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How Children

DEVELOP



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How Children Develop
First Edition

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Printed in the United States of America

ISBN: 1-57259-249-4

Second printing, 2003

Sponsoring Editor: Marjorie Byers

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Composition: TSI Graphics, Inc.

Printing and Binding: R. R. Donnelly & Sons Company

Library of Congress Control Number: 2002113230

Worth Publishers

41 Madison Avenue

New York, NY 10010

www.worthpublishers.com

PREFACE

This is an exciting time to be writing a child development textbook. The past decade has brought new theories, new ways of thinking, new areas of research, and innumerable new findings in the field. We wrote *How Children Develop* to describe this ever improving knowledge of children and to convey the excitement that we feel about the progress that is being made toward understanding the developmental process.

As teachers of child-development courses, we appreciate the challenge that instructors face in trying to present these advances and discoveries, as well as major prior ideas and findings, in a one-semester course. Therefore, rather than aiming at encyclopedic coverage, we have focused on identifying the most important developmental phenomena and describing them in sufficient depth to make them meaningful and memorable to students. In short, our goal has been to write a textbook that makes the child-development course coherent and enjoyable for students and teachers alike.

Classic Themes

The basic premise of the book is that all areas of child development are unified by a small set of enduring themes. These themes can be stated in the form of questions that child-development research tries to answer:

1. How do nature and nurture together shape development?
2. How do children shape their own development?
3. In what ways is development continuous and in what ways is it discontinuous?
4. How does change occur?
5. How does the sociocultural context influence development?
6. How do children become so different from each other?
7. How can research promote children's well-being?

These seven themes provide the core structure of the book. They are introduced and illustrated in Chapter 1, highlighted repeatedly where relevant in the subsequent thirteen content chapters, and utilized in the final chapter as a framework for integrating findings from all areas of development that are relevant to each theme. The continuing coverage of these themes allows us to tell a story with a beginning (introduction of the themes), middle (specific findings relevant to them), and ending (the overview of what students have learned about the themes). We believe that this thematic emphasis and storylike structure will not only help students understand enduring questions about child development but will also leave them with a greater sense of satisfaction and completion at the end of the course.

Contemporary Perspective

The goal of providing a thoroughly contemporary perspective on how children develop has influenced the organization of our book as well as its contents. Whole new areas and perspectives have emerged that barely existed when most of today's

child-development textbooks were originally written. Placing these topics in their current context is much easier in a new book.

Consider the case of Piaget's theory and current research relevant to it. Piaget's theory usually is presented in its own chapter, three-quarters of which describes the theory in full detail and the rest of which offers contemporary research that demonstrates problems with the theory. This approach often leaves students wondering why so much time was spent on Piaget's theory if modern research shows it to be wrong in so many ways.

The fact is that the line of research that began thirty years ago as an effort to challenge Piaget's theory has emerged since then as a vital area in its own right—the area of conceptual development. Research on conceptual development provides extensive information on such fascinating topics as children's understanding of human beings, plants and animals, and the physical universe. As with other research areas, most studies in this field are aimed primarily at providing evidence relevant to current claims, not those of Piaget.

We have adapted to this changing intellectual landscape in two ways. First, our chapter "Theories of Cognitive Development" describes the fundamental aspects of Piaget's theory in depth, honoring his legacy by focusing on the contributions of his work that have proven to be the most enduring. Second, we present an entirely new chapter, "Conceptual Development," which addresses the types of issues that inspired Piaget's theory but concentrates on modern perspectives and findings regarding those issues. This approach allows us to tell students about the numerous intriguing proposals and observations that are being made in this field, without the artificiality of classifying the findings as "pro-Piagetian" or "anti-Piagetian."

The opportunity to create a textbook based on current understanding also led us to assign prominent positions to such rapidly emerging areas as brain development, behavioral genetics, nutritional and eating disorders, prenatal learning, infant cognition, acquisition of academic skills, emotional development, prosocial behavior, and friendship patterns. All of these areas have seen major breakthroughs in recent years, and their growing prominence is reflected in the coverage they receive in our book.

