

ANNUAL EDITIONS

Child Growth and Development

03/04



A·N·N·U·A·L E·D·I·T·I·O·N·S

Child Growth and Development

03/04

Tenth Edition

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Tenth Edition

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

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To the Reader

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

We are delighted to welcome you to this tenth volume of *Annual Editions: Child Growth and Development 03/04*. The amazing sequence of events of prenatal development that lead to the birth of a baby is an awe-inspiring process. Perhaps more intriguing is the question of what the future may hold for this newly arrived baby—for instance, will this child become a doctor, a lawyer, an artist, a beggar, or a thief? Although philosophers and prominent thinkers such as Charles Darwin and Sigmund Freud have long speculated about the importance of infancy on subsequent development, not until the 1960s did the scientific study of infants and young children flourish. Since then, research and theory in infancy and childhood have exploded, resulting in a wealth of new knowledge about child development.

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

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

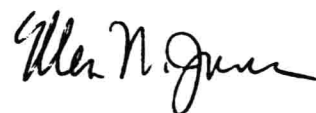
To achieve these objectives, we carefully selected articles from a variety of sources, including scholarly research journals and texts as well as semiprofessional journals and popular publications. Every selection was scrutinized for readability, interest level, relevance, and currency. In addition, we listened to the valuable input and

advice from members of our advisory board, consisting of faculty from a range of institutions of higher education, including community and liberal arts colleges as well as research and teaching universities. We are most grateful to the advisory board as well as to the excellent editorial staff of McGraw-Hill/Dushkin.

Annual Editions: Child Growth and Development 03/04 is organized into five major units. Unit 1 focuses on conception, prenatal development, and childbirth. Unit 2 presents information regarding developments in cognition, language, learning, and school. Unit 3 focuses on social and emotional development, while unit 4 is devoted to parenting and family issues such as child care issues, fathering, moral development, and discipline. Finally, unit 5 focuses on larger cultural and societal influences (such as after-school care and violence among youth) and on special challenges (such as poverty, childhood victimization and abuse, resilience, and children with autism).

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

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



Ellen N. Junn
Editor



Chris J. Boyatzis
Editor

World Wide Web Sites

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

AE: Child Growth and Development 03/04

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

General Sources

American Academy of Pediatrics

<http://www.aap.org>

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

CYFERNet

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

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

KidsHealth

<http://kidshealth.org>

This site was developed to help parents find reliable children's health information. Click on the topic bars: Baby's Development, Nutrition, Pediatric News, Safety and Accident Prevention, and Childhood Infections.

National Institute of Child Health and Human Development

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

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

UNIT 1: Conception to Birth

Babyworld

<http://www.babyworld.com>

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

Children's Nutrition Research Center (CNRC)

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

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

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

<http://www.zerotothree.org>

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

UNIT 2: Cognition, Language, and Learning

Educational Resources Information Center (ERIC)

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

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

I Am Your Child

<http://iamyourchild.org>

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

National Association for the Education of Young Children (NAEYC)

<http://www.naeyc.org>

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

Results of NICHD Study of Early Child Care

http://156.40.88.3/publications/pubs/early_child_care.htm

This study indicates that the quality of child care for very young children does matter for their cognitive development and their use of language. Quality child care also leads to better mother-child interaction, the study finds.

Vandergrift's Children's Literature Page

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

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

Project Zero

<http://pzweb.harvard.edu>

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

UNIT 3: Social and Emotional Development

Max Planck Institute for Psychological Research

http://www.mpipf-muenchen.mpg.de/BCD/bcd_e.htm

Several behavioral and cognitive development research projects are available on this site.

National Child Care Information Center (NCCIC)

<http://www.nccic.org>

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

Serendip

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

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

UNIT 4: Parenting and Family Issues

Facts for Families

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

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

Families and Work Institute

<http://www.familiesandworkinst.org>

Resources from the Families and Work Institute, which conducts policy research on issues related to the changing workforce and operates a national clearinghouse on work and family life, are provided.

The National Academy of Child Development

<http://www.nacd.org>

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

National Council on Family Relations

<http://www.ncfr.com>

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

The National Parent Information Network (NPIN)

<http://ericps.ed.uiuc.edu/npin/>

The National Parent Information Network contains resources related to many of the controversial issues faced by parents raising children in contemporary society. In addition to articles and resources, discussion groups are also available.

Parenting and Families

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

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

Parentsplace.com: Single Parenting

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

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

Stepfamily Association of America

<http://www.stepfam.org>

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

UNIT 5: Cultural and Societal Influences

Ask NOAH About: Mental Health

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

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

Association to Benefit Children (ABC)

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

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

Children Now

<http://www.childrennow.org>

Children Now focuses on improving conditions for children who are poor or at risk. Articles include information on education, influence of media, health, and security.

