

N I N T H E D I T I O N

Child Development

J o h n W . S a n t r o c k

N I N T H E D I T I O N

Child Development

John W. Santrock

UNIVERSITY OF TEXAS AT DALLAS



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About the Author

John W. Santrock

John Santrock received his PH.D. from the University of Minnesota in 1973. He taught at the University of Charleston and the University of Georgia before joining the psychology department at the University of Texas at Dallas. He has been a member of the editorial boards of *Child Development* and *Developmental Psychology*. His research on father custody is widely cited and used in expert witness testimony to promote flexibility and alternative considerations in custody disputes. John has also authored these exceptional Brown & Benchmark texts: *Child Development*, Sixth Edition, *Life-Span Development*, Sixth Edition, *Children*, Third Edition, and *Adolescence*, Fifth Edition. He is co-author, with Jane Halonen, of *Psychology, The Contexts of Behavior*, Second Edition.



*W*ith special appreciation
to my wife Mary Jo, my children
Tracy and Jennifer, and my
granddaughter Jordan.

Preface

The Ninth Edition: A Substantial Revision

This, the ninth edition, is the first edition of this book of the twenty-first century, some 23 years after the first edition was published in 1978. When a book reaches its ninth edition, it typically generates two reactions from instructors: (1) The book must be successful to have lasted this long, and (2) the ninth edition likely is not much different from the eighth edition.

We acknowledge the accuracy of the first impression—more than 300,000 students have used previous editions. However, to instructors who might have the second perception of *Child Development*, ninth edition, we optimistically challenge you to put it to the test. With the most extensive input from instructors, research experts, and students any edition of the book has ever received, the inclusion of many new topics, the deletion of others, a new illustration program, new learning and study aids, a new design, and line-by-line revision of material, *we are confident you will find that the ninth edition of Child Development is significantly different from the eighth edition and that you will be pleasantly surprised.*

What Did We Learn?

What do most instructors and students really want from a topical child development text? One of the comments we heard most repeatedly from instructors and students was that too many books written for the main undergraduate child development course are too high-level and unnecessarily complex. One of the most consistent statements we heard from instructors and students about *Child Development*, ninth edition, was that it is written at just the right level for undergraduates.

Another frequent comment from instructors and students was that *Child Development*, ninth edition, has a good balance of research and applications. They commented that some topical child development books do not adequately capture the real world of children and are too research oriented.

Thus, two important aspects of recent editions of *Child Development* that have made them successful and popular with instructors and students are the writing level and the balance of research and applications. Every effort was made in the ninth edition to ensure that these characteristics differentiate this book from other topical child development texts more than ever.

Chapter-by-Chapter Changes

To illustrate some of the substantial content changes in the ninth edition of *Child Development*, let's briefly examine each of

the 18 chapters. Many of these changes are responses to requests by the expert consultants and individuals who teach the topical child development class. Among the most significant changes are increased coverage of the brain's development, learning and educational applications, emotional development, peers, and technology.



CHAPTER 1 Introduction

New Explorations in Child Development box with examination of recent research on children's resilience



CHAPTER 2 The Science of Child Development

Completely restructured and rewritten section on research methods that is easier to understand
New elaborate figure on a research study involving mentoring of children to illustrate how the scientific method works
New figures for Freud's, Erikson's, and Piaget's stages that stretch diagonally on the page to illustrate the staircase nature of the theories
New section on Vygotsky's theory
New section on research journals



CHAPTER 3 Biological Beginnings

Expanded, updated, contemporary discussion of the evolutionary psychology approach
Updated, expanded coverage of new reproductive technologies
Extensively revised examination of heredity-environment interaction
Discussion of Judith Harris' controversial book *The Nurture Assumption*



CHAPTER 4 Prenatal Development and Birth

New high-interest chapter-opening story: "The Story of Tanner Roberts' Birth: A Fantastic Voyage"
Recent research on links between a pregnant mother's stress and fetal development (Gupta, 1999; Wadhwa, 1999)
Recent research on prenatal alcohol exposure (Baer & others, 1998)
New section on caffeine and pregnancy
New section on paternal factors in prenatal development

New coverage of the newborn's ability to cope with the stress of the birth process (VonBeveren, 1999)
 Updated research of Tiffany Field on the roles of touch and massage in infant development



CHAPTER 5 Physical Development in Infancy

Expanded coverage of brain research, including new section on early experience and the brain's development

Expanded, updated discussion of the left and right hemispheres and brain lateralization
 New research by Huttenlocher (1997) on autopsies of infants' brains
 Recent research on SIDS
 New figure on sleep across the human life span
 Recent conceptualization of perceiving objects and space when motion is involved
 New Explorations in Child Development box: "A Healthy Start"



CHAPTER 6 Physical Development in Childhood and Puberty

Recent study of myelination using MRI scans (Paus & others, 1999)

New discussions of reasons for death of children under the age of 5
 New section on cancer in children
 Updated, contemporary data on adolescent sexuality
 New research on gene damage to lungs due to early smoking (Wiencke & others, 1999)
 New section on adolescent health
 New Explorations in Child Development box: "Life Science and Life Skills Education"



CHAPTER 7 Cognitive Developmental Approaches

Expanded, updated treatment of educational applications of Piaget's theory to education

