

LAURA E. BERK

FOURTH EDITION

INFANTS AND CHILDREN

PRENATAL THROUGH MIDDLE CHILDHOOD



An illustration on the left side of the cover shows several kites of different shapes (triangles, a long spiral, and a diamond) flying on thin lines. At the bottom, the silhouettes of children are visible, holding the strings of the kites. The background is a light, textured yellow.

Infants and Children: Prenatal

Through Middle Childhood

FOURTH EDITION

LAURA E. BERK

ILLINOIS STATE UNIVERSITY

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IN LOVING MEMORY OF MY COUSINS,
ESTHER AND WALTER LENTSCHNER

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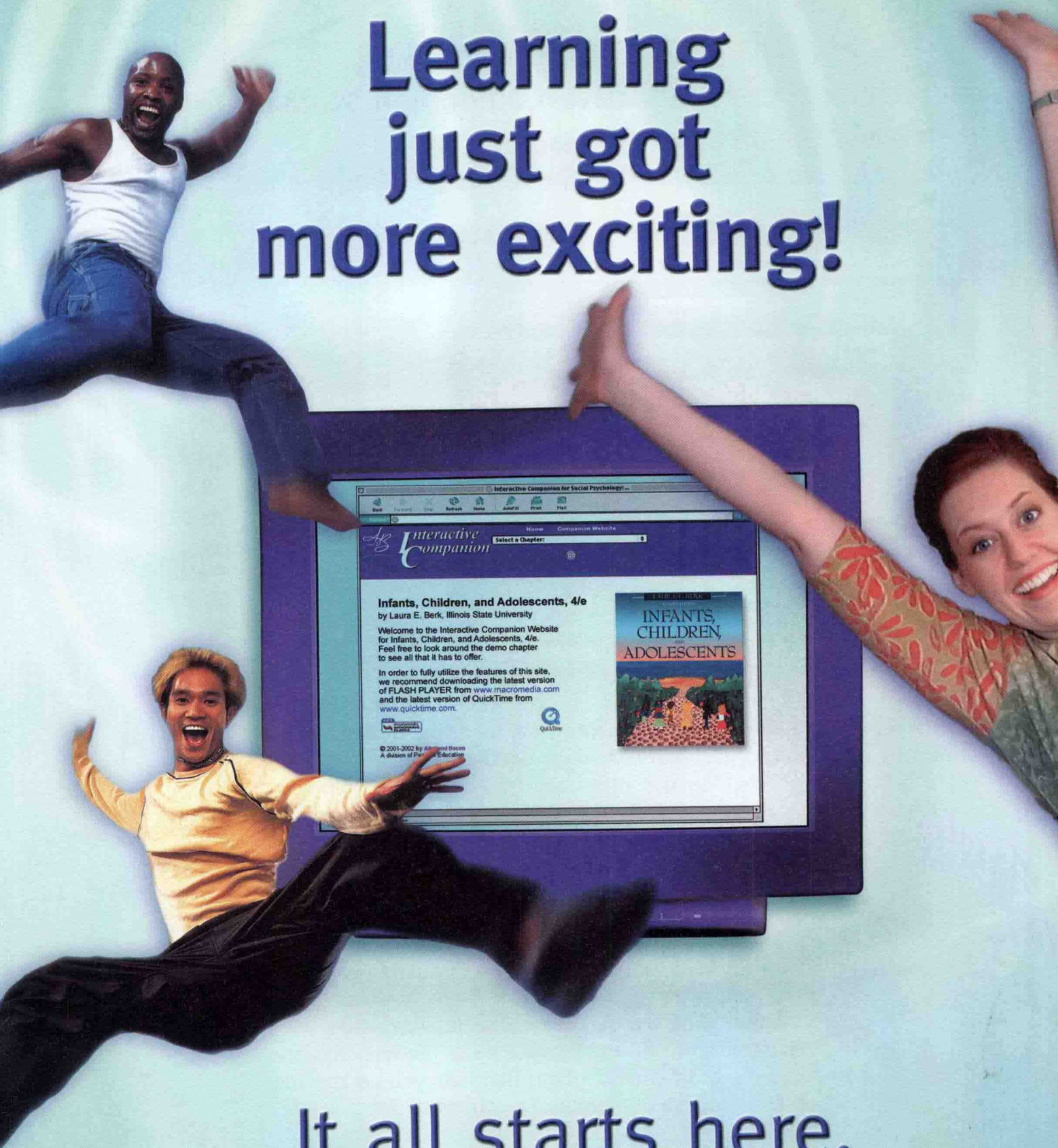
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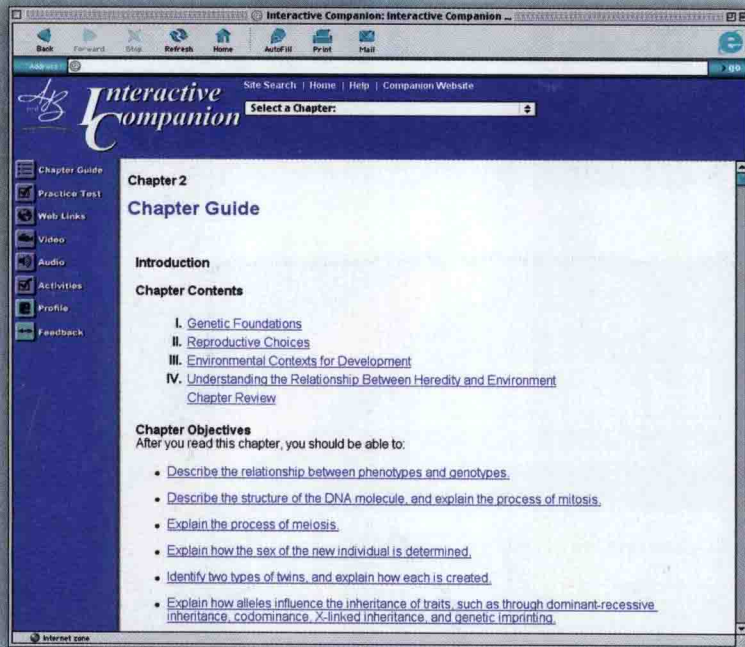
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“

