2ND EDITION

child development

AN ACTIVE LEARNING APPROACH

Laura E. Levine

Joyce Munsch

Child Development

An Active Learning Approach

Second Edition

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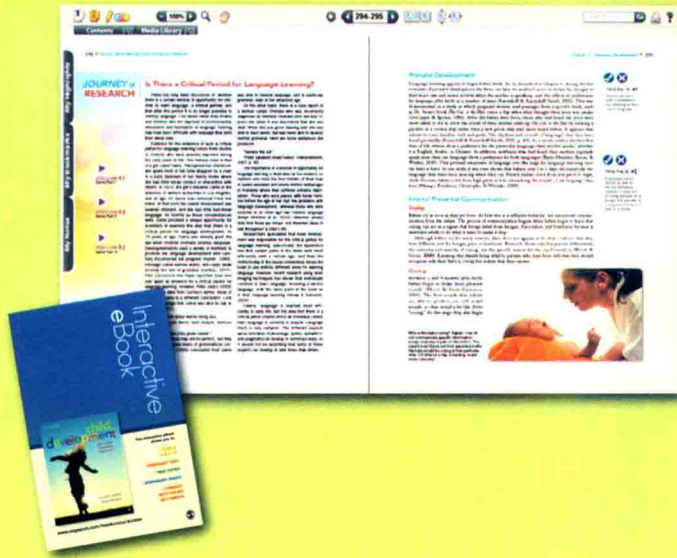
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"The advantages and points of distinction are the **Active Learning features**, the **Journey of Research features**, the web links, the great pictures, and the **wonderful examples** the authors have provided."
—Amanda R. Lipko,
The College at Brockport, State University of New York

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student of Winnie Mucherah, Ball State University

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—Sara Frost,
Student of Stephen Tracy, College of Southern Nevada

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Authors Laura Levine & Joyce Munsch

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▶ PLAY   MENU

child development
AN ACTIVE LEARNING APPROACH 2ND EDITION

Language and the Brain

- Language-specific areas of the brain:
  - Broca's area – involved in speech production, located the motor center that produces movement of the tongue
    - Damage in this area produces problems in producing speech and a tendency to use only essential words.
  - Motor area
  - Broca's area
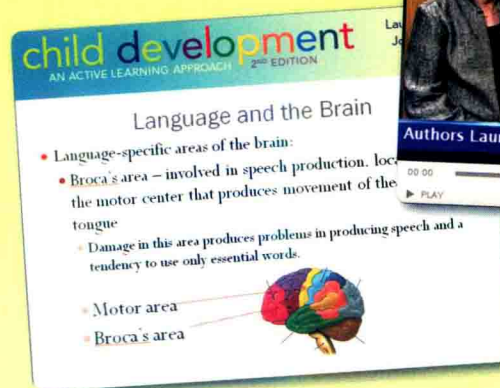
Innovative

Active Learning features throughout turn reading into an active process.

Testing Object Permanence

Piaget (1954) devised a series of experiments called the **A-not-B task** to test infants' understanding of object permanence. You can carry out this test if you have access to a child between 6 months and age 2. If others in your class test children of different ages within this age range, you can compare results to see how object permanence changes during this period of time. You will need to have an interesting toy or object that is safe for an infant to have (that is, nothing the child can choke on or that is otherwise unsafe to put in the mouth) and two cloths to cover the objects. There are three steps to the series of experiments Piaget carried out:

1. Show the child the toy and be sure he is interested in the toy and is watching you. Then hide the toy under one of the cloths, which are set side by side between you and the child. Observe and record whether he searches for the toy.

A-not-B task A test for object permanence in which an object is hidden under cloth A and then moved under cloth B.

Visual

Abundant illustrations, charts, photos, and videos bring concepts to life.

VIDEO LINK **9.6**
Later Babbling

Figure 15.4

Childhood death and injury from accidents. Each year in the U.S., over 9,000 children under the age of 19 die from accidents. However, many more are hospitalized or require medical treatment for their injuries.

