childhood • New findings on the causes and consequences of obesity, including a new Social Issues: Health box on how Americans became the heaviest people in the world • Updated evidence on consequences of participation in youth sports programs.

CHAPTER 12 • Enhanced consideration of metacognition, including experiences that foster children’s awareness of mental activities • Updated description of Sternberg’s triarchic theory of successful intelligence • New Cultural Influences box on the Flynn effect—massive generational gains in IQ—and its implications for the IQ nature–nurture controversy • New research on culture, communication styles, and children’s mental test performance • New evidence revealing that stereotype threat can impair children’s test taking • Updated section on bilingual development and education, including Canada’s French immersion programs • Revised and updated section on educational philosophies, including constructivist and social-constructivist classrooms and the community of learners approach.

CHAPTER 13 • Expanded and updated treatment of emotional self-regulation, including school-age children’s flexible

use of problem-centered and emotion-centered coping • New Cultural Influences box on children's understanding of God • New research on the relationship of peer-acceptance categories to bullying • New evidence on children's development in never-married single-parent families • Updated attention to divorce, with special attention to long-term consequences • Updated research on school-age children's fears, including cultural influences and the role of temperament • Expanded consideration of resilience, including a new Applying What We Know table on fostering resilience in middle childhood.

CHAPTER 14 • Expanded treatment of ethnic variations in pubertal growth • New section on adolescent brain development • Expanded and updated section on changes in adolescent sleep • New Social Issues: Health box on parents' and teenagers' discussions about sex, with a new Applying What We Know table on communicating with adolescents about sexual issues • Enhanced attention to factors related to adolescent parenthood, including intergenerational transmission • Updated coverage of substance use and abuse, including international comparisons.

CHAPTER 15 • Expanded and updated section on decision making in adolescence • Updated findings on sex differences in mathematical skills, including the importance of math curricula that teach children effective spatial strategies • Current evidence on the impact of school transitions on

adolescent adjustment • Updated research on the relationship of classroom learning experiences to adolescents' academic achievement • New Social Issues: Education box on high stakes testing • New Social Issues: Education box on extracurricular activities and positive youth development.

CHAPTER 16 • New section on adolescent religious involvement and moral development • Updated Social Issues: Education box on development of civic responsibility, including SES variations in civic knowledge and participation • Cross-national evidence on how teenagers spend time • Updated and expanded section on dating, including contributions of parent-child relationships and friendships to romantic ties and factors linked to dating violence • New section on resilience in adolescence.

CHAPTER 17 ● All new mini-chapter on emerging adulthood.

Pedagogical Features

Maintaining a highly accessible writing style – one that is lucid and engaging without being simplistic – continues to be one of my major goals. I frequently converse with students, encouraging them to relate what they read to their own lives. In doing so, I hope to make the study of child development involving and pleasurable.

Stories and Vignettes About Children. To help students construct a clear image of development and to enliven the text narrative, each chronological age division is unified by case examples woven throughout that set of chapters. For example, within the infancy and toddlerhood section, we'll look in on three children, observe dramatic changes and striking individual differences, and address the impact of family background, child-rearing practices, and parents' and children's life experiences on development. Besides a set of main characters, many additional vignettes offer vivid examples of development among children and adolescents.

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Applying What We Know Tables. In this new feature, I summarize research-based applications on many issues, speaking directly to students as parents or future parents and to those pursuing different careers or areas of study, such as teaching, health care, counseling, or social work.

