

DEVELOPMENT

Infancy Through Adolescence

Development

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Laurence Steinberg

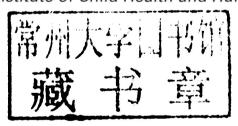
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Development: Infancy Through Adolescence Laurence Steinberg, Deborah Lowe Vandell, Marc H. Bornstein

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Library of Congress Control Number: 2009935600

Student Edition:

ISBN-13: 978-0-618-72155-9 ISBN-10: 0-618-72155-X

Advantage Edition:

ISBN-13: 978-0-840-03307-9 ISBN-10: 0-840-03307-9

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Development

To our families

About the Authors

Laurence Steinberg is the Distinguished University Professor and Laura H. Carnell Professor of Psychology at Temple University. Since receiving his Ph.D. from Cornell in 1977, Dr. Steinberg's research has focused on a range of topics in the study of contemporary adolescence, including parent-adolescent relationships, adolescent employment, high school reform, and juvenile justice.

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Preface

This book grew out of our shared belief that a change in the way we teach students about the study of child development was long overdue. What distinguishes this text from other titles can be sumarized with an acronym: CARE.

Cutting-edge research

Applied developmental science

Readability

Essential knowledge

Some books share one, maybe two, of these features. But none has all four. And it is our view that students need the full combination to really understand and appreciate both how children develop and how scientists study this process.

Simply put, students should know what today's scientists are discovering about child development and how this knowledge can be applied in the real world. This information also needs to be presented in a style that is contemporary and engaging and that is free from the distractions of fluff and filler. These have been our overarching aims.

CUTTING-EDGE RESEARCH

There is no better way for a textbook author to keep up with the latest developments in the field than to be an actively engaged specialist in his or her own research. **Specialists are often the most knowledgeable about the science that is defining, and redefining, the field.** This book is the product of collaboration among three active scientists who study different periods of development: Marc H. Bornstein specializes in infancy, Deborah Lowe Vandell in childhood, and Larry Steinberg in adolescence. All of us have been teaching and doing research on child development for more than thirty years, and all of us have occupied prominent positions in the field's major organizations and on the field's most important editorial boards.

APPLICATION THROUGH LUCID EXAMPLES

The authors of this book come at the study of development from different disciplinary perspectives: Marc was trained in developmental science, Deborah in education, and Larry in human development and family studies. One of us has taught elementary school (Deborah), another has done clinical work with children and families (Larry), and another has conducted research all over the world (Marc). Our combined expertise allows us to raise examples that resonate with students from different backgrounds and fields of study, and with different occupational goals in mind. All three of us have made strong commitments in our professional careers to the application of developmental science in the real world, whether through the design of legal and social policy, the dissemination of information about children through television and film, the development of educational and after-school programs, or the authoring of books and articles written explicitly for parents, teachers, and health care practitioners. Our commitment to the profession has enabled us to write a textbook that is full of examples and illustrations that permit students not simply to understand and appreciate the scientific study of child development, but to see how this knowledge can be used to improve the lives of infants, children, and adolescents around the world.

READABILITY WITH A GOAL TOWARD COMPREHENSION

We strongly believe that there is no reason that a textbook has to be boring. We find the study of child development exciting, and we've tried to communicate this excitement to students in the way this text is written. Although each of us is an accomplished and

well-published author, we worked closely with Ann Levine, a professional writer who has written several successful textbooks and trade books, to keep the writing lively and engaging, and to ensure that the book has a strong and common voice that cuts across chapters. And we worked closely with the design team to create an interior look that is coherent, contemporary, and attractive.

As soon as you start to read, you will see that the writing is more conversational than is usually the case. **The combination of cutting-edge research coverage and conversational writing gives students comfortable access to core concepts.** In this way, each chapter tells a story. We think that students are more likely to retain information that they have really read—not just scanned and memorized.

ESSENTIAL KNOWLEDGETHAT PROVIDES FOCUS ON CORE CONCEPTS

As we set out to write this book, we asked ourselves, "What do students *really* need to know?" And, "What content can students probably do without?" We know that there are topics that are mainstays in developmental textbooks not because they remain useful or important, but because they just have always been there.

We began our work by listing, for ourselves, every conceivable topic that might be covered in an introductory developmental textbook. Like a brain producing synapses during infancy, we deliberately overproduced. And then, as is the case during childhood and beyond, we pruned. If a topic was essential, we kept it on the list. If it wasn't, we said goodbye. We elected to cover fewer, more important topics in depth rather than create an encyclopedia that was shallow and superficial. The result is a book that focuses more on core concepts and good explanations of those concepts.

We also decided to eliminate the fluff—the boxed inserts that students never read because they know they won't be covered on the exam, the cartoons and comics that take up valuable real estate in a book, and the imaginary children invented to tell stories about development. We knew that we could illustrate our points with real-world examples, so why make them up? Our rule was that if a topic wasn't important enough to include in the main body of the text, it wasn't important enough to include in the book. Every photo, figure, and table was selected to illustrate a very specific, substantive point. Our decision to eschew boxes had the added benefit of giving the interior design a clean, crisp feel.

Organization and Learning Aids

As we noted earlier, this book is organized in a way that will be familiar to instructors who teach child development and follow a chronological organization.

