

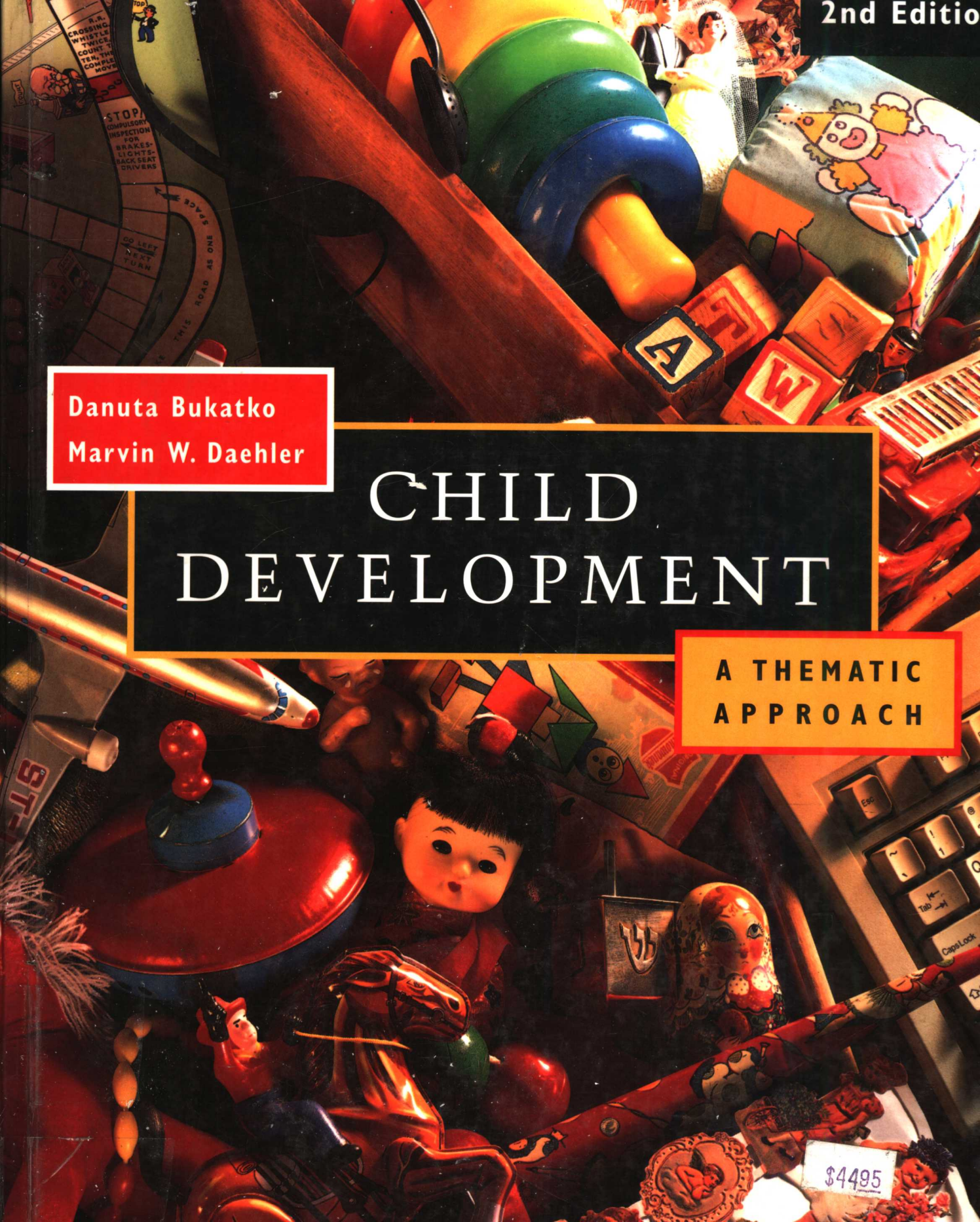
2nd Edition

Danuta Bukatko

Marvin W. Daehler

CHILD DEVELOPMENT

A THEMATIC
APPROACH



Child Development

A T H E M A T I C A P P R O A C H

Second Edition

Danuta Bukatko

COLLEGE OF THE HOLY CROSS

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To Don and Nicholas

D. B.

To June, and to Curtis, Joshua, and Renée

M. W. D.

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Preface

As we undertook the revision of this text, we retained the same general vision we had when we wrote the first edition. That is, we wanted students to consider an exciting and complex topic: the factors that influence and shape an individual in his or her most formative years. Yet we also recognized a common dilemma shared by instructors: How do we capture the remarkable breadth and depth of the child's psychological development in the mere thirteen (or fewer) weeks that the course is scheduled? Our question was and still is, How do we help students to sift through the enormous number of developmental "facts" so that they carry away the central knowledge of our field? Furthermore, how do we give students a meaningful sense of the "whole" child, given the specialized study of so many different "parts" of the individual that are characteristic of our field?