270 PART FOUR Early Childhood: Ages 0 to 5 Years

Applying What We Know Using Practice Principles

STRATEGY	CONSIDERATION
Use newspapers as opportunities to teach.	When a child engages in harmful or unsafe behavior, use newspaper articles to make parents and teachers aware.
Provide opportunities for children to learn.	On a long-term project, bring in newspaper articles that relate to children's experiences. As the project progresses, use newspaper articles to help children learn to read and write. When children learn to read and write, they can use newspaper articles to learn to read and write.
Provide resources for children to learn.	When a child learns to read and write, they can use newspaper articles to learn to read and write. When a child learns to read and write, they can use newspaper articles to learn to read and write.
When children are interested, try comparing and contrasting.	When a child is interested in a topic, try comparing and contrasting newspaper articles. When a child is interested in a topic, try comparing and contrasting newspaper articles.
Encourage children to learn.	When a child is interested in a topic, try comparing and contrasting newspaper articles. When a child is interested in a topic, try comparing and contrasting newspaper articles.
Be sensitive to children's physical and emotional needs.	When a child is interested in a topic, try comparing and contrasting newspaper articles. When a child is interested in a topic, try comparing and contrasting newspaper articles.

Source: Belsky, Volling, & Volling, 1994

children, such as, "Anxiety, anger, and fear." This concern with personal choice serves as the principal focus of the text.

How do young children enter into these dilemmas? According to cognitive-developmental research, they do so by actively making sense of their experiences. They observe that after a mental effort, people react differently, often in ways that are not obvious to them. They learn to

use or misuse (Ainsworth & Bell, 1968). And in adult who are sensitive to the child's needs, they learn to use or misuse (Ainsworth & Bell, 1968). And in adult who are sensitive to the child's needs, they learn to use or misuse (Ainsworth & Bell, 1968). And in adult who are sensitive to the child's needs, they learn to use or misuse (Ainsworth & Bell, 1968).

SOCIAL EXPERIENCE AND MORAL UNDERSTANDING • Although cognition and language support development, moral understanding, social experience, and moral development are also important. Children learn to understand moral concepts through social experience. They learn to understand moral concepts through social experience. They learn to understand moral concepts through social experience. They learn to understand moral concepts through social experience.

Children who are able to understand moral concepts through social experience. They learn to understand moral concepts through social experience. They learn to understand moral concepts through social experience. They learn to understand moral concepts through social experience.

Milestones Tables. A Milestones table appears at the end of each age division of the text. These tables summarize major physical, cognitive, language, emotional, and social attainments, providing a convenient aid for reviewing the chronology of child development.

Milestones Development in Early Childhood			
AGE	PHYSICAL	COGNITIVE	EMOTIONAL
1 year	<ul style="list-style-type: none"> Stands with support Walks with support Runs with support Throws a ball Reaches for objects Grasps objects Turns pages of a book Turns pages of a book Turns pages of a book 	<ul style="list-style-type: none"> Understands the concept of "no" Understands the concept of "yes" Understands the concept of "more" Understands the concept of "less" Understands the concept of "same" Understands the concept of "different" Understands the concept of "up" Understands the concept of "down" Understands the concept of "in" Understands the concept of "out" 	<ul style="list-style-type: none"> Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members
2 years	<ul style="list-style-type: none"> Stands without support Walks without support Runs without support Throws a ball Reaches for objects Grasps objects Turns pages of a book Turns pages of a book Turns pages of a book 	<ul style="list-style-type: none"> Understands the concept of "no" Understands the concept of "yes" Understands the concept of "more" Understands the concept of "less" Understands the concept of "same" Understands the concept of "different" Understands the concept of "up" Understands the concept of "down" Understands the concept of "in" Understands the concept of "out" 	<ul style="list-style-type: none"> Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members
3 years	<ul style="list-style-type: none"> Stands without support Walks without support Runs without support Throws a ball Reaches for objects Grasps objects Turns pages of a book Turns pages of a book Turns pages of a book 	<ul style="list-style-type: none"> Understands the concept of "no" Understands the concept of "yes" Understands the concept of "more" Understands the concept of "less" Understands the concept of "same" Understands the concept of "different" Understands the concept of "up" Understands the concept of "down" Understands the concept of "in" Understands the concept of "out" 	<ul style="list-style-type: none"> Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members
4 years	<ul style="list-style-type: none"> Stands without support Walks without support Runs without support Throws a ball Reaches for objects Grasps objects Turns pages of a book Turns pages of a book Turns pages of a book 	<ul style="list-style-type: none"> Understands the concept of "no" Understands the concept of "yes" Understands the concept of "more" Understands the concept of "less" Understands the concept of "same" Understands the concept of "different" Understands the concept of "up" Understands the concept of "down" Understands the concept of "in" Understands the concept of "out" 	<ul style="list-style-type: none"> Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members
5 years	<ul style="list-style-type: none"> Stands without support Walks without support Runs without support Throws a ball Reaches for objects Grasps objects Turns pages of a book Turns pages of a book Turns pages of a book 	<ul style="list-style-type: none"> Understands the concept of "no" Understands the concept of "yes" Understands the concept of "more" Understands the concept of "less" Understands the concept of "same" Understands the concept of "different" Understands the concept of "up" Understands the concept of "down" Understands the concept of "in" Understands the concept of "out" 	<ul style="list-style-type: none"> Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members

AGE	PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
5-6 years	<ul style="list-style-type: none"> Stands without support Walks without support Runs without support Throws a ball Reaches for objects Grasps objects Turns pages of a book Turns pages of a book Turns pages of a book 	<ul style="list-style-type: none"> Understands the concept of "no" Understands the concept of "yes" Understands the concept of "more" Understands the concept of "less" Understands the concept of "same" Understands the concept of "different" Understands the concept of "up" Understands the concept of "down" Understands the concept of "in" Understands the concept of "out" 	<ul style="list-style-type: none"> Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members 	<ul style="list-style-type: none"> Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members
7-8 years	<ul style="list-style-type: none"> Stands without support Walks without support Runs without support Throws a ball Reaches for objects Grasps objects Turns pages of a book Turns pages of a book Turns pages of a book 	<ul style="list-style-type: none"> Understands the concept of "no" Understands the concept of "yes" Understands the concept of "more" Understands the concept of "less" Understands the concept of "same" Understands the concept of "different" Understands the concept of "up" Understands the concept of "down" Understands the concept of "in" Understands the concept of "out" 	<ul style="list-style-type: none"> Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members 	<ul style="list-style-type: none"> Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members
9-10 years	<ul style="list-style-type: none"> Stands without support Walks without support Runs without support Throws a ball Reaches for objects Grasps objects Turns pages of a book Turns pages of a book Turns pages of a book 	<ul style="list-style-type: none"> Understands the concept of "no" Understands the concept of "yes" Understands the concept of "more" Understands the concept of "less" Understands the concept of "same" Understands the concept of "different" Understands the concept of "up" Understands the concept of "down" Understands the concept of "in" Understands the concept of "out" 	<ul style="list-style-type: none"> Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members 	<ul style="list-style-type: none"> Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members Shows affection for family members

Note: Numbers in parentheses indicate the page on which each milestone is discussed.

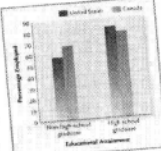
Moral Education

Debate over whether and how to teach morality in the public schools is vigorous. On one side are educators who call for character education—teaching students to follow a commonly set of moral virtues such as honesty, kindness, fairness, and responsibility (Boyd, 2003).

[illegible]

- **Interpreting the situation**: mental activity—using some effort reasoning and perspective taking, to predict how his actions will likely to affect others, thinking in situations that a situation involves a moral issue.
 - **Moral judgment**—evaluating possible courses of action to select the best one.
 - **Moral motivation**—elevating moral values above other values.
 - **Moral character**—controlling impulses and moral virtues.
- Programs for children are currently focused. Character education, the cognitive social learning approach, focuses on theory. Navro's four-component model offers a new paradigm. Children in health care need programs should also:

FIGURE 25.8
Enrollment rates of young adults by educational attainment.



scores than high school graduates. As a result, high-school dropouts lack skills valued by employers in today's knowledge-based economy. Consequently, as Figure 15-8 reveals, employment rates are much lower for dropouts than for high-school graduates. And since rates are much lower for dropouts, they are far more likely to remain unemployed even when they are employed, dropouts are far more likely to remain in menial, low-paid jobs and to be out of work from time to time.

