

Eighth Edition

Children



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EIGHTH EDITION

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Preface

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

- Research and content
- Applications
- Accessibility and interest

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

RESEARCH AND CONTENT

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

Research Citations

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

Figures

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

More Depth in Research Descriptions

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

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

Content

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

APPLICATIONS

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

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

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

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

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

Improved Accessibility and Interest

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

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

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

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

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

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

New! Media Integration

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

CHAPTER-BY-CHAPTER CHANGES

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



CHAPTER 1 Introduction

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

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

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



CHAPTER 2

The Science of Child Development

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



CHAPTER 3

Biological Beginnings

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

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

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



CHAPTER 4

Prenatal Development

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

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



CHAPTER 5 Birth

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

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



CHAPTER 6 Physical Development in Infancy

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



CHAPTER 7 Cognitive Development in Infancy

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

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



CHAPTER 8 **Socioemotional Development in Infancy**

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

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



CHAPTER 9 **Physical Development in Early Childhood**

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



CHAPTER 10

Cognitive Development in Early Childhood

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



CHAPTER 11

Socioemotional Development in Early Childhood

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

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



CHAPTER 12

Physical Development in Middle and Late Childhood

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

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



CHAPTER 13

Cognitive Development in Middle and Late Childhood

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



CHAPTER 14

Socioemotional Development in Middle and Late Childhood

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

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



CHAPTER 15

Physical Development in Adolescence

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

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



CHAPTER 16 Cognitive Development in Adolescence

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

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



CHAPTER 17 Socioemotional Development in Adolescence

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

ANCILLARIES

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

For the Instructor:

Instructor's Manual Andrea Rosati, Elmira College

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

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

Test Bank

John Addleman, Messiah College

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

PowerPoint Slide Presentations

Gerry Williams

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

Instructor's Resource CD-ROM

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

Online Learning Center

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

www.mhhe.com/santrockc8

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

Jasna Jovanovic, University of Illinois at Champaign-Urbana

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

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

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Populated WebCT and Blackboard course cartridges are available. Contact your McGraw-Hill sales representatives for details.

For the Student:

Study Guide

Anita Rosenfield, Yavapai College

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

LifeMap Student CD-ROM

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

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

Online Learning Center

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

www.mhhe.com/santrockc8

Multimedia Courseware for Child Development Charlotte Patterson, University of Virginia

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

Taking Sides: Clashing Views on Controversial Issues in Childhood and Society Diana S. DelCampo and Robert L. DelCampo, New Mexico State University

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

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

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

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

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Student-Driven Pedagogy

TO THE STUDENT

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

The Learning Goals System

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

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

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

THE LEARNING GOALS SYSTEM

Chapter Opening Outline and Learning Goals

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

CHAPTER

1

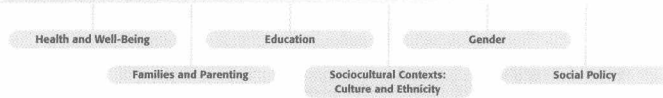
We reach backward to our parents and forward to our children and through their children to a future we will never see, but about which we need to care.

—CARL JUNG
Swiss Psychoanalyst, 20th Century

Introduction

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

1 HOW CAN CHILDREN'S LIVES BE IMPROVED?



Consider some of the topics you read about every day in newspaper and magazines: health and well-being, families and parenting, education, culture and ethnicity, and gender. What child development researchers are discovering in each of these areas has direct and significant consequences for understanding children and for improving their lives (Pittman & Diversi, 2003; Zigler & Hall, 2000). An important theme of this book is to provide up-to-date coverage of research in health and well-being, families and parenting, education, culture and ethnicity, gender, and social policy. Let's now take a closer look at each of these topics.

Health and Well-Being

Although we have become a nation obsessed with health and well-being, the health and well-being of our nation's children and children in many countries around the world are jeopardized by many factors, including

- poverty
- the AIDS epidemic
- starvation

Children are the legacy we leave for the time we will not live to see.

—ARISTOTLE
Greek Philosopher, 4th Cent.

Mini-Chapter Map

This visual preview displays the main headings and subheadings for each section of the chapter.