Getting Right to the Point

Our desire to offer a contemporary, streamlined approach has led to other departures from the traditional organization. It is our experience that today's students take child-development courses for a variety of practical reasons and are eager to learn about *children*. Traditionally, however, they have to wait for two or three or even four chapters—on the history of the field, on major theories, on research methods, on genetics—before actually getting to the study of children. We want to build on their initial motivation immediately. Rather than opening the book, then, with an extensive examination of the history of the field, we include in Chapter 1 a brief overview of the social and intellectual context in which the scientific study of children arose and then provide historical background wherever it is pertinent in subsequent chapters. Rather than having an early theories chapter that covers all the major cognitive and social theories at once, at a point far removed from the content chapters to which the theories apply, we present a chapter on cognitive developmental theories just before the chapters that focus on specific aspects of cognitive development, as well as a chapter on social developmental theories just before the chapters that focus on specific aspects of social development. Rather than having a separate chapter on genetics, we include basic aspects of genetics as part of Chapter 3

(“Biology and Behavior”) and then discuss contributions of genetics to individual differences throughout the book. This approach allows us from the first weeks of the course to kindle students’ enthusiasm for finding out how children develop.

Features

The most important feature of this book is the exposition, which we have tried to make as clear, compelling, and interesting as possible. Multiple drafts, scrupulous editing, and several rounds of class testing have resulted, we believe, in a presentation that is direct, transparent, and accessible to a broad range of students.

To further enhance the appeal and accessibility of the text, we have included three types of discussion boxes that explore material of special interest. “Applications” boxes focus on how child-development research can be used to promote children’s well being. Among the applications covered in these boxes are the Carolina Abecedarian Project, interventions to reduce child abuse, programs for helping rejected children gain acceptance with their peers, and Fast Track interventions to help aggressive children learn how to manage their anger and behavior. “Individual Differences” boxes focus on populations that differ from the norm with regard to the specific topics under consideration or on variations among children in the general population. These boxes cover such topics as intellectual giftedness, adolescent depression, and cultural differences in emotional expression. “A Closer Look” boxes examine important and interesting research in greater depth than would otherwise be possible: the areas examined range from brain-imaging techniques to the developmental impact of homelessness and the issues surrounding children’s immersion in the digital world.

We have also incorporated a number of other features intended to improve students’ learning. These include boldfacing key terms and providing definitions of them both within the immediate text and in margin glossaries; providing summaries at the end of each major section, as well as overall chapter summaries; and, at the end of each chapter, posing critical thinking questions intended to promote deeper consideration of essential topics.

Supplements

A variety of excellent teaching and learning tools are available to enrich and reinforce the text.

Exploring Child Development Student CD-Rom

This integrative tool brings the excitement of the research lab to the student. Short video clips of classic and contemporary studies add a hands-on dimension to the text presentations. Chapter quizzes and flashcards help students to review. The CD-Rom was prepared by Lisa Huffman, Ball State University; Thomas Ludwig, Hope College; Tanya Renner, Kapiolani Community College; Catherine Robertson, Grossmont College; Stavros Valenti, Hofstra University; and Connie Varnhagen, University of Alberta. It can be packaged on request with the textbook at no additional cost.

Exploring Child Development: A Media Tool Kit for Instructors

An expanded version of the student CD-Rom above, this set for instructors, combines over 100 video clips, animations, and interactive exercises to enhance your child development course. All video material is available on DVD and VHS.

Instructor's Resource Manual

Written by Lynne Baker-Ward, North Carolina State University, this innovative *Instructor's Resource Manual* includes handouts for student projects, reading lists from journal articles, course-planning suggestions, supplementary readings, and a guide to videos and software, in addition to lecture guides, chapter overviews, and learning objectives.

Student Study Guide

The *Student Study Guide*, written by Jill Saxon, includes in each chapter a review of key concepts and multiple-choice and essay questions to help students evaluate their mastery of the material.

Test Bank

To assure seamless coordination between the content that students review and the content on which they are tested, we asked Jill Saxon, who wrote the *Study Guide*, to also write the *Test Bank*. It includes 80 multiple-choice and 20 essay questions for each chapter. Each question is keyed to the textbook by topic, type (factual, definitional or conceptual, or applied), and level of difficulty.