Problem>> **INJURY**

The # 1 killer of children in the US

For every **1** child that dies there are...

25 hospitalizations

925 treated in ER

Many more treated in doctors' offices

In 2005, injuries that resulted in death, hospitalization in an ER visit cost nearly $11.5 billion in medical expenses.

SOURCE: Centers for Disease Control, 2012?

Evidence Based

Journey of Research features trace the evolution of ideas in the field, enhancing the focus on deep learning, critical thinking, and analysis

What's the Best Way to Learn to Read?

There has been quite a debate over the years about which approach is the best one to use to teach children how to read. The two broad approaches that have been widely used are the **phonics (or basic skills) approach**, which focuses on letter-sound relationships, and **whole language instruction**, which focuses on using reading materials that are inherently interesting to the child (Education Week, 2004).

Children had traditionally learned to read using what today is called authentic literature, such as the Bible or literary classics. However, in the 1930s, American schools began using basal readers to teach reading. Basal readers relied on word recognition. They contained a limited vocabulary (a first-grade reader used only 300 words) and a great deal of repetition (Moran, 2000) so that students could easily learn to recognize all of the words. New words were added slowly and repeated frequently after they were introduced.

Perhaps you are familiar with another children's book that uses this same look-say approach. Theodor Seuss Geisel (better known to us as Dr. Seuss) was asked by his publisher to create a children's primer that used only

225 "new reader" vocabulary words. The result was the publication in 1957 of one of the most popular children's books, *The Cat in the Hat* (Dr. Seuss Enterprises, 2002–2004).

However, basal readers fell out of favor in the 1970s as phonics became the dominant approach to teaching reading (Carbo, 1996). The phonics approach is a *bottom-up approach* because it starts with basic elements like letters and phonemes and moves up to words before moving on to reading as a whole (Armbruster, Lehr, & Osborn, 2001). With this approach, children learn that words are composed of separate sounds or phonemes and that phonemes can be combined into words (for example, you would learn the sounds associated with the letters c and a and t before you would combine those sounds into the word cat). Children learn that words can be sounded out by breaking them down into their phonemes (Texas Education Agency, 2004). Remember that phonemes are not the same as letters. It is equally important that children be able to break down a word like chat into its phonemes ch – a – t. Phonics places the emphasis on building these skills through

(Continued)

Phonics (or basic skills) approach An approach to teaching reading that starts with basic elements like letters and phonemes and teaches children that phonemes can be combined into words before moving on to reading as a whole.

Whole language instruction A way to teach reading that emphasizes understanding the meaning of words from the context in which they appear.

Child Development:
An **ACTIVE LEARNING**
Approach, Second Edition

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> "I really like the approach/perspective of this book."
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A pplied

C urrent

T opical

I nnovative

V isual

E vidence Based
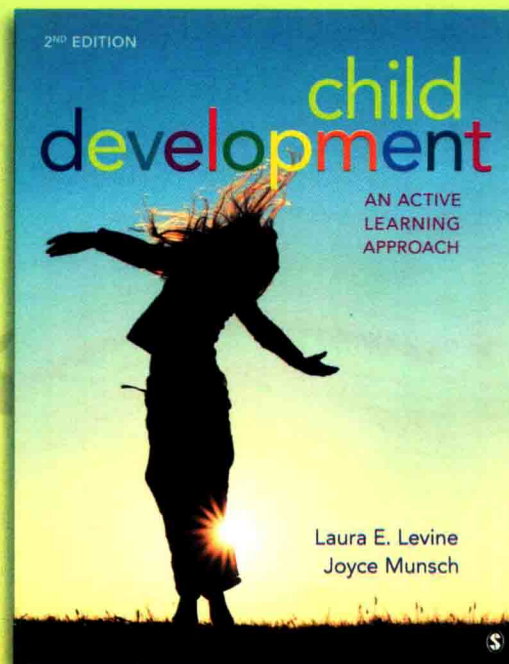
Provides Class-Tested Research and Pedagogy for Instructors

The authors of this innovative, topical text engage students by demonstrating the wide range of real-world applications of psychological research on child development.

