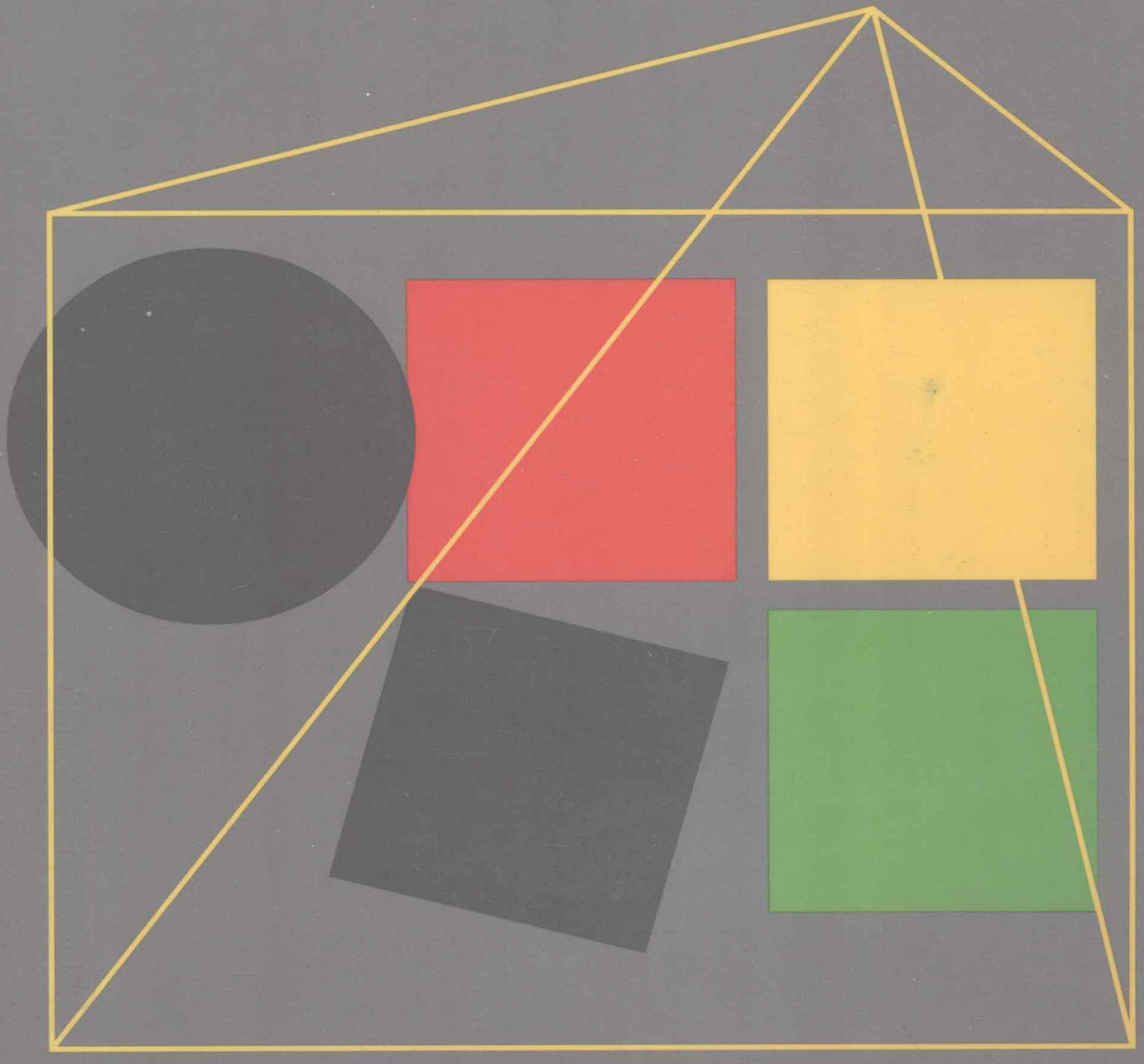
CONTEMPORARY ISSUES IN EDUCATIONAL PSYCHOLOGY

Sixth Edition

HARVEY F. CLARIZIO / WILLIAM A. MEHRENS / WALTER G. HAPKIEWICZ



Contemporary Issues in Educational Psychology

Sixth Edition

HARVEY F. CLARIZIO
WILLIAM A. MEHRENS
WALTER G. HAPKIEWICZ

Michigan State University

McGRAW-HILL, INC.

New York St. Louis San Francisco Auckland Bogotá Caracas
Lisbon London Madrid Mexico City Milan Montreal New Delhi
San Juan Singapore Sydney Tokyo Toronto

This book was developed by Lane Akers, Inc.

CONTEMPORARY ISSUES IN EDUCATIONAL PSYCHOLOGY

Copyright © 1994, 1987 by McGraw-Hill, Inc. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a data base or retrieval system, without *the prior written permission of the publisher.*

This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 0 AGM AGM 9 0 9 8 7 6 5 4 3

ISBN 0-07-011132-4

This book was set in Primer Adobe by Publication Services.
The editor was Lane Akers;
the production supervisor was Elizabeth J. Strange.
The cover was designed by Merrill Haber.
Project supervision was done by Publication Services.
Arcata Graphics/Martinsburg was printer and binder.

Library of Congress Cataloging-in-Publication Data

Clarizio, Harvey F., (date).
Contemporary issues in educational psychology / Harvey F. Clarizio, William A. Mehrens, Walter G. Hapkiewicz. — 6th ed.
p. cm.
Includes bibliographical references and index.
ISBN 0-07011132-4
1. Educational psychology. I. Mehrens, William A. II. Hapkiewicz, Walter G. III. Title.
LB1055.C556 1994 93-37335
370.15—dc20

Contributing Authors

Michael W. Apple
Curriculum, Instruction & Educational Policy Studies
University of Wisconsin
Madison, Wisconsin

Carol Ascher
Senior Research Associate
Institute for Urban and Minority Education
Teachers College
Columbia University

Lois A. Bader
Department of Counseling & Educational Psychology
Michigan State University
East Lansing, Michigan

Barbara Bjorklund
Child Development Consultant
Ft. Lauderdale, Florida

David Bjorklund
Professor of Psychology
Florida Atlantic University
Boca Raton, Florida

Gerald W. Bracey
1306 Seaport Lane
Alexandria, Virginia

B. Bradford Brown
Professor of Educational Psychology
University of Wisconsin at Madison
Madison, Wisconsin

Richard L. Bucko
Principal, George C. Baker School
Morristown Public Schools
Morristown, New Jersey

Lee Canter, President
Lee Canter & Associates
Santa Monica, California

Gregory J. Cizek
College of Education
University of Toledo
Toledo, Ohio

S. Alan Cohen
University of San Francisco
Ignatian Heights
San Francisco, California

Charles Devarics
Professional Writer
Alexandria, Virginia

Walter Dick
Educational Research
Florida State University
Tallahassee, Florida

Sanford Dornbusch
Professor of Sociology and Human Biology
Stanford University

Thomas M. Duffy
Instructional Systems Technology Department
Indiana University
Bloomington, Indiana

David A. Frisbie
Iowa Testing Programs
316 Lindquist Center
Iowa City, Iowa

Michael Gerber
Associate Professor
University of California
Santa Barbara, California

Thomas Good
Professor
University of Arizona
Tucson, Arizona

Gay Goodman
Associate Professor
Department of Educational Psychology
University of Houston
Houston, Texas

Dan R. Griffith
Clinical Associate
Department of Psychiatry and Behavioral Sciences
Northwestern University Medical School

Philip A. Griswold
Department of Education
Defiance College
Defiance, Ohio

Barbara Henker
Professor of Psychology
University of California
Los Angeles, California

Joan S. Hyman
University of San Francisco
Ignatian Heights
San Francisco, California

David H. Jonassen
Instructional Technology Department
University of Colorado at Denver
Denver, Colorado

John Kaminski
119 N. Madison
Traverse City, Michigan

James Kauffman
William Clay Parrish, Jr., Professor of Education
University of Virginia

Howard Kirschenbaum
President
Values Associates
Webster, New York

Susan Klein
U.S. Department of Education
Washington, D.C.