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”

Anita Woolfolk
Educational Psychology Professor
The Ohio State University



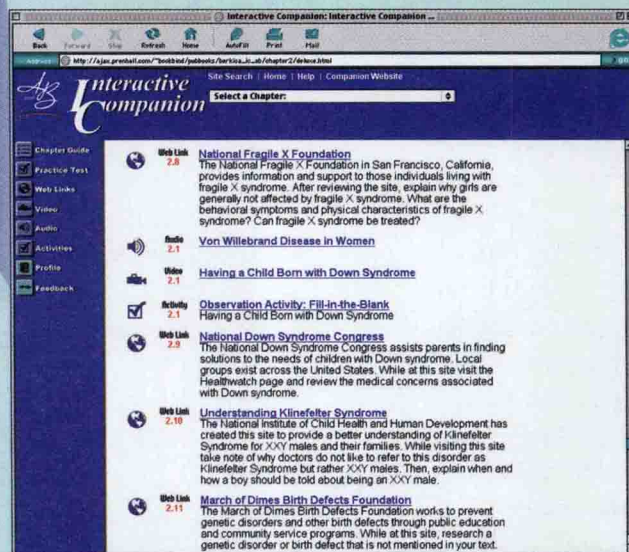
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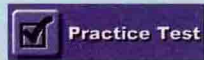
A **Practice Test** that promotes self-monitoring, a key element of successful learning.



Everything you need is right here at your fingertips!

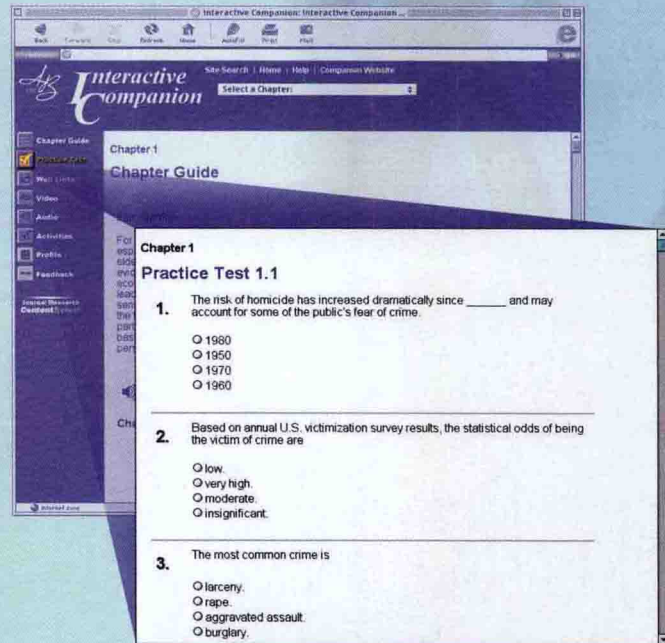
Interactive ways to prepare for that in-class exam and research paper!