New discussion of infant cognition (Haith & Benson, 1998)
 New photos of Piaget when he was 27 years old and with his wife and three children
 Significantly expanded examination of Vygotsky's theory and link to introductory overview of his theory in chapter 2
 Much-expanded coverage of Vygotsky and education
 New discussion of scaffolding in Vygotsky's theory
 New section on evaluating and comparing Vygotsky's theory and Piaget's theory



CHAPTER 8 Information Processing

Significant revision and restructuring, with many new applications to children's learning and education

New opening story, "The Story of Laura Bickford," in which Ms. Bickford describes how she guides children to develop their critical-thinking skills

New discussion of Siegler's recent ideas about what characterizes the information-processing approach
 Completely rewritten memory section, with an initial discussion of encoding, storage, and retrieval
 New research by Carolyn Rovee-Collier and her colleagues (1999) on infant memory
 Recent research discussion by experts on differences between experts and novices (Committee on Developments in the Science of Learning, 1999)
 Expanded coverage of schema theory
 New section on retrieval and forgetting
 New section on personal trauma in children and their memory
 Updated material on repressed memories (Bruck & Ceci, 1999)
 Added discussion of rethinking and redefining problems and solutions over time in problem-solving section
 Expanded coverage of critical thinking
 Extensively revised, updated examination of metacognition
 New section on metacognitive strategies
 New section on self-regulatory learning
 New section on controversies in math education
 New section on science education



CHAPTER 9 Intelligence

New chapter-opening story: "The Story of Project Spectrum" (an educational program based on Gardner's theory of multiple intelligences)

New discussion of concurrent and predictive validity
 Expanded examination of Gardner's multiple-intelligences view and inclusion of the eighth intelligence: naturalist
 Application of Sternberg's triarchic theory to education
 New section on evaluating the multiple-intelligences approach
 New Explorations in Child Development box: "The Abecedarian Project"
 New material on the increase in IQ scores from 1932 to 1997
 Expanded coverage of creativity, including strategies for improving children's creative thinking



CHAPTER 10 Language Development

New Explorations in Child Development box: "How Parents Can Facilitate Their Children's Language Development"

Added language milestones of cooing and fussing
 New discussion of research on the role of experiences in children's vocabulary development
 New section: "Overview of Early Language Development"
 Extensively rewritten and updated coverage of reading, writing, and literacy
 Updated discussion of approaches to reading, including conclusions of the National Research Council (1999)
 New Explorations in Child Development box: "Technology Resources for Improving Phonological Awareness and Decoding Skills"
 New section on children's writing
 Extensively revised and updated discussion of bilingualism



CHAPTER 11 Emotional Development

- New chapter title to emphasize the increased coverage of emotional development in the chapter
- Chapter restructured so that the core of emotional development is described in the first part of the chapter rather than at the end of the chapter
- New chapter-opening story: "The Story of Tom's Fathering"
- New section: "Relational Emotion"
- New section on emotion in peer relations
- New section: "Regulation of Emotion"
- New section on stranger anxiety
- New section on social referencing
- New sections on the development of emotion in early childhood, middle and late childhood, and adolescence
- New section on coping with death
- Updated, contemporary treatment of temperament categories (Rothbart & Bates, 1998)
- New research by L. Alan Sroufe and his colleagues (1999) on attachment
- Coverage of Type D attachment category
- New section: "Caregiving Styles and Attachment Classification"
- New cross-cultural research and attachment discussion
- Updated, contemporary coverage of the NICHD child-care study



CHAPTER 12 The Self and Identity

- New Explorations in Child Development box: "Multiple Selves and Sociocultural Contexts"
- New discussion of the domains of identity development
- New material on multiple identities
- Extensively revised, updated coverage of cultural and ethnic aspects of identity, including more material on biculturalism and immigration



CHAPTER 13 Gender

- New high-interest opener: "The Story of Jerry Maguire: Gender, Emotion, and Caring"
- Updated and expanded coverage of biological influences and gender
- New section on evolutionary psychology and gender
- New description of Alice Eagly's social-roles view of gender
- Revised, updated discussion of socioemotional similarities and differences in gender
- Deleted section on women's and men's issues
- Deleted section on ethnicity and gender



CHAPTER 14 Moral Development

- New figure of Kohlberg's stages set diagonally on page to illustrate their staircase nature
- New recent longitudinal study of Lawrence Walker and his colleagues (in press) on parents' and friends' influence on moral maturity

- New organization of discussion of emotion, altruism, and parenting, with these now being examined under separate headings
- Extensively rewritten, updated coverage of moral education
- Updated, contemporary examination of service learning
- New discussion of whether an adolescent who commits a crime should be tried as an adult
- Extensively revised, updated exploration of violence and youth
- New Explorations in Child Development box: "Why Youth Kill"



CHAPTER 15 Families

- New high-interest chapter-opening story: "The Story of Jessica Dubroff, Child Pilot"
- New research on continuity in development (Sroufe, Egeland, & Carlson, 1999)
- New research on discontinuity in development (Collins & others, 1999)
- New section: "The Roles of Cognition and Emotion in Family Relationships"
- Extensively rewritten, updated discussion of attachment in adolescence, including attachment styles in adolescence
- Recent research on latchkey children (Pettit & others, 1999)
- Extensively revised, expanded coverage of the effects of divorce on children
- New Explorations in Child Development box on strategies for divorced parents
- Revised, updated discussion of cultural, ethnic, and socioeconomic influences on families
- New research on father involvement (Yeung & others, 1999)



CHAPTER 16 Peers

- Chapter restructured and more cohesive: Material on media moved to chapter 18, material on culture and peers significantly expanded
- New chapter opener on adolescence, peers, and romantic relationships
- New discussion of peer groups as heterogeneous rather than monolithic by Hartup (1999)
- New section on bullying
- New section on mixed-aged friendships
- New discussion of Brad Brown's (1998) ideas on cliques and school achievement
- New section on types of dating and developmental changes
- New section on emotion and romantic relationships



CHAPTER 17 Schools

- New discussion of the APA's learner-centered psychological principles
- Deleted sections on preschools and school readiness
- Extensively revised, updated coverage of poverty and education
- New Explorations in Child Development box: "Savage Inequalities"
- Extensively revised, updated coverage of children with disabilities
- New discussion of dyslexia and reading problems in children with learning disabilities

New section on intervention strategies, in learning disabilities section
 New section: "Educational Issues Involving Children with Disabilities"
 Extensively revised, updated coverage of extrinsic and intrinsic motivation
 Expanded examination of attribution
 Updated, expanded coverage of goal-setting, planning, and self-monitoring
 New discussion of schools that serve ethnic minority students (Eccles, Wigfield, & Shiefele, 1998)



CHAPTER 18 Culture

Chapter expanded to include media and technology
 Extensively revised, updated material on socioeconomic status and poverty
 Recent research on SES, parenting, and skill building (DeGarmo & others, 1998)
 New discussion of two-generation poverty programs (McLloyd, 1998)
 New material on immigration and ethnicity
 New Explorations in Child Development box: "El Puente"
 New discussion of the "browning" of America
 New major section on technology
 Recent research by Federman (1997) on TV violence and aggression
 New data (1999) on adolescents' use of the Internet
 New section on technology and sociocultural diversity
 New Explorations in Child Development box: "Using the Internet in the Classroom"
 New section on Technology and Education

Technology

We have significantly expanded the discussion of technology in this edition of *Child Development*. Not only is children's use of computers and the Internet discussed in chapter 18, "Culture," but this edition also has the important new addition of Internet icons in the margins of the text. The icons and their labels signal students that they can go to the website for *Child Development*, ninth edition, and be linked to further information about the topic. This allows for more in-depth exploration of a topic than often is possible in the text itself. Also, at the end of each chapter, in a new feature called "Taking It to the Net," students are presented with problem-solving exercises that require them to visit the websites listed.

Improved Instructor- and Student-Driven Pedagogy

Students not only should be challenged to study hard and think more deeply and productively about child development, but they also should be provided with a pedagogical framework to help them learn more. The learning and study aids that follow, some of which are unique to this text and many of which are

new to this edition, have been class-tested with students and endorsed by them. As a consequence, we are more confident than ever before that your students will find this edition of *Child Development* to be very student friendly. Following are some of the new pedagogical features in the book.

Cross-Linkages Reviewers recommended that we provide more connections and links with material across chapters. To accomplish this, we created a new pedagogical feature that is unique in the topical child development field. The new *cross-linkages* refer students to primary discussion of key concepts. Each time a key concept occurs in a chapter subsequent to its initial coverage, the page reference for its initial coverage is embedded in the text with a backward-pointing arrow.

Cognitive Maps Instructor and student reviewers said they liked the cognitive map at the end of the chapter but thought that it also should be placed at the beginning of the chapter. We added a map at the beginning of the chapter and also added mini cognitive maps, which are unique in child development texts, throughout the chapters. Students now get many visual looks at the organization of material: Each chapter opens with a cognitive map of the entire chapter, and then several times within each chapter, mini cognitive maps provide students with an ongoing visual picture of what they will be reading next. Finally, in the chapter-ending review a cognitive map of the entire chapter once again is presented along with reminders to study the summary tables, which are page-referenced.

Revised Summary Tables Summary tables have been a very popular pedagogical feature in *Child Development*. However, reviewers recommended that we modify them in two ways: (1) Make them shorter and less dense, and (2) use bullets to highlight important characteristics and descriptions of material. We made both of these changes in the summary tables and believe that they will be even more valuable to students in helping them get a handle on important concepts as they go through each chapter.

Through the Eyes of Children Reviewers asked us to include more material on the real lives of children in the book. To this end, we created a new feature, *Through the Eyes of Children*, that provides a window in the lives of real children. Through their words, you will be able to obtain a better sense of how children think, feel, and behave at different developmental levels. Through the Eyes of Children boxes appear in every chapter.

Through the Eyes of Psychologists Reviewers said they liked the use of quotations throughout the text but would like to see more quotations from leading developmental psychologists. To accomplish this, we developed a new feature. *Through the Eyes of Psychologists* appears multiple times in each chapter and lets you read the actual words of the world's leading developmental psychologists and also look at a photograph of them. These brief passages were especially chosen to stimulate you to think more deeply about a particular area of children's development.

Key People Reviewers recommended that, at the end of each chapter, we list the most important theorists and researchers discussed in the chapter. We did this and page-referenced where the theorist and researcher materials are discussed.

The New Look and Design

The ninth edition of *Child Development* has a very different look and design. The new look is more colorful and attractive with more student-relevant features. The new design is single-column with more open space.

This new design allows quotations, web icons, and other features to be placed in the margins where they do not interrupt the text. The new look and design were developed at the recommendations of instructors and students.

Acknowledgments

I also owe a special thanks to the reviewers who teach the topical child development course. As indicated at the beginning of the preface, the substantial revision that was undertaken for this edition of the book was based on their detailed recommendations. I sincerely appreciate the time and effort that the following professors gave in this regard as it has made all the difference:

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Ancillaries

For the Instructor:

Instructor's Manual

By Cosby Steele Rogers, Bonnie Graham, Virginia Polytechnic Institute and State University

This extensively revised and expanded flexible manual provides a variety of useful tools for both the seasoned instructors and those new to the Child Development course. New features include a chapter introduction, learning objectives, and cognitive map handouts for students highlighting key concepts, terms, and people, short situational questions, and a current research feature. Additionally, the new Total Teaching Reference Package features a fully integrated outline to help instructors better use the many resources for the course. Instructors will find that all of the course resources available have been correlated to the main concepts in each chapter. Classroom activities and demonstrations, critical-thinking exercises, and essay questions have been extensively revised, with new material and possible answers provided where appropriate. Research projects now take into account varying class sizes and provide a useful timeline for their completion. Other features of the Instructor's Manual include teaching tips, a guide for using the Internet in teaching, and comprehensive transparency, video, and film resources.

Printed Test Bank

By Marilyn Moore, Illinois State University

This comprehensive Test Bank has been extensively revised and expanded to include a wide range of multiple-choice, fill-in-the-blank, critical thinking, and short essay questions for each of the text's eighteen chapters. In addition, for this edition there are new short situational questions and questions specifically related to the text's boxed items. Each item is designated as factual, conceptual, or applied as defined by Benjamin Bloom's taxonomy of educational objectives.

Computerized Test Bank (Mac/IBM)

The computerized test bank contains all of the questions in the print test bank and is available in both Macintosh and Windows platforms.

The McGraw-Hill Child Developmental Psychology Image Database

Overhead Transparencies and CD-ROM

This set of 174 full-color images was developed using the best selection of our child development illustrations and tables and is available in both print overhead transparency set as well as on a CD-ROM with a fully functioning editing feature. Instructors can add their own lecture notes to the CD-ROM as well as organize the images to correspond to their particular classroom needs. The author has also selected key images for each chapter, which are available via the text's website.

Presentation Manager CD-ROM

This resourceful tool offers instructors the opportunity to customize McGraw-Hill materials to create their lecture presentations. Resources for instructors includes the Instructor's Manual materials, PowerPoint presentation slides, and the Image Database for *Child Development*.

Website

This extensive website, designed specifically to accompany Santrock, *Child Development*, ninth edition, offers an array of resources for both instructor and student. Hotlinks can be found for the text's topical web links that appear in the margins as well as for the Taking It to the Net exercises that appear at the end of each chapter. These resources and more can be found by logging on to the website at <http://www.mhhe.com/santrockc9.com>.

The AIDS Booklet

Frank D. Cox

This brief but comprehensive text has been revised to provide the most up-to-date information about acquired immune deficiency syndrome (AIDS).

The Critical Thinker

Richard Mayer and Fiona Goodchild of the University of California, Santa Barbara, use excerpts from introductory psychology textbooks to show students how to think critically about psychology.

Annual Editions—Child Growth & Development

Dushkin/McGraw-Hill

This supplement provides a collection of articles on topics related to the latest research and thinking in child development. These editions are updated annually, and their helpful features include a topic guide, an annotated table of contents, unit overviews, and a topical index. An Instructor's Guide containing testing materials is also available.

Taking Sides—Childhood & Society

A debate-style reader designed to introduce students to controversial viewpoints on the field's most critical issues. Each issue is

carefully framed for the student, and the pro and con essays represent the arguments of leading scholars and commentators in their fields. An Instructor's Guide containing testing materials is available.

For the Student:

Student Study Guide

By Wayne Benenson, Illinois State University

The Study Guide provides a complete introduction for students studying child development, beginning with the How to Use This Study Guide and Time Management features. This fully revised study guide includes key terms with definitions, blank and partially completed cognitive maps to help test key concepts, terms, and people, and an innovative annotated outline similar to the model established in the Instructor's Manual. In addition, a guided review, self-tests, and section tests provide a variety of

study and quizzing opportunities for the student. Essay questions and activities specifically related to the text's boxed features provides students with project and paper ideas directly related to the course objectives.

Making the Grade CD-ROM—Child Development

This user-friendly CD-ROM gives students an opportunity to test their comprehension of the course material in the manner which is most comfortable and beneficial to them. The CD-ROM opens with a Learning Assessment questionnaire that the student can complete to find out what type of learner she or he is. Once the student's learning style is identified, the student can go to the testing component included specifically for that learning style. The student is not, however, limited to one type of testing. All testing components are available to students to help them complete practice tests of the course material.

BEGINNING OF CHAPTER

NEW!
Cognitive Map

This provides students with a visual overview of the entire chapter.



Quotations

These appear at the beginning of the chapter and occasionally in the margins to stimulate further thought about a topic.

Gender

To be meek, patient, tactful, modest, honorable, brave, is not to be either manly or womanly, it is to be humane.