The book is divided into five parts, each comprising three chapters:

- The first part introduces the scientific study of development with a chapter on theory and research design, a chapter on nature and nurture, and a chapter on prenatal development and birth.
 - The coverage of theory in Chapter 1 departs from the usual, in that we place less emphasis on classical theorists—Freud, Erikson, and Piaget—and give more attention to more contemporary views, including sociocultural, ecological, behavioral-genetic, evolutionary, and dynamic systems perspectives.
 - Chapter 2 (Nature with Nurture) combines our discussion of genetics and our discussion of the context of development, culminating in a contemporary view of how nature and nurture work together.
 - Chapter 3 begins at conception, covers prenatal development, and concludes with the birth of the baby.

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• Each of the remaining parts of the book focuses on a specific developmental period—Infancy, Early Childhood, Middle Childhood, or Adolescence—and contains separate chapters on Physical Development (including brain development), Cognitive Development, and Socioemotional Development.

Within each chapter we have included interim summaries (one following each major subsection) and a running glossary in the margin, as well as three concluding pedagogical devices that we hope students will find helpful:

- A brief section called "Summing Up and Looking Ahead," which reviews the chapter's main themes and piques students' interest in the next chapter;
- A section called "Did You Get It?" which tells students what they should have come away with after reading the chapter
- A list of "Important Terms and Concepts," which provides page numbers for each
 of the glossary terms so that students can quiz themselves on them.

Supplements

Instructor's Resource Manual: Save time, streamline your course preparation, and get the most from the text by preparing for class more quickly and effectively. The *Instructor's Resource Manual* contains: learning objectives, chapter outlines, lecture and discussion topics, and student activities and handouts.

Test Bank: Containing over 1500 questions, the test bank contains both multiple-choice and essay questions. Each question is tied to a learning objective and marked with the main-text page reference to help instructors efficiently create quizzes and tests.

PowerLecture® with ExamView® and JoinIn™: This one-stop lecture and class preparation tool contains ready-to-use PowerPoint® slides and allows you to assemble, edit, publish, and present custom lectures for your course. PowerLecture lets you bring together text-specific lecture outlines and art from the text along with videos or your own materials, culminating in a powerful, personalized media-enhanced presentation. The CD-ROM also includes the JoinIn Student Response System that lets you pose book-specific questions and display students' answers seamlessly within the PowerPoint® slides of your own lecture in conjunction with the "clicker" hardware of your choice, as well as the ExamView assessment and tutorial system, which guides you step by step through the process of creating tests.

Book Companion Website: Full of resources for both instructors and students, the website contains chapter outlines, learning objectives, chapter quizzing, a glossary, flash cards, and more! To access the website, go to www.cengage.com/psychology/steinberg.

Study Guide: The study guide contains learning objectives, chapter outlines, key terms with fill-in-the-blank exercises, applied learning and critical thinking exercises, multiple-choice quizzes, and a quiz review.

ACKNOWLEDGMENTS

We deeply appreciate the contributions of all those who have supported this text's evolution, including the following colleagues:

Heather Alvarez, Ohio University Main Campus Melissa Atkins, Marshall University Elmida Baghdaserians, Los Angeles Valley College Byran Bolea, Grand Valley State University Stacie Bunning, Maryville University Melinda C. R. Burgess, Southwestern Okaloma State University Krista Carter, Colby Community College

Claudia Cochran, El Paso Community College

Melanie A. Conti, College of Saint Elizabeth

Caroline Cooke Carney, Monterey Penninsula College

Sheridan DeWolf, Grossmont College

William Fisk, Clemson University

Ross Flom, Brigham Young University

Pamela Flores, Nassau Community College

Belinda Hammond, Los Angeles Valley College

Dee Higley, Brigham Young University

Suzy Horton, Mesa Community College

Maria Ippolito, University of Alaska-Anchorage

Lauri A. Jensen-Campbell, University of Texas-Arlington

Marygrace Kaiser, University of Miami

Karen Kwan, Salt Lake Community College

Deborah J. Laible, Lehigh University

Judy Levine, Farmingdale State College

John Lindstrom, Virginia Commonwealth University

Kevin MacDonald, California State University, Long Beach

Ashley Maynard, University of Hawaii

Camille Odell, Utah State University

Wendy Orcajo, Menifee Valley Campus (Mt. San Jacinto College)

Randall E. Osborne, Texas State University-San Marcos

Judith (Lyn) Rhoden, University of North Carolina-Charlotte

Sarita Santos, Santa Monica College

Pamela Schuetze, Buffalo State

Jack J. Shilkret, Anne Arundel Community College

David Shwalb, Southern Utah University

Elizabeth Soliday, Washington State University

Lisa Stein, Atlantic Community College

Kaveri Subrahmanyam, California State University, Los Angeles

Ada Wainwright, College of DuPage

Lois Willoughby, Miami Dade Community College

Producing *Development: Infancy Through Adolescence* and its supplements was a formidable task. We are especially indebted to each of the following individuals for their contributions to this project:

Sean Wakely

Lauren Keyes

Michelle Julet

Holly Rudelitsch

Vernon Boes

Kelly Miller

Kim Russell

Aileen Mason

Jeremy Judson

Shannon LeMay Finn

Rebecca Rosenberg

It has been a pleasure to work with such a gifted group of professionals and many others at Cengage and at Houghton-Mifflin. We would especially like to express our deepest gratitude to our publisher, Linda Schreiber; editors Jon-David Hague and Jane Potter; and developmental editor, Rita Lombard.

Finally, we are indebted to Ann Levine, whose final editing and voicing of each chapter helped produce a book that is not only informative, but also a pleasure to read.

Laurence Steinberg Deborah Lowe Vandell Marc H. Bornstein

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