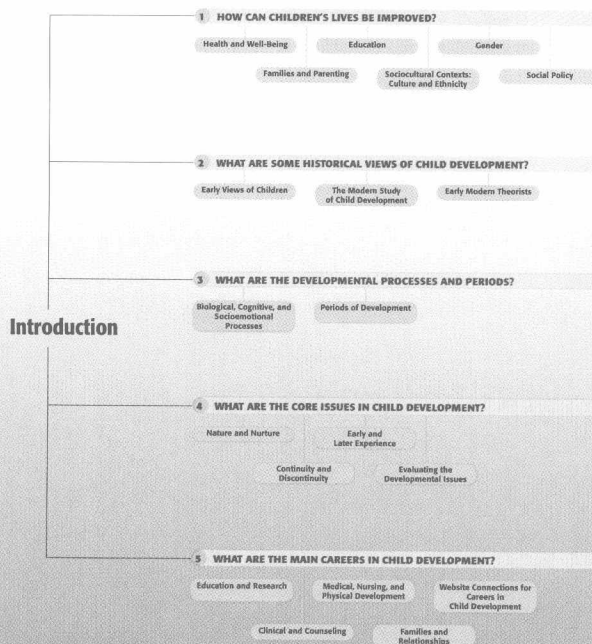
Review and Reflect

Review questions enable you to quiz yourself on the key ideas and find out whether you've met the learning goals for one section of a chapter before continuing to the next main topic. The question for reflection helps you to think about what you've just read and apply it. Answering these questions will help you to remember key points and concepts.

Reach Your Learning Goals

This section includes a complete chapter map and a summary restating the Learning Goals and answering the bulleted review questions from the chapter. Use it as a guide to help you organize your study of the chapter, not as a substitute for reading and studying the chapter.

Reach Your Learning Goals



Introduction

Review and Reflect

1 Identify six areas in which children's lives can be improved

REVIEW

- How do health and well-being affect children's development?
- What are some current concerns about families and parenting?
- What are some issues involved in the education of today's children?
- How do sociocultural contexts influence children's development?
- What is gender and how might it affect children's development?
- What is social policy and what is its status in regard to America's children? What characterizes resilient children?

REFLECT

- Imagine what your development as a child would have been like in a culture that offered fewer or distinctly different choices than your own. How might your development have been different if your family was significantly richer or poorer than it was?

2 WHAT ARE SOME HISTORICAL VIEWS OF CHILD DEVELOPMENT?

Early Views of Children

The Modern Study of Child Development

Early Modern Theorists

Today almost daily, the media describe new policies or research in child development. Historically, though, interest in the development of children has been uneven.

Early Views of Children

Childhood has become such a distinct period that it is hard to imagine that it was not always thought of in that way. However, in medieval times, laws generally did not distinguish between child and adult offenses. After analyzing samples of art along with available publications, historian Philippe Ariès (1962) concluded that European societies did not accord any special status to children prior to 1600. In paintings, children were often dressed in adultlike clothing (see figure 1.4).

Were children actually treated as miniature adults with no special status in medieval Europe? Ariès' interpretation has been criticized. He primarily sampled aristocratic

Summary

1 Identify six areas in which children's lives can be improved

- Health and well-being is an important area in which children's lives can be improved. Today, many children in the United States and around the world need improved health care. We now recognize the importance of lifestyles and psychological states in promoting health and well-being.
- Families and parenting are important influences on children's development. One-parent families, working parents, and child care are among the family issues that influence children's well-being.
- Education can also contribute to children's health and well-being. There is widespread concern that the education of children needs to be more effective and there are many views in contemporary education about ways to improve schools.
- Sociocultural contexts are important influences on children's development. Contexts, culture, and ethnicity are three key aspects of sociocultural contexts. Context refers to the setting in which development occurs. Culture encompasses the behavior patterns, beliefs, and all other products of a particular group of people that are passed on from generation to generation. Cross-cultural studies are comparisons of one culture with one or more other cultures. Ethnicity is rooted in cultural heritage, nationality characteristics, race, religion, and language. Ethnicity is central to an ethnic identity, which is a sense of membership in an ethnic group based on shared language, religion, customs, values, history, and race. The tapestry of American culture has changed dramatically in recent years, becoming more ethnically diverse.
- Gender involves the psychological and sociocultural dimensions of being female or male. Few aspects of our development are more central to our identity and social relationships than gender.
- Social policy is a national government's course of action designed to influence the welfare of its citizens. Researchers increasingly are conducting studies that are related to social policy. A number of groups, including the Children's Defense Fund, work to improve social policy related to children. Family policy is an especially important aspect of social policy. Studying resilient children can provide information about how to help children resist the negative effects of adverse conditions. Individual factors, family factors, and extrafamilial factors characterize resilient children.