John Harrison
English Writer, 20th Century

The Story of Jerry Maguire:
Gender, Emotion, and Caring

GENDER AND EMOTION researcher Stephanie Shields (1998) recently analyzed the movie *Jerry Maguire* in terms of how it reflects the role of gender in emotions and relationships. In brief, the movie is a "buddy" picture with sports agent Jerry Maguire (played by Tom Cruise) paired with two buddies: the too-short Arizona Cardinals running back Rod Tidwell (played by Cuba Gooding, Jr.) and 6-year-old Ray, son of Jerry's love interest, the accountant Dorothy Boyd (played by Renée Zellweger). Through his buddies, the thinking-but-not-feeling Jerry discovers the right path by connecting to Ray's emotional honesty and African American Rod's devotion to his family. Conversely, the emotionally flamboyant and self-centered Rod, through his White buddy, Jerry, discovers that he must bring passion back to his game to be successful.

The image of nurturing and nurtured males is woven throughout the movie. Jerry's relationship with Ray, the 6-year-old, is a significant theme in the film. Through discovering a caring relationship with Ray, Jerry makes his first genuine move toward emotional maturity. The boy is the guide to the man. Chad, Ray's babysitter, is a good example of appropriate caring by a male.

Males are shown crying in the movie. Jerry sheds tears while writing his mission statement, when thinking about Dorothy's possible move to another city (which also means he would lose Ray), and at the success of his lone client (Rod). Rod is brought to tears when he speaks of his family. Historically, weeping, more than any emotional expression, has been associated with feminine emotion. However, it has increasingly taken on a more prominent role in the male's emotional makeup.

The movie *Jerry Maguire* reflects changes in gender roles as an increasing number of males show an interest in improving their social relationships and

"The Story of . . ."

Each chapter opens with a high-interest story that is linked to the chapter's content. Most of the chapter-opening stories are new in this edition.

How are gender, emotion and caring portrayed in the movie *Jerry Maguire*?



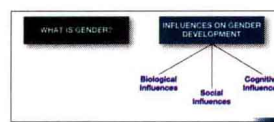
WITHIN CHAPTER

NEW! Mini Cognitive Maps

These mini maps appear three to five times per chapter and provide students with a more detailed, visual look at the organization of the chapter.

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achieving emotional maturity. However, as we will see later in this chapter, experts on gender argue that overall females are more competent in their social relationships than males are and that large numbers of males still have a lot of room for improvement in dealing better with their emotions.



What Is Gender?

What exactly do we mean by gender? **Gender** is the sociocultural dimension of being female or male. Two aspects of gender bear special mention: gender identity and gender role. **Gender identity** is the sense of being female or male, which most children acquire by the time they are 3 years old. A **gender role** is a set of expectations that prescribe how females and males should think, act, and feel.

Influences on Gender Development

How is gender influenced by biology? by children's social experiences? by cognitive factors?

Biological Influences

To understand biological influences, we need to consider heredity and hormones. We also will explore the theoretical views of Freud and Erikson, and the more recent view of evolutionary psychologists.

Heredity and Hormones It was not until the 1920s that researchers confirmed the existence of human sex chromosomes, the genetic material that determines our sex. As we discussed in chapter 3, "Biological Beginnings," normally have 46 chromosomes arranged in pairs. The 23rd pair may have two X-shaped chromosomes, to produce a female, or it may have both an X-shaped and a Y-shaped chromosome to produce a male (P. 73).

Sex hormones are powerful chemicals that are controlled by the master gland in the brain, the pituitary. The two main classes of sex hormones are estrogens and androgens. **Estrogens**, the most important of which is estradiol, influence the development of female physical sex characteristics and help to regulate the menstrual cycle. **Estrogens are produced by the ovaries. Androgens**, the most important of which is testosterone, promote the development of male genital and secondary sex characteristics. They influence sexual motivation in both sexes. Androgens are produced by the adrenal glands in males and females, and by the testes in males.

In the first few weeks of gestation, female and male embryos look alike. Male sex organs start to differ from female sex organs when the Y chromosome in the male embryo triggers the secretion of androgens. Low levels of androgens in a female embryo allow the normal development of female sex organs.

Although rare, an imbalance in this system of hormone secretion can occur during fetal development. If there is insufficient androgen in a male embryo or an excess of androgen in the female embryo, the result is an individual with both male and female sex organs, a hermaphrodite. When genetically female (XX chromosomes) infants are born with masculine-looking genitals, surgery can achieve a genital/genetic match. At puberty, production of estrogens influences both physical development and behavior in these females. However, even prior to puberty, these females often behave in a more aggressive, "tomboyish" manner than most

gender
The sociocultural dimension of being male or female.

gender identity
The sense of being female or male, which most children acquire by the time they are 3 years old.

gender role
A set of expectations that prescribe how females and males should think, act, and feel.

estrogens
Hormones, the most important of which is estradiol, that influence the development of female physical sex characteristics and help regulate the menstrual cycle.

androgens
Hormones, the most important of which is testosterone, that promote the development of male genital and secondary sex characteristics.

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& Kochenderfer, in press). This study also found that parent-child relationships characterized by intense closeness were linked with higher levels of peer victimization in boys. Overly close and emotionally intense relationships between parents and sons might not foster assertiveness and independence. Rather, they might foster self-doubts and worries that are perceived as weaknesses when expressed in male peer groups. Recall from a study we discussed earlier in the chapter that both bullying and victim behavior are linked to parent-child relationships (Olweus, 1980). Bullies' parents were more likely to be rejecting, authoritarian, or permissive about their son's aggression, whereas victims' parents were more likely to be anxious and overprotective.

Another recent study found that third- and sixth-grade boys and girls who experienced internalizing problems (such as being anxious and withdrawn), physical weakness, and peer rejection increasingly were victimized over time (Hodges & Perry, 1999). Yet another study found that the relation between internalizing problems and victimization was reduced by a protective friendship (Hodges & others, 1999).

Victims of bullies can suffer both short-term and long-term effects (Limber, 1997). Short-term they can become depressed, lose interest in schoolwork, or even avoid going to school. The effects of bullying can persist into adulthood. A recent longitudinal study of male victims who were bullied during childhood found that in their twenties they were more depressed and had lower self-esteem than their counterparts who had not been bullied in childhood (Olweus, in press). Bullying also can indicate a serious problem for the bully as well as the victim. In the study just mentioned, about 60 percent of the boys who were identified as bullies in middle school had at least one criminal conviction (and about one-third had three or more convictions) in their twenties, a far higher percentage than for nonbullies. To reduce bullying, teachers can do the following (Limber, 1997):

- Get older peers to serve as monitors for bullying and intervene when they see it taking place.
- Develop school-wide rules and sanctions against bullying and post them throughout the school.
- Form friendship groups for adolescents who are regularly bullied by peers.
- Incorporate the message of the antibullying program into church, school, and other community activities where adolescents are involved.

Next, we will turn our attention to the role of social cognition in peer relations. In part of this discussion, we will explore ideas about reducing the aggression of children in their peer encounters.

Social Cognition

How might children's thoughts contribute to their peer relations? Three possibilities are through their perspective-taking ability, social information-processing skills, and social knowledge.

As we discussed in chapter 14, "Moral Development," **perspective taking** involves taking another's point of view (P. 434). As children enter the elementary school years, both their peer interaction and their perspective-taking ability increase. Reciprocity—playing games, functioning in groups, and cultivating friendships, for example—is especially important in peer interchanges at this point in development. One of the important skills that help elementary school children improve their peer relations is communication effectiveness. In one investigation, the communication exchanges among peers at kindergarten, first-, third-, and fifth-grade levels were evaluated (Kraus & Glucksberg, 1969). Children were asked to instruct a peer in how to stack a set of blocks. The peer sat behind a screen with blocks similar to those the other child was stacking (see figure 16.2). The kindergarten children made numerous errors in telling the peer how to duplicate the novel block stack. The older children, especially the fifth-graders, were much more efficient in communicating to a peer how to stack the blocks. They were sensitive to the communication demands of the task and were far superior at perspective taking and figuring out how they had



Reducing Bullying

perspective taking
The ability to assume another person's perspective and understand his or her thoughts and feelings.

NEW! Cross-Linkage

This system, unique to this text and new in this edition, refers students to the primary discussion of all key concepts. A specific page reference appears in the text with a backward-pointing arrow each time a key concept occurs in a chapter subsequent to its initial coverage.

NEW! Single-Column Design

The previous edition of *Child Development* had a dense, two-column format. Instructors and students told us to change this to a more open, one-column design. They said this makes the text material easier to read and allows the wider margins to be used for many pedagogical features, such as key term definitions and Internet sites.

This feature, appearing several times in each chapter, includes a photograph and quotation from leading psychologists to stimulate further thinking about the content.

Web icons appear a number of times in each chapter. They signal students to go to the website for Santrock's *Child Development*, ninth edition, where they will find connecting links that provide additional information on the topic discussed in the text. The labels under the Internet icon appear as Web links at the Santrock website, under that chapter for easy access.

"Sex differences are adaptations to the differing restrictions and opportunities that a society provides for its males and females."



Alice Early's Research

Critics of the evolutionary psychology view argue that humans have the decision-making ability to change their gender behavior and therefore are not locked into the evolutionary past. They also stress that the extensive cross-cultural variation in sex differences and mate preferences provides stronger evidence for the social construction of gender differences than for an evolutionary source. Next, we will explore what some of these social influences are.

An Interactionist View No one questions the presence of genetic, biochemical, and anatomical differences between the sexes. Even child developmentalists with a strong environmental orientation acknowledge that boys and girls are treated differently because of their physical differences and their different roles in reproduction. The importance of biological factors is not at issue. What is at issue is the directness or indirectness of their effects on social behavior (Huston, 1983; Rose, 1997). For example, if a high androgen level directly influences the central nervous system, which in turn increases activity level, then the biological effect on behavior is direct. By contrast, if a child's high level of androgen produces strong muscle development, which in turn causes others to expect the child to be a good athlete and, in turn, leads the child to participate in sports,

Although virtually everyone thinks that children's behavior as males or females is due to an interaction of environmental and hereditary factors, an interesting question is whether different types of different people (Macquoby, 1997). For some, it suggests that certain environmental conditions are acquired before pre-programmed dispositions appear. For others, it suggests that a particular environment will have different effects, depending on the child's predispositions. For still others, it means that children shape their environments, including their interpersonal environment, and vice versa. The processes of influence and counterinfluence are ongoing. Throughout development, in this view, males and females actively construct their own versions of acceptable masculine and feminine behavior patterns.