> "Their writing is interesting, even though they are presenting a wealth of facts; I felt as if they were writing a story, instead of presenting research and facts."
> —Warren Fass,
> *University of Pittsburgh at Bradford*

Child Development: An **ACTIVE LEARNING** Approach, Second Edition

...Inspires and Engages Students With a Dynamic Personal Learning Process

••• TEST YOUR KNOWLEDGE

Test your knowledge of child development by deciding whether each of the following statements is *true* or *false*, and then check your answers as you read the chapter.

1. **True/False:** Infants are born with a preference for listening to their native language. **XX**

2. **True/False:** A sensitive parent should be able to tell the difference between a baby who is crying because he is hungry and one who is crying because he is in pain or is lonely. **XX**

3. **True/False:** It is perfectly fine to use baby talk with infants. **XX**

4. **True/False:** Teaching babies to use sign language will delay development of their spoken language. **XX**

5. **True/False:** If a young child says "I goed outside," it helps develop his language skills if the parent corrects him by saying "No, you meant to say, 'I went outside.'" **XX**

6. **True/False:** Using flash cards, repetition, and word drills is the best way to ensure that a child develops early literacy skills. **XX**

7. **True/False:** By the time they reach eighth grade, fewer than one third of students in the United States are reading at or above their grade level. **XX**

8. **True/False:** When young children use spelling that they have "invented" (rather than conventional spelling), it slows down their ability to learn how to spell correctly. **XX**

9. **True/False:** Students who do a lot of texting do not differ from students who do not in their ability to spell or use Standard English. **XX**

10. **True/False:** When a young child learns two languages at the same time, the extra effort it takes to learn the second language slows down the child's general cognitive development. **XX**

Correct answers: (1) T; (2) F; (3) T; (4) F; (5) F; (6) F; (7) T; (8) F; (9) F; (10) F

Applied

Test Your Knowledge features challenge many misconceptions students bring to the course.

Figure 9.1

Language centers of the brain. Broca's area (shown here in dark red), which controls speech production, is next to the motor cortex that controls movement. Wernicke's area (shown in pink), which controls language comprehension, is next to the auditory area that controls hearing.

Functional Areas of the Cerebral Cortex

1. **Visual Area:** Sight, Image recognition, Image perception
2. **Association Area** Short-term memory, Equilibrium, Emotion
3. **Motor Function Area** Initiation of voluntary muscles
4. **Broca's Area** Muscles of speech
5. **Auditory Area** Hearing
6. **Sensory Area** Sensation from muscles and skin
7. **Somatosensory Association Area** Evaluation of weight, texture, temperature, etc. for object recognition
8. **Wernicke's Area** Written and spoken language comprehension
9. **Motor Function Area** Eye movement and orientation
10. **Higher Mental Functions** Concentration, Planning, Judgment, Emotional expression, Creativity Inhibition
11. **Motor Functions** Coordination of movement, Balance and equilibrium, Posture

Frontal lobe · Parietal lobe · Occipital lobe · Temporal lobe · Brain stem · Cerebellum · Lateral View

Current

Authors provide the latest content, including a focus on neuroscience, diversity, and culture.

"The focus on neuroscience and culture ensures the textbook teaches the students about the most current findings and thinking in the field, and the focus on psychopathology provides students with information that is useful for practitioners and others who care for and work with children."

—Jessica Dennis,
California State University, Los Angeles

Language Development

From their very first cries, human beings communicate with the world around them. Infants communicate through sounds (crying and cooing) and through body language (pointing and other gestures). However, sometime between 8 and 18 months of age, a major developmental milestone occurs when infants begin to use words to speak. Words are symbolic representations; that is, when a child says "table," we understand that the word represents the object. **Language** can be defined as a system of symbols that is used to communicate with others, we may also talk to ourselves and use words in our thinking. The words we use can influence the way we think about and understand our experiences.