Test Bank on CD-Rom

The *Diploma Test Bank CD-Rom*, on dual platform for Windows and Macintosh, guides instructors through the process of creating a test and allows them to add, edit, and scramble questions; to change formats; and to include pictures, equations, and media links. The CD-Rom is also the access point for *Diploma Online Testing*, which allows you to create and administer examinations on paper, over a network, or over the Internet.

Transparency Set

This set of 100 full-color overhead transparencies includes art, charts, graphs, and tables from *How Children Develop*.

PowerPoint Slides

PowerPoint slides are available in three formats that can be used as is or customized to fit your needs. One set contains simple chapter outlines to help you orient your current slides or to use as a foundation for new slides. Another set includes all the textbook's illustrations and tables. The third set consists of lecture slides from Rona McCall, Regis University, which focus on key themes and terms in the book and include text illustrations and tables. PowerPoint slides are available on CD-Rom or from the course Web site.

Observation Videos

Journey Through Childhood offers students an opportunity to observe children from varied cultures from birth through adolescence, in a variety of settings. Noted experts in child development discuss their work in areas ranging from the biology of early brain development to prosocial behavior in middle childhood. These are available on VHS and DVD.

The Scientific American Frontiers Videos

This series for Developmental Psychology features 17 video clips of 15 minutes each on a wide range of topics, including gene therapy, infant motor skill development, dyslexia, and memory. A guide to using these video series with specific chapters is included in the *Instructor's Resource Manual*.

Companion Web Site

The *Siegler Companion Web Site* at worthpublishers.com/siegler, created by Rona McCall, Regis College, provides students with virtual study aids and instructors with a variety of teaching resources. At no cost and with no password needed, students will find chapter outlines, annotated Web links to expand on each chapter's coverage, online quizzes to test their knowledge, and interactive flashcards. The password-protected instructors' site offers three prebuilt PowerPoint slide sets (one containing outlines and two containing art) for each chapter and an online quiz gradebook.

Online Course Materials

As a service to adopters using WebCT or Blackboard course management systems, Worth provides the electronic instructor and student resources in the appropriate format. Adopters of *How Children Develop* can request a Blackboard or WebCT formatted version of the book's test bank.

Acknowledgments

So many people have contributed directly and indirectly to this textbook that it is impossible to know where to start or where to stop in thanking them. All of us have been given exceptional support by our spouses and significant others—Jerry Clore, Jerry Harris, Grazyna Kochanska, Alice Rysdon—and by our children—Benjamin Clore, Michael Harris, and Todd, Beth, and Aaron Siegler—as well as by our parents, relatives, friends, and other loved ones. Our advisors in college and graduate school, Ann Brown, Les Cohen, Harry Hake, Robert Liebert, Paul Mussen, and Jim Pate, helped launch our careers and taught us how to recognize and appreciate good research. We also have all benefited from collaborators who shared our quest for understanding child development and from a great many exceptionally helpful and generous colleagues, including Karen Adolph, Martha Alibali, Renee Baillargeon, Zhe Chen, Shari Ellis, Richard Fabes, Cindy Fisher, David Klahr, Angel Lillard, Patrick Lemaire, John Opfer, Tracy Spinrad, and David Uttal. Special thanks are due to our assistants, Sally Kaufmann and Theresa Treasure, who helped in innumerable ways in preparing the book.

The book also has been greatly improved by the comments of many conscientious and thoughtful reviewers of drafts of the manuscript: **Mark Alcorn**, University of Northern Colorado; **Linda Acredolo**, University of California, Davis; **Karen Adolph**, New York University; **Martha Alibali**, University of Wisconsin, Madison; **Catherine Best**, Wesleyan University; **Rebecca S. Bigler**, University of Texas; **Susan Bowers**, Northern Illinois University; **Nathan Brody**, Wesleyan University; **Judith Becker Bryant**, University of South Florida; **Susan Calkins**, University of North Carolina, Greensboro; **Tara Callaghan**, St. Francis Xavier University; **Elaine Cassel**, Lord Fairfax Community College; **Keith Crnic**, Pennsylvania State University; **Zoe Ann Davidson**, Alabama A&M University; **Marlene DeVoe**,

St. Cloud State University; **Maryann Fischer**, Indiana University Northwest; **Oney D. Fitzpatrick, Jr.**, Lamar University; **Kathleen Cranley Gallagher**, University of Wisconsin, Madison; **Leilani Greening**, University of Alabama; **Heather A. Holmes-Lonergan**, Metropolitan State College of Denver; **Kathleen V. Hoover-Dempsey**, Vanderbilt University; **Judith Hudson**, Rutgers University; **Lisa Huffman**, Ball State University; **Gavin Huntley-Fenner**, University of California, Irvine; **Scott P. Johnson**, Cornell University; **Roger Kobak**, University of Delaware; **Marta Laupa**, University of Nevada, Las Vegas; **Brett Laursen**, Florida Atlantic University; **Kathryn S. Lemery**, Arizona State University; **Kevin MacDonald**, California State University, Longbeach; **Derek Montgomery**, Bradley University; **Laura Namy**, Emory University; **Rochelle Newman**, University of Iowa; **Jodie Plumert**, University of Iowa; **Joe Price**, San Diego State University; **Amanda Rose**, University of Missouri, Columbia; **Rosemary Rosser**, University of Arizona; **Greg B. Simpson**, University of Kansas; **Mark Strauss**, University of Pittsburgh; **Esther Thelen**, Indiana University; **David Uttal**, Northwestern University; **Marcia L. Weinstein**, Salem State College; **Arlene S. Walker-Andrews**, Rutgers University; **Noel Wescombe**, Whitworth College; **Jacqueline Woolley**, University of Texas. We learned from their expertise and were stimulated by their feedback to think more clearly and deeply about a great many issues.

Our special thanks go to Lynne Baker-Ward, North Carolina State University; Doreen Eichorst, Northern Illinois University; Rona McCall, Regis College; and Georgene Troseth, Vanderbilt University. Thanks also to their students, who tested the manuscript in their child-development courses. We are indebted to them for their perceptive insights as well as their early enthusiasm.

Thanks are particularly due to our friends and collaborators at Worth Publishers. As sponsoring editor and publisher, respectively, Marge Byers and Catherine Woods provided exceptional support and any number of excellent suggestions. They nurtured the project and helped us to realize our vision. Peter Deane, the development editor, is in a class by himself in both skill and dedication. He set a new standard for excellence in editing, far beyond the level that any of us had experienced previously. Our thanks also to our project editors Vivien Weiss and Tracey Kuehn, art director Barbara Reingold, photo editor Meg Kuhta, production manager Sarah Segal, and page designer Paul Lacy, for their excellent work. They have created a book that we hope you and your students will find a pleasure to look at as well as to read. Marketing manager Renée Altier provided outstanding promotional materials to inform professors about the book. Supplements editor Graig Donini coordinated the superb package of ancillary material.

Finally, we want to thank our “book team” of sales representatives and managers. Tom Kling, Julie Hirshman, Kari Ewalt, Greg David, Tom Scotty, Cindy Rabinowitz, Glenn Russell, and Matt Dunning provided a sales perspective, valuable suggestions, and unflagging enthusiasm throughout this project.

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1

An Introduction to Child Development

Why Study Child Development?

Raising Children
Choosing Social Policies
Understanding Human Nature
Review

Historical Foundations of the Study of Child Development

Early Philosophical Views of Children's Development
The Beginnings of Research on Children
Review

Enduring Themes in Child Development

1. *Nature and Nurture*: How Do Nature and Nurture Together Shape Development?
 - Box 1.1:** Individual Differences: The Importance of Normal Early Experience
 2. *The Active Child*: How Do Children Shape Their Own Development?
 3. *Continuity/Discontinuity*: In What Ways Is Development Continuous, and in What Ways Is It Discontinuous?
 4. *Mechanisms of Developmental Change*: How Does Change Occur?
 5. *The Sociocultural Context*: How Does the Sociocultural Context Influence Development?
 6. *Individual Differences*: How Do Children Become So Different from One Another?
 7. *Research and Children's Welfare*: How Can Research Promote Children's Well-Being?
- Review

Methods for Studying Child Development

The Scientific Method
Contexts for Gathering Data About Children
Correlation and Causation
Designs for Examining Development
Ethical Issues in Child-Development Research
Review

Chapter Summary

BRIEF CONTENTS

Preface

1	An Introduction to Child Development: History, Themes, and Research Methods	2
2	Prenatal Development, Birth, and the Newborn Period	40
3	Biology and Behavior: Genetics, Brain Development, and Physical Development	82
4	Theories of Cognitive Development: Piagetian, Core-Knowledge, Information Processing, and Sociocultural	124
5	Infancy: Perception, Motor Development, Learning, and Cognition	168
6	Development of Language and Symbol Use	208
7	Conceptual Development	250
8	Intelligence and Academic Achievement	286
9	Theories of Social Development: Psychoanalytic, Learning, Social Cognition, and Ecological	328
10	Emotional Development	370
11	Attachment to Others and Development of Self	410
12	The Family	450
13	Peer Relationships	492
14	Moral Development	530
15	Conclusions: Integrating Current Understanding Around the Seven Major Themes	570
	Glossary	G-1
	References	R-1
	Name Index	NI-1
	Subject Index	SI-1

CONTENTS

Preface



Chapter 1 An Introduction to Child Development 2

Why Study Child Development? 3

- Raising Children 3
- Choosing Social Policies 4
- Understanding Human Nature 6
- Review 7

Historical Foundations of the Study of Child Development 7

- Early Philosophical Views of Children's Development 7
- The Beginnings of Research on Children 8
- Review 9

Enduring Themes in Child Development 10

1. *Nature and Nurture*: How Do Nature and Nurture Together Shape Development? 10
 - Box 1.1 Individual Differences:** The Importance of Normal Early Experience 12
2. *The Active Child*: How Do Children Shape Their Own Development? 13
3. *Continuity/Discontinuity*: In What Ways Is Development Continuous, and In What Ways Is It Discontinuous? 14
4. *Mechanisms of Change*: How Does Change Occur? 18
5. *The Sociocultural Context*: How Does the Sociocultural Context Influence Development? 19
6. *Individual Differences*: How Do Children Become So Different from One Another? 21
7. *Research and Children's Welfare*: How Can Research Promote Children's Well-Being? 23
- Review 24

Methods for Studying Child Development 24

- The Scientific Method 24
- Contexts for Gathering Data About Children 27
- Correlation and Causation 30
- Designs for Examining Development 34
- Ethical Issues in Child-Development Research 37
- Review 37

