

expert consultants

Adolescent development has become an enormous, complex field, and no single author, or even several authors, can possibly keep up with all of the rapidly changing content in the many different areas of adolescent development. To solve this problem, author John Santrock sought the input of leading experts about content in a number of areas of adolescent development. These experts provided detailed evaluations and recommendations in their area(s) of expertise.

The following individuals were among those who served as expert consultants for one or more of the previous eight editions of this text:

Susan Harter

Charles Irwin

Elizabeth Susman

James Marcia

Nancy Guerra

Gerald Patterson

Catherine Cooper

Reed Larson

Lawrence Walker

Bonnie Halpern-Felsher

Peter Benson

Valerie Reyna

Ruth Chao

Shirley Feldman

Kathryn Wentzel

Joseph Allen

Nancy Galambos

L. Monique Ward

Lisa Crockett

John Gibbs

Jane Kroger

Daniel Lapsley

John Schulenberg

Wyndol Furman

Lisa Diamond

Moin Syad

Bonnie Leadbetter

James Rest

Diane Halpern

Allan Wigfield

Daniel Keating

Pamela King

Luc Goosens

Following are biographies and photos of the expert consultants for the fifteenth edition of this text, who, like the expert consultants for the previous fourteen editions, literally represent a Who's Who in the field of adolescent development.



Valerie Reyna Dr. Valerie Reyna is one of the world's leading experts on the development of the adolescent's brain and on cognitive development in adolescence. She obtained her Ph.D. in experimental psychology at Rockefeller University. Currently she is a faculty member in human development, psychology, cognitive science, and neuroscience (IMAGINE program) at Cornell University. Dr. Reyna also is currently co-director of the Cornell University

Magnetic Resonance Imaging Facility and of the Center for Behavioral Economics and Decision Research. She created fuzzy-trace theory, a model of memory and decision-making that is widely applied in law, medicine, and public health. Her recent work has focused on numeracy, medical decision making, risk communication, risk taking, neuroimaging, neurobiological models of development, and neurocognitive impairment and genetics. Past president of the Society for Judgment and Decision Making, she is a Fellow of numerous scientific societies and has served on scientific panels of the National Science Foundation, National Institutes of Health, MacArthur Foundation, and National Academy of Sciences. Dr. Reyna also is currently an associate editor for *Psychological Science* and *Developmental Review*.

"John Santrock's text covers a vast range of topics in adolescence, with an impressive clarity and the latest, up-to-date references. For example, many people still believe that there are no important differences between adolescents and young adults, but John Santrock's text cites the latest research showing that there are such differences, and he explains how they matter for teen risk taking. He also has a keen appreciation for topics that interest students, such as choosing a career or finding a purpose in life. Dr. Santrock's critiques are also especially helpful—for example,

pointing out myths about so-called 'left-brained' and 'right-brained' individuals, that the implications of brain science for education are overblown, that Piaget's stages have wide age variability (if they exist at all), and that intelligence tests have important limitations. . . . the additions to Chapter 3 (The Brain and Cognitive Development) are excellent (e.g., stress and decision making; prosocial values predicting longitudinal declines in risk taking). It is remarkable how up-to-date this textbook remains, due to regular updating of references. I always learn something new when I read it, even in my areas of specialization."

—Dr. Valerie Reyna



Bonnie Halpern-Felsher Dr. Bonnie Halpern-Felsher is a leading expert on adolescent sexual development and adolescent problems. She currently is a professor in the Division of Adolescent Medicine, Department of Pediatrics, University of California—San Francisco. Dr. Halpern-Felsher is also the director of research for the Adolescent Medicine Fellowship, co-director of the General Pediatrics Fellowship, and is a faculty member at

UCSF's Psychology and Medicine Postdoctoral Program, The Center for Health and Community, The Center for Tobacco Control Research and Education, the UCSF Heller Diller Family Comprehensive Cancer Center, and the Robert Wood Johnson Scholars Program. She is a developmental psychologist whose research has focused on cognitive and psychosocial factors involved in health-related decision making, perceptions of risk and vulnerability, health communication, and risk behavior; and she has published in each of these areas. She has been especially interested in studying sexual decision making and reproductive health, including

identifying cognitive and psychosocial predictors of adolescent sexual behavior. Dr. Halpern-Felsher has been the principal investigator or co-principal investigator on several grants concerning adolescent and young adult risk behavior. She has served as a consultant to a number of community-based adolescent health promotion programs and has been an active member on several national campaigns to understand and reduce adolescent risk behavior.

“The narrative regarding adolescent and young adult pubertal development, health, and biological development reflects the latest perspectives in the field. . . . The chapter does an outstanding job laying out the issues and providing key areas for thought. I really like the sections in which the reader is asked to reflect on his or her personal experiences and views. This is relevant to any subject of study during college, but especially adolescent development, which requires some reflection and perspective to fully understand. . . . Overall, the chapter is fantastic!” —Dr. Bonnie Halpern-Felsher



Elizabeth Trejos-Castillo Dr. Elizabeth Trejos-Castillo is an expert on the cultural aspects of adolescent development. She currently is a professor in human development and family studies at Texas Tech University and an international adjunct faculty member in the Department of Psychology at Universidad CES in Medellin, Colombia. Dr. Trejos-Castillo obtained her Ph.D. from Auburn University. Her research interests mainly focus on risk-taking and adjustment in youth as well as generational, individual, and contextual effects in adolescent development. Her research approach is rooted in psychology, sociology, and human development using cross-cultural and evidence-based research methodologies. Dr. Trejos is an associate editor of the *Journal of Early Adolescence*. She also recently was given the President’s Excellence in Teaching Award at Texas Tech University.

“I sincerely would like to express my gratitude to John Santrock for inviting me to review Chapter 12 (Culture). It is not only an honor but a privilege to be able to read the chapter before it is included in Adolescence, fifteenth edition. When I was a student years ago, John Santrock’s books introduced me to development across the lifespan; however, it was Adolescence which won my heart. Today, as an educator and as a researcher in the field of adolescence, my admiration and respect for his work and his commitment to educating our future professionals, practitioners, and the public in general has grown only deeper. . . . An impressive feature of this chapter is the up-to-date literature included—most references are not even two years old or are currently in press!—as well as the discussions of relevant topics (such as acculturation, immigration, ethnic identity, generational effects, diversity, etc.). I particularly like how these challenging topics are presented and supported in the book with interesting studies/findings that lend themselves very well to class discussion, additional individual research, class projects, and other similar exercises.” —Dr. Elizabeth Trejos-Castillo



John Schulenberg Dr. John Schulenberg is one of the world’s leading experts on substance use and abuse in adolescence and emerging adulthood. He currently is professor of developmental psychology, research professor at the Institute for Social Research and Center for Human Growth and Development, and associate director of the Survey Research Center, all at the University of Michigan.

Dr. Schulenberg has published widely on several topics concerning adolescence and the transition to adulthood, focusing on how developmental tasks and transitions are related to health risks and adjustment difficulties. His current research examines the etiology and epidemiology of substance use and psychopathology, focusing on risk factors, course, co-morbidity, and consequences during adolescence and the transition to adulthood. He is co-principal investigator of the NIDA-funded national Monitoring the Future study concerning substance use and psychosocial development across adolescence and adulthood. Dr. Schulenberg collaborates on two international interdisciplinary projects involving long-term studies to address key questions about life course pathways. His work has been funded by NIDA, NIAAA, NICHD, NIMH, NSF, and the Robert Wood Johnson Foundation. For these and other institutes and foundations, he has served on numerous advisory and review committees, including chairing the NIH Psychosocial Development and Risk Prevention (PDRP) Study Section. Dr. Schulenberg is on several editorial boards and has guest-edited special issues of *Addiction*, *Applied Developmental Science*, *Development and Psychopathology*, and *Journal of Longitudinal and Life-course Studies*. He is a Fellow of the American Psychological Association and president-elect of the Society for Research on Adolescence.

“This (Chapter 11, Achievement, Work, and Careers) is another excellent chapter. . . . What I like here is how well the chapter unfolds and keeps things interesting (various poems, developmental connections) and integrated (connecting ideas across the chapter and with other chapters). All seems nicely up-to-date and all topics seem very relevant. . . . Thanks for the opportunity to read and review this excellent chapter (Chapter 13, Problems in Adolescence and Emerging Adulthood)—once again. I find that I learned a lot. I reviewed the previous version of this chapter and I see that this chapter continues to evolve in a very positive and compelling way. . . . this chapter likely does very well in terms of engaging college students and conveying current themes and research on the problems of adolescents and emerging adults.” —Dr. John Schulenberg



Bradford Brown Dr. Bradford Brown is one of the world’s leading experts on adolescent peer relationships. He currently is professor of human development at the University of Wisconsin—Madison, where he has been chair of the Department of Educational Psychology. He received a Ph.D. in human development from the University of Chicago. Dr. Brown is especially well known for his work on peer groups and peer pressure, including their influence on school achievement, social interaction patterns, and social adjustment. He is a former editor of the *Journal of Research on Adolescence* and a past member of the Executive Council of the Society for Research on Adolescence. Dr. Brown is the co-editor or co-author of five books, including *The Development of Romantic Relationships in Adolescence*, *The World’s Youth*, and *Linking Parents and Family to Adolescent Peer Relations*. He also recently co-edited the three-volume *Encyclopedia of Adolescence*. Dr. Brown has served as a consultant for numerous groups, including the Carnegie Council on Adolescent Development, the National Campaign to Prevent Teen Pregnancy, the National Academy of Sciences Board on Science Education, National Academy of Sciences Board on Children, Youth and Families, and the Blue Ribbon Schools program of the U.S. Department of Education.

“Here’s what I like: Efforts to connect material across chapters; the mix of information from scientific research and boxed material capturing personal experiences or examples; a very readable text—informative yet easy to digest; an effort to get across major points without losing readers in excessive details about research studies; attention to possible differences across cultures; attention to possible changes across development.” —Dr. Bradford Brown



Elizabeth Susman Dr. Elizabeth Susman is one of the world’s leading experts on puberty and adolescent development. She currently is the Jean Phillips Shibley Professor of Biobehavioral Health in the Department of Biobehavioral Health at Pennsylvania State University. Her research program integrates behavioral endocrinology and developmental psychology. The research focuses on how developmental, neuroendocrine transitions are related

to changes in emotions and antisocial behavior during the reproductive transitions of puberty and pregnancy. Her early research on gonadal and adrenal hormones and antisocial behavior, cognition, and emotional development was the first to address the relations between hormones and behavior in youth. Dr. Susman’s research has been funded by the National Institute of Mental Health, the MacArthur Foundation, National Institute of Justice, William T. Grant Foundation, and Johnson and Johnson. She has been associate editor of the *Journal of Research on Adolescence* and consulting editor for a wide range of research journals.

“As in the past, it has been a pleasure to review Dr. Santrock’s book. His writing is excellent and the flow of material makes for easy reading. The student readers will enjoy the content as well as the format.” —Dr. Elizabeth Susman



Joseph Allen Dr. Joseph Allen is a leading expert on parent-adolescent and adolescent peer relationships. He currently is professor of clinical, developmental, and community psychology at the University of Virginia, where he is also director of clinical training. He obtained his Ph.D. from Yale University and did postdoctoral work at Harvard University. Dr. Allen has conducted program evaluation research documenting 50 percent reductions in teen

pregnancy rates among youth participating in volunteer service programs. He has explored family and peer interaction processes in adolescence that predict long-term qualities of social functioning in young adulthood. Most recently he has been examining an approach to enhancing the quality of the secondary school classroom as a setting for youth development that coaches teachers in applying principles of adolescent social development to their interactions with students. Dr. Allen has been a recipient of the Spencer Foundation Fellowship, served as a William T. Grant Faculty Scholar, and chaired the NIMH Study Section on Child and Adolescent Risk and Prevention Research. His research has been funded by the National Institute of Mental Health, Spencer Foundation, the William T. Grant Foundation, and the Lily Foundation. He currently is an associate editor for *Child Development*.

“. . . the chapter (Chapter 8, Families) does a good job of capturing the most important ideas in the field. . . . I thought it was quite a worthy effort.” —Dr. Joseph Allen



Robert Roeser Dr. Robert Roeser currently is a professor of psychology and human development in the Department of Psychology at Portland State University in Portland, Oregon. He received his Ph.D. from the Combined Program in Education and Psychology at the University of Michigan. Subsequently, Dr. Roeser was a William T. Grant Foundation Faculty Scholar and a United States Fulbright Scholar in India. His research focuses on

school as a primary cultural context of adolescent development, and on the professional development of teachers. His current research examines how mindfulness training can be used to cultivate the positive development of adolescents and teachers alike. Dr. Roeser also recently established the Culture and Contemplation in Education Laboratory at Portland State University.

“I think the chapter (3, The Brain and Cognitive Development) is well written and addresses the challenges well. . . . I like the holistic approach that mixes the conceptual, the self-reflective, and the prose. . . . I like the developmental connections sections. . . . I am happy that Dr. Santrock has provided such a readable overview of our important neuroscientific understanding of changes during adolescence.” —Dr. Robert Roeser



Darcia Narváez Dr. Darcia Narváez is one of the world’s leading experts on moral development. She obtained her Ph.D. from the University of Minnesota and is currently professor of psychology at the University of Notre Dame. She has contributed to more than 100 publications, including editing or authoring seven books and several curriculum books. Recently she has turned her research attention to the importance of early parenting for optimal biopsychosocial development, including compassionate morality. Dr. Narváez also is editor of the *Journal of Moral Education* and she writes a blog for *Psychology Today* called “Moral Landscapes.”

“The chapters (Chapter 3, The Brain and Cognitive Development, and Chapter 7, Moral Development, Values, and Religion) provide a succinct overview of research in the field. I would be eager for my students to read this text. John Santrock masterfully integrates a great deal of information into highly readable chunks. Great for any novice and even those who know something.” —Dr. Darcia Narváez



Seth Schwartz Dr. Seth Schwartz is a leading expert on identity development and family processes in adolescence and emerging adulthood. He obtained his Ph.D. in developmental psychology from Florida International University. Dr. Schwartz currently is a professor in the Center for Family Studies at the University of Miami (Florida) School of Medicine. Dr. Schwartz’s research focuses on personal and cultural identity, acculturation, family functioning, and positive and negative psychosocial outcomes in adolescence and emerging adulthood. He is the senior editor of the *Handbook of Identity Theory and Research*, has written or edited more than 150 scholarly publications, and has been awarded three major grants from the National Institutes of Health.

“The chapter (8, Families) is very good.” —Dr. Seth Schwartz