Michael S. Knapp
Educational Leadership & Policy Studies
University of Washington
Seattle, Washington

Barbara Lerner
Learner Associates
111 Carter Road
Princeton, New Jersey

George F. Madaus
631 McGuinn Hall
Boston College
Chestnut Hill, California

Martin L. Maehr
Professor of Education and Psychology
University of Michigan
Ann Arbor, Michigan

Mary McCaslin
Associate Professor
University of Arizona
Tucson, Arizona

M. Barbara Means
Executive Director, Health and Social Policy Division
SRI International
Menlo Park, California

William A. Mehrens
Professor of Educational Measurement
Michigan State University
East Lansing, Michigan

Carol Midgley
Assistant Research Scientist
The Combined Program in Education and Psychology
University of Michigan
Ann Arbor, Michigan

David N. Perkins
Graduate School of Education
Harvard University
Cambridge, Massachusetts

Mary Jo Poillion
Research Assistant
College of Education
University of Oklahoma
Ardmore, Oklahoma

W. James Popham
IOX Associates
5301 Beethoven Street, Suite 109
Los Angeles, California

Richard Prawat
Professor and Chair
Department of Counseling and Educational Psychology
Michigan State University
East Lansing, Michigan

D. Kim Reid
Professor, Special Education
University of Northern Colorado
Greeley, Colorado

Ann Robinson
Associate Professor, Coordinator of the Special Education Unit
University of Arkansas at Little Rock
Little Rock, Arkansas

此为试读,需要完整PDF请访问: www.ertongbook.com

Barak Rosenshine
University of Illinois
Urbana, Illinois

David Sadker
Professor
School of Education
American University
Washington, D.C.

Myra Sadker
Professor
School of Education
American University
Washington, D.C.

Wayne Sailor
Professor of Teacher Education
San Francisco State University
San Francisco, California

Gavriel Salomon
Department of Communication
University of Arizona
Tucson, Arizona

Becky Schloemer
Hickok Elementary School
Ulysses, Kansas

Fred C. Schroeder
Assistant Superintendent for Curriculum
District 54
Schaumburg, Illinois

Dale Schunk
Professor of Eductional Psychology
School of Education
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

Melvyn Semmel
Professor of Special Education
University of California
Santa Barbara, California

Lorrie A. Shepard
College of Education
University of Colorado
Boulder, Colorado

B. F. Skinner
c/o Julie S. Vargas, President
The B. F. Skinner Foundation
Cambridge, Massachusetts

Robert E. Slavin
Principal Research Scientist
Center for Research on Effective
Schools for Disadvantaged Students
Johns Hopkins University

Mary Lee Smith
College of Education
Arizona State University
Tempe, Arizona

Lawrence Steinberg
Professor of Psychology
Temple University
Philadelphia, Pennsylvania

Richard J. Stiggins
P.O. Box 19794
Portland, Oregon

C. Addison Stone
Professor & Head, Program on
Learning Disabilities
Department of Communication
Sciences & Disorders
Northwestern University
Evanston, Illinois

William Strein
Associate Professor
Counseling and Personnel
Services
University of Maryland at
College Park
College Park, Maryland

Richard A. Weinberg
Institute of Child Development
University of Minnesota
Minneapolis, Minnesota

Carol K. Whalen
Professor, Chair of Psychology
and Social Behavior in the
Program on Social Ecology
University of California
at Irvine
Irvine, California

Grant Wiggins
CLASS
39 Main Street
Genesco, New York

Preface

Educational psychology is a dynamic and rapidly shifting field, one in which few "truths" remain unchallenged for very long. As the pace of scientific investigation in our field increases, it is natural to expect an increase in the number of issues facing scholars and practitioners. Likewise, it is natural to expect an increase in the number of contending perspectives and explanations that revolve around these issues. Students who wish to get a real sense of these issues and perspectives must get beyond the confines of the large survey texts that dominate the market. They need to be exposed to a carefully chosen array of original writings whose alternative perspectives and interpretations help define the field. Thus, for the sixth time, we have tried to assemble into one volume a collection of articles that captures the rich variety of thought on what we consider to be leading issues in educational psychology. In selecting articles, we kept the following criteria in mind:

1. READABILITY. The articles had to be intelligible to students with little or no background in statistics or research design.
2. RELEVANCE. The articles had to deal with meaningful controversies related to educational practice.
3. AUTHORITY. Preference was given, whenever possible, to articles written by established theorists and experienced practitioners.
4. RECENTNESS. Preference was given to articles published within the past five years.