Council for Exceptional Children

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

This is the home page for the Council for Exceptional Children, a large professional organization that is dedicated to improving education for children with exceptionalities, students with disabilities, and/or the gifted child. It leads to the ERIC Clearinghouse on disabilities and gifted education and the National Clearinghouse for Professions in Special Education.

National Black Child Development Institute

<http://www.nbcdi.org>

Resources for improving the quality of life for African American children through public education programs are provided at this site.

Prevent Child Abuse America

<http://www.preventchildabuse.org>

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

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

UNIT 1

Conception to Birth

Unit Selections

1. **The End of Nature Versus Nurture**, Frans B. M. de Waal
2. **Making Time for a Baby**, Nancy Gibbs
3. **The Mystery of Fetal Life: Secrets of the Womb**, John Pekkanen

Key Points to Consider

- Where do you stand on the nature/nurture issue? Does it comfort you—or unsettle you—to know that the genes you inherited influence your mental health or sexual orientation, and so on? Given the information in the article “The End of Nature Versus Nurture,” how would you respond to someone who claimed that a person’s mental health or sexual orientation is “determined” by their genes?
- Although not altogether commonplace, there have always been reports of men over the age of 50–70 years fathering children with younger women. Recently medical and technological advances have now made it possible for women in their 50s and sometimes 60s to bear healthy children. Do you feel that the heightened level of media attention, and sometimes disapproval, directed toward women as opposed to men, is fair or warranted? Do you think it is wrong or problematic for older women to want to bear and raise babies? Why or why not? What about a child born into a family where both parents are in their 50s or early 60s? Do you think there should be some limit to the age at which people are told they cannot or should not be able to have or raise children? Defend your answer.
- Interview your mother about what she did or did not do differently in taking care of her health while she was pregnant. Given the host of potential prenatal teratogens that may put a fetus at risk, if you were having a baby, what precautions would you take, if any? Since there are so many potential threats, do you think taking these extra precautions, such as refraining from eating canned tuna to having a glass of wine with dinner while pregnant, is excessive or warranted?



Links: www.dushkin.com/online/

These sites are annotated in the World Wide Web pages.

Babyworld

<http://www.babyworld.com>

Children’s Nutrition Research Center (CNRC)

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

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

<http://www.zerotothree.org>

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UNIT 1 Conception to Birth

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

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1. **The End of Nature Versus Nurture**, Frans B. M. de Waal, *Scientific American*, December 1999
This famed scholar explores the **nature-nurture debate**, and argues that the two interact to shape human development and behavior. Different **psychological theories and historical influences** are discussed, as is the author's prediction that **evolutionary psychology** will itself evolve to take better account of **cultural influences**. 2
2. **Making Time for a Baby**, Nancy Gibbs, *Time*, April 15, 2002
Advances in fertility technology are giving couples the chance to have children at later ages. Nancy Gibbs discusses the **increased risk of problems such as miscarriage and chromosomal abnormalities** of late-in-life babies. 7
3. **The Mystery of Fetal Life: Secrets of the Womb**, John Pekkanen, *Current*, September 2001
John Pekkanen describes the many potential **threats to the fetus's well-being, including the mother's diet, drug use, caffeine, and environmental hazards**. The **fetus's ability to learn and remember** is impressive, but the author argues that parents can risk overstimulating the fetus. 13



UNIT 2 Cognition, Language, and Learning

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

Unit Overview	22
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Part A. Early Cognitive and Physical Development

4. **The Quest for a Super Kid**, Jeffrey Kluger and Alice Park, *Time*, April 30, 2001
More than ever, parents seem eager to help their children become smarter and smarter at earlier ages. This article addresses some of the **myths of early cognitive development and investigates parental guilt**. 24
5. **Long-Term Recall Memory: Behavioral and Neuro-Developmental Changes in the First 2 Years of Life**, Patricia J. Bauer, *Current Directions in Psychological Science*, August 2002
This leading scientist describes research demonstrating that **babies have long-term memory to recall past events well before their verbal skills develop**. Babies' memory skills may be based in their **brain development**. 28