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“I think it’s great. You can take practice tests so that when you really get tested, you already know what to expect. I think it really contributes to your learning.
Gloria, age 27”

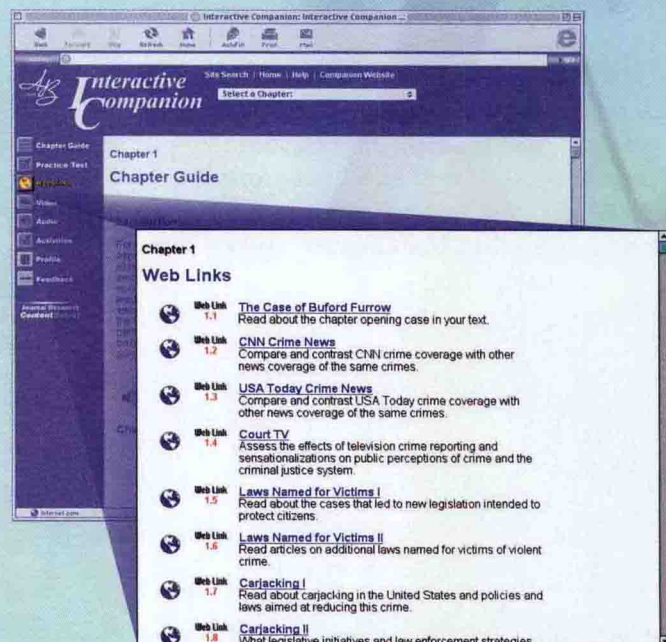


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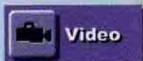
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“These Weblinks help me find quality Internet resources for the types of assignments required for class.
Debra, age 22”



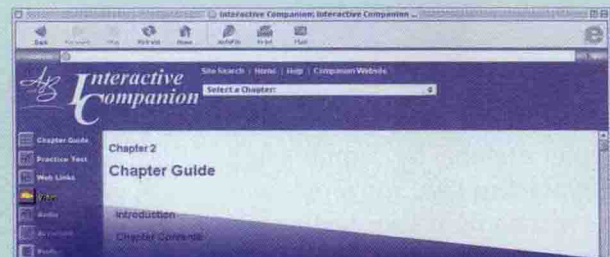
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*"The audio, feedback, and videos help me understand each chapter."
Janel, age 40*



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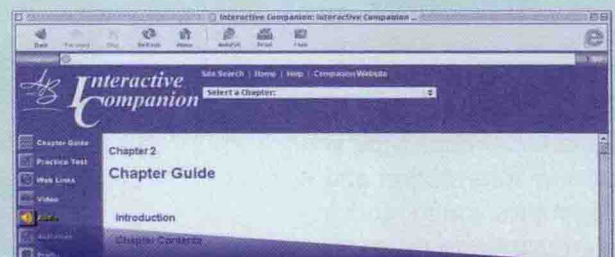
-  [Video 2.1 Having a Child Born with Down Syndrome](#)
-  [Video 2.2 Prenatal Diagnostic Methods in a High Risk Pregnancy](#)








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Chapter 2 Audio

-  [Audio 2.1 Von Willebrand Disease in Women](#)
-  [Audio 2.2 Genetic Counseling](#)
-  [Audio 2.3 Grandparents' Visitation Rights](#)
-  [Audio 2.4 Neighborhoods and School](#)
-  [Audio 2.5 Conceptual Frameworks for Studying the Development of Children of Color](#)

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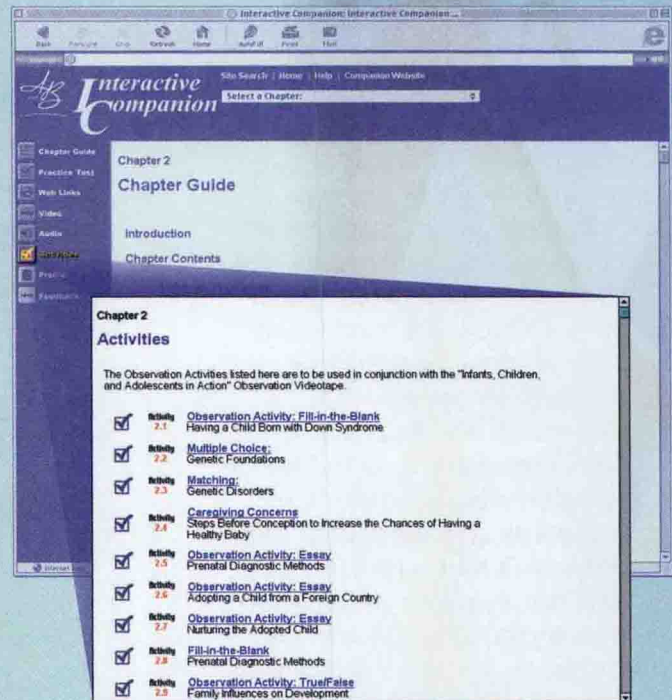
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"I enjoyed using the Website! The matching games and the vocabulary terms helped me the most."
Andy, age 18

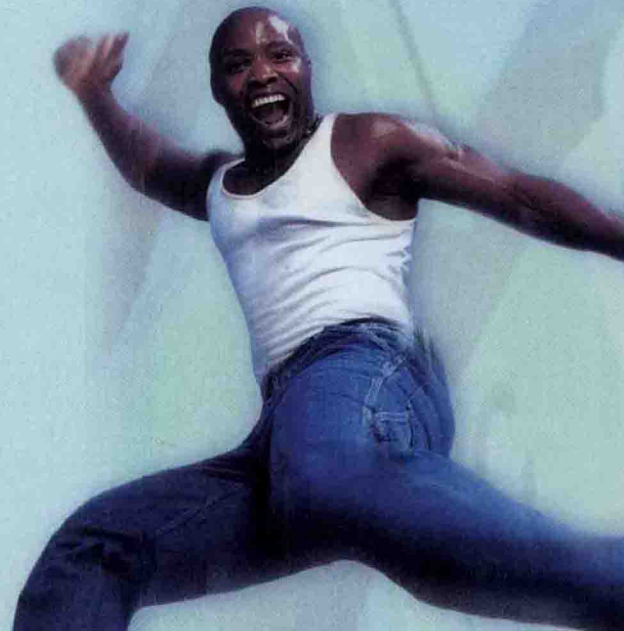


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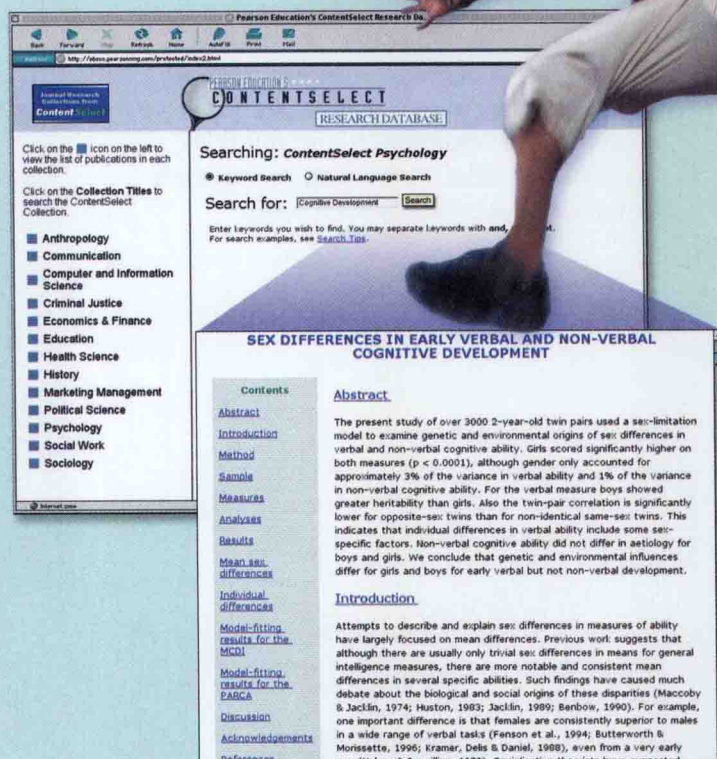