To meet these special challenges, our goal has been to provide for the undergraduate student a comprehensive, topically organized, up-to-date picture of child development from conception through adolescence. We emphasize the classic and contemporary research and theory at the core of developmental psychology. As with the first edition, we continue to draw on the growing body of cross-cultural research that helps to elucidate certain fundamental questions about development; in fact, as we approached the revision, we paid special attention to adding cross-cultural and multicultural topics throughout the book. Moreover, in keeping with our belief that research in child development tells an integrated "story," we have added a new element; at various points in the text, we now point out examples of atypical development that can be understood in the context of normal development.

Most important, however, we explicitly draw the student's attention to the themes that replay themselves throughout the course of development, those fundamental, overarching issues that continually resurface and that provide coherence among seemingly disparate research findings. We highlight six basic themes in our discussion of child development:

- What roles do nature and nurture play in development?
- How does the sociocultural context influence development?
- How does the child play an active role in development?
- Is development continuous or discontinuous?
- How prominent are individual differences in development?
- How do the various domains of development interact?

Those familiar with our first edition will notice that we have introduced a new theme, the prominence of individual differences. We decided to include this theme because individual differences are such a common and typical outcome of the multiple processes that contribute to development. Individual differences need to be under-

stood and celebrated as part of the goal of each child's maturing. In introducing this new theme, we elected to incorporate a previous theme, sensitive periods in development, within a broadened interpretation of the debate over whether development is best conceptualized as continuous or discontinuous. The merging of these two themes seemed desirable because a major implication of sensitive periods is that discontinuities can be introduced in development when, for example, certain experiences are unavailable.

By drawing out these themes, we hope to give the reader a means of discovering the "big picture," a way of making sense of the myriad facts that compose the child development literature and a way of understanding the child as a complex, yet integrated being. Moreover, we believe these themes will serve as a tool to stimulate critical thinking among students about the nature of development and how it is best conceptualized. They encourage the student to think about the *process* of development, or *why* development proceeds as it does. We believe that when students engage in this sort of reflection, they also begin to appreciate the ramifications of research and theory for applied issues such as parenting practices, education, and social policy regarding children, which are ultimately concerns for us all.

Organization and Coverage

We have made several changes in the organization of the book. First, because of the growing literature on cognitive development, we have added an additional chapter on this topic. Chapter 8 is now devoted to a discussion of Piaget's theory of cognition and the contemporary research that his work has stimulated. Chapter 9 provides expanded coverage of the information-processing perspective on cognition. Second, we have integrated the material on social cognition with the topic of moral development in the form of a new chapter (Chapter 12) called "Self and Values." We believe this new organization better reflects the interconnections between the child's growing social awareness and self-regulation skills and his or her developing sense of values.

We begin the text with two chapters that set the stage for the balance of the book. Chapter 1 considers the historical roots of developmental psychology and the research methodologies the field typically employs. We include a discussion of newer research approaches such as meta-analysis and have updated several of the examples used to illustrate research tactics. Chapter 2 introduces the six developmental themes—including the new theme of individual differences—followed by major theories of development. We also discuss how various theorists have taken explicit or implicit positions on the six themes. At the request of several reviewers, we have reduced the emphasis on Freudian theory as the influence of his theoretical formulations continues to wane.

The next three chapters deal primarily with the biological underpinnings and physical changes that characterize child development. Chapter 3 explains the mechanisms of heredity that contribute to human development and evaluates the role of genetics in the expression of many human traits and behaviors. Much of this material has been rewritten so that students who have had little past exposure to these concepts will find it comprehensible. Recent conceptualizations of gene-environment interactions and new material on genetic disorders such as fragile-X syndrome

have been added. Chapter 4 sketches the major features of prenatal development and focuses on how environmental factors such as teratogens can modify the genetic blueprint for physical and behavioral development. Updated information on prenatal diagnostic procedures, alternative birth settings, fetal alcohol syndrome, and prenatal exposure to caffeine, cocaine, and AIDS has been incorporated. Greater attention is also given to the consequences of low birthweight in the middle and later school years. Chapter 5 outlines the major features of physical and motor skill development and includes a special section on brain growth and differentiation. We have increased our coverage of motor development in the preschool and middle school years and have added a section on adolescent sexual behavior.