Chapter Summary 38

Chapter 2 Prenatal Development 40

Prenatal Development 43

- Box 2.1 A Closer Look:** Beng Beginnings 44
- Conception 44

Box 2.2 Individual Differences: The First Sex Differences 46

Developmental Processes 47

Box 2.3 A Closer Look: Phylogenetic Continuity 48

Early Development 49

An Illustrated Summary of Prenatal Development 50

Fetal Behavior 53

Fetal Experience 55

Fetal Learning 57

Hazards to Prenatal Development 59

Box 2.4 Applications: Face Up to Wake Up 63

Review 66

The Birth Experience66

Diversity of Childbirth Practices 68

Review 69

The Newborn Infant69

State of Arousal 69

Negative Outcomes at Birth 74

Box 2.5 Applications: Parenting a Low-Birth Weight Baby 76

Review 79

Chapter Summary79

Chapter 3 Biology and Behavior82

Nature and Nurture84

Genetic and Environmental Forces 86

Box 3.1 Applications: Genetic Transmission of Diseases and Disorders 90

Behavioral Genetics 94

Box 3.2 Individual Differences: Identical Twins Reared Apart 96

Review 100

Brain Development100

Structures of the Brain 101

Developmental Processes 103

Box 3.3 A Closer Look: Mapping the Mind 104

The Importance of Experience 108

Brain Damage and Recovery 111

Review 112

The Body: Physical Growth and Development112

Growth and Maturation 112

Nutritional Behavior 115

Box 3.4 Applications: Eat Your Peas, Please 117

Undernutrition 119

Review 120

Looking Back at Lucy120

Chapter Summary121



Chapter 4 Theories of Cognitive Development	124
Piaget's Theory	127
View of Children's Nature	128
Central Developmental Issues	129
The Sensorimotor Stage (Birth to 2 Years)	131
The Preoperational Stage (Ages 2 to 7)	134
The Concrete Operations Stage (Ages 7 to 12)	137
The Formal Operations Stage (Age 12 and Beyond)	138
Box 4.1 Applications: Educational Applications of Piaget's Theory	140
Piaget's Legacy	140
Review	142
Information-Processing Theories	142
View of Children's Nature	143
Central Developmental Issues	146
Alternative Information-Processing Theories	150
Box 4.2 Applications: Educational Applications of Information-Processing Theories	154
Review	154
Core-Knowledge Theories	154
View of Children's Nature	155
Central Developmental Issues	156
Box 4.3 Applications: Educational Applications of Core-Knowledge Theories	158
Review	159
Sociocultural Theories	159
View of Children's Nature	160
Central Developmental Issues	161
Box 4.4 Applications: Educational Applications of Sociocultural Theories	163
Review	164
A Grand Unified Theory?	164
Chapter Summary	165
 Chapter 5 Infancy	 168
Perception	171
Vision	171
Box 5.1 A Closer Look: Beauty and the Baby	175
Box 5.2 A Closer Look: Picture Perception	179
Auditory Perception	179
Taste and Smell	181
Touch	181
Intermodal Perception	181
Review	183
Motor Development	183
Reflexes	183
Motor Milestones	184
Current Views of Motor Development	186

Box 5.3 A Closer Look: “The Case of the Disappearing Reflex”	187
The Expanding World of the Infant	188
Box 5.4 Applications: A Recent Secular Change in Motor Development	189
Box 5.5 A Closer Look: “Travel Broadens the Mind”	190
Review	192
Learning	193
Habituation	193
Perceptual Learning	194
Visual Expectancy	195
Classical Conditioning	195
Instrumental Conditioning	196
Observational Learning	198
Review	199
Cognition	199
Thinking About Things	200
Physical Knowledge	203
Problem Solving	204
Looking Ahead	205
Review	205
Chapter Summary	206
 Chapter 6 Development of Language and Symbol Use	 208
Language Development	211
The Components of Language	211
What is Required for Language?	213
Box 6.1 Applications: Two Languages Are Better Than One	217
The Process of Language Acquisition	219
Box 6.2 Individual Differences: Variability in Language Development	228
Current Theoretical Issues in Language Development	238
Box 6.3 A Closer Look: “I Just Can’t Talk Without My Hands”:	
What Gestures Tell Us About Language	240
Review	242
Nonlinguistic Symbols and Development	242
Using Symbols as Information	242
Box 6.4 Applications: Digital Development	243
Pretend Play	245
Drawing	246
Review	247
Chapter Summary	248
 Chapter 7 Conceptual Development	 250
Understanding Who or What	254
Dividing Objects into Categories	254
Knowledge of Other People and Oneself	258



Box 7.1 Individual Differences: Imaginary Companions	261
Knowledge of Living Things	265
Review	269
Understanding Where, When, Why, and How Many	269
Space	270
Time	274
Causality	276
Number	278
Box 7.2 A Closer Look: Magical Thinking and Fantasy	279
Review	283
Chapter Summary	284
 Chapter 8 Intelligence and Academic Achievement	 286
What Is Intelligence?	289
Intelligence as a Single Trait	289
Intelligence as a Few Basic Abilities	289
Intelligence as Multiple Processes	290
A Proposed Resolution	290
Review	291
Measuring Intelligence	291
The Contents of Intelligence Tests	291
The Intelligence Quotient (IQ)	293
Box 8.1 Individual Differences: Gifted Children	295
Review	295
IQ Scores as Predictors of Important Outcomes	296
Review	296
Genes, Environment, and the Development of Intelligence	297
Qualities of the Child	297
Influence of the Immediate Environment	299
Influence of Society	302
Box 8.2 Applications: A Highly Successful Early Intervention: The Carolina Abecedarian Project	307
Review	308
Alternative Perspectives on Intelligence	308
Review	311
Acquisition of Academic Skills: Reading, Writing, and Mathematics	311
Reading	311
Box 8.3 Individual Differences: Dyslexia	315
Writing	317
Box 8.4 Individual Differences: Attention-Deficit Disorder	319
Mathematics	320
Box 8.5 Individual Differences: Mathematical Disabilities	322
Review	325
Chapter Summary	326