Social influences

Many social scientists, such as Alice Eagly (1997, 2000; Eagly & Wood, 1999), locate the cause of psychological sex differences not in biologically evolved dispositions but in the contrasting patterns of socialization and roles of women and men in contemporary America and in most cultures around the world, where women have less power and status than men and control fewer resources. Women perform more domestic work than men and spend fewer hours in paid employment. Although most women are in the workforce, they receive lower pay than men and are thinly represented in the highest levels of organizations. Thus, from the perspective of social influences, the gender hierarchy and social division of labor are the important causes of sex differences in the workplace. Women adapt to roles with less status in society, and therefore they showed more cooperative, less dominant profiles than men.

Identification and Social Cognitive Theories Two prominent theories address the way children acquire masculine and feminine attitudes and behaviors from their parents. **Identification theory** stems from Freud's view that the preschool child develops a sexual attraction to the opposite-sex parent, then by approximately 5 or 6 years of age renounces this attraction and identifies with the same-sex parent, and subsequently identifies with the same-sex parent unconsciously adopting the same-sex parent's characteristics. However, today many child developmentalists do not believe that gender development proceeds on the basis of identification, at least in terms of Freud's emphasis on childhood sexual attraction. Children become gender-typed much earlier than 5 or 6 years of age, and they become


Concepts	Requisites/Related Ideas	Change/Implication/Best-practice
Moral Education	<p>The Hidden Curriculum</p> <p>Character Education</p> <p>Values Clarification</p> <p>Cognitive Moral Education</p> <p>Service Learning</p>	<ul style="list-style-type: none"> Originally proposed by John Dewey, the hidden curriculum refers to the moral atmosphere of a school. A direct education approach that advocates teaching students a basic moral literacy. Focuses on helping students to clarify what their lives are for and what is worth exploring. Emphasizes helping students develop such values as democracy and justice as their moral reasoning develops. Kohlberg's theory has served as the basis for a number of cognitive moral education programs. A form of education that promotes social responsibility and service to the community. Service learning benefits youth in a number of ways.
	Rest's Four-Component Model	Rest argues that moral development can best be understood by considering four components of morality—sensitization, judgment, motivation, and character.
Juvenile Delinquency	What is Juvenile Delinquency?	<ul style="list-style-type: none"> Delinquency includes a broad range of behaviors, ranging from socially unacceptable behavior to status offenses. Conduct disorder is a psychiatric category often used to describe delinquent-type behaviors. Self-reported patterns suggest that about 20 percent of adolescents engage in delinquent behaviors.
	Antecedents of Delinquency	<ul style="list-style-type: none"> Predictors of delinquency include a negative identity, low self-control, early initiation of delinquency, weak educational orientation, heavy peer influence, low parental monitoring, ineffective discipline, and living in an urban, high-crime area.
	Violence and Youth	<ul style="list-style-type: none"> The high rates of violence in youth is an increasing problem. Recommendations for reducing youth violence include effective parenting, prevention, support for schools, and forging effective partnerships among families, schools, and communities. Conflict resolution programs are being used in attempts to reduce youth violence.

Several times in each chapter, we review what has been discussed so far in that chapter by displaying the information in summary tables. This learning device helps students get a handle on material several times a chapter, so they don't have to wait until the end of a chapter and have too much information to digest.

NEW! Explorations in Child Development

This new box, appearing one or more times in each chapter, focuses on applications that involve providing a more caring world for children.

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EXPLORATIONS IN CHILD DEVELOPMENT

Gender Roles in Egypt and China

In recent decades, roles assumed by males and females in the United States have become increasingly similar—that is, androgynous. In many countries, though, gender roles have remained more gender-specific. For example, in Egypt, the division of labor between Egyptian males and females is dramatic: Egyptian males are socialized to work in the public sphere, females in the private world of home and child rearing. The Islamic religion dictates that the man's duty is to provide for his family, the woman's to care for her family and household (Dickerscheid & others, 1986). Any deviations from this traditional gender-role orientation are severely disapproved of.

Egypt is not the only country in which males and females are socialized to behave, think, and feel in strongly gender-specific ways. Kenya and Nepal are two other cultures in which children are brought up under very strict gender-specific guidelines (Munroe, Himmin, & Munroe, 1984). In the People's Republic of China, the female's status has historically been lower than the male's. The teachings of the fifth-century a.c. Chinese philosopher Confucius were used to reinforce the concept of the female as an inferior being. Beginning with the 1949 revolution in China, women began to achieve more economic freedom and more-equal status in marital relationships. However, even with the sanctions of a socialist government, the old patriarchal traditions of male supremacy in China have not been completely uprooted. Chinese women still make considerably less money than Chinese men do, and, in rural China a tradition of male supremacy still governs many women's lives.

Thus, while in China, females have made considerable strides, complete equality remains a distant objective. And in many cultures, such as Egypt and other countries where the Muslim religion predominates, gender-specific behavior is pronounced, and females are not given access to high-status positions.



In China, females and males are usually socialized to behave, feel, and think differently. The old patriarchal traditions of male supremacy have not been completely uprooted. Chinese women still make considerably less money than Chinese men do, and, in rural China (such as here in the Lixin Village of Sichuan) male supremacy still governs many women's lives.

At this point we have studied many ideas about gender-role classification. A review of these ideas is presented in summary table 13.3. Next, we will continue our exploration of gender by focusing on some developmental changes.



Developmental Windows of Gender Opportunity and Asymmetric Gender Socialization

Are children more prone to forming gender roles at some points in development than at others? Are the amount, timing, and intensity of gender socialization different for girls and boys?