The next group of chapters focuses on the development of the child's various mental capacities. Chapter 6 reviews both the literature on children's learning and the development of perception, including the most recent findings on early intermodal perception as well as perceptual development in older children. Cross-cultural studies and the role of parents in guiding learning are discussed more fully than in the first edition. Chapter 7 describes language development, highlighting the contemporary research on infant language and the social context of language acquisition and considers several different roles, in addition to communication, that language plays in development. Our revision pays greater attention to word learning biases and provides an updated treatment of the linguistic perspective. As mentioned above, Chapter 8 features Piaget's approach to cognitive development as well as recent research spurred by his theory. Perspective-taking skills, formerly treated in the social cognition chapter, are now discussed here. Also new to the text are discussions of infants' understanding of object properties, children's appreciation for natural domains, and research on theory of mind. Chapter 9 continues the discussion of cognitive development from the information-processing perspective. The topic of attention is now treated entirely within this chapter (and no longer in Chapter 6). In addition, we have extended our discussion of early recognition memory and provide more information on children's problem-solving skills. Chapter 10 provides students with a picture of traditional models of intelligence (shortened from the first edition) along with more recent views, such as Sternberg's triarchic theory and Gardner's theory of multiple intelligences. A section on exceptional intelligence has been added in keeping with our goal of incorporating issues of atypical development.

The child's growing social and emotional achievements constitute the focus of the next group of chapters. In light of the enormous interest in children's emotions, we devote all of Chapter 11 to this topic. The second edition provides a more extended examination of emotional development in adolescence and the concept of temperament, as well as recent developments in the attachment literature. Chapter 12 covers two other rapidly expanding areas of interest: social cognition and the bridge it provides to our understanding of moral development. The concept of values has been used to emphasize the broader framework within which research on moral development now takes place. A section on ethnic identity has also been added as an element of the child's growing sense of self. Chapter 13 covers the most recent ideas about gender development, including substantial treatment of gender schema theory. In keeping with new theoretical developments in this field, mention of the relational approach to understanding gender has been added.

In the final portion of the text, we consider the most important external forces that shape the path of child development—the family, the peer group, and the schools and media. Chapter 14 adopts a family systems approach to emphasize how various

family members continually influence one another. Specific topics include fatherhood, maternal employment and day care, and divorce. A separate chapter entirely dedicated to the influence of peers, Chapter 15, covers the burgeoning research on this topic. Chapter 16 considers the special influence of schools on child development, along with another powerful aspect of contemporary culture—television. The chapter makes special note of how computers can influence the child's growing skills and abilities.

Special Features

We have incorporated several features in this text to achieve the goals we initially set for this project:

Key Themes in Development Within each chapter, some or all of the six developmental themes listed above serve to organize and provide coherence for the material. As already noted, we see these themes as pedagogical tools designed to help students discern the importance and interrelatedness of various facts, and as vehicles for instructors to encourage critical analysis among students. The themes are highlighted for students in several ways. First, the themes most immediately relevant to a chapter are listed at its start. Throughout the body of the chapter, marginal indicators point to the discussion of a relevant theme. Finally, each chapter closes with a brief synopsis of how the key themes are illustrated in the chapter. Students may, of course, find other themes and additional instances of the six we explore; in fact, we encourage them to do so. Our point is to set in motion in the reader a search for integration and coherence in the vast material that constitutes the scientific study of child development.

Chronology Charts From our own experience as teachers who have adopted a topical approach to child development, we know that students often get so immersed in the theories and research on a given topic that they lose a sense of the child's achievements over time. Consequently, within most chapters, we include one or more Chronology charts, which summarize the child's specific developmental attainments at various ages. One of the points we emphasize in this text, of course, is that there are individual differences in rates, and sometimes in paths, of development. We therefore caution students that these tables are meant only to give a picture of the overall trajectory of development, a loose outline of the sequence of attainments we expect to see in most children. Nonetheless, we believe that these rough guidelines will give students a sense of the patterns and typical timing of important events in the life of the child and that they will serve as another organizing device for the material related to each domain of development.