After defining some basic aspects of language that we use throughout the chapter, we describe some of the theories that are used to explain the amazing process by which we understand and produce language. We then look at the brain's role in processing and producing language. After a description of the stages of language development—from a baby's first cries through the slang used by teenagers—we look at the topic of bilingualism. We examine how learning to speak more than one language affects a child's language development and how our educational system is trying to accommodate the increasing number of bilingual children in the classroom. Finally, we end the chapter with information about disorders that can interfere with children's language development.

9

Language: A system of symbols that is used to communicate with others or in our thinking.

Topical

The topical organization allows students to engage in depth with each topic to see continuities and discontinuities of development.

"The section on children in the natural world is unique, as I rarely see that in textbooks."
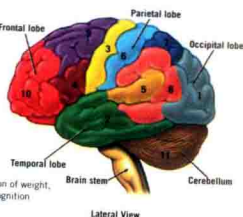
—Christina Spears Brown,
University of Kentucky

Preface

The inspiration for this book grew out of an experience that I, Laura Levine, had several years ago on my campus at Central Connecticut State University. I led a faculty discussion group that focused on a book by Dee Fink titled *Creating Significant Learning Experiences*. That discussion inspired me and the other participants to revise our courses in ways that would create long-lasting experiences for our students. I chose to change my child development course using ideas from that discussion in my classroom. As I used these ideas with my students, I realized that my new approach could be incorporated into a textbook that would make learning about children and adolescents a more active and personal process for students. Fortunately, SAGE shared my excitement and introduced me to Joyce Munsch, from California State University at Northridge, whose expertise in adolescent development and passion for teaching was a perfect match. Both of us are strongly committed to enhancing student learning in our courses by creating significant learning experiences.

Child Development: An Active Learning Approach is the result of our efforts to make this happen. In this book, we take a *topical approach* to child development that allows students to better see the continuities and discontinuities in development without the necessity of reintroducing each topic area with each new age group studied. Throughout the book, we encourage students to take part in activities that will help them connect to the content in a relevant way so that they are engaged in an active journey to discover the principles and to understand the findings from the field of child development. The topical coverage and pedagogical features in this book have been conceived and carefully executed to help students discover the excitement of studying child development and to equip them with tools they can use long after they take this class.

Philosophical Approach

Challenging Misconceptions

One of the challenges in teaching this course is to help students give up some of the intuitive ideas or simplistic thinking that they have about child development. Many students enter courses on child and adolescent development confident that they already know most of what they need to know about development and that this is "all just common sense," but experienced instructors know that some of the most important information in their courses is, in fact, counterintuitive. Unfortunately, students' original ideas are often quite difficult to change, and many of them complete courses in child development with their misconceptions intact. To combat this tendency, we ask students to begin each chapter by testing their initial knowledge of child development. Unexpected or surprising answers to these questions draw the students into the chapter to find information related to their misconceptions. In addition, the activities throughout the book encourage students to seek out further information and to learn to evaluate that information rather than accepting what they hear without question. Finally, we provide opportunities throughout the book for students to understand more about

how our understanding of child development has evolved through the scientific process to reach our current state of knowledge.

Active Learning

This book actively engages students to provide them with a solid foundation in theories, research, and the application of information related to child and adolescent development. Features intended to engage students are often included in textbooks as "add-ons," but our active learning philosophy is at the heart of all of the pedagogy provided throughout this book. As educators, we know that students must *act* on the material presented in a course to make it their own. We all try to do this in a number of ways in our classrooms, but for the student, reading a textbook is a solitary and often passive process. To help guard against this passivity, we use the key pedagogical features described below to capture students' interest and turn reading into an active process.

Focus on What Constitutes Evidence

We help students realize that although there is a place for "what I think" and for individual examples, the strength of a social science rests on marshaling convincing evidence within an agreed on framework. Basic concepts about research are introduced in a separate chapter, but these ideas are also reinforced and developed throughout the book.