Our goal is to help produce reflective teachers who are not only aware of the leading issues in educational psychology but can critically evaluate current positions on those issues. With this in mind, we built the following features into our text.

Content Coverage and Organization. The primary purpose of this volume is to introduce students to the variety of issues in the field and to stimulate further study of these issues. Therefore we chose to include a large number of issues rather than to treat a few in great detail. We have included 42 articles organized around 20 issues. The issues themselves are classified into four broad areas corresponding to the typical course structure in educational psychology: development, learning and instruction, measurement and evaluation of individual differences, and motivation and management. Because our coverage is so broad, the overworked instructor is relieved of having to prepare a current list of outside readings and the student is relieved of having to search fruitlessly through an understocked library.

Focus on Controversy. By presenting opposing, pro-and-con articles on most issues, we hope not only to introduce students to the polemic nature of educational psychology, but to provide an opportunity to develop critical thinking skills. By presenting opposing views and differing interpretations of evidence, we hope to stimulate dialectical reasoning—that is, the critical consideration of opposing ideas—to arrive at a synthesis or higher level idea. That is what education is all about—developing critical thinking.

Although we believe such critical thinking to be appropriate for all students, we also expect the instructor to help beginning students find personally satisfying resolutions to questions that affect their teaching practices in order to foster their hopes for certitude. On the other hand, more advanced students may take the differing views of authorities as a point of departure for further independent study. To this end, we have provided a list of related references at the end of each major unit.

Focus on Diversity. We have given special emphasis to the emerging issue of diversity by de-

voting the last issue of each major section to this wide-ranging concern.

Focus on Education. Bearing in mind that the book is intended for practicing or prospective educators, we have drawn most of the articles from education-oriented journals.

Changes in this Edition. This edition features several new issues, such as Vygotsky's social constructionist approach, teaching to the test, performance assessment, inclusion, hyperactivity, and crack babies. Moreover, we have given special emphasis to the issue of diversity and have reorganized the contents to fit the traditional four areas of educational psychology: development, learning and instruction, measurement and evaluation, and management and motivation.

Finally, we wish to say how deeply saddened we are by the death of our former colleague and coauthor, Robert C. Craig, who died less than a year after his retirement. Although there will never be a replacement for Professor Craig, we are happy to have Professor Hapkiewicz join us for the sixth edition. We know that Bob Craig would approve of our choice.

Harvey F. Clarizio
William A. Mehrens
Walter G. Hapkiewicz

Contents

Contributing Authors *xv*
Preface *xix*

UNIT 1
Development *1*

MORAL DEVELOPMENT AND EDUCATION *3*

1 Teaching Values to Children *5*
David Bjorklund and Barbara Bjorklund stress the parents' role in moral development. Parents *(1991, September) 94–96, 98.*

2 A Comprehensive Model for Value Education and Moral Education *8*
Howard Kirschenbaum recommends a synthesis of traditional approaches and new approaches to moral education in the schools. Phi Delta Kappan *(1992), 73, 771–776.*

AT-RISK CHILDREN: IS EARLY INTERVENTION EFFECTIVE? *16*

3 Classroom-Based Elementary School Affective Education Programs: A Critical Review *18*
William Strein finds little support for the effectiveness of affective education programs in promoting positive changes on either affective or behavioral measures. Psychology in the School *(1988), 25, 288–296.*

4 Prenatal Exposure to Cocaine and Other Drugs: Developmental and Educational Prognoses *26*
Dan R. Griffith speaks to the importance of early intervention and notes that teachers can successfully handle the problem of cocaine-exposed children. Phi Delta Kappan *(1992), 74, 30–34.*

HYPERACTIVITY: IS IT A USEFUL LABEL? *33*

5 Hyperactivity and Attention Deficits *35*
Barbara Henker and Carol K. Whalen note the progress made in our understanding of hyperactivity in children and discuss the role

of stimulant medication in its treatment. American Psychologist *(1989),* 44, *216–223.*

6 **ADD: Acronym for Any Dysfunction or Difficulty** 48

Gay Goodman and Mary Jo Poillion regard ADD as a label having limited value for purposes of communication and planning. Journal of Special Education *(1992),* 26*(1), 37–56.*

