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UNIT 1 Genetic and Prenatal Influences on Development

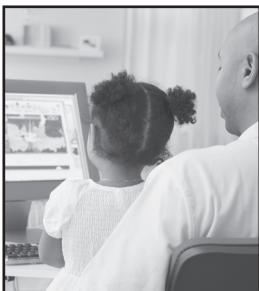
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Part A. Genetic Influences

- 1. Your DNA, Decoded**, Mark Anderson, *Delta Skymagazine*, August 2010
This article explains the six billion **genes** (half from father, half from mother), made up of base pairs (A, C, G and T), which comprise each unique human's instruction manual. One's **health, emotions, and personality** are influenced by one's genome **prenatally**. Environmental factors after birth also affect human functioning. 3
- 2. Seeking Genetic Fate**, Patrick Barry, *Science News*, July 4, 2009
The cost of having small variations in your **genes** analyzed (over 99% of all human genes are identical), has dropped precipitously. Several genomic **technology** companies now offer to forecast your personal disease risks. Most **health** hazards also involve diet, exercise, and environmental factors. The **ethics** of predicting complex maladies from saliva are questionable. 7

Part B. Prenatal Influences

- 3. The Prematurity Puzzle**, Jeneen Interlandi, *Newsweek*, November 1, 2010
Research scientists are focusing on the placenta (an organ) to learn why **premature infants** are more likely to have autism, cerebral palsy, mental retardation, and other developmental disabilities. **Brain development, physical health, and cognitive** abilities are stimulated by placental hormones over 40 weeks of **pregnancy**. The role of **genes** may be less crucial. 13
- 4. Thanks, Dad**, *The Economist*, January 8, 2011
The fact that a woman's **prenatal** environment has a profound impact on her **children's** future has been known for over 70 years. A **man's** effects on future offspring is finally coming of age. **Infants** fathered by starving male mice produced offspring with **genes** associated with obesity (active fat synthesis). A human father's **nutrition** may also contribute to his children's weight **health**. 15



UNIT 2 Development during Infancy and Early Childhood

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Part A. Infancy

- 5. Keys to Quality Infant Care: Nurturing Every Baby's Life Journey**, Alice Sterling Honig, *Young Children*, September 2010
Dr. Honig, an expert on **infant** caregiving, shares 11 keys to enhancing baby's **brain development, physical status, language** skills, **emotional** regulation, and **social** abilities. She explains different infant temperaments and advises on how **parents** and teachers can shape behaviors to accommodate **personalities**. 19

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide.

6. **Vaccination Nation**, Chris Mooney, *Discover*, June 2009
Parents have been scared by activists claiming (falsely) that vaccines cause **infant** autism. Science proves otherwise; this article cites multiple studies. The **ethics** of skeptics are dubious. Withholding vaccines can cause epidemics of largely vanquished diseases. Other environmental factors which trigger **genetic** diseases must be explored, and **motivation** to vaccinate must increase. 24

Part B. Early Childhood

7. **How to Help Your Toddler Begin Developing Empathy**, Rebecca Pariakian and Claire Lerner, *Zero to Three*, July 2009
Personality is **socialized** as well as inherited. Teaching **empathy** in **parenting** practices during **early childhood** helps toddlers understand **emotions** and develop **self-esteem**. This article explains how to foster this complex skill. 28

8. **Five Skills Kids Need before They Read**, Peg Tyre, *Instructor*, August 2009
No Child Left Behind legislation and high stakes testing ended many **self-esteem** programs in **education**. **Emotional** curriculum is now returning. **Stressors** from **culture** and **families** inhibit **children’s brain** development. Reading proficiency rises and discipline problems plummet when kids learn social skills. 30

9. **Little by Little**, Laura Beil, *Science News*, September 12, 2009
Food allergies are 20% more frequent than 10 years ago. Scientists believe **infants** and young **children** raised in antiseptic **cultures** may have immature immunity. **Parents** may promote **health** and **nutrition** by introducing small portions of allergy-prone foods earlier. Other new strategies for reducing food allergies are discussed as well. 33

10. **Ten Tips for Involving Families through Internet-Based Communication**, Sascha Mitchell, Teresa S. Foulger, and Keith Wetzels, *Young Children*, September 2009
Early childhood education can be greatly enhanced with **family–school** partnerships. The authors suggest 10 ways in which **parents** and teachers can work together to teach young children. **Technology** is required so inexpensive ways to access computers are given. Ways to overcome **language** differences are also addressed. 36

11. **“Early Sprouts”**: **Establishing Healthy Food Choices for Young Children**, Karrie A. Kalich, Dottie Bauer, and Deirdre McPartlin, *Young Children*, July 2009
Early childhood nutrition practices are decisive for lifelong eating habits. A positive approach is given—veggies taste great!—rather than no dessert until veggies are eaten. “Early Sprouts” programs encourage gardening, sensory exploration, cooking, and **family** involvement with **healthy** foods. Most children in the United States have diets high in sugar, salt, and fat, and low in whole grains, fruits, and vegetables. **Education** can change this. 39