Emphasis on Learning How to Learn

Long after they leave the classroom, students who interact with children and adolescents will need to find information to answer questions that arise. We want to encourage students' independent pursuit of knowledge about child development so we provide them with tools that will help them do that. They are introduced to the use of databases including PsycInfo, as well as the Internet, as research tools and activities in the text suggest ways in which they can conduct their own research and independently find information on topics that interest them.

Critical Thinking Skills

When students look for information on their own, they need to critically evaluate the content of the information they find. In Chapter 1, we talk about how to be a good consumer of information on development, and in Chapter 3, we talk about how to evaluate information found on the Web. In addition, the true/false questions that appear throughout each chapter continuously challenge students to thoughtfully reflect onwhat they believe about child development and to evaluate the sources of those beliefs. The instructor teaching site and student webpage provide access to research articles that students can explore independently to add to their understanding of topics. This ability to critically evaluate ideas about children and their development will be beneficial to students who plan to go on for graduate study, those who will work directly with children and families in professional careers, and those who will use these ideas when caring for their own children.

Graphics and Artwork

Because many individuals are visual learners and because child development is a field that is rich in imagery, each chapter contains photos and graphics that illustrate important concepts in a memorable way. Many of the photos in the text include questions embedded in their captions that prompt the student to think about the topic.

Key Topics

Neuroscience

To reflect the burgeoning interest in the field of neuroscience and its implications for child development, we have devoted part of the chapter on Physical Development to recent research on brain development and behavior. In addition, we have included information on brain function where it is relevant throughout the book. This information is presented in clear language that makes it appropriate for the student of child development who may not have a strong background in biology.

Diversity and Culture

Issues of diversity and culture are introduced at the beginning of the text, but these concepts are then integrated into each topic area to give the broader picture of how each aspect of development is influenced by the many different circumstances that constitute children's lives around the world.

Psychopathology

Coverage of topics related to psychopathology or developmental differences gives students a better understanding of the continuum of human behavior. However, rather than confine information on psychopathology to a single chapter, we have integrated these topics where they give students a deeper understanding of how these differences relate to the spectrum of development of all children.

Key Features

Active Learning

A variety of active learning activities in the text complement and enhance the ideas presented in each chapter. Activities might involve asking students: (a) to reflect on their own experiences while growing up (and perhaps compare those experiences to the experiences of classmates), (b) to immediately test their understanding of a concept, (c) to conduct an observation or interview related to text material, (d) to carry out a simple activity and reflect on what they've learned, or (e) to seek out information that goes beyond the text through the use of library resources or the Internet. Each of these activities is designed to consolidate student learning through personal experiences that illustrate the ideas presented in the book.

Test Your Knowledge

To challenge misconceptions that students often bring with them to a course in child development, each chapter begins with a true/false quiz that contains interesting and provocative questions related to the material in that chapter. The quizzes are designed to tap into commonly held beliefs or ideas that have a strong intuitive sense of what should be "right." Students can immediately check whether their answers are correct. When they get a question wrong, they can satisfy their own curiosity about the topic by finding that question with a brief answer in the margins of the relevant section in the chapter. It is our intention to pique their interest by challenging their assumptions. This plants a seed that is reinforced when they again read about the topic in the context of the chapter.

Journey of Research

It is not unusual for students of child and adolescent development to expect that by the end of the semester, they will have simple answers to a number of very complex questions. Of course we can seldom provide these simple answers. Instead, we need to help students understand that the science of child development is an ongoing endeavor and that we continue to build and add to our understanding each day. Although it is important that students learn about our current best knowledge, this information is more meaningful when students understand it in the context of our evolving ideas about a given topic. To help students better understand this material, we keep the focus of the text on the current state of knowledge and use the Journey of Research feature to provide the historical contextual information on the topic. This helps students understand that what they learn today in their class may be information that changes—sometimes substantially—in the future as our body of knowledge grows. This is, after all, how the scientific process works.

Self-Testing Review

Increasingly research has been demonstrating that the best way for students to retain information they are learning and also to transfer that knowledge to new situations is by testing themselves. Other study approaches such as rereading, highlighting, and even summarizing have not been found to be as effective as self-testing (Carpenter, 2012). For example, students who study *chien = dog* by repeating it over and over will not remember this new French word as well as those who studied *chien = ?*. On the student webpage that accompanies the text, we provide chapter quizzes as well as flash cards for students to test themselves. However, we believe it is important to provide this opportunity within the book as well. Therefore, we have designed our review at the end of each chapter in the form of questions with brief answers. Students can test themselves in all these ways, promoting greater retention of what they are learning with more likelihood that they will be able to apply this knowledge in useful ways.

What's New in the Second Edition

Chapter 1

- Updated information on later effects of early experience
- New *Contexts of Development* section, including subsections on *Culture* (moved from *Individual Differences and Diversity*) and *Socioeconomic Status*
- *Good Consumer of Developmental Information* section, now enhanced as a major heading
- Updated *Test Your Knowledge* questions

Chapter 2

- Added coverage of Erikson's epigenetic principle and expanded coverage and examples of developmental crises of infancy and toddlerhood
- Section on operant conditioning reorganized to clarify positive and negative reinforcement
- Updated example for *Modern Applications of Operant Conditioning*
- Updated example for *Modern Applications of Vygotsky's Theory*
- Updated *Modern Applications of Evolutionary Theory*
- Added new Figure 2.4—cognitive network map for the concept "obesity"
- *Biological Approaches to Understanding Child Development* replaced with *New Approaches to Child Development*, which now includes section on neuropsychology and behavioral genomics and new detail about dynamic systems theory

Chapter 3

- Chapter title changed from *How We Study Children and Adolescents* to *How We Study Development*
- Updated research examples throughout chapter
- Changed *Journey of Research: Standardized Testing* to *Journey of Research: Standardized Testing: Bias in Testing* (other topics regarding testing moved to other chapters)
- Updated coverage of SAT/ACT test scores
- Reduced coverage of the case study of Genie, and added coverage of two of Freud's case studies
- Removed Table 3.3 and moved introductory material about looking for legitimate websites to *Active Learning: Evaluating Information on the Web*
- Added new material to *Active Learning: Observation or Interpretation?*
- Added new example of statistical significance versus practical significance
- Expanded info on websites that are fraudulent or hoaxes

Chapter 4

- Reorganized section on canalization and epigenetics
- Section on stereotyping removed and part of section on stereotyping incorporated into *Difference Versus Deficit*
- New coverage of generalist genes added in section *One Behavior, Many Genes: One Gene, Many Effects*
- Added new coverage of the concept of cultural neuroscience
- Added new coverage on the transmission of culture

Chapter 5

- Updated and expanded coverage of infertility
- Expanded coverage of sex differences in prenatal brain development
- Updated coverage of prenatal exposure to cocaine
- Reorganized section on birthing options
- Expanded coverage of cesarean delivery
- Updated coverage of infant mortality
- Updated research on effect of childbirth on marital satisfaction
- Updated Figure 5.6 (alcohol consumption during pregnancy) and Figure 5.11 (international infant mortality rates)
- New Figure 5.7 (maternal smoking during pregnancy) and Figure 5.9 (effectiveness of pain mediation during labor)
- Reorganized to consolidate information on the mother and father and couple and their experience becoming parents; moved from after *The Birth Experience of the Baby* to the end, to combine with *The Transition to Parenthood*

Chapter 6

- New figure illustrating the two hemispheres of the brain
- New coverage of the removal of a brain hemisphere, brain development and infant language perception, and synaptic proliferation and pruning in adolescence
- New coverage of crawling and fear of heights and other effects, including the concept of the visual cliff
- Reworked coverage of cerebral palsy, including adding new research on regeneration of myelin sheath in cases where asphyxia disrupts the production of this coating
- Coverage of autism and autism spectrum disorders updated and expanded
  - Discussion of the prevalence of autism and autism spectrum disorders
  - Additional figure showing change over time
  - New diagnostic techniques for autism
  - New information on differences in mirror neurons in children with autism