DIVERSITY IN DEVELOPMENT: CULTURAL AND GENDER CONTROVERSIES 65

7 **Ethnic Differences in Adolescent Achievement** 67

Lawrence Steinberg, Sanford Dornbusch, and B. Bradford Brown challenge three widely held explanations for the superior performance of Asian-American teenagers, and the inferior performance of African- and Hispanic-American teenagers. American Psychologist *(1992),* 47, *723–729.*

8 **School Programs for African-American Males . . . and Females** 78

Carol Ascher explains the rationale for common features in controversial programs designed to promote a strong cultural and gender identity. Phi Delta Kappan *(1992),* 73, *777–782.*

9 **The Issue of Gender in Elementary and Secondary Education** 86

Myra Sadker, David Sadker, and Susan Klein note that gender differences in math, verbal, and spatial skills have been declining at a faster rate than can be explained by genetics. Review of Research in Education *(1991),* 17, *309–315.*

References and Additional Readings for Unit 1 92

UNIT 2

Learning and Instruction 95

CAN PSYCHOLOGY (AND EDUCATION) BE A SCIENCE OF MIND? 97

10 **Why is Cognitive Instruction Effective? Underlying Learning Mechanisms** 99

D. Kim Reid and C. Addison Stone argue that behavioral principles have failed and advocate cognitive principles of instruction suggested by Vygotsky and Piaget. Remedial and Special Education *(1991),* 12*(3), 8–19.*

11 The Shame of American Education *115*

B. F. Skinner criticizes today's educational methods and proposes to "program" instruction so students can learn twice as much in the same amount of time. American Psychologist *(1984)*, 39, *947–954.*

12 Communicating with Teachers—Honestly *125*

Lois A. Bader insists that the only thing new in cognitive instruction is the jargon and that such concepts as schemata were explained in much simpler language 80 years ago. Phi Delta Kappan *(1989)*, 70, *626–629.*

GENERIC THINKING SKILLS: THEIR RISE, FALL, AND RECOVERY *130*

13 Are Cognitive Skills Context-Bound? *131*

D. N. Perkins and Gavriel Salomon ask: Can an expert chess master become a military leader? They review the evidence for teaching and learning general thinking strategies as opposed to domain-specific knowledge and conclude that good education cannot have one without the other. Educational Researcher *(1989)*, 18*(1)*, *16–25.*

CAN CONSTRUCTIVIST THEORY GUIDE INSTRUCTION? *147*

14 Constructivism: New Implications for Instructional Technology? *149*

Thomas M. Duffy and David H. Jonassen review four perspectives of Constructivism and their influence on instructional design. Educational Technology *(1991)*, 31*(5)*, *7–12.*

15 An Instructional Designer's View of Constructivism *156*

Walter Dick argues that Constructivism appears to be a theory that is boundless, lacking in accountability, and of little use in guiding the design of instruction. Educational Technology *(1991)*, 31*(5)*, *41–44.*

COMPUTERS IN SCHOOL: A TOOL FOR EQUITY? *161*

16 Learning Systems Even the Odds *163*

Chuck Dervarics describes a bilingual computer-assisted instruction program that has impressively increased test scores for economically disadvantaged students. American School Board Journal, *(1991, October)*, 178, *11–13.*

此为试读,需要完整PDF请访问: www.ertongbook.com

17 Computers in Schools: Salvation or Social Disaster? *166*

Michael W. Apple cautions us that computers are still expensive and their availability may increase already wide social and academic imbalances. The Education Digest *(1992), 48–52 (condensed from* Computers in the Schools, *1991,* 8, *59–81).*

TEACHING DIVERSE LEARNERS: BASIC SKILLS, HIGHER ORDER SKILLS, OR LEARNING COMMUNITIES? *171*

18 Teaching Functions in Instructional Programs *173*

Barak Rosenshine reports that the most successful instruction proceeds in small hierarchical steps where student success is at least 80%. The Elementary School Journal *(1983), 335–350.*

19 Cognitive Approaches to Teaching Advanced Skills to Educationally Disadvantaged Students *180*

M. Barbara Means and Michael S. Knapp urge us to discard notions of teaching "Basics" in favor of "Higher Order Skills" so that all students can be more active in constructing their own knowledge. Phi Delta Kappan *(1991)* 73, *282–289.*