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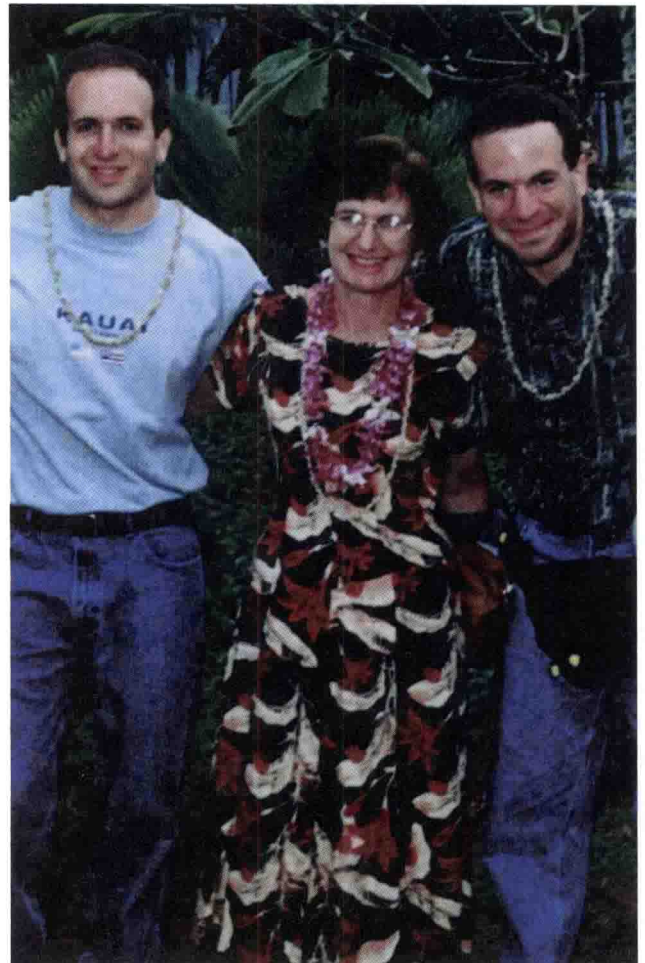
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ABOUT THE AUTHOR

Laura E. Berk is a distinguished professor of psychology at Illinois State University, where she teaches child development to both undergraduate and graduate students. She received her bachelor's degree in psychology from the University of California, Berkeley, and her master's and doctoral degrees in early childhood development and education from the University of Chicago. She has been a visiting scholar at Cornell University, UCLA, Stanford University, and the University of South Australia. Berk has published widely on the effects of school environments on children's development and, more recently, on the development of private speech in typically developing children and in children with learning and behavior problems. Her research has been funded by the U.S. Office of Education and the National Institute of Child Health and Development. It has appeared in many prominent journals, including *Child Development*, *Developmental Psychology*, *Merrill-Palmer Quarterly*, *Journal of Abnormal Child Psychology*, *Development and Psychopathology*, and *Early Childhood Research Quarterly*. Her empirical studies have attracted the attention of the general public, leading to contributions to *Psychology Today* and *Scientific American*. Berk has served as research editor for *Young Children* and consulting editor for *Early Childhood Research Quarterly*. She is the author of the chapter on the extracurriculum for the *Handbook of Research on Curriculum* and of the chapter on development for *The Many Faces of Psychological Research in the Twenty-First Century*. Her books include *Private Speech: From Social Interaction to Self-Regulation*, *Scaffolding Children's Learning: Vygotsky and Early Childhood Education*, and *Landscapes of Development: An Anthology of Readings*. In addition to *Infants, Children, and Adolescents*, she is author of the two best-selling texts *Child Development* and *Development Through the Lifespan*. Her recently released book for parents and teachers is titled *Awakening Children's Minds: How Parents and Teachers Can Make a Difference*.