Controversies: Thinking It Over Important questions about development often have no clear-cut answers. In fact, decisions must frequently be made about children and their families in the face of conflicting research findings or theoretical beliefs. Should children serve as eyewitnesses in courts of law? Should children be academically tracked in school? A special feature found in each chapter considers questions like these to help students critically assess the opposing positions that experts take and to appreciate some of the applied implications of developmental research and theory. These controversies can serve as the foundation for debate and extended discussion in the classroom. In the second edition, we have rewritten the Controversies so that about half of the topics are new. Moreover, we have framed

the Controversies in a more open-ended way, concluding with questions designed to stimulate critical thinking among students. To emphasize the critical thinking objectives we had in mind, we have added the subtitle “Thinking It Over.”

Study Aids The chapter outlines, chapter summaries, and marginal and end-of-text glossaries all serve to underscore important themes, terms, and concepts. We hope that students will actively utilize these aids to reinforce what they have read in the chapter body. In addition, we employ several strategies to make the material in this text more accessible to students: opening vignettes to capture the reader’s interest (about half of these are new), the liberal use of examples throughout the text, and an extensive program of illustrations accompanied by instructive captions.

The result, we hope, is a text that captures for the reader all the excitement and wonder we ourselves feel when we watch a child growing up.

Ancillaries

The Test Bank and Study Guide that accompany this text were prepared by Carolyn Greco-Vigorito of St. John’s University, Staten Island, and Michael Vigorito of Seton Hall University, South Orange, NJ. In addition, we have revised the Instructor’s Resource Manual based on the first edition prepared by Carolyn and Michael. A shared set of learning objectives unifies all three supplements.

Test Bank The Test Bank has been expanded to include 2300 multiple-choice items. Each question is accompanied by a key that provides the learning objective number, text page on which the answer can be found, type of question (Fact/Concept or Application), and correct answer. Since we are committed to the idea that students should be encouraged to engage in critical thinking about child development, we have added a series of essay questions for each chapter and a concluding set of essay questions that might constitute part of a cumulative final examination in the course.

Computerized Test Bank All test items are available on disk in IBM or Macintosh formats. Instructors may integrate their own test items with those on disk.

Instructor’s Resource Manual The Instructor’s Resource Manual contains a complete set of chapter lecture outlines and learning objectives. The manual also contains specific teaching aids such as lecture topics, classroom exercises, demonstrations, and handouts. Thirty new topics for lecture or classroom discussion have been added to the manual.

Study Guide The Study Guide contains the same set of learning objectives that appear in the Instructor’s Resource Manual and the Test Bank. In addition, each chapter of the Study Guide includes a key terms review section and a self-quiz consisting of 30 multiple-choice questions. An answer key tells the student *not only* which response is correct but why each of the other choices is incorrect.

Transparencies A set of transparencies, most in full color, also accompanies the text.

Acknowledgments

Even a revision of a text could not come to completion without the assistance of numerous colleagues, friends, and others who have provided their professional opinions, time, and inspiration. Our first thanks go once again to our students at Holy Cross and the University of Massachusetts, who enroll in our classes in child development and show us so visibly how they appreciate what they learn. It is the students who continue to serve as the primary inspiration to work on this book.

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Once again, the editorial staff at Houghton Mifflin has demonstrated just how professional, talented, dedicated, and knowledgeable they are. Mike DeRocco, our sponsoring editor, continued to show his unwavering enthusiasm for this project and his commitment to making the book successful. We were delighted that Jane Knetzger was able to continue as the developmental editor on the book. As with the first edition, she showed remarkably sharp insights into how we could operationalize our pedagogical goals as we made our way through the revision. Her talents are enormous! Finally, Danielle Carbonneau, our production editor, oversaw the many details involved in producing the revision, and for her conscientious work, we are grateful.