20 From Individual Differences to Learning Communities—Our Changing Focus *191*

Richard Prawat reviews evidence from both psychology and anthropology and challenges us to create classroom environments and work that resemble authentic out-of-school performance. Educational Leadership *(1992),* 49*(7), 9–13.*

References and Additional Readings for Unit 2 *197*

UNIT 3

Measurement and Evaluation of Individual Differences *199*

MEASUREMENT-DRIVEN INSTRUCTION *201*

21 The Merits of Measurement-Driven Instruction *203*

W. James Popham suggests that properly conceived and implemented measurement-driven instruction constitutes the most cost-effective way of improving the quality of public education in the United States. Phi Delta Kappan *(1987),* 68, *679–682.*

22 Measurement-Driven Instruction: Catchy Phrase, Dangerous Practice *209*

Gerald W. Bracey contends that measurement-driven instruction has many interrelated and pernicious effects on curriculum, instruction, and learning. Phi Delta Kappan *(1987),* 68, *683–686.*

TEACHING TO THE TEST *215*

23 Methods for Improving Standardized Test Scores: Fruitful, Fruitless, or Fraudulent? *217*

William A. Mehrens and John Kaminski discuss what instructional practices are and are not appropriate for producing valid scores. They conclude that at least some of the more popular practices constitute procedures that result in inaccurately high test scores. Educational Measurement: Issues and Practice *(1989),* 8*(1), 14–22.*

24 Can Fantasies Become Facts? *230*

S. Alan Cohen and Joan S. Hyman present a different perspective, arguing that making sure students learn what's worth teaching is more important than maintaining test integrity. Educational Measurement: Issues and Practice *(1991),* 10*(1), 20–23.*

25 Facts about Samples, Fantasies about Domains *236*

Mehrens responds to the Cohen/Hyman article pointing out areas of agreement, areas of disagreement, and areas where Cohen and Hyman misrepresented the points Mehrens and Kaminski were making. Educational Measurement: Issues and Practice *(1991),* 10*(2), 23–25.*

PERFORMANCE ASSESSMENT *240*

26 A True Test: Toward More Authentic and Equitable Assessment *242*

Grant Wiggins proposes that educators should use authentic assessments that are contextualized, complex intellectual challenges, not fragmented and static bits of tasks. Phi Delta Kappan *(1989),* 70, *703–713.*

27 Innovation or Enervation? Performance Assessment in Perspective *256*

Gregory J. Cizek suggests that performance assessment is not a panacea for our educational ills and that its advocates have built a straw person to knock down in the form of standardized tests. Phi Delta Kappan *(1991),* 72, *695–699.*

28 Using Performance Assessment for Accountability Purposes *262*

William A. Mehrens favors the use of performance assessment by individual teachers for purposes of classroom assessment. He raises some serious concerns about using such assessment strategies for accountability purposes. Educational Measurement: Issues and Practice *(1992),* 11*(1), 3–9, 20.*

TESTING AND ACCOUNTABILITY AS A REFORM STRATEGY *274*

29 The Effects of Important Tests on Students: Implications for a National Examination System *276*

George F. Madaus suggests that before lurching down the road to national testing a number of questions must be answered. He catalogues a number of advantages and disadvantages attributed to high-stakes examinations as a starting point for considering national examinations. He notes that his list of important disadvantages is considerably longer than his list of advantages. Phi Delta Kappan *(1991),* 73, *226–231.*

30 Good News about American Education *283*

Barbara Lerner opines that the Minimum Competency Testing Movement was the only successful education-reform movement of the last three decades. She suggests we now need to raise the floor to lift all our students to a higher base. Commentary *(1991, March), 19–25.*

GRADING PRACTICES *291*

31 Inside High School Grading Practices: Building a Research Agenda *293*

Richard J. Stiggins, David A. Frisbie, and Philip A. Griswold have investigated whether teachers actually follow the grading practices recommended by textbook authors. They locate some discrepancies and discuss some possible explanations for them. Educational Measurement: Issues and Practice *(1989),* 8*(2), 5–14.*

INTELLIGENCE TESTS: WHY THE DIVERSITY IN SCORES? *307*

32 Intelligence and IQ: Landmark Issues and Great Debates *309*

Richard A. Weinberg describes the status of controversies regarding the definition and measurement of intelligence, and the role of genes and environments in its development. American Psychologist *(1989),* 44, *98–104.*