2 Characterize how children were viewed historically and by early theorists

- The history of interest in children is long and rich. Prior to the nineteenth century, philosophical views of childhood were prominent. Including the notions of original sin (children are basically bad, born into the world as evil beings), *tabula rasa* (children are not innately bad or good but rather like a "blank tablet" and innate goodness, children are

innately good). Today, we conceive of childhood as an important time of development.

- The modern era of studying children spans a little more than a century, an era in which the study of child development has become a sophisticated science. During the late 1800s, a major shift took place—from a strictly philosophical perspective to one that focuses on observation and experimentation. During the 1920s, a number of child development research centers were created.
- Early modern theorists included Arnold Gesell, who believed that certain characteristics of children simply "bloom" with age because of a biological, maturational blueprint; G. Stanley Hall, who theorized that child development follows an evolutionary course and that adolescence is filled with "storm and stress"; Sigmund Freud, who thought that children were rarely aware of the motives and reasons for their behaviors as they moved through a series of psychosexual stages; John Watson, who argued that children can be shaped into whatever society wishes by examining and changing the environment; James Mark Baldwin, who was a pioneer in the study of children's thought; and Jean Piaget, who proposed a sequence of cognitive stages that children pass through.
- Discuss the most important developmental processes and periods
- Biological processes (such as genes inherited from parents) involve changes in an individual's physical nature. Cognitive processes (such as thinking) consist of changes in an individual's thought, intelligence, and language. Sociomotional processes (such as smiling) include changes in an individual's relationships with others, in emotions, and in personality.
- Childhood's five main developmental periods are (1) prenatal—conception to birth, (2) infancy—birth to 18 to 24 months, (3) early childhood—end of infancy to about 5 to 6 years of age, (4) middle and late childhood—6 to about 11 years of age, and (5) adolescence—begins at about 10 to 12 and ends at about 18 to 22 years of age.

4 Describe three key developmental issues

- The nature-nurture issue focuses on the extent to which development is mainly influenced by nature (biological inheritance) or nurture (experience).
- Some developmentalists describe development as continuous (gradual, cumulative change), others describe it as discontinuous (a sequence of abrupt stages).
- The early-later experience issue focuses on whether early experiences (especially in infancy) are more important in development than later experiences.
- Most developmentalists recognize that extreme positions on the nature-nurture, continuity-discontinuity, and early-later



Jeffrey Dahmer. What are some possible causes of the brutal acts of violence that he committed?



Alice Walker. What might be some reasons that she overcame trauma in her childhood to develop in positive ways?

Images of Children

The Stories of Jeffrey Dahmer and Alice Walker

Jeffrey Dahmer had a troubled childhood. His parents constantly bickered before they divorced, his mother had emotional problems and doted on his younger brother, and he felt that his father neglected him. When he was 17, Jeffrey was sexually abused by an older boy. But most individuals who suffer through such childhood pains never go on to commit Dahmer's grisly crimes.

In 1991, a man in handcuffs dashed out of Dahmer's bizarrely cluttered apartment in a tough Milwaukee neighborhood, called the police, and slammed that Dahmer had tried to kill him. At least 17 other victims did not get away.

Alice Walker was born in 1944. She was the eighth child of Georgia sharecroppers who earned \$300 a year. When Walker was 8, her brother accidentally shot her in the left eye with a BB gun. By the time her parents got her to the hospital a week later (they had no car), she was blind in that eye and it had developed a disfiguring layer of scar tissue.

Despite the counts against her, Alice Walker went on to become an essayist, a poet, and an award-winning novelist. She won the Pulitzer Prize for her book *The Color Purple*. Like her characters, especially the women, Alice Walker overcame pain and anger to celebrate the human spirit. Walker writes about people who "make it, who come out of nothing. People who triumph."