UNIT 3 Development during Childhood: Cognition and Schooling

- Unit Overview 44

Part A. Cognition

12. **An Educator’s Journey toward Multiple Intelligences**, Scott Seider, *Edutopia*, 2008
Can **intelligence** be defined as a general ability? The theory of multiple intelligences (MI), put forth by Howard Gardner, answers NO. The author describes his appreciation of a poor student’s “smartness” on the athletic field. Gardner’s theory focuses on different ways in which **children** use **cognitive** processes (e.g., body-kinesthetic, music). **Schools** are not required to **educate** for every area of MI. 47

13. **In Defense of Distraction**, Sam Anderson, *New York*, May 25, 2009
 This article is an exposition about the massive amounts of multitasking, electronic **technology** interpretation, and distractions that have been added to our lives by the **culture's** "Information Age." (An average **adolescent** in the United States spends six hours per day online.) While hyper-focusing programs abound, the author argues that harnessing distractions may increase **brain** efficiency for complex **cognitive** processing. 50

Part B. Schooling

14. **What Really Motivates Kids**, Dana Truby, *Instructor*, January/February 2010
Children and **adolescents** are **motivated** by self-chosen, relevant, **cognitive** problems. **Educators** too often praise high test scores. **Intelligence** grows through experimenting, **creativity**, and persistence. Students from **schools** that engage them in complex tasks often score better on standardized tests. 56

15. **The Truth about Kids and Money**, Peg Tyre, *Instructor*, September/October 2009
 Many states require some financial **education** for **adolescents**. **Parents** should talk to **children** about money earlier and often. The **stress** of the recession, with lost jobs, foreclosures, and bankruptcy forces this issue. Instruction on **careers**, income, credit, and savings should be an essential part of **schooling**. 59

16. **What I've Learned**, Michelle Rhee, *Newsweek*, December 13, 2010
School reform is difficult. It involves **culture** change. This article describes the struggles to improve **education** in Washington, D.C. between 2007 and 2010. The children in more than 20 nations surpass **children** in the United States in science, reading, and math. There is no large lobby to promote students' best interests. The author presents several suggestions for putting "students first." 62

17. **From Lockers to Lockup**, Jessica Bennett, *Newsweek*, October 11, 2010
 Can **children** and **adolescents** be bullied to **death**? **Technology** allows **peer** cyber bullying to an extent never experienced before. Should **schools** expel students who are vigilantes online? Is it a crime? Will the perpetrator be **emotionally harmed** by the suicide of his/her victim? Can digital **violence** ever be curtailed? 65



UNIT 4
Development during Childhood: Family and Culture

- Unit Overview** 68

Part A. Family

18. **Role Reversal**, Sara Eckel, *Waking Mother*, February/March 2010
 The **stress** of the recession with **career** losses is changing **family** life. **Men** do more cleaning and caring for **children**. Over one-half of employed workers in the United States are **women**. Problems of bruised egos and low **self-esteem** occur with **gender** role-reversals. Some **emotions**, such as empathy, make **marriage** easier. 71

19. **The Angry Smile**, Signe L. Whitson, *Going Bonkers Magazine*, October 2009
Children learn how to behave in unhelpful passive-aggressive modes from **parents**, peers, **school** personnel, **television** characters, and in **cultural contexts**. Passive-aggression is not **genetic**. It can be changed through **socialization**. This article tells how to substitute assertive expression for passive-aggression. 74

20. **Fast Times**, Deborah Swaney, *Family Circle*, November 29, 2008
 The **culture** of pre-teens is becoming one of **sexualization** over **socialization**. **Friends' language** (be "hot," "shake your booty") often trumps **family** values. Rather than **exercise** (sports, play) to see what one's body can do, **children** experiment with sensuous appearances. The author suggests ways to raise **self-esteem** without precocious sexuality. 76

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide.

Part B. Culture

- 21. Engaging Young Children in Activities and Conversations about Race and Social Class**, Rebekka Lee, Patricia G. Ramsey, and Barbara Sweeney, *Young Children*, November 2008

The United States has one of the most diverse populations in the world. **Education** about race and social class through positive activities (art, role-play, games, books) can reduce biases. Conversations, and **language** used, are vital to influencing attitudes. It is valuable to **socialize children** to adopt cross-race and cross-social class **friendships**.

80

- 22. Use the Science of What Works to Change the Odds for Children at Risk**, Susan B. Neuman, *Phi Delta Kappan*, April 2009

Research documents that **intelligence** is not all **genetic**; it grows with targeting **language** and **motivation** in **cultures** of poverty. **Education** of **single-parents** in their homes which focuses on child-caregiver activities increases both **cognitive** and **social-emotional development**. Early intervention can break the cycle of disadvantage.