Laura Berk with sons Peter and David

Preface for Instructors



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

The decade since *Infants, Children, and Adolescents* first appeared has been a period of unprecedented expansion and change in theory and research. This fourth edition ushers in the new millennium with a wealth of new content and teaching tools:

- *Increased attention is granted to multiple levels of the environment in which the child develops.* The contemporary move toward viewing the child's thoughts, feelings, and behavior as an integrated whole, affected by a wide array of influences in biology, social context, and culture, has motivated developmental researchers to strengthen their links with other fields of psychology and other disciplines. Topics and findings included in the text increasingly reflect the contributions of educational psychology, social psychology, health psychology, clinical psychology, neuropsychology, biology, pediatrics, sociology, anthropology, and other fields.
- *Diverse pathways of change are highlighted.* Investigators have reached broad consensus that variations in biological makeup, everyday tasks, and the people who support children in mastery of those tasks lead to wide individual differences in children's skills. This edition pays more attention to variability in development and recent theories, including ecological, sociocultural, and dynamic systems, that attempt to explain it.
- *The complex, bidirectional relationship between biology and environment is given greater emphasis.* Accumulating evidence on development of the brain, motor skills, cognitive competencies, temperament, and developmental problems

underscores the way biological factors share power with experience. The interconnection between biology and environment is revisited throughout the text narrative and in a Biology and Environment feature with new and updated topics.

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



TEXT PHILOSOPHY

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

1. An understanding of major theories and the strengths and shortcomings of each. The first chapter begins by emphasizing that only knowledge of multiple theories can do justice to the richness of child development. As I take up each age sector and domain of development, I present a variety of theoretical perspectives, indicate how each highlights previously overlooked contributions to development, and discuss research that has been used to evaluate them. Consideration of contrasting theories also serves as the context for an even-handed analysis of many controversial issues throughout the text.

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

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

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

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

6. A sense of the interdependency of all domains of development—physical, cognitive, emotional, and social. Every chapter takes an integrated approach to understanding children. I show how physical, cognitive, emotional, and social development are interwoven. Within the text narrative and in the “Ask Yourself . . . Connect” questions, students are referred to other sections of the book to deepen their grasp of relationships between various aspects of change.

7. An appreciation of the interrelatedness of theory, research, and applications. Throughout this book, I empha-

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



TEXT ORGANIZATION

I have chosen a chronological organization for this text. The chronological approach has the advantage of enabling students to get to know children of a given age period very well. It also eases the task of integrating the various aspects of development. At the same time, a chronologically organized book requires that theories covering several age periods be presented piecemeal. This creates a challenge for students, who must link the various parts together. To assist with this task, I remind students of important earlier achievements before discussing new developments. Also, chapters devoted to the same topic (for example, Cognitive Development in Early Childhood, Cognitive Development in Middle Childhood) follow similarly organized patterns, making it easier for students to draw connections across age periods and construct a continuous vision of developmental change.



NEW COVERAGE IN THE FOURTH EDITION

In this edition, I continue to represent a rapidly transforming contemporary literature with theory and research from more than 1,500 new citations. To make room for new coverage, I have condensed and reorganized some topics and eliminated others that are no longer as crucial in view of new evidence. The following is a sampling of major content changes, organized by chapter (a more complete description of changes can be found in the Instructor's Resource Manual that accompanies the text):

■ CHAPTER 1

- New sections describing major periods and domains of development at the beginning of the chapter.
- Revised section on basic issues on which major theories take a stand.
- Expanded discussion of applications of information-processing research.
- Enhanced section on development as a dynamic system.
- New sections on psychophysiological methods as well as methods for studying culture, illustrated in a new Cultural Influences box on immigrant youth.

■ CHAPTER 2

■ Increased attention to the complexity of genetic influences, including a revised and updated Biology and Environment box on the Human Genome Project. ■ New section on environmental influences on gene expression, including discussion of epigenesis. ■ Updated section on environmental contexts for development, with special attention to family and neighborhood influences. ■ New Biology and Environment box on uncoupling genetic–environmental correlations for mental illness and antisocial behavior.

■ CHAPTER 3

■ Updated research on the relationship of family size to development. ■ Enhanced and updated discussion of teratogens, with special attention to the consequences of illegal drugs, alcohol, radiation, environmental pollutants, and infectious disease for brain development. ■ New Social Issues: Health box on the prenatal environment and health in later life.