What leads one child to grow up and commit brutal acts of violence and another to turn poverty and trauma into a rich literary harvest? How can we explain how one child picks up the pieces of a life shattered by tragedy, while another becomes unhinged by life's stress? Why is it that some children are whirlwinds—full of energy, successful in school, and able to get along well with their peers—while others stay on the sidelines, mere spectators of life? If you ever have wondered about why children turn out the way they do, you have asked yourself the central questions we will explore in this book.

Why study children? Perhaps you are or will be a parent or teacher, and responsibility for children is or will be a part of your everyday life. The more you learn about children, the better you can guide them. Or maybe you hope to gain an understanding of your own history—as an infant, as a child, and as an adolescent. Whatever your reasons, you will discover that the study of child development is provocative, intriguing, and informative.

This book is about **development**, the pattern of movement or change that begins at conception and continues through the human life span. Most development involves growth, although it also includes decline (as in death and dying). Woven throughout each chapter are themes and issues of children's development. In this chapter, we will explore how children's lives can be improved. Then, we will familiarize ourselves with how children were thought of and studied in the past and how they are perceived and studied today. Next, we will examine the processes and periods that characterize children's development. In addition, we will examine the primary issues that developmentalists debate, issues that will come up repeatedly in the text. Finally, a special feature toward the end of the chapter identifies the career paths that you can follow if you have an interest in working with children.

development The pattern of change that begins at conception and continues through the human life span.

The Story of . . .

Each chapter opens with a high-interest story that is linked to the chapter's content.

Caring for Children

These interludes provide more in-depth discussion of child development with many of them focusing on important applications and the sociocultural worlds of children.



Caring for Children

Toward Improved Family Policy

In the United States, the national government, state governments, and city governments all play a role in influencing the well-being of children (Boggs et al., 2002; Chellin, 2004). At the national and state levels, for decades controversy has focused on whether the government can promote children's well-being by giving money to parents who are very poor so that they can feed and house their children. If the government gives money to the parents, what should it expect in return? Should the government help parents living in poverty pay for someone to take care of their children so that the parents can work? If parents are homeless, what if anything should the government do for the parents or their children?

Answers to these questions are part of a government's family policy (Bond & Haug, 2004). Some experts argue that a successful family policy will not be shaped primarily by committees and lobbyists in Washington, D.C., but by parents themselves, when they come to understand their need for each other and the interconnectedness of families, schools, and communities (Lowe, 1998).

The family policies of the United States are overwhelmingly treatment-oriented: Only those families and individuals who already have problems are eligible. Few preventive programs are available on any widespread basis. For example, families in which the children are on the verge of being placed in foster care are eligible, and often required, to receive counseling; families in

which problems are brewing but are not yet full-blown usually cannot qualify for public services. Most experts on family policy believe that more attention should be given to preventing family problems (Bradley & Corwyn, 2004).

Effective prevention programs focus not just on a reduction of problems but also on enhancing the competence of parents and children (Magnuson & Duncan, 2004). For example, a comprehensive competence-enhancement program might attempt to help a child's parents find good jobs and health care, provide education for the child, and seek to improve the child's social skills. Skills such as self-control, stress management, problem solving, decision making, communication, peer resistance, and assertiveness have been found to reduce children's aggressive behavior and improve their adjustment and competence (Weisberg & Greenberg, 1998).

One recent study examined the influence of the Minnesota Family Investment Program (MFIP) on children (Genneman & Miller, 2001). The MFIP was designed to primarily affect the employment behavior and economic self-sufficiency of adults. An important positive outcome of the study was that increases in income for working poor parents were linked with their children's improved achievement in school and a reduction in behavioral problems.

What Are Some Challenges in Child Development Research? 69

Careers in Child Development

Pam Reid, Educational and Developmental Psychologist

As a child, Pam Reid played with chemistry sets, and at the university she was majoring in chemistry, planning on becoming a medical doctor. Because some of her friends signed up for a psychology course as an elective, she decided to join them. She was so intrigued by learning more about how people think, behave, and develop that she changed her major to psychology. She says, "I fell in love with psychology!" Pam went on to obtain her Ph.D. in educational psychology.