6. **Evolution and Developmental Sex Differences**, David C. Geary, *Current Directions in Psychological Science*, August 1999
David Geary uses an **evolutionary framework and Darwinian principles** to predict and understand **sex differences in childhood in behaviors such as social development, play, and sexual selection**. The influence of **culture** is also considered. 33
 7. **Categories in Young Children's Thinking**, Susan A. Gelman, *Young Children*, January 1998
Susan Gelman's review of research by several prominent developmentalists describes how **children's thinking about the world is strongly influenced by the categories** that they are able to create and use. Children's thinking is also discussed in terms of the child's ability to **distinguish appearance from reality**, to understand the orderliness and naturalness of **biological growth**, and to use **words and names** as a guide for making inferences. 38
 8. **Do Young Children Understand What Others Feel, Want, and Know?**, Angeline Lillard and Stephanie Curenton, *Young Children*, September 1999
When do children understand the minds of others? The authors describe research showing the **emergence of young children's intuitive or folk psychology**, and discuss **how parents and the culture can influence children's understanding of others**. 45
 9. **Giftedness: Current Theory and Research**, Ellen Winner, *Current Directions in Psychological Science*, October 2000
Gifted children generate interesting questions for us. Are they born that way? If children are gifted in one domain, are they gifted in others? **How important is the environment** and "practice, practice, practice"? Ellen Winner addresses these issues and concludes that we do not yet know **whether nature or nurture matters more** in the creation of giftedness. 51
- Part B. Learning in School**
10. **The First Seven ... and the Eighth: A Conversation With Howard Gardner**, Kathy Checkley, *Educational Leadership*, September 1997
Howard Gardner defines intelligence and explains his **theory of multiple intelligences**. In this interview, he adds a new one—**naturalist intelligence**—and describes how **multiple intelligences are related to teaching and learning**. 55
 11. **How Should Reading Be Taught?**, Keith Rayner, Barbara R. Foorman, Charles A. Perfetti, David Pesetsky, and Mark S. Seidenberg, *Scientific American*, March 2002
The scientists discuss the **long-standing debate between "phonics" and "whole-language" approaches** to teaching reading. The authors also discuss issues such as **IQ and spelling errors**. Their evidence supports the more traditional phonics approach as more effective. 60
 12. **Where the Boys Are**, Cathy Young, *Reason*, February 2001
After decades of outcry that **"schools shortchange girls,"** social scientists, educators, and parents are now considering how **boys may get the short end of the educational stick and be at risk** in many ways. 65



UNIT 3

Social and Emotional Development

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

Unit Overview

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Part A. The Child's Feelings: Emotional Development

13. **Emotional Intelligence: What the Research Says**, Casey D. Cobb and John D. Mayer, *Educational Leadership*, November 2000

Success in life may have more to do with how we understand ourselves and others, whether we have empathy, and how well we interact with others. This **emotional intelligence—EQ**—is more important than IQ, some say, and the authors present the debate on **whether EQ really exists, how it is measured, and whether it can be taught** in schools.

74

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

14. **What Ever Happened to Play?**, Walter Kirn and Wendy Cole, *Time*, April 30, 2001

Children's lives—like their parents'—are more structured and more organized than ever. Can the **"overscheduled child" suffer from "play deprivation"** in a culture where corporate America is marketing **edutainment** and **schools are doing away with recess**?

79

15. **Gender and Group Process: A Developmental Perspective**, Eleanor E. Maccoby, *Current Directions in Psychological Science*, April 2002

This prominent psychologist describes how much of **children's gender socialization occurs within same-sex social groups**. Interestingly, many **sex-related qualities and behaviors** emerge within a group setting more than when children are alone.

82

16. **Girls Just Want to Be Mean**, Margaret Talbot, *The New York Times.com*, February 24, 2002

Schoolrooms have different **cliques** of children, and this article describes girls' cliques: Queen Bees, Alpha Girls, and the Really Mean Girls. Though boys are often viewed as the more aggressive sex because of their overt physical aggression, research is discussed on **verbal and interpersonal aggression that is more common in girls**.

86

17. **Bullying Among Children**, Janis R. Bullock, *Childhood Education*, Spring 2002

Bullying begins early in life and is, according to data, a nationwide problem. Janis Bullock discusses research on **characteristics of bullies and their victims and the impact of this behavior on children's development**. Recommendations for **working with bullies at school** are offered.

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UNIT 4

Parenting and Family Issues

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

Unit Overview

98

18. **Contemporary Research on Parenting: The Case for Nature and Nurture**, W. Andrew Collins, Eleanor E. Maccoby, Laurence Steinberg, E. Mavis Hetherington, and Marc H. Bornstein, *American Psychologist*, February 2000

This distinguished team of leading developmental psychologists summarizes research on parenting related to the **interaction of nature and nurture, children's temperament, and the roles of peers and the neighborhood**.

