



13TH EDITION

CHILDREN

JOHN W. SANTROCK



CHILDREN

Thirteenth Edition

JOHN W. SANTROCK

University of Texas at Dallas





CHILDREN, THIRTEENTH EDITION

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This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 0 DOW/DOW 1 0 9 8 7 6 5 4

ISBN: 978-0-07-786183-4

MHID: 0-07-786183-3

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Content Licensing Specialists: *Carrie Burger, Leonard Behnke*
Compositor: *Aptara[®], Inc.*
Typeface: *9.5/12 Times LT Std*
Printer: *R. R. Donnelley*

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Library of Congress Cataloging-in-Publication Data

Santrock, John W.

Children / John W. Santrock. — Thirteenth edition.
pages cm

ISBN 978-0-07-786183-4 (alk. paper) — ISBN 0-07-786183-3 (alk. paper)

1. Child development. 2. Adolescence. I. Title.

HQ767.9.S268 2016

305.231—dc23

2014035738

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a website does not indicate an endorsement by the authors or McGraw-Hill Education, and McGraw-Hill Education does not guarantee the accuracy of the information presented at these sites.

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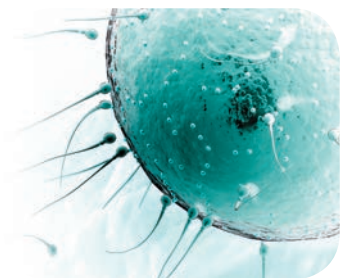
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about the author

John W. Santrock

John Santrock received his Ph.D. from the University of Minnesota. He taught at the University of Charleston and the University of Georgia before joining the Program in Psychology at the University of Texas at Dallas, where he currently teaches a number of undergraduate courses and was recently given the University's Effective Teaching Award. In 2010, he created the UT-Dallas Santrock undergraduate scholarship, an annual award that is given to outstanding undergraduate students majoring in developmental psychology to enable them to attend research conventions.

John has been a member of the editorial boards of *Child Development* and *Developmental Psychology*. His research on father custody is widely cited and used in expert witness testimony to promote flexibility and alternative considerations in custody disputes. John also has authored these exceptional McGraw-Hill texts: *Life-Span Development* (15th edition), *Adolescence* (15th edition), *A Topical Approach to Life-Span Development* (7th edition), and *Educational Psychology* (5th edition).

For many years, John was involved in tennis as a player, teaching professional, and coach of professional tennis players. At the University of Miami (FL), the tennis team on which he played still holds the NCAA Division I record for most consecutive wins (137) in any sport. His wife, Mary Jo, has a master's degree in special education and has worked as a teacher and a Realtor. He has two daughters—Tracy, who also is a Realtor, and Jennifer, who is a medical sales specialist. He has one granddaughter, Jordan, age 21, currently a graduate student in Cox School of Business at Southern Methodist University, and two grandsons, Alex, age 9, and Luke, age 7. In the last two decades, John also has spent time painting expressionist art.



John Santrock, teaching an undergraduate class.

Dedication:

**With special appreciation to my grandchildren:
Jordan, Alex, and Luke.**



Jordan Bowles.



Alex and Luke, the Bellucci Brothers.

expert consultants

Children's 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 periods and different areas of life-span development. To solve this problem, author John Santrock has sought the input of leading experts about content in a number of areas of children's development. These experts have 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 editions of this text:

Urie Bronfenbrenner, *Cornell University*
Diana Baumrind, *University of California–Berkeley*
Tiffany Field, *University of Miami*
Scott Johnson, *University of California–Los Angeles*
Nel Noddings, *Stanford University*
Ross Thompson, *University of California–Davis*
Sandra Graham, *University of California–Los Angeles*
James Marcia, *Simon Fraser University*
John Bates, *Indiana University*
Florence Denmark, *Pace University*

Rosalind Charlesworth, *Weber State University*
David Sadker, *The American University–Washington DC*
Marilou Hyson, *University of Pennsylvania*
Algea Harrison-Hale, *Oakland University*
Campbell Leaper, *University of California–Santa Cruz*
Janet DiPietro, *Johns Hopkins University*
Allan Wigfield, *University of Maryland–College Park*
Barbara Pan, *Harvard University*
Peter Scales, *Search Institute*

Following are the expert consultants for the thirteenth edition, who (like those of previous editions) literally represent a *Who's Who* in the field of child and adolescent development.



Elizabeth Trejos-Castillo Dr. Elizabeth Trejos-Castillo is an expert on diversity, culture, and adolescent development. She currently is a professor in Human Development and Family Studies at Texas Tech 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-Castillo is an associate editor of *The Journal of Early Adolescence*.

“I’m definitely impressed with the vast literature covered in both Chapters 13 and 16 . . . the scholarly work and theories described are well illustrated using cross-cultural/cross-national studies which provide students with a well-rounded, inclusive view of development of children and adolescents around the globe. . . . The author provides a well-balanced literature review that discusses seminal work and at the same time introduces the most up-to-date scholarship. . . . I personally enjoy very much the conversational tone of the narrative and the easiness with which John Santrock connects and integrates different topics across chapters.”—Elizabeth Trejos-Castillo



David Moore Dr. Moore is a leading expert on genetic/environmental influences on development and infant perceptual/cognitive development. He obtained a Ph.D. in developmental and biological psychology from Harvard University. After completing a postdoctoral fellowship at the City University of New York, he joined the faculties of Pitzer College and Claremont Graduate University, where he currently is a professor of psychology. His book, *The Dependent Gene*, was widely adopted for use in undergraduate education, was translated into Japanese, and was nominated for the Cognitive Development Society's Best Authored Volume award. Dr. Moore's empirical research has produced publications on infants' reactions to infant-directed speech, on the development of spatial cognition, and on infants' rudimentary

perception of numerical quantities. His theoretical writings have explored the contributions of genetic, environmental, and epigenetic factors to human development; his chapter “Genetics, Behavior Genetics, and Epigenetics” appeared in 2013 in the *Oxford Handbook of Developmental Psychology*, and his new book on behavioral epigenetics was published by Oxford University Press in 2014. He serves on the editorial board of *Child Development Perspectives*.

“The narrative and perspective effectively reflect the latest and most important research. . . . I think John Santrock has done a great job in citing the latest research. . . . his efforts to connect ideas across chapters, to connect developmental processes across different stages, and to connect the information conveyed in the book to readers’ real lives will pay off.”—David Moore



Elizabeth Gershoff Elizabeth Gershoff is a leading expert on the social contexts, especially family contexts, of child and adolescent development. She obtained a Ph.D. in child development and family relationships from the University of Texas at Austin and currently is a professor in Human Development and Family Sciences there. Dr. Gershoff's current research interests and expertise center on four topics: (1) how parental discipline affects child and youth development; (2) how contexts of poverty, neighborhoods, schools, and cultures affect children, youth, and families; (3) how exposure to various forms of violence (from parents, communities, and terrorism) affect child and youth development; and (4) how enriched early childhood educational environments can improve the lives of low-income children and their families. She co-edited *Societal Contexts of Child Development* (2014), published by Oxford University Press.

“The narrative and perspective reflect the latest and most important research in the field. . . . the citations are current and reflect current theory and recent findings. . . . readers will get a good overview of the topics and studies. The sections on theories and research methods are strong.”—Elizabeth Gershoff



Candice Mills Dr. Mills is a leading expert on social cognition in children’s development. She obtained her Ph.D. in developmental psychology from Yale University and currently is a professor in the School of Behavioral and Brain Sciences at the University of Texas at Dallas. In 2011, she was the recipient of a University

of Texas System Regents’ Outstanding Teaching Award. Dr. Mills’ research examines how children learn from others, exploring developmental changes in children’s ability to evaluate the quality of the information they encounter and in their ability to use questions to gather information from others. Her recent publications include articles in research journals such as *Child Development*, *Developmental Psychology*, and *Developmental Science*.

“Throughout each chapter, Dr. Santrock provides scaffolding to enrich students’ learning. Key learning goals are emphasized, and connections to other chapters as well as to more general ideas are provided.

Helping students to put their reading in context, Dr. Santrock describes classic research and theoretical perspectives, but he also includes up-to-date research findings, which is a strength.” —**Candice Mills**



Joseph Price Dr. Joseph M. Price is a leading expert on developmental psychopathology. He currently is a professor of psychology at San Diego State University, a core member of the SDSU/UCSD Joint Doctoral Program in Clinical Psychology, and is a research scientist at the Child and Adolescent Services

Research Center at Rady Children’s Hospital in San Diego. Dr. Price’s research focuses on the socioemotional development of maltreated children and parent-mediated interventions for addressing the behavioral challenges of children in foster care.