References and Additional Readings for Unit 3 *319*

UNIT 4
Motivation and Management 321

MOTIVATION: AN INDIVIDUAL VERSUS A SCHOOLWIDE APPROACH 323

33 Self-Efficacy and Academic Motivation 325

Dale H. Schunk reviews applications of Bandura's Concept of Self-Efficacy with regard to goal-setting, information processing, modeling, attributional feedback, and rewards. Educational Psychologist *(1991),* 26, *207–209, 212–221, 227–231.*

34 Enhancing Student Motivation: A Schoolwide Approach 334

Martin L. Maehr and Carol Midgley, rather than focusing on individual students, recommend a schoolwide motivational program based on McClelland's notion of the "achieving society." Educational Psychologist *(1991),* 26, *399–401, 415–427.*

SELF-DIRECTION VERSUS EXTERNAL CONTROL 342

35 Compliant Cognition: The Misalliance of Management and Instructional Goals in Current School Reform 344

Mary McCaslin and Thomas L. Good note the incongruence between the modern school curriculum with its emphasis on producing self-motivated, active problem solvers and a management system that often insists on blind obedience. They propose an authoritative management system that allows students to operate as self-regulated, risk-taking learners. Educational Researcher *(1992),* 21*(3), 10–17.*

36 Assertive Discipline—More Than Names on the Board and Marbles in a Jar 355

Lee Canter discusses assertive discipline and addresses some of the concerns that are frequently raised about this approach. Phi Delta Kappan *(1989),* 71, *57–61.*

GRADE RETENTION OR SOCIAL PROMOTION 361

37 What Doesn't Work: Explaining Policies of Retention in the Early Grades 363

Mary Lee Smith and Lorrie A. Shepard review the research on retention and conclude that it is not good for children. Phi Delta Kappan *(1987),* 69, *129–134.*

38 Comments on "What Doesn't Work: Explaining Policies of Retention in the Early Grades" *371*

38a Troubled *371*

Fred C. Schroeder, a director of instruction, responds to the Smith/Shepard article. He agrees that retentions have a negative potential but argues for refining the procedure without abandoning it completely. Phi Delta Kappan *(1988),* 69, *389.*

38b Narrow and Distorted *372*

Richard L. Bucko, a principal, believes the Smith/Shepard article is narrow and distorted. He lists some principles that lead to successful retention. Phi Delta Kappan *(1988),* 69, *390.*

38c A Nativist Writes *372*

Becky Schloemer, a transition-first teacher supports a developmental philosophy and suggests that a transition room allows a child to develop and learn at a rate that is comfortable, not frustrating. Phi Delta Kappan *(1988),* 69, *390.*

GROUPING PRACTICES FOR GIFTED STUDENTS *374*

39 Ability Grouping, Cooperative Learning, and the Gifted *376*

Robert E. Slavin opposes the use of tracking and separate enrichment programs for the gifted, and recommends the use of cooperative learning to meet their needs. Journal for the Education of the Gifted *(1990),* 14*(1), 3–8.*

40 Cooperation or Exploitation? The Argument against Cooperative Learning for Talented Students *380*

Ann Robinson discusses the potential for educational abuse of bright students in cooperative learning settings. Journal for the Education of the Gifted *(1990),* 14*(1), 9–27.*

SPECIAL EDUCATION: APART OR A PART *391*

41 Special Education in the Restructured School *393*

Wayne Sailor notes sufficient parallels between general and special education reforms to suggest that now is the time for a shared educational agenda. Remedial and Special Education *(1991),* 12, *8–22.*

42 Arguable Assumptions Underlying the Regular Education Initiative *412*

James Kauffman, Michael Gerber, and Mel Semmel challenge inclusion. Journal of Learning Disabilities *(1988),* 21, *6–11.*

References and Additional Readings for Unit 4 *421*

Index *423*

UNIT 1

Development

Moral Development and Education

At-Risk Children: Is Early Intervention Effective?

Hyperactivity: Is It a Useful Label?

Diversity in Development: Cultural and Gender Controversies

此为试读,需要完整PDF请访问: www.ertongbook.com