■ CHAPTER 4

■ Expanded and updated sections on social support, interventions, and complications during labor and delivery; maternal bonding; and capacities of the newborn. ■ New Biology and Environment box on factors that control the timing of birth. ■ Updated Social Issues: Health box, including current international data on infant mortality and paid maternity and paternity leave policies.

■ CHAPTER 5

■ New case examples, including the story of Grace, a 16-month-old toddler born in Cambodia and adopted by American parents. ■ Enhanced discussion of brain development, including synaptic pruning, lateralization, plasticity, and sensitive periods, with implications for appropriate infant and toddler stimulation. ■ New research on development of vision, including pattern and face perception and perception of object unity. ■ New Biology and Environment box on development of infants with severe visual impairments.

■ CHAPTER 6

■ New research on infants' reasoning about the physical world, including object permanence and physical causality. ■ New research on development of vision, including pattern and face perception and perception of object unity. ■ Updated findings on development of representation, memory, and categorization. ■ Expanded treatment of the social context of early cognitive development. ■ Updated research on specialization of brain areas for language, with emphasis on the role of language-learning experiences in lateralization. ■ New section on a sensitive

period for language development. ■ New Biology and Environment box on parent–child interaction and cognitive development of deaf children.

■ CHAPTER 7

■ Application of the dynamic systems perspective to early emotional development. ■ Cross-cultural evidence on development of stranger anxiety. ■ Enhanced consideration of the development of emotional self-regulation, including cultural variations. ■ Expanded discussion of dimensions of temperament, stability of temperament, and cultural influences on the development of temperament. ■ Updated consideration of the role of infant temperament and caregiving in attachment security. ■ New findings on disorganized/disoriented attachment. ■ Updated Social Issues box on child care and attachment security, including findings from the NICHD Study of Early Child Care.

■ CHAPTER 8

■ New evidence on lateralization and handedness. ■ Revised and updated Biology and Environment box on treating short children with growth hormone. ■ Expanded discussion of environmental influences on preschoolers' eating behaviors. ■ Updated statistics on child health indicators, including nutrition, immunization, and infectious disease. ■ New Social Issues: Health box on otitis media and development. ■ Expanded discussion of prevention strategies of unintentional injuries. ■ Updated consideration of development of drawing and writing.

■ CHAPTER 9

■ Revised section on preschoolers' understanding of symbol–real world relations. ■ New research on reasoning by analogy, causal reasoning, and categorization. ■ Revised section evaluating Vygotsky's theory. ■ New section on problem solving, covering overlapping-waves theory of strategy development. ■ New Cultural Influences box on young children's daily life in a Yucatec Mayan village, illustrating diversity in preschool cognitive development. ■ Updated discussion of the young child's theory of mind. ■ Updated discussion of literacy and mathematical development. ■ New evidence on outcomes associated with child-centered versus academic preschools. ■ New evidence on language development, including vocabulary, grammar, and conversational skills.

■ CHAPTER 10

■ New Cultural Influences box on implications of cultural variations in personal storytelling for preschoolers' self-concepts. ■ New evidence on understanding of intentions and emotions, emotional self-regulation, and self-con-

scious emotions. ■ Updated section on empathy, including the distinction between empathy and sympathy. ■ New findings on cultural variations in peer sociability and on friendships as social supports during the transition to school. ■ New section on social problem solving. ■ Revised and updated section on television and aggression. ■ New research on morality, with special attention to distinctions between moral imperatives, social conventions, and matters of personal choice. ■ Expanded discussion of cultural variations in child-rearing styles. ■ Updated section on child maltreatment.

■ CHAPTER 11

■ Current findings on development of myopia. ■ Updated and expanded discussion of childhood obesity. ■ Updated Social Issues: Education box on children's understanding of health and illness. ■ Expanded consideration of sex differences in motor skills and adult-organized youth sports.

■ CHAPTER 12

■ Updated research on cognitive inhibition, planning, and early reading development. ■ Enhanced consideration of culture, language styles, and mental test performance. ■ Updated research on dynamic testing. ■ Expanded consideration of gains in communication skills. ■ Revised and updated sections on bilingual development and bilingual education. ■ New Social Issues: Education box on school readiness, academic redshirting, and early retention. ■ Enhanced discussion of school grouping practices, cooperative learning, and inclusion. ■ Updated section on gifted children, with special attention to the distinction between talent and creativity.