“. . . the material presented in Children 13th edition reflects recent theory and research and is presented in an interesting and easy-to-read format that will enable students to gain an enriched understanding of child and adolescent development and the application of developmental research to everyday life. More specifically, the topics covered are highly relevant, the material is presented in an interesting format that students will find easy to understand and remember, the material is presented in a way that facilitates application to everyday life, and effective pedagogical tools are utilized to increase student learning.” —**Joseph Price**



Esther Leerkes Dr. Leerkes is a leading expert on young children’s socioemotional development, especially in the area of family processes. She received her Ph.D. in experimental/developmental psychology from the University of Vermont. Dr. Leerkes currently is a professor in the Department of Human Development

and Family Studies at the University of North Carolina at Greensboro. She has received awards for excellence in teaching and research there. Her main research interests focus on emotion-linked psychological and biological predictors of how mothers respond when their infants cry

and how mothers’ sensitive responding to infant and child distress is linked with subsequent child outcomes such as attachment, emotion regulation, and behavior problems. Dr. Leerkes’ research has been funded by the Eunice Kennedy Shriver National Institute of Child Health and Human Development and has been published in journals such as *Child Development*, *Journal of Family Psychology*, *Infancy*, *Parenting Science and Practice*, and *Development and Psychobiology*. She serves on the editorial boards of *Infancy*, *The International Journal of Behavioral Development*, and the *Journal of Family Relations* and is a member of the Psychosocial Development, Risk, and Prevention study section for the National Institute of Health’s Center for Scientific Review.

“Each chapter has a solid framework. The content is well developed. I like the way the chapters build on one another. The content is comprehensive and up-to-date; the structure (e.g., links between chapters, highlights of research and careers, thought and review questions) is appealing.” —**Esther Leerkes**



Emily Cook Dr. Cook is an expert on adolescent development. She obtained a doctorate in human development from the University of North Carolina–Greensboro and was a postdoctoral fellow at Yale University in substance use prevention. She currently is a professor of developmental psychology at Rhode Island College. Her

research interests focus on (1) the developmental course of adolescents’ social and behavioral development, (2) the effect of psychological, biological, and contextual factors on trajectories of adolescents’ externalizing behaviors, and (c) the translation of research into preventive interventions that target risk factors and increase protective factors. At Rhode Island College, Dr. Cook teaches undergraduate and graduate courses in adolescent development, child psychopathology, and research methods.

“Overall, this textbook is well written and provides good examples and a good review of the research. I really like that John Santrock tries to connect concepts in one chapter with both previous material in the book and the students’ lives.” —**Emily Cook**



Susan Spieker Dr. Spieker is an expert on young children’s development. She currently is Professor of Family and Child Nursing at the University of Washington and director of the Barnard Center for Infant Mental Health and Development. She teaches in the School of Nursing’s interdisciplinary Graduate Certificate Program in Infant

Mental Health. Her research focuses on the role of early experience in children’s development with special attention given to parent-child attachment relationships, socioemotional development, school readiness, and school adjustment. Dr. Spieker has been the recipient of research grants from the National Institute of Mental Health and the National Institute of Child Health and Development.

“The strength of this text is the breadth and the heroic effort to update many aspects of the science.” —**Susan Spieker**

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Making Connections . . . From My Classroom to *Children* 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 *Children*. 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 children’s development more effectively;
2. **Connecting with research on 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 children’s development;
3. **Connecting development processes** to guide students in making developmental connections across different points in children’s development;
4. **Connecting development to real life** to help students understand ways to apply content about child development to the real world and improve children’s lives, and to motivate students to think deeply about their own personal journey through life and better understand who they were as children and how their experiences and development have influenced who they are today.

Connecting with Today’s Students

In *Children*, I recognize that today’s students are as different in some ways from the learners of the last generation as today’s discipline of child development is different from the field 30 years ago. Students now learn in multiple modalities; rather than sitting down and reading traditional printed chapters in linear fashion from beginning to end, their work preferences tend to be more visual and more interactive, and their reading and study often occur in short bursts. For many students, a traditionally formatted printed textbook is no longer enough when they have instant, 24/7 access to news and information from around the globe. Two features that specifically support today’s students are the adaptive ebook (*SmartBook*—see pages xiv–xv) and the learning goals system.

The Learning Goals System

My students often report that development courses are challenging because so much material is covered. To help today’s students focus on the key ideas, the Learning Goals System I developed for *Children* 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**, **Reflect** questions at the end of each main section, and the chapter summary at the end of each chapter.

1 Why Is Caring for Children Important?

LG1 Explain why it is important to study children’s development, and identify five areas in which children’s lives need to be improved.

The Importance of Studying Children’s Development

Improving the Lives of Children

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, Reflect**, which prompts students to review the key topics in the section, to connect these topics to existing knowledge, and to relate what they have learned to their own personal journey through life. **Reach Your Learning Goals**, at the end of each chapter, guides students through the bulleted chapter review, connecting with the chapter outline/learning goals at the beginning of the chapter and the **Review, Connect, Reflect** material at the end of major chapter sections.

reach your learning goals

Introduction

1 Why Is Caring for Children Important?

The Importance of Studying Children's Development

LG1 Explain why it is important to study children's development, and identify five areas in which children's lives need to be improved.

- Studying children's development is important because it will help you to better understand your own childhood and provide you with strategies for being a competent parent or educator.

Connecting with Research on Children's Development

Over the years, I have made every effort to include the most up-to-date research available. I continue this tradition in this edition by looking closely at specific areas of research, involving experts in related fields, and updating research throughout. **Connecting with Research** 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 “How Can the Newborn's Perception Be Studied?” (Chapter 5), to “What Are Some Important Findings in the National Longitudinal Study of Child Care in the United States?” (Chapter 7), to “Caregivers' Emotional Expressiveness, Children's Emotion Regulation, and Behavior Problems in Head Start Children” (Chapter 10), to “Parenting and Children's Achievement: My Child Is My Report Card, Tiger Moms, and Tiger Babies Strike Back.” (Chapter 12) to “Evaluation of a Family Program Designed to Reduce Drinking and Smoking in Young Adolescents” (Chapter 14).

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 xii to xiii, and the chapter-by-chapter highlights of new research content are listed on pages xx to xxiii. Finally, the research discussions have been updated for each developmental period and topic. I expended every effort to make this edition of *Children* as contemporary and up-to-date as possible. To that end, there are more than 1200 citations from 2013, 2014, and 2015 in the text.

Connecting Developmental Processes

Too often we forget or fail to notice the many connections from one point in child development to another. I have substantially increased attention to these connections in the text narrative and included features to help students connect topics across the stages of child development.

connecting with research

Caregivers' Emotional Expressiveness, Children's Emotion Regulation, and Behavior Problems in Head Start Children

A recent study by Dana McCoy and Cybele Raver (2011) explored links between caregivers' reports of their positive and negative emotional expressiveness, observations of young children's emotion regulation, and teachers' reports of the children's internalizing and externalizing behavior problems. The study focused on 97 children, most of whom were African American or Latino and whose mean age was 4 years and 3 months. The other participants in the study were the children's primary caregivers (90 mothers, 5 fathers, and 2 grandmothers).

To assess caregiver expressiveness, caregivers were asked to provide ratings on a scale from 1 (never/rarely) to 9 (very frequently) for 7 items that reflect caregiver expressiveness, such as “telling family members how happy you are” and “expressing anger at someone's carelessness.” Children's emotion regulation was assessed with (a) the emotion regulation part of the PSRA (preschool self-regulation assessment) in which observers rated young children's behavior on 4 delay tasks, 3 executive function tasks, and 3 compliance tasks; (b) an assessment report on children's emotion and emotion regulation; and (c) observations of



What did Dana McCoy and Cybele Raver discover about the importance of caregivers' emotions and children's emotion regulation in children's development?

developmental connection

Gender

Gender stereotyping continues to be extensive. Recent research indicates that girls and older children use a higher percentage of gender stereotypes than younger children and boys. Chapter 13, p. 392

topical connections *looking back*

In the last chapter you learned about the evolutionary perspective, genetic foundations of development, the reproductive challenges and choices parents today may face, and the nature-nurture debate. This chapter explores the remarkable course of prenatal development, including the phenomenal growth of the brain. Potential hazards to the offspring's and the mother's health also are covered.

topical connections *looking forward*

The next chapter takes us to the moment of birth. You will learn about the birth process and the transition from fetus to newborn, see how the newborn's health and responsiveness are assessed, read about low birth weight and preterm babies, find out about special ways to nurture them, and examine what happens during the postpartum period.

Developmental Connections, which appear multiple times in each chapter, point readers to places 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, so students often fail to see the connections among them. Included in *Developmental Connections* is a brief description of the backward or forward connection. For example, the developmental connection to the left appears in the margin next to the discussion of minimizing bias in research (Chapter 1).

Furthermore, a Connect question is included in the self-reviews at the end of each section—**Review, Connect, Reflect**—so students can practice making connections among topics. For example, in Chapter 11, a Connect item is:

- In Chapters 6 and 9, you read about the development of attention in infancy and early childhood. How might ADHD be linked to earlier attention difficulties?

Topical Connections: Looking Back and *Looking Forward* begin and conclude each chapter by placing the chapter's coverage in the larger context of development. The Looking Back section reminds the reader of what happened developmentally in previous periods of development.

Connecting Development to Real Life

In addition to helping students make research and developmental connections, *Children* shows the important real-life connections to the concepts discussed in the text. 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 as well as in *Caring Connections*, *Connecting with Diversity*, the *Milestones* program, *Connecting with Careers*, *How Would You . . . ?* questions that pertain to five career areas, and *Reflect: Your Own Personal Journey of Life*.

Each chapter begins with a story designed to spark students' interest and motivate them to read the chapter. Among the chapter-opening stories are those involving the journey of pregnancy and the birth of "Mr. Littles" (Chapter 3), Reggio Emilia's children and their early childhood education program (Chapter 9), children living in the South Bronx (Chapter 13), and Jewel Cash and her amazing contributions to her community (Chapter 16).

Caring Connections provides applied information about parenting, education, or health and well-being related to topics ranging from "From Waterbirth to Music Therapy" (Chapter 4), to "Parenting Strategies for Helping Overweight Children Lose Weight" (Chapter 11), to "Strategies for Increasing Children's Creative Thinking" (Chapter 12).

Children 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 *Children* is Elizabeth Trejos-Castillo.

caring connections

Parenting Strategies for Helping Overweight Children Lose Weight

Most parents with an overweight child want to help the child to lose weight but aren't sure of the best things to do to accomplish this goal. Keep in mind the research we have discussed that indicates overweight children are likely to become overweight adolescents and adults, so it is important for parents to help their children attain a healthy weight and maintain it. Following are some recommendations for parents about helping their overweight children to lose weight (DiLonardo, 2013; Matthiessen, 2013; Moninger, 2013):

- *Work on a healthy project together and involve the child in the decision-making process.* Get the child involved in an activity that can help him or her lose weight such as purchasing pedometers for all family members and developing goals for how many steps to take each day. By involving the child in making decisions about the family's health, the hope is that the child will begin to take responsibility for his or her own health.
- *Be a healthy model for your child.* In many aspects of life, what people do is more influential than what they say. So if parents are overweight and engaging in unhealthy behaviors such as eating unhealthy fast



What are positive strategies parents can adopt to help overweight children lose weight?

Diversity is discussed in every chapter. *Connecting with Diversity* interludes also appear in every chapter, 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 “What Is the Best Way to Teach English Language Learners?” (Chapter 12), to “Cross-Cultural Comparisons of Secondary Schools” (Chapter 15).

The *Milestones* video program shows students what developmental concepts look like by letting them watch actual humans develop. Students are able to track several individuals starting from infancy and watch them achieve major developmental milestones, both physically and cognitively. (See page xv for further details.)

Connecting with Careers profiles careers ranging from genetic counselor (Chapter 2) to toy designer (Chapter 9) to teacher of English Language Learners (Chapter 12), all of which require a knowledge of children’s development. The careers highlighted extend from the Careers Appendix immediately following Chapter 1, which provides a comprehensive overview of careers to show students where knowledge of children’s development could lead them.

How Would You . . . ? These questions in the margins of each chapter highlight issues involving five main career areas of children’s development: psychology, human development and family studies, education, health professions (such as nursing and pediatrics), and social work. The *How Would You . . . ?* questions ensure that this book orients students to concepts that are important to their understanding of children’s development. I have asked instructors specializing in these fields to contribute *How Would You . . . ?* questions for each chapter. Strategically placed in the margin next to the relevant chapter content, these questions highlight essential ideas for students to take away from chapter content.

Finally, part of applying knowledge of children’s development to the real world is understanding how it affects 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 include 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?

connecting with diversity

What is the Best Way to Teach English Language Learners?

A current controversy related to dual-language learning involves the millions of U.S. children who come from homes in which English is not the primary language (Echevarria, Richards-Tutor, & Vogt, 2015; Lessow-Hurley, 2013). What is the best way to teach these English language learners (ELLs)?

ELLs have been taught in one of two main ways: (1) instruction in English only, or (2) a *dual-language* (used to be called *bilingual*) approach that involves instruction in their home language and English (Haley & Austin, 2014; Horowitz, 2013). In a dual-language approach, instruction is given in both the ELL child’s home language and English for varying amounts of time at certain grade levels. One of the arguments for the dual-language approach is the research discussed earlier demonstrating that bilingual children have more advanced information-processing




A first- and second-grade bilingual English-Cantonese teacher instructing students in Chinese in Oakland, California. *What have researchers found about the effectiveness of dual-language education?*


connecting with careers

Salvador Tamayo, Teacher of English Language Learners

Salvador Tamayo is an ELL fifth-grade teacher at Turner Elementary School in West Chicago. He recently was given a National Educator Award by the Milken Family Foundation for his work in educating ELLs. Tamayo is especially adept at integrating technology into his ELL classes. He and his students have created several award-winning Web sites about the West Chicago City Museum, the local Latino community, and the history of West Chicago. His students also developed an “I Want to Be an American Citizen” Web site to assist family and community members in preparing for the U.S. Citizenship Test. Tamayo also teaches an ELL class at Wheaton College.



Salvador Tamayo works with dual-language education students.



How Would You...?

If you were an **educator**, how would you work with **low-socioeconomic-status families** to increase **parental involvement** in their children’s educational activities?

Content Revisions

A significant reason why *Children* has been successfully used by instructors for thirteen editions now is the painstaking effort and review that goes into making sure the text provides the latest research on all topic areas discussed in the classroom. This new edition is no exception, with more than 1,200 citations from 2013, 2014, and 2015.

New research highlights include very recent studies on outcomes of adoption; links between infant attachment (including attachment to both parents) and developmental outcomes; whether delay of gratification in early childhood can predict physical and mental health in adulthood; and more precise discoveries about the adolescent's changing brain. **New techniques** are described, such as the increased use of eye-tracking equipment in a number of areas of children's development and the use of neurofeedback and mindfulness training to reduce ADHD symptoms; and **ongoing debates** are covered, such as whether young children are socially sensitive or egocentric, whether supportive or tiger parenting is better for Chinese American children, whether single-sex schools have positive outcomes or not, and if adolescence is taking too long.

Below is a sample of the many chapter-by-chapter changes that were made in this new edition of *Children*. A more extensive, detailed list of chapter-by-chapter changes can be obtained by contacting your McGraw-Hill sales representative.

Chapter 1: Introduction

- Expanded and updated coverage of ethnic minority children and children living in poverty
- New content on the recently created large-scale two-generation intervention, *Ascend*, by the Aspen Institute that is designed to help children escape from poverty
- Discussion of Ann Masten's recent research on resilience, including the lives of homeless children
- New description of Robert Siegler's microgenetic method for studying cognitive changes
- Expanded content on physiological assessment of development, including measurement of cortisol levels, EEG, heart rate, and eye movement

Chapter 2: Biological Beginnings

- Editing and updating of chapter by leading experts David Moore and Kirby Deater-Deckard
- New content on use of different techniques—linkage analysis, genome-wide association, next-generation sequencing, and the Thousand Genomes Project—that are being used to study genetic influences on development
- Expanded coverage of how the process from genotype to phenotype occurs
- Updated discussion of gene-gene interaction
- Coverage of recent changes in adoption, a research review on developmental outcomes of adoption, and open and closed adoption
- New description of the difficulty twins have in developing a unique identity
- Updated research on G × E interaction

Chapter 3: Prenatal Development

- Extensive updating of research on the effects of factors such as maternal stress, depression, overweight, and diabetes on prenatal development
- Inclusion of recent research on the role of maternal exercise in prenatal development

- Updated research and content on the effects of caffeine, alcohol, nicotine (including environmental smoke), marijuana use, and methylamphetamine exposure during pregnancy on developmental outcomes
- Coverage of recent research on the negative fetal outcomes when the father is 40 years of age and older and description of ways the father can contribute to positive outcomes during pregnancy

Chapter 4: Birth

- New content on what midwives do and how doulas can assist mothers
- Updated information about the percent of babies born preterm and born low birth weight in the United States
- Coverage of recent research on the positive outcomes of kangaroo care
- Discussion of recent research on the effectiveness of massage therapy with preterm infants
- Greatly expanded and updated research on postpartum depression

Chapter 5: Physical Development in Infancy

- Inclusion of changes in the coverage of the development of the brain in infancy based on input from leading expert Martha Ann Bell
- New research on infant sleep, including a new section on sleep and cognitive development and recent research on SIDS
- New Figure 5.3 with an image of measuring the infant's brain activity with magnetoencephalography in Patricia Kuhl's laboratory
- Expanded descriptions of research being conducted on the infant's brain development
- Updated research on breast feeding
- A number of changes made based on feedback from leading experts Karen Adolph and Scott Johnson
- New coverage of recent research by Karen Adolph and Rachel Keen on locomotor development and tool use
- Greatly expanded content and research on the use of dramatically improved eye-tracking equipment to study various aspects of development, including infant perception and autism

- New discussion of longitudinal research by Daphne Maurer and her colleagues that illustrates how deprivation and experience influence visual development

Chapter 6: Cognitive Development in Infancy

- Expanded conclusions about themes in the contemporary field of infant cognitive development to include cognitive developmental neuroscience
- Inclusion of a number of recent studies on attention that include content on individual differences linked to executive function and on joint attention and self-regulation
- New content on infants' statistical learning in language development
- Coverage of recent research on child-directed speech
- Discussion of recent research on poverty and language development

Chapter 7: Socioemotional Development in Infancy

- Expanded description of a number of research studies on caregivers' influence on emotional development, including maternal effortful control, maternal stress, fathers' internalizing problems, parents' elicitation of talk about emotion, depressed mothers, and infant soothability
- Updated research on a number of aspects of temperament, including emotionally reactive infants, effortful control, adaptability and soothability of infants, and negative emotionality
- Coverage of recent research connecting infant attachment to peer relations at age 3, secure attachment to both the mother and the father and developmental outcomes in the elementary school years, and changes in attachment security/insecurity from infancy to adulthood being linked to stressors and supports in socioemotional contexts
- New description of the increasingly popular developmental cascade model that focuses on developmental pathways and outcomes
- New research on oxytocin levels in mothers and testosterone levels in fathers and links to their parenting behavior
- New section on "Managing and Guiding Infants' Behavior"
- Inclusion of recent research on fathers' behavior and infant development
- New research on the quality of child care in the United States and Norway

Chapter 8: Physical Development in Early Childhood

- New section on "Perceptual Development"
- New coverage of leading expert Mona El-Sheikh's recommendations for improving the young child's sleep environment
- Inclusion of new research on young children's sleep, including the link of sleep duration to peer relations and language development

- Description of recent data on the substantial drop in obesity for young children in the United States and the reasons for the drop
- Discussion of recent research on the effects of screen time on young children's development
- New research on the positive role that exercise can play in young children's health
- Updated research on environmental tobacco smoke in the home and its negative developmental outcomes for children

Chapter 9: Cognitive Development in Early Childhood

- Inclusion of information based on feedback from leading experts Patricia Miller and Philip Zelazo
- New coverage of factors that influence the zone of proximal development and discussion of the importance of scaffolding techniques
- Updated research on attention, including a description of how important vigilance is in young children's attentional development and the link of focused attention at age 5 to academic achievement at age 9
- New section on "Autobiographical Memory"
- New coverage of Walter Mischel and his colleagues' classic research on delay of gratification and recent longitudinal outcomes in adulthood of individual differences in delay of gratification at 4 years of age
- New content on a variety of factors that predict young children's executive function
- Updated research on theory of mind, including its relation to language development, as well as number of cognitive factors other than theory of mind that might be involved in autism
- New content on six principles for optimal word learning identified by Kathy Hirsh-Pasek, Roberta Golinkoff, and Justin Harris
- New research on early childhood education, including studies on the Montessori approach and on Project Head Start and Early Head Start

Chapter 10: Socioemotional Development in Early Childhood

- New coverage of the debate between Ross Thompson and Susan Harter about whether young children are socially sensitive or egocentric
- Inclusion of recent research on various aspects of young children's emotion, including links to theory of mind, whether mothers or fathers are more sensitive to children's negative emotions, the relation of understanding others' emotions to emotion regulation, and the relation of emotion coaching to reductions in oppositional behavior
- New description of recent research by Cybele Raver and her colleagues on links between caregivers' emotional expression, self-regulation, and reduced behavior problems in children living in poverty conditions

- New discussion of research by Grazyna Kochanska and her colleagues on young children’s development of conscience
- Inclusion of recent research indicating that parents were more satisfied with their lives than were nonparents
- Expanded and updated coverage of recent research on punishment, including recent commentary about punishment by leading expert Elizabeth Gershoff
- More extensive coverage of various family-related factors that are associated with child maltreatment
- Recent research on child maltreatment, including negative adult outcomes in a number of domains
- Inclusion of recent research on parenting in gay and lesbian couples
- Expanded and updated content on stressors that immigrant families face and the nature of transnational families
- Recent research studies on the effects of poverty on children’s cognitive functioning, especially executive function
- New description of how play can provide an important context for the development of language and communication skills, and new content on concerns about the decline in the amount of play in children’s lives
- New research on the effects of media/screen time on young children’s development

Chapter 11: Physical Development in Middle and Late Childhood

- Discussion of recent research on exercise, including links with various aspects of physical well-being
- Coverage of recent research on the increase in obesity in Chinese children, and positive effects of aerobic training for obese children, including improved brain and cognitive functioning
- Updated research on some positive aspects of children’s participation in sports
- New content on parenting strategies for helping overweight and obese children lose weight
- Much expanded coverage of ADHD, including research on the misdiagnosis of ADHD, developmental outcomes of ADHD, executive function deficits in children with ADHD, the increasing concern that children with ADHD who take stimulant drugs are at risk for later substance abuse, and the effectiveness of neurofeedback training, mindfulness training, and exercise in reducing ADHD symptoms
- Updated and expanded discussion of autism spectrum disorders, including the role of different brain regions involved in autism

Chapter 12: Cognitive Development in Middle and Late Childhood

- New section on how autobiographical memories change in middle and late childhood and on cultural influences on autobiographical memories

- Expanded coverage of mindfulness and recent research on using mindfulness training, as well as other aspects of contemplative science such as yoga, to improve children’s cognitive and social skills
- New section, “Executive Function,” that covers the key changes in executive function from 4 to 11 years of age
- Updated content on the percentage of children who are categorized as gifted and on the underrepresentation of many ethnic minority groups in gifted programs
- New section on “Writing”
- Updated and revised discussion of English Language Learners (ELLs), including recent research on the dual language approach
- New section, “Sustained Attention, Effort, and Task Persistence”
- Updated and expanded research coverage of research on growth mindset by Carol Dweck and her colleagues
- New Connecting with Research box: “Parenting and Children’s Achievement: My Child Is My Report Card, Tiger Moms, and Tiger Babies Strike Back”
- Inclusion of recent research by Eva Pomerantz on the important of nurturance and support in children’s learning

Chapter 13: Socioemotional Development in Middle and Late Childhood

- Expanded and updated description of the consequences of low self-esteem
- New main section on attachment in middle and late childhood
- New discussion of research by Kathryn Kerns and her colleagues on secure attachment in elementary school children
- New content on gender in school contexts, including the debate on the developmental outcomes for children who attend same-sex schools
- Updated data on gender differences in reading and writing in the United States and around the world
- Inclusion of recent research on bullying and victimization, including links to depression, suicide, antisocial behavior, and physical and mental health
- Updated and expanded discussion of cyberbullying
- New coverage of the recently developed Common Core Standards Initiative and the controversy this has generated
- New recommendations for revising the focus of interventions in the lives of children living in poverty

Chapter 14: Physical Development in Adolescence

- New coverage of Joseph and Claudia Allen’s book, *Escaping the Endless Adolescence*, and their perspective that adolescence is taking too long, including their recommendations on how parents can guide adolescents’ development more competently
- Inclusion of some content changes based on feedback from leading experts Elizabeth Susman and Bonnie Halpern-Felsher

- Updated, revised, and expanded discussion of the adolescent's brain, including its developmental trajectory occurring in a bottom-up, top-down sequence, the role of the limbic system in emotion processing and experience of rewards, increased focal activity in a brain region as well as increased connectedness across regions, and commentary that research on developmental changes in the adolescent's brain is correlational in nature
- Updated data on the sexual activity patterns of U.S. adolescents and risk factors for developing sexual problems, including factors linked to early sexual intercourse, the role of impulsiveness, the influence of parent-adolescent conflict, and the effects of a greater age difference in sexual partners
- Updated data on adolescent pregnancy rates
- New description of the U.S. government's Teen Pregnancy Prevention (TPP) program that is under the direction of the recently created Office of Adolescent Health
- Updated data on exercise rates of adolescents and links of exercise to achievement, connectivity of brain regions, and a lower incidence of depression
- New discussion of the role of peers and friends in adolescents' exercise behavior
- Updated research and content on sleep in adolescence, including links to difficulties in understanding what is taught in class and class assignments, as well as emotional and peer-related problems
- Updated coverage of the Monitoring the Future's assessment of substance use and abuse
- New research on anorexia nervosa and bulimia, including connections to obsessive thinking about weight and compulsive exercise, perfectionistic tendencies, and brain changes

Chapter 15: Cognitive Development in Adolescence

- New discussion of whether Facebook might be an amplification tool for adolescent egocentrism, including recent research on the topic
- Inclusion of some changes based on feedback from leading expert Valerie Reyna
- New section on cognitive control as a key aspect of executive function in adolescence and new Figure 15.2 that gives students an opportunity to assess their cognitive control
- Expanded and updated content on the dual process model of decision making
- New coverage of recent research on cohort effects that shows a decline in moral reasoning by college students

- Expanded description of why adolescents are more likely than children are to engage in prosocial behavior
- Inclusion of recent research on forgiveness and gratitude in adolescence
- Updated and expanded research on the role of religion and spirituality in adolescent development, including positive developmental outcomes in a number of areas
- New Connecting with Careers profile on Katherine McMillan Culp, a research scientist at an education research center
- New coverage of Robert Crosnoe's book, *Fitting In, Standing Out*, that focuses on the conformity demands of complex peer cultures and how they undermine academic achievement

Chapter 16: Socioemotional Development in Adolescence

- New section, "Identity and Peer/Romantic Relationships," including research on the roles of close friends and romantic relationships in identity development
- Extensive updating and expansion of cultural and ethnic identity, including cross-cultural comparisons, immigrant ethnic adolescents' identity, and the developmental outcomes of having a positive ethnic identity
- Coverage of recent research on parental monitoring and adolescents' information management, especially self-disclosure to parents
- New research on autonomy expectations among Mexican-origin adolescent girls and their mothers
- New coverage of content and research on whether online connecting and dating in adolescence and emerging adulthood are good ideas
- Extensive updating of content and recent research on immigrant adolescents, including the immigrant risk model and the immigrant paradox model, and the stressful aspects of children and adolescents living in undocumented families
- Expanded and updated research on media multitasking and text messaging
- Inclusion of recent research on delinquency, including the roles of parenting styles, attachment, and academic achievement
- New research on various aspects of suicidal behavior, such as the influences of family conflict, peer victimization, and playing sports
- New research on outcomes for the Fast Track delinquency intervention study

Online Instructor Resources

The resources listed here accompany *Children, 13th edition*. Please contact your McGraw-Hill representative for details concerning the availability of these and other valuable materials that can help you design and enhance your course.

Instructor's Manual Each chapter of the *Instructor's Manual* is introduced by a Total Teaching Package Outline. 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 chapter outlines, suggested lecture topics, classroom activities and demonstrations, suggested student research projects, essay questions, critical thinking questions, and implications for guidance.

Test Bank and Computerized Test Bank This comprehensive Test Bank includes more than 1,500 multiple-choice and approximately 75 essay questions. Organized by chapter, the questions are designed to test factual, applied, and conceptual understanding. All test questions are compatible with EZ Test, McGraw-Hill's Computerized Test Bank program.

PowerPoint Slides 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.

Acknowledgments

I very much appreciate the support and guidance provided to me by many people at McGraw-Hill. Krista Bettino, Executive Director, Products and Markets, has provided excellent guidance, vision, and direction for this book. Vicki Malinee provided considerable expertise in coordinating many aspects of the editorial process for this text. Janet Tilden again did an outstanding job as the book's copy editor. Sheila Frank did a terrific job in coordinating the book's production. Dawn Groundwater, Lead Product Developer, did excellent work on various aspects of the book's development, technology, and learning systems. Thanks also to Ann Helgerson and A.J. Laferrera for their extensive and outstanding work in marketing *Children*. And Jennifer Blankenship provided me with excellent choices of new photographs for this edition of the book.

I also want to thank my wife, Mary Jo, for her unwavering support of my writing and books over a number of decades. And special thanks to our children, Tracy and Jennifer, and more recently our granddaughter, Jordan, and grandsons, Alex and Luke, for providing many special moments that have helped to shape my thinking about how children and adolescents develop.

EXPERT CONSULTANTS

As I develop a new edition of this text, I consult with leading experts in their respective areas of child and adolescent development. Their invaluable feedback ensures that the latest research, understandings, and perspectives are presented throughout the text. Their willingness to devote their time and expertise to this endeavor is greatly appreciated. Coverage of the Expert Consultants who contributed to this edition, along with their biographies and commentary can be found on pages xii–xiii.

REVIEWERS

I owe a special debt of gratitude to the reviewers who have provided detailed feedback on *Children* over the years.

John A. Addleman, *Messiah College*; **Linda Anderson**, *Northwestern Michigan College*; **Christine Anthis**, *Southern Connecticut State University*; **Harry H. Avis**, *Sierra College*; **Diana Baumrind**, *University of California–Berkeley*; **Lori A. Beasley**, *University of Central Oklahoma*; **Patricia J. Bence**, *Tompkins Cortland Community College*; **Michael Bergmire**, *Jefferson College*; **Belinda Blevins-Knabe**, *University of Arkansas–Little Rock*; **Albert Bramante**, *Union County College*; **Ruth Brinkman**, *St. Louis Community College, Florissant Valley*; **Eileen Donahue Brittain**, *City College of Harry S Truman*; **Urie Bronfenbrenner**, *Cornell University*; **Phyllis Bronstein**, *University of Vermont*; **Dan W. Brunworth**, *Kishwaukee College*; **Carole Burke-Braxton**, *Austin Community College*; **Jo Ann Burnside**, *Richard J. Daley College*; **Victoria Candelora**, *Brevard Community College*; **Alison S. Carson**, *Hofstra University*; **Rosalind Charlesworth**, *Weber State University*; **Nancy Coghill**, *University of Southwest Louisiana*; **Malinda Jo Colwell**, *Texas Tech University*; **Jennifer Cousins**, *University of Houston*; **Dixie R. Crase**, *Memphis State University*; **Kathleen Crowley-Long**, *The College of Saint Rose*; **Florence Denmark**, *Pace University*; **Sheridan DeWolf**, *Grossmont Community College*; **Swen H. Digranes**, *Northeastern State University*; **Ruth Doyle**, *Casper College*; **Laura Duvall**, *Heartland Community College*; **Celina V. Echols**, *Southeastern Louisiana State University*; **Beverly Edmondson**, *Buena Vista University*; **Timothy P. Eicher**, *Dixie Community College*; **Sarah Erikson**, *University of New Mexico*; **Jennifer Fager**, *Western Michigan University*; **Karen Falcone**, *San Joaquin Delta College*; **JoAnn Farver**, *Oklahoma State University*; **Greta Fein**, *University of Maryland*; **Tiffany Field**, *University of Miami (FL)*; **Johanna Filp**, *Sonoma State University*; **Kate Fogarty**, *University of Florida–Gainesville*; **Cheryl Fortner-Wood**, *Winthrop College*; **Dale Fryxell**, *Chaminade University*; **Janet Fuller**, *Mansfield University*; **Thomas Gerry**, *Columbia Greene Community College*; **Sam Givhan**, *Minnesota State University*; **Art Gonchar**, *University of La Verne*; **Sandra Graham**, *University of California–Los Angeles*; **Susan Hale**, *Holyoke Community College*; **Barbara Springer Hammons**, *Palomar College*; **Cory Anne Hansen**, *Arizona State*

University; **Barbara H. Harkness**, *San Bernardino Valley College*; **Algea Harrison**, *Oakland University*; **Susan Heidrich**, *University of Wisconsin*; **Ashleigh Hillier**, *Ohio University*; **Alice S. Hoenig**, *Syracuse University*; **Sally Hoppstetter**, *Palo Alto College*; **Robert J. Ivy**, *George Mason University*; **Diane Carlson Jones**, *Texas A&M University*; **Ellen Junn**, *Indiana University*; **Marcia Karwas**, *California State University–Monterey*; **Melvyn B. King**, *State College of New York at Cortland*; **Kathleen Kleissler**, *Kutztown University*; **Dene G. Klinzing**, *University of Delaware*; **Claire B. Kopp**, *University of California–Los Angeles*; **Cally Beth Kostakis**, *Rockland Community College*; **Tara L. Kuther**, *Western Connecticut State University*; **Linda Lavine**, *State University of New York–Cortland*; **Sara Lawrence**, *California State University–Northridge*; **Hsin-Hui Lin**, *University of Houston–Victoria*; **Gloria Lopez**, *Sacramento City College*; **James E. Marcia**, *Simon Fraser University*; **Deborah N. Margolis**, *Boston College*; **Julie Ann McIntyre**, *Russell Sage College*; **Mary Ann McLaughlin**, *Clarion University*; **Chloe Merrill**, *Weber State College*; **Karla Miley**, *Black Hawk College*; **Jody Miller**, *Los Angeles Pierce College*; **Carrie L. Mori**, *Boise State University*; **Joyce Munsch**, *California State University–Northridge*; **Barbara J. Myers**, *Virginia Commonwealth University*; **Jeffrey Nagelbush**, *Ferris State University*; **Sonia Nieves**, *Broward Community College*; **Caroline Olko**, *Nassau Community College*; **Sandy Osborne**, *Montana State University*; **William H. Overman**, *University of North Carolina–Wilmington*; **Michelle Paludi**, *Michelle Paludi & Affiliates*; **Susan Peet**, *Bowling Green State University*; **Pete Peterson**, *Johnson County Community College*; **Joe Price**, *San Diego State University*; **Charles L. Reid**, *Essex County College*; **Barbara Reynolds**, *College of the Sequoias*; **Cynthia Rickert**, *Dominican College*; **Richard Riggle**, *Coe College*; **Lynne Rompelman**, *Concordia University–Wisconsin*; **James A. Rysberg**, *California State University–Chico*; **Marcia Rysztak**, *Lansing Community College*; **David Sadker**, *The American University, Washington, DC*; **Peter C. Scales**, *Search Institute*; **Pamela Schuetze-Pizarro**, *Buffalo State College*; **Pamela A. Schulze**, *University of Akron*; **Diane Scott-Jones**, *University of Illinois*; **Clyde Shepherd**, *Keene State College*; **Carol S. Soule**, *Appalachian State University*; **Dorothy D. Sweeney**, *Bristol Community College*; **Anita Thomas**, *Northeastern Illinois University*; **Ross A. Thompson**, *University of Nebraska–Lincoln*; **Kourtney Vaillancourt**, *New Mexico State University*; **Naomi Wagner**, *San Jose State University*; **Richard L. Wagner**, *Mount Senario College*; **Patricia J. Wall**, *Northern Arizona University*; **Dorothy A. Wedge**, *Fairmont State College*; **Carla Graham Wells**, *Odessa College*; **Teion Wells**, *Florida State University*; **Becky G. West**, *Coahoma Community College*; **Alida Westman**, *Eastern Michigan University*; **Allan Wigfield**, *University of Maryland, College Park*; **Marilyn E. Willis**, *Indiana University of Pennsylvania*; **Mary E. Wilson**, *Northern Essex Community College*; **Susan D. Witt**, *University of Akron*; **Bonnie Wright**, *Gardner Webb University*; **Sarah Young**, *Longwood College*; **William H. Zachry**, *University of Tennessee–Martin*



If I had my child to raise over again

*If I had my child to raise over again,
I'd finger paint more, and point the finger less.
I'd do less correcting, and more connecting.
I'd take my eyes off my watch, and watch with my eyes.
I would care to know less, and know to care more.
I'd take more hikes and fly more kites.
I'd stop playing serious, and seriously play.
I would run through more fields, and gaze at more stars.
I'd do more hugging, and less tugging.
I would be firm less often, and affirm much more.
I'd build self-esteem first, and the house later.
I'd teach less about the love of power,
And more about the power of love.*

—DIANE LOOMANS



section one

In every child who is born, under no matter what circumstances, and of no matter what parents, the potentiality of the human race is born again.

—JAMES AGEE
American Writer, 20th Century

The Nature of Children's Development

Examining the shape of childhood allows us to understand it better. Every childhood is distinct, the first chapter of a new biography in the world. This book is about children's development, its universal features, its individual variations, its nature at the beginning of the twenty-first century. *Children* is about the rhythm and meaning of children's lives, about turning mystery into understanding, and about weaving together a portrait of who each of us was, is, and will be. In Section 1 you will read "Introduction" (Chapter 1).

INTRODUCTION

chapter outline

1 Why Is Caring for Children Important?

Learning Goal 1 Explain why it is important to study children's development, and identify five areas in which children's lives need to be improved.

The Importance of Studying Children's Development
Improving the Lives of Children

2 What Characterizes Development?

Learning Goal 2 Discuss processes, periods, cohort effects, and issues in development.

Biological, Cognitive, and Socioemotional Processes
Periods of Development
Age and Cohort Effects
Issues in Development

3 How Is Child Development a Science?

Learning Goal 3 Summarize why research is important in child development, the main theories of child development, and research methods, designs, and challenges.

The Importance of Research
Theories of Child Development
Research Methods for Collecting Data
Research Designs
Research Challenges



Ted Kaczynski, the convicted Unabomber, traced his difficulties to growing up as a genius in a kid's body and not fitting in when he was a child.



Ted Kaczynski, about age 14.



What might be some reasons Alice Walker was able to overcome trauma in her childhood and develop in impressive ways?



Alice Walker, about age 8.

Ted Kaczynski sprinted through high school, not bothering with his junior year and making only passing efforts at social contact. Off to Harvard at age 16, Kaczynski was a loner during his college years. One of his roommates at Harvard said that he avoided people by quickly shuffling by them and slamming the door behind him. After obtaining his Ph.D. in mathematics at the University of Michigan, Kaczynski became a professor at the University of California at Berkeley. His colleagues there remember him as hiding from social circumstances—no friends, no allies, no networking.

After several years at Berkeley, Kaczynski resigned and moved to a rural area of Montana where he lived as a hermit in a crude shack for 25 years. Town residents described him as a bearded eccentric. Kaczynski traced his own difficulties to growing up as a genius in a kid's body and sticking out like a sore thumb in his surroundings as a child. In 1996, he was arrested and charged as the notorious Unabomber, America's most wanted killer. Over the course of 17 years, Kaczynski had sent 16 mail bombs that left 23 people wounded or maimed and 3 people dead. In 1998, he pleaded guilty to the offenses and was sentenced to life in prison.

A decade before Kaczynski mailed his first bomb, Alice Walker spent her days battling racism in Mississippi. She had recently won her first writing fellowship, but rather than use the money to follow her dream of moving to Senegal, Africa, she put herself into the heart and heat of the civil rights movement. Walker had grown up knowing the brutal effects of poverty and racism. Born in 1944, she was the eighth child of Georgia sharecroppers who earned \$300 a year. When Walker was 8, her brother accidentally shot her in the left eye with a BB gun. Because her parents had no car, it took them a week to get her to a hospital. By the time she received medical care, she was blind in that eye, and it had developed a disfiguring layer of scar tissue. Despite the counts against her, Walker overcame pain and anger and went on to win a Pulitzer Prize for her book *The Color Purple*. She became not only a novelist but also an essayist, a poet, a short-story writer, and a social activist.

What leads one individual, so full of promise, to commit brutal acts of violence and another to turn poverty and trauma into a rich literary harvest? If you have ever wondered why people turn out the way they do, you have asked yourself the central question we will explore in this book.

preview

Why study children? Perhaps you are, or will be, a parent or teacher, and responsibility for children is, or will be, a part of your everyday life. The more you learn about children, the better you can guide them. Perhaps you hope to gain an understanding of your own history—as an infant, as a child, and as an adolescent. Perhaps you accidentally came across the course description and found it intriguing. Whatever your reasons, you will discover that the study of child development is provocative, intriguing, and informative. In this first chapter, we explore why caring for children is so important, describe historical changes in the study of children's development, examine the nature of development, and outline how science helps us to understand it.

1 Why Is Caring for Children Important?

LG1

Explain why it is important to study children's development, and identify five areas in which children's lives need to be improved.

The Importance of Studying Children's Development

Improving the Lives of Children

Caring for children is an important theme of this text. To think about why caring for children is such an important theme, we will explore why it is beneficial to study children's development and identify some areas in which children's lives need to be improved.

Just what do we mean when we speak of an individual's development? **Development** is the pattern of change that begins at conception and continues throughout the life span. Most development involves growth, although it also includes decline.

THE IMPORTANCE OF STUDYING CHILDREN'S DEVELOPMENT

How might you benefit from examining children's development? Perhaps you are, or will be, a parent or teacher and you want to learn about children so that you can become a better parent or educator. Perhaps you hope to gain some insight about how your childhood experiences have shaped the person you are today. Or perhaps you think that the study of children's development might raise some provocative issues. Whatever your reasons for reading this book, you will discover that the study of children's development is fascinating and filled with information about who we are and how we came to be this way.

As we indicated earlier, most human development involves growth, but it also includes decline. For example, think about how your ability to speak and write your native language has grown since you were a young child. But your ability to achieve a high level of competence in learning to speak a new language has probably declined (Thomas & Johnson, 2008). In this book, we examine children's development from the point of conception through adolescence. You will see yourself as an infant, as a child, and as an adolescent—and be stimulated to think about how those years influenced you.

IMPROVING THE LIVES OF CHILDREN

If you were to pick up a newspaper or magazine in any U.S. town or city, you might see headlines like these: "Political Leanings May Be Written in the Genes," "Mother Accused of Tossing Children into Bay," "Gender Gap Widens," and "FDA Warns About ADHD Drug." Researchers are examining these and many other topics of contemporary concern. The roles that health and well-being, parenting, education, and sociocultural contexts play in children's development, as well as how social policy is related to these issues, are a special focus of this textbook.

Health and Well-Being Does a pregnant woman endanger her fetus if she has a few beers a week? How does a poor diet affect a child's ability to learn? Are children getting less exercise today than in the past? What roles do parents and peers play in whether adolescents

We reach backward
to our parents and forward
to our children and through
their children to a future we
will never see, but about
which we need to care.

—CARL JUNG

Swiss Psychoanalytic Theorist, 20th Century

Ah! What would the world be
to us

If the children were no more?

We should dread the desert
behind us

Worse than the dark before.

—HENRY WADSWORTH LONGFELLOW

American Poet, 19th Century

development The pattern of movement or change that begins at conception and continues through the human life span.

connecting with careers

Luis Vargas, Clinical Child Psychologist

Luis Vargas is the director of the Clinical Child Psychology Internship Program and a professor in child and adolescent psychiatry at the University of New Mexico School of Medicine. Vargas obtained an undergraduate degree in psychology from Trinity University in Texas and a Ph.D. in clinical psychology at the University of Nebraska–Lincoln.

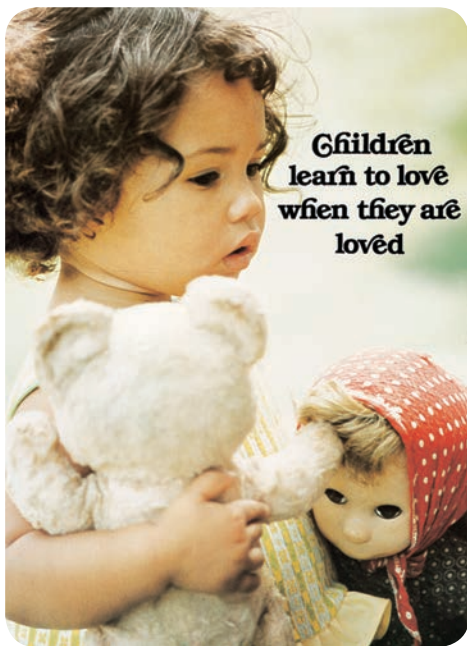
Vargas' work includes assessing and treating children, adolescents, and their families, especially when a child or adolescent has a serious mental disorder. He also trains mental health professionals to provide culturally responsive and developmentally appropriate mental health services. In addition, he is interested in cultural and assessment issues involving children, adolescents, and their families. He co-authored (with Joan Koss-Chioino, a medical anthropologist) *Working with Latino Youth: Culture, Context, and Development* (Koss-Chioino & Vargas, 1999).

Vargas' clinical work is heavily influenced by contextual and ecological theories of development (which we discuss later in this chapter). His first undergraduate course in human development, and subsequent courses in development, contributed to his decision to pursue a career in clinical child psychology.



Luis Vargas conducting a child therapy session.

For more information about the work of clinical child psychologists, see the *Careers in Child Development* appendix that follows Chapter 1 (pp. 41–45).



abuse drugs? Throughout this text we discuss many questions like these regarding health and well-being. Investigating these questions, and exploring possible answers, is an important goal for just about everyone.

Health professionals today recognize the influence of lifestyles and psychological states on health and well-being (Donatelle, 2015; Insel & Roth, 2014). In every chapter of this book, issues of health and well-being are integrated into our discussion.

Clinical psychologists are among the health professionals who help people improve their well-being. In this chapter's *Connecting with Careers* profile, you can read about clinical psychologist Luis Vargas, who helps adolescents with problems. A *Careers Appendix* that follows Chapter 1 describes the education and training required to become a clinical psychologist and to pursue other careers in child development.

Parenting Can two gay men raise a healthy family? Are children harmed if both parents work outside the home? Do adopted children fare as well as children raised by their biological parents? How damaging is divorce to children's development? We hear many questions like these related to pressures on the contemporary family (Cicchetti & Toth, 2015; Clarke-Stewart & Parke, 2014). We examine these questions and others that provide a context for understanding factors that influence parents' lives and how effectively they rear their children. How parents, as well as other adults, can make a positive difference in children's lives is a major theme of this book.

You might become a parent someday or might already be one. You should take seriously the importance of rearing your children, because they are the future of our society. Good parenting takes considerable time. If you plan to become a parent, commit yourself day after day, week after week, month after month, and year after year to providing your children with a warm, supportive, safe, and stimulating environment that will make them feel secure and allow them to reach their full potential as human beings. The poster shown on this page, which states "Children learn to love when they are loved," reflects this theme.

Understanding the nature of children's development can help you become a better parent (Grusec & others, 2013). Many parents learn parenting practices from their parents. Unfortunately, when parenting practices and child-care strategies are passed from one generation to the next, both desirable and undesirable ones are usually perpetuated. This book and your

developmental connection

Parenting

Which parenting style is most often linked with positive child outcomes?
Chapter 10, p. 290

instructor's lectures in this course can help you become more knowledgeable about children's development and decide which practices in your own upbringing you should continue with your children and which you should abandon.

Education There is widespread agreement that something needs to be done to improve the education of our nation's children (Bredenkamp, 2014; Lynch, 2015; Powell, 2015). A number of questions are involved in improving schools. For example, are they failing to teach children how to read and write and calculate adequately? Should there be more accountability in schools, with effectiveness of student learning and teaching assessed by formal tests? Should teachers have higher expectations for children? Should schooling involve less memorization and more attention to the development of children's ability to process information efficiently? In this text, we examine such questions about the state of education in the United States and consider recent research on solutions to educational problems.

Sociocultural Contexts and Diversity Health and well-being, parenting, and education—like development itself—are all shaped by their sociocultural context (Gauvain, 2013). The term **context** refers to the settings in which development occurs. These settings are influenced by historical, economic, social, and cultural factors (Spring, 2013, 2014). Four contexts to which we pay special attention in this text are culture, ethnicity, socioeconomic status, and gender.

Culture encompasses the behavior patterns, beliefs, and all other products of a specific group of people that are passed on from generation to generation. Culture results from the interaction of people over many years (Kitayama, 2013). A cultural group can be as large as the United States or as small as an isolated Appalachian town. Whatever its size, the group's culture influences the behavior of its members (Matsumoto & Juang, 2012). **Cross-cultural studies** compare aspects of two or more cultures. The comparison provides information about the degree to which development is similar, or universal, across cultures, or is instead culture-specific (Mistry, Contreras, & Dutta, 2013; Zhang & Sternberg, 2013).

Ethnicity (the word *ethnic* comes from the Greek word for "nation") is rooted in cultural heritage, nationality, race, religion, and language. African Americans, Latinos, Asian Americans, Native Americans, Polish Americans, and Italian Americans are a few examples of ethnic groups. Diversity exists within each ethnic group (Banks, 2014; Cushner, McClelland, & Safford, 2015). Contrary to stereotypes, not all African Americans live in low-income circumstances; not all Latinos are Catholics; not all Asian Americans are high school math



What are some questions that need to be answered when thinking about improving U.S. schools?



How Would You...?

If you were a **psychologist**, how would you explain the importance of examining sociocultural factors in

developmental research?



(a)

(a) These two Korean-born children on the day they became U.S. citizens represent the dramatic increase in the percentage of ethnic minority children in the United States; (b) Inderjeet Poolust, 5, from India celebrates being one of 27 schoolchildren who recently became U.S. citizens at an induction ceremony in Queens, New York.



(b)

context The settings, influenced by historical, economic, social, and cultural factors, in which development occurs.

culture The behavior patterns, beliefs, and all other products of a group that are passed on from generation to generation.

cross-cultural studies Comparisons of one culture with one or more other cultures. These comparisons provide information about the degree to which children's development is similar, or universal, across cultures, and the degree to which it is culture-specific.

ethnicity A characteristic based on cultural heritage, nationality, race, religion, and language.

developmental connection

Socioeconomic Status

Growing up in poverty is linked to negative outcomes for children’s language skills. Chapter 6, p. 183

whizzes. A special concern is the discrimination and prejudice experienced by ethnic minority children (Benner & Graham, 2013; Koppelman, 2014; Renzetti & Kennedy-Bergen, 2015).

Socioeconomic status (SES) refers to a person’s position within society based on occupational, educational, and economic characteristics. Socioeconomic status implies certain inequalities. Generally, members of a society have (1) occupations that vary in prestige, with some individuals having more access than others to higher-status occupations; (2) different levels of educational attainment, with some individuals having more access than others to better education; (3) different economic resources; and (4) different levels of power to influence a community’s institutions. These differences in people’s ability to control resources and to participate in society’s rewards produce unequal opportunities (Crosnoe & Leventhal, 2014; McLoyd, Mistry, & Hardaway, 2014; Weisner & Duncan, 2014).

Gender Gender is another key dimension of children’s development. **Gender** refers to the characteristics of people as males and females. Few aspects of our development are more central to our identity and social relationships than gender (Hyde, 2014). How you view yourself, your relationships with other people, your life, and your goals are shaped to a great extent by whether you are male or female and how your culture defines the proper roles of males and females (Gershoff, Mistry, & Crosby, 2014; Leaper, 2013; Liben, Bigler, & Hilliard 2014).

Each of these dimensions of the sociocultural context—culture, ethnicity, SES, and gender—helps to mold how an individual develops through life, as discussions in later chapters demonstrate. We explore, for example, questions such as the following:

- Do infants around the world form attachments with their parents in the same way, or do these attachments differ from one culture to another?
- Does poverty influence the likelihood that young children will be provided with fewer educational opportunities than children growing up in more affluent families?
- Is there a parenting style that is universally effective, or does the effectiveness of different types of parenting depend on the ethnic group or culture?
- If adolescents from minority groups identify with their ethnic culture, is that likely to help or hinder their socioemotional development?

In the United States, the sociocultural context has become increasingly diverse in recent years (Koppelman, 2014). The population includes an increasing percentage of children from ethnic minority families, especially Latino and Asian American, who recently have immigrated to the United States. This changing demographic tapestry promises not only the richness that diversity produces but also difficult challenges in extending the American dream to all individuals (Banks, 2014; Cushner, McClelland, & Safford, 2015).

We discuss sociocultural contexts and diversity in each chapter. In addition, a *Connecting with Diversity* interlude appears in every chapter. See the first *Connecting with Diversity* interlude, which focuses on gender, families, and children’s development around the world.

Resilience, Social Policy, and Children’s Development Some children develop confidence in their abilities despite negative stereotypes about their gender or their ethnic group. And some children triumph over poverty or other adversities. They show resilience. Think back to the chapter-opening story about Alice Walker. In spite of racism, poverty, her low socioeconomic status, and a disfiguring eye injury, she went on to become a successful author and champion for equality.

Are there certain characteristics that cause children like Alice Walker to be resilient? Are there other characteristics that influence children to behave like Ted Kaczynski, who despite his intelligence and education became a killer? After analyzing research on this topic, Ann Masten (2001, 2006, 2007, 2009, 2011a, b, 2013, 2014a, b, c) concludes that a number of individual factors, such as good intellectual functioning, influence resiliency. In addition, as Figure 1.1 shows, the families and

| Source | Characteristic |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual | Good intellectual functioning Appealing, sociable, easygoing disposition Self-confidence, high self-esteem Talents Faith |
| Family | Close relationship to caring parent figure Authoritative parenting: warmth, structure, high expectations Socioeconomic advantages Connections to extended supportive family networks |
| Extrafamilial Context | Bonds to caring adults outside the family Connections to positive organizations Attending effective schools |

FIGURE 1.1

CHARACTERISTICS OF RESILIENT CHILDREN AND THEIR CONTEXTS



Ann Masten with a homeless family who is participating in her research on resilience. She and her colleagues have found that good parenting skills and good cognitive skills (especially attention and self-control) improve the likelihood that children in challenging circumstances will do better when they enter elementary school.

Gender, Families, and Children's Development

Around the world, the experiences of male and female children and adolescents continue to be quite different (Brown & Larson, 2002; UNICEF, 2014). Except in a few areas, such as Japan, the Philippines, and Western countries, males have far greater access to educational opportunities than females. In many countries, adolescent females have less freedom to pursue a variety of careers and engage in various leisure acts than males. Gender differences in sexual expression are widespread, especially in India, Southeast Asia, Latin America, and Arab countries—where there are far more restrictions on the sexual activity of adolescent females than of males. In certain areas around the world, these gender differences do appear to be narrowing over time. In some countries, educational and career opportunities for women are expanding, and in some parts of the world control over adolescent girls' romantic and sexual relationships is weakening. However, in many countries females still experience considerable discrimination, and much work is needed to bridge the gap between the rights of males and females.

In certain parts of the world, children grow up in closely knit families with extended-kin networks “that provide a web of connections and reinforce a traditional way of life” (Brown & Larson, 2002, p. 6). For example, in Arab countries, adolescents are required to adopt strict codes of conduct and loyalty. However, in Western countries such as the United States, children and adolescents are growing up in much larger numbers in divorced families and stepfamilies. Parenting in Western countries has become less authoritarian than it was in the past.



Doly Akter, age 17, lives in a slum in Dhaka, Bangladesh, where sewers overflow, garbage rots in the streets, and children are undernourished. Nearly two-thirds of young women in Bangladesh get married before they are 18. Doly recently organized a club supported by UNICEF in which girls go door-to-door to monitor the hygiene habits of households in their neighborhood. The monitoring has led to improved hygiene and health in the families. Also, her group has managed to stop several child marriages by meeting with parents and convincing them that it is not in their daughter's best interests. When talking with parents in their neighborhoods, the girls in the club emphasize the importance of staying in school and how this will improve their daughter's future. Doly says that the girls in her UNICEF group are far more aware of their rights than their mothers ever were (UNICEF, 2007).

Some of the trends that are occurring in many countries around the world “include greater family mobility, migration to urban areas, family members working in distant cities or countries, smaller families, fewer extended-family households, and increases in mothers' employment” (Brown & Larson, 2002, p. 7). Unfortunately, many of these changes may reduce the ability of families to provide time and resources for children and adolescents.

extrafamilial contexts of resilient children tend to show certain features. For example, resilient children are likely to have a close relationship to a caring parent figure and bonds to caring adults outside the family.

Should governments take action to improve the contexts of children's development and aid their resilience? **Social policy** is a government's course of action designed to promote the welfare of its citizens. The shape and scope of social policy related to children are tied to the political system. The values held by citizens and elected officials, the nation's economic strengths and weaknesses, and partisan politics all influence the policy agenda (Yeung & Mui-Teng, 2015).

When concern about broad social issues is widespread, comprehensive social policies often result. Child labor laws were established in the early twentieth century not only to protect children but also to provide jobs for adults; federal child-care funding during World War II was justified by the need for women laborers in factories; and Head Start and other War on Poverty programs in the 1960s were implemented to decrease intergenerational poverty.

Out of concern that policy makers are doing too little to protect the well-being of children, researchers increasingly are undertaking studies that they hope will lead to wise and effective decision making about social policy (Fisher & others, 2013; Ruzek & others, 2014). Children who grow up in poverty represent a special concern (Duncan, Magnuson, & Votruba-Drzal, 2015; McCartney & Yoshikawa, 2015). In 2012, 21.8 percent of U.S. children were living in families with incomes below the poverty line, with African American and Latino families with children having especially high rates of poverty (more than 30 percent) (U.S. Census Bureau, 2013). This is an increase from 2001 (16.2 percent) but slightly down from a peak of 22.7 percent in 1993. As indicated in Figure 1.2, one study found that a higher percentage of U.S. children in poor

socioeconomic status (SES) An individual's position within society based on occupational, educational, and economic characteristics.

gender The characteristics of people as females or males.

social policy A government's course of action designed to promote the welfare of its citizens.