86

- 23. Culture of Corpulence**, Claudia Kalb, *Newsweek*, March 22, 2010

Obesity is rampant in our **culture**. One of First Lady Michelle Obama's causes is to give **children** more **nutrition** in **school** lunches. **Unhealthy** fast foods, used regularly by working **families**, contribute to problems with diabetes, hypertension, and early heart disease. **Parents** often allow sedentary **technology** (TV, video games, computers) to replace **exercise**. Obesity hampers **self-esteem**.

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UNIT 5

Development during Adolescence and Young Adulthood

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Part A. Adolescence

- 24. Foresight Conquers Fear of the Future**, Edward Cornish, *The Futurist*, January–February 2010

Adolescents are experiencing rapid changes in **socialization**. They fear a future with widespread **aggression**, **drug abuse**, and **moral/ethical** decline. Do they have “future phobia”? The author reports that trend analysts have predicted future outcomes. **Young adults** who have foresight and **creativity** will choose **careers** and lifestyles that embrace **technology's** advances.

97

- 25. Interview with Dr. Craig Anderson: Video Game Violence**, Sarah Howe, Jennifer Stigge, and Brooke Sixta, *Eye on Psi Chi*, Summer 2008

A scientist with ongoing research on video game **technology** has ample evidence to support increased **aggression** in **children** and **adolescents** who play **violent** video games. Those with high trait aggressiveness are more influenced to behave with hostility. However, those low in trait aggressiveness are equally affected. Studies about the effect on **brain development** (ADHD, drug addiction) continue.

99

- 26. Offsetting Risks: High School Gay-Straight Alliances and Lesbian, Gay, Bisexual, and Transgender (LGBT) Youth**, Nicholas C. Heck, Annesa Flentje, and Bryan N. Cochran, *School Psychology Quarterly*, 2011

Compared with their **peers**, lesbian, gay, bisexual, and transgender (LGBT) **adolescents** are at risk for **drug abuse**, mental **health problems**, verbal and physical **violence**, and **family stress**. This research describes how **school** gay-straight alliances (GSAs) can offset risks. School psychologists can both advocate for GSAs and work with **parents** toward acceptance of their **children**.

102

- 27. Portrait of a Hunger Artist**, Emily Troscianko, *Psychology Today*, March/April 2010

The author uncovers the truths behind the **malnutrition** experienced by an **adolescent** with anorexia nervosa. Her **genetics** and **family stress** contributed to her **health** problems. Food became her best **friend**, as well as her obsession. Her **emotions** (envy, resentment, scorn) were triggered by weight-consciousness. Her recovery was dramatic.

109

28. 53.1% of You Already Know What This Story’s About. Or Do You?

Dan Kois, *New York*, March 7, 2011

This article describes Daryl Bem, a research psychologist who enjoys pushing the envelope and studying controversial topics: **gender roles**, **sexual orientation**, and most recently, **precognition**. Using **technology**, he has shown that the **brain** may predict the future, and have some vague **memory** of items before they are seen. Most scientists reject this; others are curious.

112

Part B. Young Adulthood

29. How to “Ace” Your Freshman Year in the Workplace with C’s: Culture, Competence, and Consequences, Paul Hettich, *Eye On Psi Chi*, Spring 2010

Most **young adults** have unrealistic job expectations. The author recommends **career** counseling by one’s junior year. The transition from **school** to work includes less structure, more uncertainty, team effort, and skills at **communicating** in language and writing. Factors that lead to promotions and those that influence termination are presented.

115

30. I Can’t Think!, Sharon Begley, *Newsweek*, March 7, 2011

Technology can give us too much information, resulting in a **cultural** information paralysis. The **brain’s** working **memory** only holds about seven items without conscious **cognitive** processing. Overload results in recent information trumping good data, and bad decisions being made. **Creativity** requires percolating of ideas at the unconscious level. Slower choices are often better choices.

120

31. Are We There Yet?, Jessica Bennett, Jesse Ellison, and Sarah Ball, *Newsweek*, March 29, 2010

Has 40 years of **Women’s Lib** changed much of the **culture** in the United States? Across all **careers men** earn, on average, 20% more. More women have college **educations**, but few are Fortune 500 CEOs, law partners, or politicians. **Gender differences** have increased since 9/11. The United States ranks 31st now in the Global Gender Gap Index. What **ethical** issues arise out of this gender backlash?