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Western cultures includes behaviors that do not have social approval but nonetheless validate the adolescent boy's masculinity. That is, in the male adolescent culture, male adolescents perceive that they will be thought of as more masculine if they engage in premarital sex, drink alcohol and take drugs, and participate in illegal delinquent activities.

Gender-Role Transcendence

Some critics of androgyny say enough is enough and that there is too much talk about gender. They believe that androgyny is less of a panacea than originally envisioned (Paludi, 1999). An alternative is **gender-role transcendence**, the view that when an individual's competence is at issue, it should be conceptualized on a personal basis, rather than on the basis of masculinity, femininity, or androgyny (Pleck, 1983). That is, we should think about ourselves as people, not as masculine, feminine, or androgynous. Parents should rear their children to be competent boys and girls, not masculine, feminine, or androgynous, say the gender-role critics. They believe such gender-role classification leads to too much stereotyping.

Gender in Context

The concept of gender-role classification involves a personality-traitlike categorization of a person. However, it may be helpful to think of personality in terms of person-situation interaction rather than personality traits alone. Thus, in our discussion of gender-role classification, we describe how different gender roles might be more appropriate, depending on the context, or setting, involved.

To see the importance of considering gender in context, let's examine helping behavior and emotion. The stereotype is that females are better than males at helping. But it depends on the situation. Females are more likely than males to volunteer their time to help children with personal problems and to engage in caregiving behavior. However, in situations in which males feel a sense of competence and involve danger, males are more likely than females to help (Eagly & Crowley, 1986). For example, a male is more likely than a female to stop and help a person stranded by the roadside with a flat tire.


"She is emotional; he is not"—that is the master emotional stereotype. However, like differences in helping behavior, emotional differences in males and females depend on the particular emotion involved and the context in which it is displayed (Shields, 1991). Males are more likely to show anger toward strangers, especially male strangers, when they feel they have been challenged. Males also are more likely to turn their anger into aggressive action. Emotional differences between females and males often show up in contexts that highlight social roles and relationships. For example, females are more likely to discuss emotions in terms of relationships, and they are more likely to express fear and sadness.

The importance of considering gender in context is nowhere more apparent than when examining what is culturally prescribed behavior for females and males in different countries around the world. While there has been greater acceptance of androgyny and similarities in male and female behavior in the United States, in many countries gender roles remain gender-specific. To read about gender roles in two countries—Egypt and China—see the Explorations in Child Development box.



Figure 13.5
Gender-Role Classification

gender-role transcendence
The belief that, when an individual's competence is at issue, it should be conceptualized not on the basis of masculinity, femininity, or androgyny but, rather, on a personal basis.

ADVENTURES FOR THE MIND

Gender Roles, Parenting, and the Future

IN THE LAST TWO decades, dramatic changes in gender roles have taken place in the United States. How much change have you personally experienced? How do you think gender roles will be different in the twenty-first century? Or do you believe that gender roles will stay about the way they are now?

There is a practical side to considering such questions. How will you raise your children, in terms of gender matters? Will gender neutrality be your goal? Will you encourage more traditional gender distinctions?

Key Terms Definitions

Key terms appear in boldface type with their definitions immediately following in italic type and they also appear nearby in the margin. This provides you with a clear understanding of important concepts.

"Adventures for the Mind"

These critical thinking boxes appear periodically in each chapter to challenge students to stretch their minds.

END OF CHAPTER

Chapter Review

The chapter review consists of a cognitive map of the entire chapter and a bulleted list of the summary tables, which are page-referenced with a backward-pointing arrow.

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Chapter Review

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Biological Influences

Social Influences

Cognitive Influences

Gender Stereotypes, Similarities, and Differences

Gender Stereotyping

Gender Similarities and Differences

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Developmental Windows

Asymmetric Gender Socialization

Gender-Role Classification

What Is Gender-Role Classification?

Antisocial and Education

Gender in Context

Gender-Role Transcendence

TO OBTAIN A DETAILED REVIEW OF THE CHAPTER, STUDY THESE FOUR SUMMARY TABLES:

• Summary Table 13.1 What Is Gender? and Biological, Social, and Cognitive Influences page 405

• Summary Table 13.2 Gender Stereotypes, Similarities, and Differences page 409

• Summary Table 13.3 Gender-Role Classification page 413

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Child Development Resources

Beyond Appearance (1999)

by Norine Johnson, Michael Roberts, and Judith Worell

Washington, D.C.: American Psychological Association

Read about many aspects of girls' development in adolescence.

Boys and Girls: The Development of Gender (1994)

by Carole Beal

New York: McGraw-Hill

A thoughtful, comprehensive examination of gender roles in boys and girls by a leading expert.

The Mismeasure of Woman (1992)

by Carol Tervis

New York: Simon & Schuster

This is an excellent book on gender stereotyping, similarities and differences between the sexes, and how females should be measured by their own standards, not males.

The Two Sexes (1998)

by Eleanor Maccoby

Cambridge, MA: Harvard University Press

Explore how gender differences emerge in children's groups.

Key Terms

They are listed and page-referenced. Key terms also are defined and page-referenced in a comprehensive Glossary at the end of the book.

NEW!
Key People

The most important theorists and researchers in the chapter are listed and page-referenced.

Child Development Resources

Students are provided information about both academic and practical resources in this feature. The resources include books, phone numbers, agencies, research journals, and organizations.

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