FACTORS RELATED TO DROPPING OUT

dropped out of the study. Dropping out, Mann drops out about 1980, at 10:05.

TABLE 15.1
Causes of Dropping Out of High School

FACTORS RELATED TO CHANGES IN COWS' CHARACTERISTICS

- poor school attendance
- disruptive behavior in class
- school discipline problems, especially aggressive behavior
- inability to get along with teachers
- a lot of years behind in grade level
- low academic achievement
- a sharp drop in achievement after school suspension
- dropout of school
- enrollment in a general education or vocational track
- low educational aspirations
- low self-esteem, especially academic self-esteem
- friendships with peers who have left school
- low involvement in extracurricular activities
- drug use
- low smoking behavior
- achievement potential

FAMILY CHARACTERISTICS

- Parents who do not support or emphasize achievement
- Parents who were high school dropouts
- Parents who are unemployed in the adolescent's education
- Parents who relate with anger and punishment to the adolescent's low grades
- Single-parent household
- Low income

ACROSS CHARACTERS

- Large, unmanageable
- Lack of opportunities for personal relations
- Teachers
- Curriculum limits students' interests
- School authority that emphasizes and discourages input
- Large student
- Frequent ex-

In-Text Key Terms with Definitions, End-of-Chapter Term List, and End-of-Book Glossary. Mastery of terms that make up the central vocabulary of the field is promoted through highlighted key-term and concept definitions, which appear in the text narrative, an end-of-chapter term list, and an end-of-book glossary.

CHAPTER THIRTEEN: Emotional and Social Development in Middle Childhood 11 521

Some Common Problems of Displacement

As school-age children's lives are often centered on their peers, including physical fights, studies estimate, however, that one parent's health, the possibility of dating, and poor academic children's writing, inhibited temperaments are at high risk for developing phobias, or, in extreme, neuroticism. In school phobias, nervous aggression, or, in extreme, severe anxiety, all can result from harsh living conditions, such as domestic violence.

- Child sexual abuse is generally committed by male family members, and most often against girls than against boys. Abusers have characteristics that parallel those that assessed sexual exploitation of children. Depressed wives are linked to poverty and parental instability, but middle-class children in stable homes are also victims. Subsequent problems of abused children often involve:
 - Chronic reactions to depression, loss of self-esteem, mistrust of others
 - Anger and hostility, suicidal reactions and inappropriate sexual behavior
- Because sexual abuse is related to other serious family problems, long-term therapy with children and families is usually necessary. Educational pro-

gives that teach children to recognize mathematical words and ideas as well.

- Overall, a *positive* relationship exists between *unfilled life experiences* and *perceptions of effectiveness* in children's lives. *Characteristics of children's lives* (family life that includes a *stable* parenting, and *social supports* at school and in the community) are related to *resilience* in the face of stress. *Children* just like an *uninsured* *German* *middle class* are *resilient* because of *such strengths* as *others*.

Important Terms and Concepts

[illegible]

- popular children (p. 489)
- popular-antisocial children (p. 489)
- popular-prosocial children (p. 489)
- problem-centered coping (p. 474)
- rejected children (p. 489)
- rejected-aggressive children (p. 489)
- rejected-withdrawn children (p. 488)
- self-care children (p. 484)
- social comparisons (p. 471)
- somatic techniques (p. 481)

FYI For Further Information and Help

Consult the Companion Website for *Infants, Children, and Adolescents, Fifth Edition* (www.mhhe.com/infant5e), where you will find the following resources for this chapter:

- **Chapter Objectives**
- **Highlights** for studying important terms and concepts
- **Annotated Weblinks** to guide you in further research
- **Ask Yourself** questions, which you can answer and then check against a sample response
- **Suggested Readings**
- **Practice** items with immediate scoring and feedback

Acknowledgments

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