124

32. Heartbreak and Home Runs: The Power of First Experiences, Jay Dixit, *Psychology Today*, January/February 2010

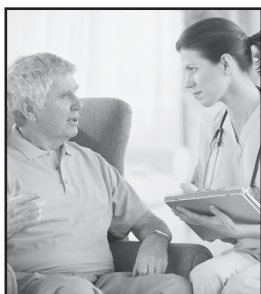
First memories (love, **sex**, victories, losses, lying) last longest. They shape our **personalities**. **Young adults** use the **language** of self-talk to convince themselves what kinds of persons they are. While these early experiences have power, they do not determine all future behavior. **Emotions** are sufficient, but not necessarily the only reason for personal reactions to events.

127

33. All Joy and No Fun: Why Parents Hate Parenting, Jennifer Senior, *New York*, July 12, 2010

Adulthood is less happy when **marriage** leads to **parenting**. **Children** make demands and add **stressors** unknown to childless couples. The **emotions** of **family** life range from agony to ecstasy. **Gender differences** are minimal. Nobel Prize-winning economist Daniel Kahneman found that child care ranked very low on all adults’ lists of pleasurable activities.

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UNIT 6

Development during Middle and Late Adulthood

Unit Overview

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Part A. Middle Adulthood

34. Good Morning, Heartache, Kathleen McGowan, *Psychology Today*, March/April 2009

Adulthood depression is common. **Genetic** factors and life **stressors** affect **brain chemistry** creating negative **emotions**. Stressed people are at risk for **drug abuse** and **death** by suicide. This article describes journeys back to **health** with multiple components. Meditation, **spirituality**, **creativity**, humor, **nutrition**, **exercise**, sleep, acupuncture, medication, and **cognitive therapy** all help.

139

35. **I Survived**, Allison Samuels, *Newsweek*, May 23 and 30, 2011
 “Magic” Johnson got HIV from heterosexual **sex**. He began antiretroviral drugs before they were FDA approved, and, 20 years later, has not yet developed AIDS. He is not cured. He must take his medicines at the same time every day. His new **career** is **education**: fighting the **cultural** stigma against AIDS. He tries to **motivate children, adults, families**, and communities to fight the virus, prevent **death**, and live **healthier** lives, even if they are one of the 33 million with HIV. 143
36. **The New Survivors**, Pamela Weintraub, *Psychology Today*, July/August 2009
 The link between cancer and **death** is being broken. The **stress** of surviving cancer is making some **adults** psychologically hardier. Transformative benefits include more positive **emotions, spirituality, self-esteem**, and **friendships**. Empowered by hope, survivors generate more forgiveness, gratitude, kindness, and humor than in the past. 146
37. **Curing Cancer**, Sharon Begley, *Newsweek*, September 13, 2010
Childhood acute lymphoblastic leukemia (ALL) has a 90% cure rate. **Technology** has allowed identification of the **genetic** mutations in ALL and they are hit with multiple drugs simultaneously. Identifying specific mutations in **adult** cancers and targeting specific drugs against their drivers can prevent **death**. Progress is slow. **Health** depends on more genotyping and effective drugs. 151
38. **Can You Build a Better Brain?**, Sharon Begley, *Newsweek*, January 10 and 17, 2011
 Studies purporting **nutritional** paths to **brain development** are weak. **Adults** and **aging persons** who **exercise**, meditate, and play **technology**-based games improve their **memory** and **intelligence**. **Cognition** mechanics require BDNF to stimulate neurons, attention to strengthen synapses, **motivation** to actualize potentials, and a reduction of **stress** hormones. 155
- Part B. Late Adulthood**
39. **Why Do Men Die Earlier?**, Bridget Murray-Law, *Monitor on Psychology*, June 2011
 This article explains **gender differences** in **health** in **adulthood** and **aging**. Male **socialization** towards **aggression** and suppressed **emotions** leads to **drug abuse** and earlier **death**. **Women**, and **men** with self-reliance and **self-esteem**, live longer. **Cultural education** and removal of **minority stress** can extend life. 159
40. **More Good Years**, Dan Buettner, *AARP The Magazine*, September/October 2009
 The Earth has a few “Blue Zones.” These are **cultures** where many people reach age 90+ in good **health** with **physical** stamina. On the Greek island of Ikaria, there is no Alzheimer’s and little cancer, heart disease, or diabetes. **Aging** well is attributed to good **nutrition** (Mediterranean diet), **exercise, spiritual** values, strong **family** and **friendship** bonds, optimistic **emotions** and few **stressors**. 163
41. **This Is Your Brain. Aging.**, Sharon Begley, *Newsweek*, June 28 and July 5, 2010
Brain development does not cease with **aging**. Research with **retired** persons who had 40 minutes of **aerobic exercise** three times a week over six months, demonstrated new learning and improved **memory** and reasoning in that group. **Emotional intelligence**, vocabulary, and recalling the past typically are good or improve with age. **Genetics** matter, but **cognitive interventions**, like walking, can affect improvements. 166
- Test-Your-Knowledge Form** 168

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide.