

Making Connections . . . From My Classroom to *Child Development* to You

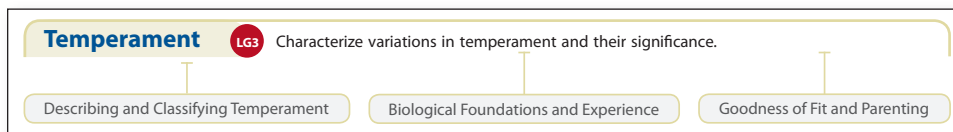
Having taught two or more undergraduate courses in developmental psychology—child development, adolescence, and life-span development—every year across four decades, I’m always looking for ways to improve my course and *Child Development*. Just as McGraw-Hill looks to those who teach the child development course for input, each year I ask the students in my undergraduate developmental courses to tell me what they like about the course and the text, and what they think could be improved. What have my students told me lately about my course and text? Students said that highlighting connections among the different aspects of children’s development would help them to better understand the concepts. As I thought about this, it became clear that a *connections* theme would provide a systematic, integrative approach to the course material. I used this theme to shape my current goals for my course, which, in turn, influence the main goals of this text, as follows:

1. **Connecting with today’s students** To help students *learn* about child development more effectively
2. **Connecting research to what we know about children’s development** To provide students with the best and most recent *theory and research* in the world today about each of the periods of child development
3. **Connecting development processes** To guide students in making *developmental connections* across different points in child development
4. **Connecting development to real life** To help students understand ways to *apply* content about child development to the real world and improve people’s lives, and to motivate students to think deeply about *their own personal journey through life* and better understand who they were, are, and will be

Connecting with Today’s Students

My students often report development courses to be challenging due to the amount of material covered. To help today’s students focus on the key ideas, the Learning Goals System I developed for *Child Development* provides extensive learning connections throughout the chapters. The learning system connects the chapter-opening outline, learning goals for the chapter, mini–chapter maps that open each main section of the chapter, **Review, Connect, and Reflect** at the end of each main section, and the chapter summary at the end of each chapter.

The learning system keeps the key ideas in front of the student from the beginning to the end of the chapter. The main headings of each chapter correspond to the learning goals, which are presented in the chapter-opening spread. Mini–chapter maps that link up with the learning goals are presented at the beginning of each major section in the chapter.



Then, at the end of each main section of a chapter, the learning goal is repeated in **Review, Connect, and Reflect**, which prompts students to review the key topics in the section, connect these topics to existing knowledge, and relate what they learned to their own personal journey through life. **Reach Your Learning Goals**, at the end of the chapter, guides students through the bulleted

Emotional Development

Exploring Emotion

LG1 Discuss basic aspects of emotion.

What Are Emotions?

A Functionalist View of Emotions

Emotional Competence

- Emotion is feeling, or affect, that occurs when people are engaged in interactions that are important to them, especially those that influence their well-being. Emotions can be classified as positive or negative. Darwin described the evolutionary basis of emotions, and today psychologists stress that emotions, especially facial expressions of emotions, have a biological foundation. Facial expressions of emotion are similar across cultures, but display rules are not culturally universal. Biological evolution endowed humans to be emotional, but culture and relationships with others provide diversity in emotional experiences.
- The functionalist view of emotion emphasizes the importance of contexts and relationships in emotion. For example, when parents induce a positive mood in their child, the child is more likely to follow the parents' directions. In this view, goals are involved in emotions in a variety of ways, and the goal's specific nature can affect the individual's experience of a given emotion.
- Saarni argues that becoming emotionally competent involves developing a number of skills such as being aware of one's emotional states, discerning others' emotions, adaptively coping with negative emotions, and understanding the role of emotions in relationships.

chapter review, connecting with the chapter outline/learning goals at the beginning of the chapter and the *Review, Connect, and Reflect* material at the end of major chapter sections.

Connecting Research to What We Know about Children's Development

Over the years, it has been important for me to include the most up-to-date research available. I continue this tradition in this 13th edition by looking closely at specific areas of research, involving experts in related fields, and updating research throughout. **Connections Through Research**, formerly called *Research*

connecting through research

How Does Theory of Mind Differ in Children with Autism?

Approximately 1 in 150 children is estimated to have some sort of autism spectrum disorder (National Autism Association, 2010). Autism can usually be diagnosed by the age of 3 years, and sometimes earlier. Children with autism show a number of behaviors different from children their age, including deficits in social interaction and communication as well as repetitive behaviors or interests. They often show indifference toward others, in many instances preferring to be alone and showing more interest in objects than people. It now is accepted that autism is linked to genetic and brain abnormalities (Deeley & Murphy, 2009; Glessner & others, 2009).

Children and adults with autism have difficulty in social interactions. These deficits are generally greater than deficits in children the same mental age with mental retardation (Baron-Cohen, 2009, 2011). Researchers have found that children with autism have difficulty in developing a theory of mind, especially in understanding others' beliefs and emotions (Bertoglio & Hendren, 2009; Peterson & others, 2009). Although children with autism tend to do poorly reasoning in false-belief tasks (Peterson, 2005), they can perform much better on reasoning tasks requiring an understanding of physical causality.

In relation to theory of mind, however, it is important to consider the effects of individual variations in the abilities of children with autism (Harris, 2006). Children with autism are not a homogeneous group, and some have less severe social and communication problems than others. Thus, it is not surprising that children who have less severe forms of autism do better than those who have more severe forms of the disorder on some theory of mind tasks. For example, higher-functioning children with autism show reasonable progress in understanding others' desires (Harris, 2006). A further important consideration in thinking about autism and theory of mind is that children with autism might have



A young boy with autism. What are some characteristics of children who are autistic? What are some deficits in their theory of mind?

difficulty in understanding others' beliefs and emotions not solely due to theory of mind deficits but to other aspects of cognition such as problems in focusing attention or some general intellectual impairment (Renner, Grofer Klinger, & Klinger, 2006). Some recent theories of autism suggest that weaknesses in executive functioning may be related to the problems experienced by those with autism in performing theory of mind tasks. Other theories have pointed out that typically developing individuals process information by extracting the big picture, whereas those with autism process information in a very detailed, almost obsessive way. It may be that in autism, a number of different but related deficits lead to social cognitive deficits (Rajendran & Mitchell, 2007).

in *Child Development*, describes a study or program to illustrate how research in child development is conducted and how it influences our understanding of the discipline. Topics range from “Do Children Conceived Through In Vitro Fertilization Show Significantly Different Outcomes in Adolescence?” (Chapter 2) to “How Can We Study Newborns’ Perception?” (Chapter 5) to “How Does Theory of Mind Differ in Children with Autism?” (Chapter 7).

The tradition of obtaining detailed, extensive input from a number of leading experts in different areas of child development also continues in this edition. Biographies and photographs of the leading experts in the field of child development appear on pages xiii to xv and the chapter-by-chapter highlights of new research content will be described shortly. Finally, the research discussions have been updated in every period and topic. I expended every effort to make this edition of *Child Development* as contemporary and up-to-date as possible. To that end, there are more than 800 citations from 2009, 2010, and 2011 in the text.

Connecting Development Processes

Too often we forget or fail to notice the many connections from one point in child development to another. I have substantially increased these connections made in the text narrative. I also created two new features to help students connect topics across the stages of child development. **Developmental Connections**, which appears multiple times in each chapter, points readers to where the topic is discussed in a previous, current, or subsequent chapter. This feature highlights links across topics of development *and* connections among biological, cognitive, and socioemotional processes. The key developmental processes are typically discussed in isolation from each other, and so students often fail to see their connections. Included in **Developmental Connections** is a brief description of the backward or forward connection. For example, consider the rapidly increasing interest in the field of developmental cognitive neuroscience that focuses on connections among development, cognitive processes, and the brain. This topic is initially presented in Chapter 1, “Introduction,” and then highlighted again in various chapters, especially Chapter 4, “Physical Development and Health.”

Furthermore, a new *Connect* question has been added to the section of self-reviews—**Review, Connect, and Reflect**—so students can practice making connections among topics. For example, in Chapter 9, students are asked to connect what they learned in Chapter 5 about the effect of culture on motor development to what they just read in Chapter 8 about how different cultures have different concepts of intelligence.

Connecting Development to Real Life

In addition to helping students make research and developmental connections, *Child Development* shows the important connections among the concepts discussed and the real world. In recent years, students in my development course have increasingly told me that they want more of this type of information. In this edition, real-life connections are explicitly made in the chapter-opening vignette, **Caring Connections**, the coverage of diversity, and **Connecting With Careers**.

Each chapter begins with a story designed to increase students’ interest and motivation to read the chapter. **Caring Connections**, formerly called **Caring for Children**, provides applied information about parenting, education, or health and well-being related to topics ranging from “From Waterbirth to Music Therapy” (Chapter 3), to “Parents, Coaches, and Children’s Sports” (Chapter 5), to “Guiding Children’s Creativity” (Chapter 8). As will be seen later in the chapter-by-chapter changes, I created a number of new **Caring Connections** interludes for this edition, as well as significantly updated and expanded applied topics in many areas of child development.

developmental connection

Biological Processes. Can specific genes be linked to specific environmental experience? Chapter 2, p. 69

developmental connection

Research Methods. How does a correlational study differ from an experimental study? Chapter 1, pp. 34–35

Connect

- In this section you learned that different cultures have different concepts of intelligence, and in Chapter 5 you learned about culture’s effect on motor development. What do these findings have in common?

caring *connections*

Parents, Coaches, and Children's Sports

If parents do not become overinvolved in their children's sports participation, they can help their children build physical skills and emotional maturity—for example, by discussing how to deal with a difficult coach, how to cope with a tough loss, and how to put in perspective a poorly played game. Parents should monitor their children as they participate in sports for signs of developing stress. If the problems appear to be beyond the intuitive skills of a volunteer coach or parent, consultation with a counselor or clinician may be needed. Also, the parent should be sensitive to whether a particular sport is the best one for the child and whether the child can handle its competitive pressures.

Here are some guidelines that can benefit parents and coaches of children in sports (Women's Sports Foundation, 2001):

Do:

- Make sports fun; the more children enjoy sports, the more they will want to play.
- Remember that it is okay for children to make mistakes; it means they are trying.
- Allow children to ask questions about the sport, and discuss the sport in a calm, supportive manner.
- Show respect for the child's sports participation.
- Be positive and convince the child that he or she is making a good effort.
- Be a positive role model for the child in sports.

Don't:

- Yell or scream at the child.
- Condemn the child for poor play or continue to bring up failures long after they happen.
- Point out the child's errors in front of others.
- Expect the child to learn something immediately.
- Expect the child to become a pro.
- Ridicule or make fun of the child.
- Compare the child to siblings or to more talented children.
- Make sports all work and no fun.

What specific negative outcomes of sports involvement discussed earlier might these guidelines help to counteract?



What are some of the possible positive and negative aspects of children's participation in sports? What are some guidelines that can benefit parents and coaches of children in sports?

Child Development puts a strong emphasis on diversity. For a number of editions, this text has benefited from having one or more leading experts on diversity to ensure that it provides students with current, accurate, sensitive information related to diversity in children's development. The diversity expert for this edition of *Child Development* is Velma LaPoint, a professor at Howard University.

connecting with diversity

The Increased Diversity of Adopted Children and Adoptive Parents

A number of changes have characterized adoptive children and adoptive parents in the last three to four decades (Brodzinsky & Pinderhughes, 2002). In the first half of the 20th century, most U.S. adopted children were healthy, non-Latino White infants who were adopted at birth or soon after; however, in recent decades as abortion became legal and contraception increased, fewer of these infants became available for adoption. Increasingly, U.S. couples adopted a much wider diversity of children—from other countries, from other ethnic groups, children with physical and/or mental problems, and children who had been neglected or abused.

Changes also have characterized adoptive parents in the last three to four decades (Brodzinsky & Pinderhughes, 2002). In the first half of the 20th century, most adoptive parents were from non-Latino White middle or upper socioeconomic status backgrounds who were married and did not have any type of disability. However, in recent decades, increased diversity has characterized adoptive parents. Many adoption agencies today have no income requirements for adoptive parents and now allow adults from a wide range of backgrounds to adopt children, including single adults, gay male and lesbian adults, and older adults.

Many fertile adults adopt children, but many more adoptive individuals are infertile. Based on what you read prior to this interlude, why might an infertile couple or individual decide to adopt rather than undergo reproductive technology procedures?



An increasing number of Hollywood celebrities are adopting children from developing countries. Actress Angelina Jolie (above) carries her adopted daughter Zahara with adopted sons Maddox and Pax walking beside them.

connecting with careers

Helen Schwe, Developmental Psychologist and Toy Designer

Helen Schwe obtained a Ph.D. from Stanford University in developmental psychology, but she now spends her days talking with computer engineers and designing “smart” toys for children. Smart toys are designed to improve children’s problem-solving and symbolic thinking skills.

When she was a graduate student, Schwe worked part-time for Hasbro toys, testing its children’s software on preschoolers. Her first job after graduate school was with Zowie Entertainment, which was subsequently bought by LEGO. According to Schwe, “Even in a toy’s most primitive stage of development, . . . you see children’s creativity in responding to challenges, their satisfaction when a problem is solved or simply their delight when they are having fun” (Schlegel, 2000, p. 50). In addition to conducting experiments and focus groups at different stages of a toy’s development, Schwe also assesses the age appropriateness of a toy. Most of her current work focuses on 3- to 5-year-old children. (Source: Schlegel, 2000, pp. 50–51)

For more information about what researchers do, see page 44 in the *Careers in Child Development* appendix following Chapter 1.



Helen Schwe, a developmental psychologist, with some of the toys she designed for her current work on teaching foreign languages to children.

Diversity is discussed in every chapter, and Chapter 17, “Culture and Diversity,” includes extensive material on the subject. Further, *Diversity Connections*, formerly called *Connecting With Diversity*, appears throughout the text, focusing on a diversity topic related to the material at that point in the chapter. Topics range from “The Increased Diversity of Adopted Children and Adoptive Parents” (Chapter 2) to “Cultural Variations in Guiding Infants’ Motor Development” (Chapter 5) to “The Contexts of Ethnic Identity Development” (Chapter 11).

Next, *Connecting With Careers*, formerly called *Careers in Child Development*, profiles careers ranging from genetic counselor (Chapter 2) to toy designer (Chapter 7) to supervisor of gifted and talented education (Chapter 8), all of which require a knowledge of child development. The careers highlighted extend from the Careers Appendix in Chapter 1, which provides a comprehensive overview of careers to show students where knowledge of child development could lead them.

Finally, part of applying knowledge of child development to the real world is understanding how it impacts oneself. Accordingly, one of the goals of my child development course and this text is to motivate students to think deeply about their own journey of life. In reflecting about ways to encourage students to make personal connections to content in the text, I added a **Reflect: Your Own Personal Journey of Life** prompt in the end-of-section review. This question asks students to reflect on some aspect of the discussion in the section they have just read and connect it to their own life. For example, in Chapter 1, related to a discussion of the early-later experience issue in development in the section, students are asked,

Can you identify an early experience that you believe contributed in important ways to your development?

Can you identify a recent or current (later) experience that you think had (is having) a strong influence on your development?

Chapter-by-Chapter Changes

Following are the main chapter-by-chapter changes that were made in this new edition of *Child Development*.

Chapter 1: Introduction

- Extensive editing for improved student understanding
- New description of the life of 17-year-old Dolly Akter and her efforts to improve the lives of females in the slum where she lives in Dhaka, Bangladesh
- Expanded discussion of poverty and children, including updated statistics on the percentage of U.S. children under 18 years of age living in poverty (Federal Interagency Forum on Child and Family Statistics, 2008)
- Updated information about the Minnesota Family Investment Program (2009) including coverage of a current study that is examining the influence of specific family services on families at high risk for engaging in child maltreatment
- New section, “Biological, Cognitive, and Socioemotional Processes” (Diamond, 2009; Diamond, Casey, & Munakata, 2011)
- New description of the rapidly emerging fields of developmental cognitive neuroscience and developmental social neuroscience to illustrate the interface of biological, cognitive, and socioemotional processes (Diamond, Casey, & Munakata, 2011; Johnson, 2009)
- At the request of a number of instructors, reduction of material on Freud’s theory
- New *Caring Connections* interlude: “Strategies for Parenting, Educating, and Interacting with Children Based on Erikson’s Theory”
- Expanded coverage of Bronfenbrenner’s contributions (Gauvain & Parke, 2010)

Chapter 2: Biological Beginnings

- Extensive updating of citations and research
- Inclusion of changes based on leading expert Kirby Deater-Deakard’s recommendations
- Expanded discussion of criticisms of evolutionary psychology to include it being on a time scale that does not allow its empirical study
- New introductory material connecting the discussion of evolution and genetics
- New coverage of susceptibility and longevity genes (Marques, Markus, & Morris, 2010; Tacutu, Budovsky, & Fraifeld, 2010)
- New material on the concept of gene-gene interaction (Chen & others, 2009; Jylhava & others, 2009)
- Coverage of a recent within-family design of families with a biological child and an adopted child indicating only a slight trend in more externalized problems for adopted children (Glover & others, 2009)
- Description of epigenetic research on early rearing experiences and their alteration of gene expression with that expression being linked to later behavior (Pauli-Pott & others, 2009)
- Inclusion of information based on a recent research review of the main risk factors in the future health of babies born through assisted reproduction techniques (Basatemur & Sutcliffe, 2008)
- Updated and expanded discussion of heredity-environment interaction (Barry, Kochanska, & Philibert, 2008; Shen, 2009)
- New section and coverage of the concept of $G \times E$, which involves the interaction of a specific measured variation in the DNA sequence and a specific

measured aspect of the environment (Cheok & others, 2009; Diamond, 2009; Risch & others, 2009)

- Discussion of a recent $G \times E$ interaction study on the gene 5-HTTLPR and how the short version of the gene likely serves a protective function in children's parental loss (Caspers & others, 2009)
- New coverage of the field of *pharmacogenetics* and how it reflects $G \times E$. (Berlin, Paul, & Vesell, 2009; Lima & others, 2009)
- New final paragraph on the interaction of heredity and environment interaction with a connection to the discussion of development as a co-construction of biology, culture, and the individual

Chapter 3: Prenatal Development and Birth

- Coverage of recent research indicating that both maternal diabetes and obesity place the fetus at risk for developing neural tube defects (McQuire, Dyson, & Renfrew, 2010; Yazdy & others, 2010)
- New description of the field of behavioral teratology
- New commentary about male fetuses being affected far more by teratogens than female fetuses
- New discussion of the effects of antidepressant use by pregnant women on their offspring, including recent research (Simoncelli, Martin, & Beard, 2010; Yonkers & others, 2009)
- Updated research on low-dose aspirin during pregnancy and child outcomes (Marret & others, 2010)
- Description of recent research on impaired memory development in children with FASD (Pei & others, 2008)
- Addition of cardiovascular problems to the list of problems of offspring whose mothers smoked during pregnancy (Feng & others, 2010)
- Description of recent research on maternal smoking and inattention/hyperactivity in children (Knopik, 2009; Pinkhardt & others, 2009)
- Discussion of a recent study indicating that children with FASD have impaired math skills that are linked to a number of brain regions (Lebel & others, 2010)
- Inclusion of recent research on cocaine use during pregnancy and children's deficits in behavioral self-regulation and sustained attention (Ackerman, Riggins, & Black, 2010)
- Coverage of a recent study linking prenatal cocaine exposure to an increased likelihood of being in special education and receiving support services (Levine & others, 2008)
- Description of recent research on prenatal methamphetamine exposure and memory deficits in children (Lu & others, 2009)
- Updated and expanded material on the offspring of diabetic mothers (Eriksson, 2009; Gluck & others, 2009)
- New discussion of a recent study on maternal depression and its link to negative prenatal and birth outcomes (Diego & others, 2009)
- Coverage of recent research on the positive effects of massage therapy in reducing pain in pregnant women, alleviating prenatal depression in both parents, and improving their relationship (Field & others, 2008)
- Discussion of recent research on a home visitation program that reduced the incidence of low birth weight infants (Lee & others, 2009)
- Description of a recent study indicating positive benefits in Centering Pregnancy groups (Klima & others, 2009)
- Updated figures on the increasing number of preterm births in the United States (National Center for Health Statistics, 2009)

- Discussion of a recent research study indicating that exercise in pregnancy was linked to reduced risk of preterm birth (Hegaard & others, 2008)
- Updated research on hypnosis and childbirth (Abasi & others, 2010)
- Coverage of a recent study of the NNNS at 1 month of age and its ability to predict certain developmental outcomes at 4.5 years of age (Liu & others, 2010)
- Significant updating of research on the role of progesterin in preventing preterm births, indicating the conditions under which progesterin is most successful (da Fonseca & others, 2009; Norman & others, 2009; Rode & others, 2009)
- Discussion of a recent study on the percent of women with postpartum depression who seek help for their depression (McGarry & others, 2009)
- Coverage of a recent research review of the interaction difficulties of depressed mothers and their infants (Field, 2010)
- New *Connecting with Careers* profile: “Diane Sanford, Clinical Psychologist and Postpartum Expert
- Updated coverage of fathers’ adjustment during the postpartum period (Dietz & others, 2009; Smith & Howard, 2008)
- Discussion of a recent study linking paternal postpartum depression with children’s psychological disorders seven years later (Ramchandani & others, 2008)

Chapter 4: Physical Development and Health

- New discussion of precocious puberty (Blakemore, Berenbaum, & Liben, 2009)
- Inclusion of recent information on a longitudinal study of the sequence of pubertal events in boys and girls (Susman & others, 2009)
- Inclusion of recent information that early maturing girls are less likely to graduate from high school and more likely to cohabit and marry earlier (Cavanagh, 2009)
- Updated coverage of the development of the brain based on expert consultant Martha Ann Bell’s feedback
- New material on which individuals are most often the perpetrators of shaken baby syndrome (National Center for Shaken Baby Syndrome, 2009)
- Description of a recent study on right hemisphere dominance of language in children with perinatal brain damage to the left hemisphere (Guzzetta & others, 2008)
- Coverage of a recent meta-analysis that found no hemispheric specialization in creative thinking (Mihov, Denizer, & Forster, 2010)
- New material on Mark Johnson and his colleagues’ (2009) view of the powerful neural leadership and organizational role of the prefrontal cortex during development
- Expanded coverage of the pruning of synapses and what this means by the end of adolescence (Kuhn, 2009)
- New description of how the information about changes in the adolescent brain reflect the rapidly emerging field of social developmental neuroscience (Johnson, 2009)
- Description of results from two studies on shared sleeping in African American and non-Latino White families (Fu & others, 2008; Hauck & others, 2008)
- Coverage of a recent study indicating that more than one-fourth of U.S. mothers did not use the recommended supine position for infant sleep (Hauck & others, 2008)
- Coverage of a recent study indicating that infants who sleep in bedrooms with a fan have a lower risk of SIDS (Coleman-Phox, Odouli, & Li, 2008)
- Inclusion of recent research on bedtime sleep resistance and problem behaviors in children (Carvalho Bos & others, 2008)

- Discussion of a recent study linking sleep problems from 3 to 8 years of age with the early onset of drug use and depression in adolescence (Wong, Brower, & Zucker, 2009)
- New material on a link between short sleep duration and being overweight in childhood (Nielsen, Danielson, & Sorensen, 2010; Nixon & others, 2008)
- Coverage of a recent study linking young children's exposure to second-hand smoke to sleep problems, including sleep-disordered breathing (Yolton & others, 2010)
- Much expanded and updated coverage of lead poisoning in children and its outcomes (Bellinger, 2008; Canfield & Jusko, 2008)
- New section on cardiovascular disease in children, including information about a recent national study indicating an increase in the percentage of U.S. children and adolescents with elevated blood pressure (Ostchega & others, 2009)
- Discussion of a recent research review that found no link between breast feeding and the quality of the mother-infant relationship (Jansen, de Weerth, & Riksen-Walraven, 2008)
- Inclusion of information from a recent research review on breast feeding (Ip & others, 2009)
- New coverage of a recent study child health and nutrition programs in Haiti that helped reduce the impact of economic hardship on stunting of children's growth (Donegan & others, 2010)
- Discussion of a recent study that illustrates the influence of malnutrition on young children's cognitive development (Kar, Rao, & Chandramouli, 2008)
- New *Caring Connections* interlude: "Improving the Nutrition of Infants and Young Children Living in Low-Income Families"
- Recent information about changes in the WIC program for 2009 (Food & Nutrition, Service, 2009)
- Inclusion of recent research on the changes and effectiveness of various aspects of the WIC program (Black & others, 2009; Heinig & others, 2009; Olson & others, 2009a, b)
- Coverage of a recent large-scale U.S. study indicating a higher percentage of being overweight or obese for African American and Latino children than non-Latino White children (Benson, Baer, & Kaelber, 2009)
- New *Connecting with Careers* profile: "T. Berry Brazelton, Pediatrician"
- Coverage of a recent national study of trends in children's meals eaten outside the home and the percentage of children's meals that exceed the recommended amount of saturated fat and trans fat (Center for Science in the Public Interest, 2008)
- Inclusion of a recent study that found children's weight at five years of age was significantly related to their weight at nine years of age (Gardner & others, 2009)
- Discussion of a recent study on developmental changes in the percentage of overweight children from 4 to 11 years of age depending on whether they have lean or obese parents (Semmler & others, 2009)
- Description of a recent study of preschool children's percentage of time spent in sedentary behavior and light to vigorous physical activity (Brown & others, 2009)
- Coverage of a recent study that revealed a positive role of aerobic exercise fitness on 9-year-old girls' performance on a cognitive control task that required them to inhibit irrelevant responses to obtain correct solutions (Hillman & others, 2009)

Chapter 5: Motor, Sensory, and Perceptual Development

- Coverage of a recent study illustrating the influence of visual information on 3-day-old infants' stepping actions (Barbu-Roth & others, 2009)

- Updated coverage of cultural variation in infant motor development (Adolph, Karasik, & Tamis-LeMonda, 2010)
- Much expanded discussion of sports in children's development (Theokas, 2009)
- Coverage of a recent study of infants' eye movements while watching an animated film indicating an increase in focusing on faces from 3 to 9 months of age and a decrease in looking at salient background stimuli (Frank & Johnson, 2009)
- Inclusion of recent information about the development of sophisticated eye-tracking equipment to study infant perception, including new Figure 5.8 of an infant in a study using eye-tracking equipment (Franchak & others, 2010)
- Deletion of figure on eye tracking (Banks & Salapatek, 1983) because it was done a number of years ago with rudimentary equipment and does not accurately portray newborns' eye movements
- Coverage of a recent study indicating that young infants looked longest at reddish hues and shortest at greenish hues (Franklin & others, 2010)
- New section on the perception of occluded objects
- New material on the age at which infants develop the ability to perceive that occluded objects are complete
- Discussion of Scott Johnson's (2009, 2010a, b) view on why infants are able to develop the ability to perceive occluded objects as complete
- New description of a recent study by Bennett Bertenthal and his colleagues (2007) on infants' predictive tracking of briefly occluded moving objects, including new Figure 5.9
- New commentary about critics of the visual cliff concluding that it likely is a better test of social referencing and fear of heights than depth perception
- New main section—"Nature, Nurture, and Perceptual Development"—that examines nativist and empiricist views of perception (Aslin, 2009; Johnson, 2009, 2010a, b; Slater & others, 2010)
- Updated and expanded coverage of perceptual-motor coupling, including how infants develop new perceptual-motor couplings

Chapter 6: Cognitive Developmental Approaches

- New section on the nature-nurture issue in infant cognitive development
- New discussion of Elizabeth Spelke's (2000, 2003; Spelke & Kinzler, 2007; 2009) core knowledge approach
- New coverage of the intriguing question of whether young infants have a sense of number, including a new Figure 6.5
- Description of a recent study on the area of the brain activated when 3-month-old infants were observing changes in the number of objects compared to changes in the type of objects (Izard, Dehaene-Lambertz, & Dehaene, 2008)
- New discussion of Baillargeon's (2008; Baillargeon & others, 2009) innate bias view as expressed in the principle of persistence
- Inclusion of criticism of Spelke's core knowledge approach by Mark Johnson (2008)
- Expanded and updated conclusion to what are the focus and most difficult task infant researchers face in determining the influence of nature and nurture (Aslin, 2009)
- Description of recent research indicating that rather than perceiving themselves to be invulnerable, adolescents see themselves as vulnerable, with some studies even indicating that adolescents envision that they are vulnerable to experiencing a premature death (de Bruen, Parker, & Fischhoff, 2007; Fischhoff & others, 2010 Jamieson & Romer, 2007; Reyna & Fisher, 2008)

- Coverage of recent research on the effectiveness of the Tools of the Mind curriculum to improve at-risk young children's self-regulatory and cognitive control skills (Diamond & others, 2007)

Chapter 7: Information Processing

- New Figure 7.7 that summarizes research on how long infants of different ages can remember information (Bauer, 2009a)
- Discussion of a recent study that linked children's attention problems at 54 months of age with a lower level of social skills in peer relations in the first and third grades (NICHD Early Child Care Research Network, 2009)
- New material on using computer exercises to improve children's attention (Jaeggi, Berman, & Jonides, 2009; Tang & Posner, 2009)
- New section on changes in attention during adolescence
- New discussion of multitasking and its possible harmful effects on adolescents' allocation of attention, especially when they engage in a challenging task (Bauerlein, 2008; Begley & Inerlandi, 2008)
- New coverage of three recent studies of working memory that illustrate how important and wide ranging working memory capacity is for children's cognitive development and achievement (Andersson, 2010; Asian, Zellner, & Bauml, 2010; Welsh & others, 2010)
- New section on changes in memory during adolescence
- Description of a recent study on young children's narrative ability and resistance to suggestion (Kulkofsky & Klemfuss, 2008)
- Expanded coverage of strategies for improving children's memory skills, including memory development expert Patricia Bauer's (2009b) emphasis on the importance of consolidation and reconsolidation in memory through variation on an instructional theme and linking often
- New material on Peter Ornstein and his colleagues' view (Ornstein, Coffman, & Grammar, 2009; Ornstein & others, 2010) that it is important for instructors to embed memory-relevant language in their teaching
- Expanded discussion of concept formation and categorization in infancy and a new final summary statement about the infant's remarkable degree of learning power (Diamond, Casey, & Munakata, 2011; Mandler, 2004, 2009; Quinn, 2011)
- New *Connecting Through Research* interlude, "How Does Theory of Mind Differ in Children with Autism?"
- New discussion of Ellen Langer's concept of mindfulness and its importance in critical thinking
- New section on changes in thinking during adolescence
- New material on how social contexts, especially the presence of peers, influence adolescent decision making (Steinberg, 2008)
- New discussion of the dual-process model of adolescent decision making
- New section on changes in metacognition in adolescence (Kuhn, 2008, 2009)

Chapter 8: Intelligence

- New description of Gardner's consideration of possibly adding a ninth type of intelligence—existentialist—to his list of multiple intelligences
- New section, "The Neuroscience of Intelligence" (Haier, 2009; Neubauer & Fink, 2009)
- Discussion of the link between overall brain size and intelligence (Luders & others, 2009)
- Coverage of recent research on a distributed neural network that involves the frontal and parietal lobes and the neural network's link to intelligence (Colom & others, 2009; Dreary, Penke, & Johnson, 2010; Glascher & others, 2010)

- New material on the role of neurological speed in intelligence (Waiter & others, 2009)
- Coverage of a recent analysis indicating that the Flynn effect may be due to improvements in prenatal and early postnatal nutrition (Flynn, 2007)
- New conclusion added to the section on heredity/environment and intelligence and tied the conclusion to the nature-nurture issue first discussed in Chapter 1
- Discussion of a recent study linking selective attention to novelty at 6 to 12 months of age with intelligence at 21 years of age (Fagan, Holland, & Wheeler, 2007)
- Coverage of a recent longitudinal study on the stability of intelligence from 12 months to 4 years of age (Blaga & others, 2009)
- Expanded and updated coverage of predicting children's intelligence from assessment of habituation in early infancy (Domsch, Lohaus, & Thomas, 2009)
- New section, "Nature-Nurture," in the discussion of "Children Who Are Gifted"
- New discussion of John Colombo and his colleagues' (2004, 2009) research on attempting to predict from infancy which children will have high cognitive ability as children
- New material on developmental changes in giftedness in childhood and adolescence with increased emphasis on domain-specific giftedness (Keating, 2009; Sternberg, 2010e)
- Inclusion of commentary by Bill Gates about domain-specific giftedness
- New material on the reason that children who are gifted don't always become adults who are gifted

Chapter 9: Language Development

- Modifications and updates of the discussion of language development based on comments by leading experts Catherine McBride-Chang, Barbara Pan and Gigliana Melzi
- Expanded definition of language to include words used by a community and the rules for combining and using them appropriately
- Discussion of recent research on differences in early gesture as explanations for SES disparities in child vocabulary at school entry (Rowe & Goldin-Meadow, 2009)
- Expanded discussion of emergent literacy skills in young children including a recent study linking maternal education with emergent literacy skills (Korat, 2009)
- Coverage of a recent study of key factors in young children's early literacy experiences in low-income families (Rodriguez & others, 2009)
- Coverage of a recent research review indicating that bilingual children have lower formal language proficiency than monolingual children (Bialystok & Craik, 2010)
- Description of a recent longitudinal study linking early home environment with early language skills, which in turn predicted school readiness (Forget-Dubois & others, 2009)
- New discussion of variations in early literacy across countries, including comparisons of children's learning of English and Chinese (McBride & others, 2008)
- Coverage of a recent study linking maternal sensitivity and negative intrusiveness to young children's language development (Pungello & others, 2009)

- Expanded material on why children in low-income families may have difficulty in language development
- New material on shared book reading and its benefits for infants and toddlers (Barbarin & Aikens, 2009; Raikes & others, 2006)
- Coverage of a recent study of 4-year-olds that revealed peers' expressive language abilities were positively linked to the 4-year-olds' receptive and expressive language development (Mashburn & others, 2009)
- New discussion of cultural variations in language support (Ochs & Schieffelin, 2008; Schieffelin, 2005)
- New description of a recent study of the contribution of infants' information processing skills to the growth of language development in early childhood (Rose, Feldman, & Jankowski, 2009)
- New material on joint attention in infancy being linked to vocabulary development in childhood (Colombo & others, 2009)
- More detailed information about the genetic basis of Williams syndrome (Haas & others, 2009)

Chapter 10: Emotional Development

- Reorganization of the discussion of emotional development into these categories based on expert Susan Denham's recommendation: expressing emotions, understanding emotions, and regulating emotions
- Added commentary about the importance of the communication aspect of emotion, especially in infancy (Campos, 2009)
- Expanded coverage of the onset of emotions in infancy, including Jerome Kagan's (2010) recent conclusion that emotions such as guilt, pride, despair, shame, and jealousy, which require thought, cannot be experienced in the first year because of the structural immaturity of the infant's brain
- New material on the importance of smiling in infancy as a means of developing a new social skill and being a key social signal (Campos, 2009)
- New discussion of anticipatory smiling in infancy and its link to social competence in early childhood (Parlade & others, 2009)
- Revised definition of temperament to include individual differences in emotions based on the view of leading expert Joseph Campos (2009)
- Expanded discussion of advances in young children's understanding of emotions (Cole & others, 2009)
- Coverage of a recent meta-analysis indicating that emotion knowledge was positively linked to 3- to 5-year-olds' social competence and negatively related to their internalizing and externalizing problems (Trentacosta & Fine, 2009)
- Discussion of a recent study linking young children's emotion understanding with their prosocial behavior (Ensor, Spencer, & Hughes, 2010)
- New discussion of a research that links specific components of parenting to specific emotions in young children (Davidoff & Grusec, 2006; Grusec, 2011; Grusec & Davidoff, 2010)
- Updated and expanded coverage of children's outcomes following a disaster (Kar, 2009)
- Updated coverage of temperament based on feedback from leading expert John Bates
- Discussion of a recent study of effortful control and children's adjustment problems in China and the United States (Zhou, Lengua, & Yang, 2009)
- Description of a recent study indicating an interaction between temperament style and the type of child care young children experience (Pluess & Belsky, 2009)

- New material on the importance of considering the multiple temperament dimensions of children rather than classifying them on a single dimension (Bates, 2008)
- New discussion of developmental changes in temperament characteristics and the importance of considering the individual differences that emerge from these developmental changes (Bates, 2008; Rothbart & Gartstein, 2008)
- Coverage of a recent meta-analysis of studies using the still-face paradigm and links between affect and secure attachment (Mesman, van IJzendoorn, & Bakersman-Kranenburg, 2009)
- Added commentary about the importance of locomotion for the development of independence in the infant and toddler years (Campos, 2009)
- Description of a recent study linking security of attachment at 24 and 36 months to the child's social problem solving skills at 54 months (Raike & Thompson, 2009)
- Discussion of a recent study of maternal sensitive parenting and infant attachment security (Finger & others, 2009)
- Coverage of a recent meta-analysis linking three types of insecure attachment to externalizing problems (Fearon & others, 2010)
- Added information about the link of maternal sensitivity to secure infant attachment not being especially strong (Campos, 2009)
- Description of recent research indicating a gene \times environment interaction between disorganized attachment, the short version of the serotonin transporter gene—5-HTTLPR—and a low level of maternal responsiveness (Spangler & others, 2009)
- Important new section: “Developmental Social Neuroscience and Attachment,” including recent theory and views on the role of the brain neuroanatomy, neurotransmitters, and hormones in the development of mother-infant attachment (Bales & Carter, 2009; De Haan & Gunnar, 2009; Gonzales, Atkinson, & Fleming, 2009)
- New Figure 10.10 that shows likely key brain structures in infant-mother attachment
- Much expanded discussion of fathers and mothers as caregivers
- New coverage of the Aka pygmy culture, where fathers are as involved in infant caregiving as much as mothers are (Hewlett, 2000; Hewlett & McFarland, 2010)
- Description of a recent study of multiple child-care arrangements and young children's behavioral outcomes (Morrissey, 2009)
- Expanded and updated material on the important role of sensitive parenting in child outcomes for children in child care (Friedman, Milhuish, & Hill, 2010; Thompson, 2009d)
- Inclusion of the following important point about the NICHD SECC research: findings consistently show that family factors are considerably stronger and more consistent predictors of a wide variety of child outcomes than are child care experiences (quality, quantity, type)

Chapter 11: The Self and Identity

- New coverage of cultural variations in toddlers' mirror self-recognition and information about physical self-recognition as possibly being more important in toddlers from Western than non-Western cultures (Keller & others, 2005; Thompson & Virmani, 2010)
- Inclusion of recent research on the early appearance of infants' conscious awareness of their bodies, which doesn't emerge until the second year (Brownell & others, 2009)

- Description of recent research on young children's understanding of joint commitments (Grafenhain & others, 2009)
- New coverage of leading expert Ross Thompson's (2009f) commentary about how current research on theory of mind and young children's social understanding is so dissonant with Piaget's egocentrism concept
- Description of a recent study that revealed adolescent males had higher self-esteem than adolescent females (McLean & Breen, 2009)
- New discussion of William Damon's (2008) book *The Path to Purpose* and his views on why too many of today's youths are struggling to find a path to a positive identity
- Expanded and updated description of why college often stimulates a greater integration of identity at a higher level (Phinney, 2008)
- Coverage of a recent meta-analysis of 127 studies focused on developmental changes in Marcia's identity statuses (Francis, Fraser, & Marcia, 2010)
- Description of a recent longitudinal study of ethnic identity resolution and proactive coping with discrimination (Umaña-Taylor & others, 2008)
- Coverage of a recent study indicating the importance of exploration in ethnic identity development (Whitehead & others, 2009)
- Discussion of a recent study of Latino youth indicating a link between growth in identity exploration and an increase in self-esteem (Umaña-Taylor, Gonzales-Backen, & Guimond, 2009)
- New **Connecting with Diversity** interlude: "The Contexts of Ethnic Identity Development," including recent research by Niobe Way and her colleagues (2008)

Chapter 12: Gender

- New major opening section: "What Is Gender?"
- Updated and expanded discussion of gender identity (Blakemore, Berenbaum, & Liben, 2009; Egan & Perry, 2001)
- Inclusion of a recent study on developmental changes in sex-typed behavior (Golombok & others, 2008)
- New discussion of a recent longitudinal study of the acquisition of gender labels in infancy and their link to sex-typed play (Zosuls & others, 2009)
- Coverage of a recent longitudinal study on a decline in male- and female-typed activities from 7 to 19 years of age (McHale & others, 2009)
- Coverage of a recent study linking higher prenatal testosterone levels to increased male-typical play in 6- to 10-year-old boys and girls (Auyeung & others, 2009)
- Expanded and updated discussion of gender differences in mothers' and fathers' parenting interactions with their children and adolescents (Galambos, Berenbaum, & McHale, 2009)
- Coverage of recent large-scale assessment of a gender difference in writing (National Assessment of Educational Progress, 2007) and lack of a difference in math (Hyde & others, 2008)
- New commentary about boys' having more rigid gender stereotypes than girls (Blakemore, Berenbaum, & Liben, 2009)
- Coverage of a recent study of 3- to 10-year-old boys' and girls' gender stereotyping (Miller & others, 2009)
- New summary of sex differences in the brain emphasizing caution in interpreting differences (Blakemore, Berenbaum, & Liben, 2009)
- New material on a lack of gender differences in overall intelligence but differences in some cognitive areas (Blakemore, Berenbaum, & Liben, 2009; Galambos, Berenbaum, & McHale, 2009)

- Description of how there is still gender disparity in math, science, and technology careers despite girls' school achievement gains in math and science (Watt, 2008; Watt & Eccles, 2008)
- Coverage of a recent study of same-sex education and its benefits for girls (Kessels & Hannover, 2008)
- Discussion of a recent study indicating that relational aggression increases in middle and late childhood (Dishion & Piehler, 2009)
- Inclusion of information from a recent research review that girls engage in more relational aggression than boys in adolescence but not in childhood (Smith, Rose, & Schwartz-Mette, 2009)
- Description of a recent study linking parents' psychological control to a higher incidence of relational aggression in their children (Kuppens & others, 2009)
- Updated description of gender differences in emotion (Blakemore, Berenbaum, & Liben, 2009)

Chapter 13: Moral Development

- Revision of the description of Kohlberg's theory based on leading expert John Gibbs' feedback
- New information about how most young adolescents around the world use moral judgment of mutuality (stage 3) that makes intimate friendships possible (Gibbs, 2009)
- New coverage of forgiveness as an aspect of prosocial behavior
- New discussion of gratitude, including a recent study of its link with a number of positive aspects of adolescent development (Froh, Yurkewicz, & Kashdan, 2009)
- Coverage of a recent study on African American and Latino adolescents' beliefs about the importance of service learning in keeping adolescents from dropping out of school (Bridgeland, DiIulio, & Wulsin, 2008)
- Inclusion of information about the prosocial and service learning contributions of Nina Vasan, "Superstar Volunteer and Fundraiser"
- New discussion of a recent national survey of almost 30,000 high school students regarding cheating (Josephson Institute of Ethics, 2008)
- Coverage of a recent study linking parents' lack of knowledge of their young adolescents' whereabouts and the adolescents' engagement in delinquency later in adolescence (Lahey & others, 2008)
- Discussion of a recent study implicating harsh discipline of children at 8 to 10 years of age as a predictor of which adolescent delinquents would persist in criminal activity after age 21 (Farrington, Ttofi, & Coid, 2009)
- Coverage of a recent longitudinal experimental study involving parenting intervention with divorced mothers and sons and a subsequent lower level of delinquency (Forgatch & others, 2009)
- Description of a recent study on the positive role of academic achievement in reducing the likelihood of becoming a juvenile delinquent (Loeber & others, 2008)
- New material on gender differences in religion in adolescence (King & Roeser, 2009; Smith & Denton, 2005)
- Updated and expanded coverage of links between cognitive changes and adolescents' religious and spiritual development (Good & Willoughby, 2008)

Chapter 14: Families

- Discussion of a recent study linking maternal scaffolding and young children's reasoning skills (Stright, Herr, & Neitzel, 2009)

- New main section on multiple developmental trajectories and the changing trajectory of parenthood timing (Parke & Buriel, 2006; Parke & others, 2008)
- New main section, “Domain Specific Socialization,” which describes five domain-specific socialization practices involving parenting and their links to specific child outcomes (Grusec & Davidov, 2010)
- New section, “Further Thoughts on Parenting Styles,” including material on caution in interpreting studies of parenting styles and children’s development especially because they are correlational in nature and the interest in unpacking components of parenting styles
- Coverage of a recent study of mothers’ use of physical punishment in six countries and its link to their children’s aggression (Gershoff & others, 2010)
- Expanded discussion of the effects of punishment on children, including the current conclusion of some experts that adequate research evidence has not yet been obtained about the effects of abusive physical punishment and mild physical punishment
- Conclusions regarding punishment research that if physical punishment is used it needs to be mild, infrequent, age-appropriate, and used in the context of a positive parent-child relationship (Grusec, 2011)
- Updated child maltreatment statistics in the United States (U.S. Department of Health and Human Services, 2008)
- New material on adolescent outcomes of child abuse and neglect (Wekerle & others, 2009)
- Discussion of a recent study linking child maltreatment with financial and employment-related difficulties in adulthood (Zielinski, 2009)
- Inclusion of information about greater protection and monitoring of daughters than of sons in Latino families compared to non-Latino White families (Allen & others, 2008)
- Discussion of a recent longitudinal study of secure attachment in adolescence and outcomes in emerging adulthood (Allen & others, 2009)
- Description of a recent study of parent-adolescent conflict in Latino families (Crean, 2008)
- New section on intergenerational relationships and how they influence adolescent development
- New description of how females’ relationships across generations are closer than males’ (Etaugh & Bridges, 2010; Merrill, 2009)
- Coverage of a recent intergenerational study of divorce and secure attachment (Crowell, Treboux, & Brockmeyer, 2009)
- Discussion of recent study on the intergenerational transmission of smoking (Chassin & others, 2008)
- Description of developmental changes in sibling relationships from childhood to adolescence (East, 2009)
- Expanded and updated material on the positive and negative aspects of adolescent sibling relationships (East, 2009)
- New discussion of E. Mark Cummings and his colleagues’ (Cummings, El-Sheikh, & Kouros, 2009; Cummings & Merrilees, 2009) emotional security theory and its focus on the type of marital conflict that is negative for children’s development

Chapter 15: Peers

- New discussion of the early development of friendships during the preschool years (Howes, 2009)
- Updated and expanded discussion of the connected worlds of parent-child and peer relations (Hartup, 2009; Ross & Howe, 2009)

- Description of a recent study on parenting behaviors that are linked to children's social competence and social acceptance (McDowell & Parke, 2009)
- Enhanced and updated discussion of why pretend play is an important aspect of early childhood development (Copland & Arbeau, 2009)
- Expanded and updated material on social play as the main context for most young children's interactions with peers (Copland & Arbeau, 2009)
- New section on contextual influences on peer relations (Brown & Dietz, 2009; Brown & others, 2008; Prinstein & Dodge, 2008)
- New section on individual difference factors in peer relations (Brown & Dietz, 2009; Brown & others, 2008)
- Inclusion of a recent study of rejected children and classroom participation (Ladd, Herald-Brown, & Reiser, 2008)
- Description of three recent suicides in middle and late childhood and early adolescence that likely were influenced by bullying (Meyers, 2010)
- New emphasis on the importance of contexts in the study of bullying (Salmivalli & others, 2009; Schwartz & others, 2010)
- Coverage of two recent studies of bullies' popularity in the peer group (Veenstra & others, 2010; Wivliet & others, 2010)
- Description of a recent study on peer victimization and the extent of its link to lower academic achievement (Nakamoto & Schwartz, 2010)
- Coverage of recent assessment of a decrease in bullying in the Steps to Respect antibullying program (Frey & others, 2009)
- Expanded and updated material on which adolescents are most likely to conform to their peers (Prinstein, 2007; Prinstein & Dodge, 2008; Prinstein & others, 2009)
- New discussion of the talk-featured, gossip aspect of friendship in adolescence (Buhrmester & Chong, 2009)
- New coverage of three stages in the development of romantic relationships in adolescence (Connolly & McIsaac, 2009)
- New material on the percentage of adolescents who are early and late bloomers in developing romantic relationships (Connolly & McIsaac, 2009)
- Coverage of a recent study of adolescents' romantic experience and links to various aspects of adjustment (Furman, Lo, & Ho, 2009)
- Discussion of two recent studies of adolescent girls' romantic involvement and its link to co-rumination, depressive symptoms, and emotionally unavailable parents (Starr & Davila, 2009; Steinberg & Davila, 2008)

Chapter 16: Schools and Achievement

- Updated coverage of developmentally appropriate practice, including a new figure (NAEYC, 2009)
- Expanded and updated discussion of the characteristics and goals of developmental appropriate education (Barbarin & Miller, 2009; Ritchie, Maxwell, & Bredekamp, 2009)
- New discussion of the Early Head Start program (Administration for Children & Families, 2008)
- New coverage of recent studies of the influence of Project Head Start on children's cognitive, language, and math skills and achievement (Hindman & others, 2010; Puma & others, 2010)
- New main section, "Extracurricular Activities," which highlights the positive aspects of these activities on adolescent development (Barber, Stone, & Eccles, 2010; Mahoney, Parente, & Zigler, 2010)

- Description of a recent study linking chronic poverty to adverse cognitive development outcomes in children (Najman & others, 2009)
- New discussion of dysgraphia
- Description of a recent study of gender differences in handwriting impairment (Berninger & others, 2009)
- New coverage of dyscalculia
- New coverage of neurotransmitters such as serotonin and dopamine and their possible link to ADHD (Levy, 2009; Rondou & others, 2010; Zhou & others, 2010)
- New section on emotional and behavioral disorders (Gargiulo, 2009; Kaufmann & Landrum, 2009)
- Significantly updated and expanded discussion of autism spectrum disorders (Anderson & others, 2009; Gong & others, 2009)
- New information about the recent increase in the estimate of the number of children with autistic spectrum disorders
- Expanded discussion of gender and autism, including Baron Cohen's (2008) argument that autism reflects an extreme male brain
- New material on recent research using animated faces and emotions to improve autistic children's ability to recognize faces, including new Figure 16.5 (Baron-Cohen & others, 2007)
- Description of a recent meta-analysis indicating that behavior management treatments are effective in reducing the effects of ADHD (Fabiano, 2009)
- New material on Ryan and Deci's (2009) description of autonomy-supportive teachers who create circumstances for students to engage in self-determination
- Coverage of a longitudinal study linking children's intrinsic motivation in math and science from 9 to 17 years of age to their parents' motivational practices (Gottfried & others, 2009)
- New main section, "Cognitive Processes," in the discussion of achievement
- Recent research and ideas about improving students' growth mindset by teaching them about the brain's plasticity and changes in the brain when you put considerable effort into learning (Blackwell & others, 2007; Dweck & Masters, 2009)
- New section, "Purpose," which focuses on the importance of purpose in achieving and the low percentage of parents and teachers who engage students in discussions of their purpose (Damon, 2008)
- Description of a recent study linking chronic poverty to adverse cognitive development outcomes in children (Najman & others, 2009)
- New discussion of the recent results from the large-scale international assessment of fourth-grade students' math and science scores with a focus on how U.S. students compare to students in other countries (TIMSS, 2008)

Chapter 17: Culture and Diversity

- New discussion of a recent cross-cultural comparison of U.S. and Chinese seventh- and eighth-graders' academic and motivational behavior (Yang & Pomerantz, 2009)
- New material on the adjustment problems of children and adolescents from affluent families (Ansary & Luthar, 2009; Luthar & Goldstein, 2008)
- New discussion of how adolescents in poverty likely are more aware of their social disadvantage and its associated stigma than are younger children (McLoyd & others, 2009)
- Coverage of a 12-year longitudinal study of SES and ethnic group influences on adolescents' and emerging adults' educational and occupational expectations

that illustrates the importance of controlling for SES in studies of ethnic minority children and youth (Mello, 2009)

- Description of a recent study of adolescents' perceived racial discrimination and its link to the broader society's negative views of African Americans (Seaton, Yip, & Sellers, 2009)
- Updated material on the dramatic increase in media multi-tasking by children and youth and how, if this is factored into statistics on media use, children and adolescents now use electronic media an average of eight hours per day (Roberts, Henrikson, & Foehr, 2009; Roberts & Foehr, 2008)
- Coverage of three recent studies by Douglas Gentile and his colleagues (2009) that illustrate a link between playing prosocial video games and an increase in prosocial behavior
- New description of the link between a high level of TV viewing and obesity in children and adolescents (Escobar-Chaves & Anderson, 2008)
- Coverage of a recent classroom-based intervention that was successful in reducing the amount of time children watched violent TV and in decreasing their identification with TV superheroes (Rosenkoetter, Rosenkoetter, & Acock, 2009)
- Description of a recent study linking media violence exposure to an increase in relational aggression in children (Gentile, Mathieson, & Crick, 2010)
- New discussion of TV/videos and infant cognitive and language development, including recent research (Christakis & others, 2009; Okuam & Tanimura, 2009; Zimmerman, Christakis, & Meltzoff, 2007)
- Coverage of a recent study linking of early TV exposure and subsequent attention problems (Cheng & others, 2010)
- Description of a recent survey of the significant threat minors encounter with both online and offline bullying (Palfrey & others, 2009)
- Discussion of recent research on adolescent self-disclosure on the Internet and which gender benefits more from self-disclosing with friends on the Internet (Schouten, Valkenburg, & Peter, 2007; Valkenburg & Peter, 2009)
- Description of a recent study of the sequence of using various electronic communication technologies by college females and males (Yang & Brown, 2009)
- Coverage of a recent study of pubertal timing and what adolescent boys do online (Skoog, Stattin, & Kerr, 2009)
- Expanded and updated coverage of the increase of adolescents' and emerging adults' reliance on digital mediation of their social environment (Roberts, Henrikson, & Foehr, 2009)
- Discussion of a recent study indicating that many parents do not monitor their adolescents' online activities (Rosen, Cheever, & Carrier, 2008)
- Description of recent research linking friendship and behavioral adjustment in early adolescence to emerging adults' communication on social networking sites (Mikami & others, 2010)

Resources

The resources listed here may accompany *Child Development*, 13th edition. Please contact your McGraw-Hill representative for details concerning policies, prices, and availability.

For the Instructor

The Online Learning Center The instructor side of the Online Learning Center at www.mhhe.com/santrockcd13e contains the *Instructor's Manual*, Test Bank files, PowerPoint slides, CPS questions, Image Gallery, and other valuable material to

help you design and enhance your course. Ask your local McGraw-Hill representative for your password.

Instructor's Manual by Ralph Carlini, University of Massachusetts–Dartmouth. Each chapter of the *Instructor's Manual* is introduced by a Resources Overview. This fully integrated tool helps instructors more easily locate and choose among the many resources available for the course by linking each element of the *Instructor's Manual* to a particular teaching topic within the chapter. These elements include lecture suggestions, classroom activities, personal applications, research project ideas, video suggestions, and handouts.

Test Bank and Computerized Test Bank by Diane Powers, Iowa Central Community College. By increasing the rigor of the Test Bank development process, McGraw-Hill aims to raise the bar for student assessment. Over 2,000 multiple-choice and over 50 essay and short answer questions were prepared to test factual, applied, and conceptual understanding and are keyed to Bloom's taxonomy, difficulty level, and page reference. The test bank is compatible with McGraw-Hill's computerized testing program EZ Test, and most Course Management systems.

PowerPoint Slides by Len Mendola, Adelphia University. These presentations cover the key points of each chapter and include charts and graphs from the text. They can be used as is, or you may modify them to meet your specific needs.

CPS Questions by Alisha Janowsky, University of Central Florida. These questions, formatted for use with the interactive Classroom Performance System, are organized by chapter and designed to test factual, applied, and conceptual understanding.

McGraw-Hill's Visual Asset Database for Lifespan Development ("VAD")

McGraw-Hill's Visual Assets Database for Lifespan Development (VAD 2.0) (www.mhhe.com/vad) is an on-line database of videos for use in the developmental psychology classroom, created specifically for instructors. You can customize classroom presentations by downloading the videos to your computer and showing the videos on their own or inserting them into your course cartridge or PowerPoint presentations. All of the videos are available with or without captions. Ask your McGraw-Hill representative for access information.

Create Craft your teaching resources to match the way you teach! With McGraw-Hill Create, www.mcgrawhillcreate.com, you can easily rearrange chapters, combine material from other content sources, and quickly upload content you have written like your course syllabus or teaching notes. Find the content you need in Create by searching through thousands of leading McGraw-Hill textbooks. Arrange your book to fit your teaching style. Create even allows you to personalize your book's appearance by selecting the cover and adding your name, school, and course information. Order a Create book and you'll receive a complimentary print review copy in 3–5 business days or a complimentary electronic review copy (eComp) via email in about one hour. Go to www.mcgrawhillcreate.com today and register. Experience how McGraw-Hill Create empowers you to teach your students your way.

Blackboard McGraw-Hill Higher Education and Blackboard have teamed up. What does this mean for you?

1. **Your life, simplified.** Now you and your students can access McGraw-Hill's Connect™ and Create™ right from within your Blackboard course—all with one single sign-on. Say goodbye to the days of logging in to multiple applications.
2. **Deep integration of content and tools.** Not only do you get single sign-on with Connect™ and Create™, you also get deep integration of McGraw-Hill

content and content engines right in Blackboard. Whether you're choosing a book for your course or building Connect™ assignments, all the tools you need are right where you want them—inside of Blackboard.

3. **Seamless Gradebooks.** Are you tired of keeping multiple gradebooks and manually synchronizing grades into Blackboard? We thought so. When a student completes an integrated Connect™ assignment, the grade for that assignment automatically (and instantly) feeds your Blackboard grade center.
4. **A solution for everyone.** Whether your institution is already using Blackboard or you just want to try Blackboard on your own, we have a solution for you. McGraw-Hill and Blackboard can now offer you easy access to industry leading technology and content, whether your campus hosts it, or we do. Be sure to ask your local McGraw-Hill representative for details.

Tegrity Tegrity Campus is a service that makes class time available all the time by automatically capturing every lecture in a searchable format for students to review when they study and complete assignments. With a simple one-click start and stop process, you capture all computer screens and corresponding audio. Students replay any part of any class with easy-to-use browser-based viewing on a PC or Mac. Educators know that the more students can see, hear, and experience class resources, the better they learn. With Tegrity Campus, students quickly recall key moments by using Tegrity Campus's unique search feature. This search helps students efficiently find what they need, when they need it across an entire semester of class recordings. Help turn all your students' study time into learning moments immediately supported by your lecture.

Student Resources

Online Learning Center (OLC) This companion Web site, at www.mhhe.com/santrockcd13e offers a variety of student resources. *Multiple Choice and True/False quizzes* reinforce key principles and cover all the major concepts discussed throughout the text. Entirely different from the test items in the Test Bank, these quiz questions, Web links, and Taking it to the Net exercises and activities written by Elaine Cassell, Lord Fairfax Community College, assess students but also help them learn. Key terms from the text are presented as *Flashcards*, as well as in a *Glossary* of terms. *Decision Making Scenarios* present students with the opportunity to apply the information in the chapter to realistic situations, and see what effects their decisions have.

Annual Editions: Child Growth and Development 10/11 This reader is a collection of articles on topics related to the latest research and thinking in child development. Annual Editions are updated regularly and include useful features such as a topic guide, an annotated table of contents, unit overviews, and a topical index.

Taking Sides: Clashing Views in Childhood and Society Current controversial issues are presented in a debate-style format designed to stimulate student interest and develop critical-thinking skills. Each issue is thoughtfully framed with an issue summary, an issue introduction, and a postscript.

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Reviewers

I owe a special gratitude to the reviewers who provided detailed feedback about the book.

Expert Consultants

Child development has become an enormous, complex field and no single author can possibly be an expert in all areas of the field. To solve this problem, beginning with the sixth edition, I have sought the input of leading experts in many different areas of child development. This tradition continues in the thirteenth edition. The experts have provided me with detailed recommendations of new research to include. The panel of experts is literally a who's who in the field of child development. The experts' biographies and photographs appear on pages xiii–xv.

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