Today, Pamela Trotman Reid is a professor of education and psychology at the University of Michigan. She is also a research scientist for the UM Institute for Research on Women and Gender. Her main interest is how children and adolescents develop social skills, and especially how gender, socioeconomic status, and ethnicity are involved in development (Reid & Zalk, 2001). Because many psychological findings have been based on research with middle-socioeconomic-status non-Latino White populations, Pam believes it is important to study people from different ethnic groups. She stresses that by understanding the expectations, attitudes, and behavior of diverse groups, we enrich the theory and practice of psychology. Currently Pam is working with her graduate students on a project involving middle-school girls. She is interested in why girls, more often than boys, stop taking classes in mathematics.



Pam Reid (center, back row) with some of the graduate students she mentors at the University of Michigan.

really is. For example, a researcher might describe a research sample like this: "The participants were 20 Latinos and 20 Anglo-Americans." A more complete description of the Latino group might be something like this: "The 20 Latino participants were Mexican Americans from low-income neighborhoods in the southwestern area of Los Angeles. Twelve were from homes in which Spanish is the dominant language spoken, eight from homes in which English is the main language spoken. Ten were born in the United States, ten in Mexico. Ten described themselves as Mexican American, five as Mexican, three as American, two as Chicano, and one as Latino." Ethnic gloss can cause researchers to obtain samples of ethnic groups that are not representative of the group's diversity, which can lead to overgeneralization and stereotyping.

Pam Reid is a leading researcher who studies gender and ethnic bias in development. To read about Pam's interests, see the Careers in Child Development box.

Thinking Critically About Research on Children's Development

We live in a society that generates a vast amount of information about children in various media ranging from research journals to newspaper and television accounts. The information varies greatly in quality. How can you evaluate this information?

Be Cautious About What Is Reported in the Popular Media

Television, radio, newspapers, and magazines frequently report research on child development. Many researchers regularly supply the media with information about children. In some cases, this research has been published in professional journals or presented at national meetings and then is picked up by the popular media. And most colleges have a media relations department that contacts the press about current faculty research.

However, not all research on children that appears in the media comes from professionals with excellent credentials and reputations. Journalists, television reporters, and other media personnel generally are not scientifically trained. It is not an easy task for them to sort through the avalanche of material they receive and to make sound decisions about which information to report.

Unfortunately, the media often tend to focus on sensational, dramatic findings. They want you to stay tuned or buy their publication. When the information they gather from research journals is not sensational, they may embellish it and sensationalize it, going beyond what the researcher intended.

Another problem with research reported in the media is a lack of time or space to go into important details about a study. They often have only a few lines or a few minutes to summarize as best they can what may be complex findings. Too often this means that what is reported is overgeneralized and stereotyped (Stanovich, 2004).

Source	Characteristic
Individual	Good intellectual functioning Appealing, sociable, easygoing disposition Self-confidence, high self-esteem Talents Faith
Family	Close relationship to caring parent figure Authoritative parenting: warmth, structure, high expectations Socioeconomic advantages Connections to extended supportive family networks
Extrafamilial Context	Bonds to caring adults outside the family Connections to positive organizations Attending effective schools

FIGURE 1.3 Characteristics of Resilient Children and Their Contexts

2003; Yoshikawa & Hsueh, 2001; Zigler & Hall, 2000). Revising social policy includes creating government provisions for helping children when ordinary family support systems fail or when families seriously endanger their children's well-being. The Caring for Children interlude further explores government programs for improving the lives of children.

Some children do triumph over life's adversities. Ann Masten and her colleagues (2001; Masten & Coatsworth, 1998; Masten & Reed, 2002) analyzed the research literature on resilience and concluded that a number of individual factors (such as good intellectual functioning), family factors (close relationship to a caring parent figure), and extrafamilial factors (bonds to prosocial adults outside the family) characterize resilient children and adolescents (see figure 1.3).

Norman Garmezy (1993) described a setting in a Harlem neighborhood of New York City to illustrate resilience. In the foyer of the walkup apartment building is a large frame on a wall in the entranceway. It displays the photographs of children who live in the apartment building, with a written request that if anyone sees any of the children endangered on the street, they bring them back to the apartment house. Garmezy commented that this is an excellent example of adult competence and concern for the safety and well-being of children.

At the beginning of the twenty-first century, the well-being of children is one of America's foremost concerns. We all cherish the future of our children because they are the future of any society. Children who do not reach their potential, who are unable to contribute effectively to society,

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Every chapter has one or more Careers in Child Development inserts, which feature a person working in a child development field related to the chapter's content.