■ CHAPTER 13

■ Enhanced consideration of self-concept and self-esteem, including cultural variations. ■ Expanded treatment of self-conscious emotions, emotional understanding, and emotional self-regulation. ■ Updated consideration of school-age children's grasp of linkages between moral rules and social conventions. ■ Expanded discussion of peer groups. ■ New evidence on peer acceptance, including two subtypes of popular children. ■ Updated Biology and Environment box on bullies and their victims. ■ Updated discussion of development of gender stereotypes, including girls' tendency to discount their academic talent. ■ New section on never-married, single-parent families. ■ Updated section on divorce, with special attention to long-term consequences. ■ Enhanced attention to age differences in children's adjustment to blended families. ■ Updated section on child care for school-age children. ■ Inclusion of findings on school-based violence prevention programs.



INSTRUCTOR'S SUPPLEMENTS

A variety of teaching tools are available to assist instructors in organizing lectures, planning demonstrations and examinations, and ensuring student comprehension.

■ INSTRUCTOR'S RESOURCE MANUAL (IRM)

Prepared by Sara Harris and Laura E. Berk, Illinois State University, this thoroughly revised IRM contains additional material to enrich your class presentations. For each chapter, the IRM provides a Chapter-at-a-Glance grid, Brief Chapter Summary, Learning Objectives, detailed Lecture Outline, Lecture Extensions, Learning Activities, "Ask Yourself" questions with answers, Suggested Readings, Transparencies listing, and Media Materials.

■ TEST BANK

Prepared by Gabrielle Principe, Cornell University, and Karla Gingerich, Colorado State University, the test bank contains over 2,000 multiple-choice questions, each of which is cross-referenced to a Learning Objective, page-referenced to chapter content, and classified by type (factual, applied, or conceptual); essay questions; and premade tests.

■ COMPUTERIZED TEST BANK

This computerized version of the test bank is available in Windows and Macintosh formats using ESATEST III, the best-selling test generation software.

■ TRANSPARENCIES

Two hundred full-color transparencies taken from the text and other sources are available on adoption of the text.

■ SEASONS OF LIFE VIDEO SERIES

Illustrating the text's interdisciplinary focus, this five-video series explores a multitude of biological, psychological, and social influences on development. Nearly 75 psychologists, biologists, sociologists, and anthropologists present theory, methods, and research. Student Activities are provided in the IRM to help you integrate *Seasons of Life* into your course. Your publisher's representative can provide you with details on class enrollment restrictions.

■ FILMS FOR THE HUMANITIES & SCIENCES: CHILD DEVELOPMENT VIDEO

Complementing the text's linkage of theory and research to application, this revised video features high-interest segments on topics such as genetic counseling, fetal alcohol syndrome, the child's theory of mind, and adolescent depression. The IRM provides synopses and Discussion Questions for each segment.

■ “INFANTS, CHILDREN, AND ADOLESCENTS IN ACTION” OBSERVATION PROGRAM

I have revised and expanded this real-life videotape, containing a wealth of observation segments that illustrate the many theories, concepts, and milestones of child development. An Observation Guide helps students use the video in conjunction with the textbook, deepening their understanding of the material and applying what they have learned to everyday life. The videotape and Observation Guide are free to instructors who adopt the text and are available to students at a discount when packaged with the text.

■ POWERPOINT™ CD-ROM

A PowerPoint™ CD-ROM contains outlines of key points and illustrations from each chapter, as well as an electronic version of the Instructor's Resource Manual, making it easy to customize content.

■ WEBSITE

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Designed for students and faculty of child and human development classes, this website includes current links and information about development, Online Practice Tests, a Teaching Aids section, Websketches (extensions of the stories illustrating development in the text), and a variety of additional features. With the purchase of a new text, your students will receive a PIN code that provides them with access to a robust Interactive Companion site that encourages interactive learning by providing many activities that have been specially created for this edition and access to Content Select, which provides online access to journal articles from most major journals.

■ COURSE MANAGEMENT

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■ ACKNOWLEDGMENTS

The dedicated contributions of a great many individuals helped make this book a reality and contributed to refinements and improvements in this fourth edition. An impressive cast of reviewers provided many helpful suggestions, constructive criticisms, and encouragement and enthusiasm for the organization and content of the text. I am grateful to each one of them.

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