100

19. **What Matters? What Does Not? Five Perspectives on the Association Between Marital Transitions and Children's Adjustment**, E. Mavis Hetherington, Margaret Bridges, and Glendessa M. Insabella, *American Psychologist*, February 1998
This review of research addresses *children's adjustment to divorce, life in step-families, and relations to stepparents*. The authors also discuss children's characteristics that influence their adjustments to their parents' divorces and remarriages. 115
20. **Who's in Charge Here?**, Nancy Gibbs, *Time*, August 6, 2001
All parents struggle with discipline and control issues. Nancy Gibbs discusses attitudes about children and parenting that may have created monsters in some families, or at least *spoiled children* in too many. Many parents are rethinking their ways. 134
21. **American Child Care Today**, Sandra Scarr, *American Psychologist*, February 1998
A leading scholar on day care presents extensive information on the *socioeconomics and politics of early child care*. Sandra Scarr also summarizes research on the *effects of child care on children's social, academic, and emotional development*. 140
22. **Do Working Parents Make the Grade?**, Ellen Galinsky, *Newsweek*, August 30, 1999
Ellen Galinsky offers an interesting article on *family life from the child's perspective*, asking children about *family values* and *having children grade their mothers and fathers on many aspects of parenting*. 155
23. **The Moral Development of Children**, William Damon, *Scientific American*, August 1999
William Damon, a prominent developmental psychologist, discusses the *origins of morality*, the *universality of values*, and the *key role that parents play in promoting their children's moral development*. 159



UNIT 5

Cultural and Societal Influences

Eight selections examine the impact that society and culture have on the development of the child as well as special challenges such as child abuse, poverty, and autism.

Unit Overview 166

Part A. Social Issues

24. **Tomorrow's Child**, Jerry Adler, *Newsweek*, November 2, 1998
Jerry Adler presents historical evidence on various aspects of development, from *family life, to technology and education, to religion and the media*. 168
25. **Getting Stupid**, Bernice Wuethrich, *Discover*, March 2001
Teenagers drink, and their brains suffer because of it. Adolescents' *alcohol consumption has many negative effects*, including the *loss of brain cells* and *impaired memory and intellectual functioning*. 171
26. **How U.S. Children and Adolescents Spend Time: What It Does (and Doesn't) Tell Us About Their Development**, Reed W. Larson, *Current Directions in Psychological Science*, October 2001
Children have a lot of free time. Reed Larson analyzes *data from different countries to compare the time American youths spend on schoolwork, jobs, leisure, sports, volunteer activities, and media*. How children use their time may promote the development of different skills and values. 176

27. Parents or Pop Culture? Children's Heroes and Role Models, Kristin J. Anderson and Donna Cavallaro, <i>Childhood Education</i> , Spring 2002 The media offer children countless <i>role models in television programs, music, movies, and comic books</i> . Interesting differences emerged when <i>the authors surveyed African American, Asian American, Latino, and White children</i> on whether children admire people they know—parents, for example—or media figures.	181
Part B. Special Challenges	
28. The Effects of Poverty on Children, Jeanne Brooks-Gunn and Greg J. Duncan, <i>The Future of Children</i> , Summer/Fall 1997 The authors offer detailed research findings on the <i>relationship between poverty and children's outcomes in physical, emotional, and cognitive development and in school achievement</i> .	190
29. Scars That Won't Heal: The Neurobiology of Child Abuse, Martin H. Teicher, <i>Scientific American</i> , March 2002 Martin Teicher describes evidence on the <i>effects of abuse on the child's brain development, especially on the hippocampus and amygdala</i> . Long-term effects on the child's personality and antisocial behavior are also discussed.	203
30. The Early Origins of Autism, Patricia M. Rodier, <i>Scientific American</i> , February 2000 Autism is a puzzling disorder that includes <i>social withdrawal, language delays, and interpersonal and emotional deficits</i> . Patricia Rodier offers an in-depth discussion on <i>genetic and neurobiological factors</i> in autism.	209
31. Voices of the Children: We Beat and Killed People, Tom Masland, <i>Newsweek</i> , May 13, 2002 In a tragedy seen around the world, <i>children in many countries carry arms and fight as soldiers</i> . Tom Masland talked with some of these child soldiers, and also reports on efforts by the <i>United Nations Special Session on Children</i> to take children out of harm's way.	215
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Topic Guide

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

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

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

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2. Making Time for a Baby

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25. Getting Stupid

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18. Contemporary Research on Parenting: The Case for Nature *and* Nurture
19. What Matters? What Does Not? Five Perspectives on the Association Between Marital Transitions and Children's Adjustment
21. American Child Care Today

Birth and birth defects

2. Making Time for a Baby
3. The Mystery of Fetal Life: Secrets of the Womb

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3. The Mystery of Fetal Life: Secrets of the Womb
5. Long-Term Recall Memory: Behavioral and Neuro-Developmental Changes in the First 2 Years of Life
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17. Bullying Among Children
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29. Scars That Won't Heal: The Neurobiology of Child Abuse

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24. Tomorrow's Child
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- 17. Bullying Among Children

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- 6. Evolution and Developmental Sex Differences
- 31. Voices of the Children: We Beat and Killed People

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- 22. Do Working Parents Make the Grade?