- New coverage of physical growth during middle childhood
- Updated coverage on sexual activity during adolescence and adolescent pregnancy
- New figure showing adolescent pregnancy trends in U.S.
- Updated information on sexually transmitted infections during adolescence
- Clarification of difference between STI and STD, with new glossary term for sexually transmitted disease
- Updated information on the HPV vaccine
- Updated information on the effects of breastfeeding
- Updated information on nutrition and development, including the addition of the new "My Plate" logo from the U.S.D.A.
- Updated information on food insecurity, childhood obesity and diabetes, and eating disorder prevalence
- New Active Learning feature *Contagious Yawning – Mirror Neurons At Work*

Chapter 7

- New example of fears in the preoperational stage
- New example of concrete thinking in the concrete operations stage
- Updated coverage of imaginary audience and personal fable
- Updated information on ADHD
- In section on memory, added coverage of the fuzzy trace theory and false memories, plus a new Active Learning feature: *False Memories*
- In the section on memory, a new Active Learning feature: *Working Memories*
- New section on *Processing Speed and Encoding Processes*
- New section on *Memory in Adolescents*
- New Active Learning feature: *Executive Function*
- New topic: *Planning Within Executive Function*

Chapter 8

- New information about brain function and fluid versus crystallized intelligence
- Added coverage of the cultural test bias hypothesis and the predictive validity of intelligence tests
- New section on *Standardized Testing and Alternative Testing Methods*
- New coverage of the range of heritability of IQ between social class groups
- Expanded discussion of the effects of poverty on intellectual development
- New coverage of the secular trend of IQ increase (the Flynn effect) and the effects of school on IQ
- Updated information about the importance of well-trained teachers for student achievement
- New discussion of research findings on girls and math
- Addition of Pathways to Prosperity international report on students who graduate high school but don't go to college
- New Figure 8.7: *Vocational Education in European Secondary Schools*
- New Figure 8.3: *Percent of U.S. Adults Ages 25–29 With a Bachelor's Degree or Higher, 1969–2009*
- *Infant Intelligence* coverage has been updated and abridged
- Reorganized section on *Cognitive Deficits and Intellectual Gifts*; material divided into new headings for *Intellectual Disabilities*, *Learning Disabilities*, and *Giftedness*
- Reorganized section on *Promoting Learning in School*; combines the two sections about teaching, *Classroom Environment and Expectancy Effects*, and the sections about student achievement: *Ability Grouping and Grade Retention*
- Updated rates of childhood poverty and information on the nature of Head Start programs and their effectiveness
- Expanded and reorganized information on expectancy effects including more information on the impact of negative perceptions of minority students on academic achievement
- Figures 8.3 and 8.6 updated to 2009 and 2010 statistics, respectively

Chapter 9

- Updated coverage of *Cognitive Processing Theory*
- New section titled *Preverbal Perception of Language*
- New Journey of Research feature: *Is There a Critical Period for Language Learning?*
- Updated *Written Language: Early Literacy* section
- New Figure 9.4 with updated reading achievement data
- Updated coverage of *Language Development in School-Age Children* with new material on meta-linguistic awareness.
- Updated charts on reading proficiency in the U.S.
- Updated coverage of *Bilingualism and Bilingual Education* and coverage of dyslexia
- Moved section on language environments to the section on *Child-Directed Speech* from *Language Development of Preschoolers*
- Clarified and simplified the section on cognitive processing theory
- Eliminated information on gender differences in language function based on new research showing no consistent differences
- Moved section on general learning disabilities to Chapter 8; renamed the section *Language-Based Learning Disabilities*

Chapter 10

- Major reorganization of this chapter
  - Combined the two parts about emotional development from the beginning and end of the chapter into one part at the beginning, followed by the section on attachment
  - Integrated the information on self-control from Chapter 11 with material on self-regulation of emotions in Chapter 10
  - Information on oppositional defiant disorder and conduct disorder from Chapter 11 has been added to the section on *Anger and Aggression*
- New information about temperament in Active Learning feature: *Temperament*
- Updated coverage of the occurrence of anxiety problems in children
- New coverage of depression in young children
- New coverage of the relationship between type of attachment and behavior problems
- New coverage of the adaptive value of disinhibited reactive attachment disorder

Chapter 11

- Expanded coverage of autobiographical memory and its relevance to the development of a self-concept
- Updated coverage of Marcia's identity statuses
- Updated and expanded coverage of identity formation during adolescence
- Updated coverage of the self-esteem movement
- New coverage of the development of self-esteem in adolescence
- New Figure 11.3: *Age-Related Changes in Adolescent Self-Esteem*
- New coverage of parents and cross-gender play choices
- Updated coverage of gender intensification in adolescence
- Updated coverage of the development of sexual orientation and the prevalence of same-sex orientation
- New Figure 11.4: *Estimates of the Percentage of Individuals who Identify as Gay, Lesbian or Bisexual*
- New discussion of LGBT youth and social acceptance
- New coverage of the schema approach to moral development and the link between moral thought and moral action

Chapter 12

- Major reorganization of this chapter
  - Section on interactions with parents moved to Chapter 13, *Families*
  - Material on play reorganized and integrated into the section on preschool social development

  ○ Section on nonparental adults moved from this chapter to Chapter 14

  ○ Section on school violence moved from Chapter 15 to the section on bullying in this chapter; renamed *Bullying and School Violence*

  ○ Section on dating violence moved from Chapter 15 to the section on romance in adolescence in this chapter

- New coverage of false belief understanding in very young children
- New coverage of Parten's stages of social play
- New coverage of the role of the environment in determining popularity, teen friendships, and bullying
- New coverage of school violence, with new Figure 12.4 on victimization of children in and outside of school
- New coverage of teen romance and its prediction of adult romantic relationships
- New coverage of dating violence

Chapter 13

- Chapter 13 was previously Chapter 14 in the first edition
- Section on Socialization moved from Chapter 12 to Chapter 13 in order to integrate parenting techniques with parental styles
  - Updated information on inductive discipline
- New Figure 13.1: *Children's Household Living Arrangements*
- Updated information on single parenting with new Figure 13.2: *Statistics on the Rise in Number of Single Mothers* and new Figure 13.3: *The Economic Toll of Single Parenthood*
- Updated coverage of divorce with new Figure 13.4: *Historical Changes in the Number of Divorces in the U.S.* and new Table 13.1: *Characteristics That Lower a Couple's Risk of Getting Divorced*
- Updated coverage of stepfamilies with new glossary term: *boundary ambiguity*
- Updated coverage of grandparents raising grandchildren
- Updated coverage of gay and lesbian parenting
- Updated coverage of adoption and foster care
- New Figure 13.6: *Labor Force Participation by Mothers*

Chapter 14

- Chapter 14 was previously Chapter 13 in the first edition
- Major reorganization of this chapter
  - Sections on play moved to Chapter 12
  - Section on nonparental adults relabeled *Beyond Parents and Peers* moved from Chapter 12 to this chapter
- New coverage of concussion and other sports injuries
- New section on children in the natural world
- New coverage of the effects of mentors and creative activities
- New coverage of formal mentoring relationships
- Updated coverage of media use: effects of video violence, infant media use, media use and attention problems, and smoking and the movies

Chapter 15

- Chapter reorganization
  - Section on violence moved to Chapter 12
  - Added section on homelessness
  - Added section on trauma and its effects with information on PTSD moved to this section
  - Reorganized and updated section on common illnesses
- Coverage of stress updated to include toxic stress, with a new glossary term added
- Updated coverage of neurological and other physical effects of stress and children's response to parental stress