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Marvin W. Daehler

Brief Contents

Preface	xxiii
1. Studying Child Development	2
2. Themes and Theories	36
3. Genetics and Heredity	74
4. The Prenatal Period and Birth	114
5. Physical Growth and Motor Skills	160
6. Learning and Perception	204
7. Language	244
8. Cognition: Piagetian Perspectives	286
9. Cognition: The Information-Processing Approach	324
10. Intelligence	362
11. Emotion	398
12. Self and Values	438
13. Gender	484
14. Family	522
15. Peers	562
16. School and Television	598
Glossary	639
References	651
Credits	719
Name Index	724
Subject Index	739

Contents

Preface	xxiii
---------	-------

<i>1. Studying Child Development</i>	2
---	----------

The Scientific Study of the Child in Western Society	4
---	----------

Historical Perspectives on the Nature of Childhood	4
---	----------

Children in Medieval and Renaissance Times 5

The Age of Enlightenment 6

The Origins of Developmental Psychology	7
--	----------

The Baby Biographers: Charles Darwin and Wilhelm Preyer 8

G. Stanley Hall: The Founder of Modern Child Psychology 9

Alfred Binet and the Study of Individual Differences 10

James Mark Baldwin: Developmental Theorist 10

Developmental Psychology in the Twentieth Century	11
--	-----------

<i>Controversy: Is Childhood Disappearing from Contemporary Society?</i>	12
---	-----------

Research Methods in Developmental Psychology	13
---	-----------

The Role of Theories	13
-----------------------------	-----------

Measuring Attributes and Behaviors	14
---	-----------

Collecting Data	15
------------------------	-----------

Naturalistic Observation 15

Structured Observation 17

The Interview and the Questionnaire 18

The Meta-analytic Study 20

Research Designs	20
-------------------------	-----------

The Correlational Design 21

The Experimental Design 22

The Single-Case Design 25

Strategies for Assessing Developmental Change	26
--	-----------

The Longitudinal Study 27

The Cross-Sectional Study 29

The Sequential Study 30

Cross-Cultural Studies of Development	31
--	-----------

Ethical Issues in Developmental Research	33
---	-----------

Summary	35
----------------	-----------

2. Themes and Theories **36**

Six Major Themes in Developmental Psychology **38**

What Roles Do Nature and Nurture Play in Development? 38

How Does the Sociocultural Context Influence Development? 39

How Does the Child Play an Active Role in Development? 40

Is Development Continuous or Discontinuous? 41

How Prominent Are Individual Differences in Development? 42

How Do the Various Domains of Development Interact? 43

Learning Theory Approaches **44**

Behavior Analysis 44

Social Learning Theory 46

Learning Theory and Themes in Development 47

Cognitive-Developmental Approaches **48**

Piaget's Theory 49

Schemes 49

Assimilation and Accommodation 49

The Piagetian Stages 51

Piaget's Theory and Themes in Development 52

Information-Processing Approaches **53**

Information-Processing Approaches and Themes in Development 55

Psychosocial Approaches **56**

Freud's Psychosexual Theory of Development 56

Erikson's Psychosocial Theory 57

Psychosocial Theory and Themes in Development 60

Contextual Approaches **61**

Ecological Systems Theory 61

Vygotsky's Sociocultural Theory 64

Transactional Theory 65

Ethological Theory 66

Controversy: How Important Is Bonding? 67

Contextual Approaches and Themes in Development 68

Which Theme and Which Theory? **69**

Summary **72**

3. Genetics and Heredity **74**

Principles of Hereditary Transmission **76**

The Building Blocks of Heredity 78

Cell Division and Chromosome Duplication	78
Gene Expression	81
Gene Functioning and Regulation of Development	84
Gene and Chromosomal Abnormalities	87
Gene Disorders	87
Huntington's Disease: A Dilemma for Genetic Counseling	87
Sickle Cell Anemia: A Problem for Genetic Classification	90
Phenylketonuria: An Environmentally Modifiable Genetic Disorder	91
Sex-linked Disorders	92
Chromosome Disorders	92
Trisomy 21 (Down Syndrome)	93
Structural Aberrations of Chromosomes	94
Sex Chromosome Abnormalities	95
Fragile X Syndrome	95
Genetic Counseling	97
Prenatal Screening	98
<i>Controversy: When Is a Parent a Parent?</i>	98
Developmental and Behavioral Genetics	100
The Methods of Behavioral Geneticists	100
Conceptualizing the Interaction Between Genotype and Environment	102
Genotype-Environment Interaction and the Range of Reaction	102
Canalization	104
Conceptualizing the Correlation Between Genotype and Environment	104
Passive Links	104
Evocative Links	105
Active, Niche-Picking Links	105
Hereditary and Environmental Influences on Behavior	106
Intelligence	107
Temperament and Personality	109
Mental Illness	110
Other Characteristics	110
Themes in Development: Genetics and Heredity	111
Summary	112
 4. The Prenatal Period and Birth	 114
The Stages of Prenatal Development	116
Fertilization	116
The Germinal Period	117
The Embryonic Period	119
Formation of Body Organs and Systems	119
Early Brain and Nervous System Development	119

The Fetal Period	120
The Second Trimester	121
The Third Trimester	121
Prenatal Diagnosis	124
Amniocentesis	124
Chorionic Villus Sampling	124
Ultrasonography	124
Environmental Factors Influencing Prenatal Development	125
Support Within the Womb	125
Teratogens	126
Principles of Teratology	127
Drugs as Teratogens	129
Alcohol	129
Cigarette Smoking	130
Prescription and Over-the-Counter Drugs	131
Illegal Drugs	134
<i>Controversy: Should a Drug-abusing Expectant Woman Be Charged with Child Abuse?</i>	136
Diseases as Teratogens	137
Rubella	137
Toxoplasmosis	137
Cytomegalovirus	139
Sexually Transmitted and Other Diseases	140
Environmental Hazards as Teratogens	140
Women's Conditions and Prenatal Development	141
Age	142
Nutrition	142
Stress	143
A Final Note on Environment and Prenatal Development	144
Birth and the Perinatal Environment	145
Childbirth Practices	145
Medication During Childbirth	146
Prepared Childbirth	146
Alternate Birth Settings	147
Labor and Delivery	148
Cesarean Birth	148
Birth Trauma	149
Low Birth Weight	149
Caring for Low-Birth-Weight Babies	151
The Newborn	154
Assessing Newborns	154
Newborn Sleep States	155
Themes in Development: The Prenatal Period and Birth	157
Summary	158

5. <i>Physical Growth and Motor Skills</i>	160
Body Growth and Development	162
Norms of Growth	162
Length and Height	163
Weight	163
Patterns in Body Growth	164
Directionality of Growth	165
Individual and Group Differences	166
Determinants of Body Growth and Development	166
Genetic Factors	166
Neural Control	168
Hormonal Influences	168
Nutrition and Health	169
Social-Emotional Factors	170
Secular Trends	171
The Social-Emotional Consequences of Body Growth	171
Height	172
Obesity	172
The Brain and Nervous System	173
The Developing Brain	174
Neuron Proliferation	175
Neuron Migration	175
Neuron Differentiation	175
Plasticity in Brain Development	176
Brain Lateralization	177
Motor Skill Development	178
The First Actions: Reflexes	178
Sudden Infant Death Syndrome	180
Motor Milestones	181
Postural Control	182
Locomotion	182
Manual Control	183
Motor Skills in Preschool and Later-Childhood Years	184
Determinants of Motor Development	187
Biological Contributions	188
Experiential Contributions	188
Cross-Cultural Differences	190
Physical Maturity	191
Defining <i>Maturity</i>	192
Early Versus Late Maturity	194
Dieting and Eating Disorders	196
Adolescent Sexual Behavior	198

<i>Controversy: Should Sex Education Be Part of the School Curriculum?</i>	199
Themes in Development: Physical Growth and Motor Skills	200
Summary	202
6. <i>Learning and Perception</i>	204
Learning in Infancy and Childhood	206
Basic Learning Processes in Infancy	206
Classical Conditioning	206
Operant Conditioning	207
Imitation	208
Habituation	210
Learning Throughout Childhood	210
The Cultural Context of Learning	210
Scaffolding	212
Sensory and Perceptual Capacities	214
Studying Infant Sensory and Perceptual Capacities	215
Preferential Behaviors	215
Habituation	215
Operant Conditioning	217
Vision	218
Visuomotor Skills	218
Acuity and Color Perception	219
Perception of Pattern and Form	220
Perception of Objects	222
Depth Perception	223
Audition	226
Hearing	226
Perception of Sound Patterns	227
Speech	227
Smell, Taste, and the Cutaneous Senses	229
Smell	229
Taste	230
Touch, Pressure, Pain, and Temperature	231
<i>Controversy: Can the Fetus Benefit from a "Sensory Curriculum"?</i>	232
Intermodal Perception	233
Sight and Sound	234
Sight and Touch	234
Perceptual Development Throughout Childhood	235
Perceptual Learning	236
Part-Whole Perception	237
Experience and Perceptual Development	239