CHILD 2e

Gabriela Martorell

Mc Graw Hill Education

CHILD 2e

Gabriela Martorell
Virginia Wesleyan University

Mc Graw Hill Education

CHILD, SECOND EDITION

Published by McGraw-Hill Education, 2 Penn Plaza, New York, NY 10121. Copyright ©2020 by McGraw-Hill Education. All rights reserved. Printed in the United States of America. Previous editions ©2013. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw-Hill Education, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 LWI 21 20 19 18

ISBN 978-1-260-50017-2 (bound edition)
MHID 1-260-50017-9 (bound edition)
ISBN 978-1-260-08201-2 (loose-leaf edition)
MHID 1-260-08201-6 (loose-leaf edition)

Portfolio Manager: *Ryan Treat*
Product Developer: *Kirstan Price*
Lead Product Developer: *Dawn Groundwater*
Marketing Managers: *AJ Laferrera; Olivia Kaiser*
Program Manager: *Kelly Heinrichs*
Content Project Managers: *Mary E. Powers (Core), Jodi Banowetz (Assessment)*
Buyer: *Laura Fuller*
Design: *Matt Diamond*
Content Licensing Specialist: *Ann Marie Jannette*
Cover Image: ©*Brayden Howie/Shutterstock*
Compositor: *Aptara, Inc.*

All credits appearing on page or at the end of the book are considered to be an extension of the copyright page.

Cataloging-in-Publication Data is on file with the Library of Congress

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.

BRIEF CONTENTS

Chapters

1 INTRODUCTION TO CHILD DEVELOPMENT **1**

2 CONCEPTION, HEREDITY, AND ENVIRONMENT **33**

3 PREGNANCY AND PRENATAL DEVELOPMENT **56**

4 BIRTH AND THE NEWBORN **75**

5 PHYSICAL DEVELOPMENT AND HEALTH, 0 TO 3 **96**

6 COGNITIVE DEVELOPMENT, 0 TO 3 **120**

7 PSYCHOSOCIAL DEVELOPMENT, 0 TO 3 **147**

8 PHYSICAL DEVELOPMENT AND HEALTH IN EARLY CHILDHOOD **171**

9 COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD **188**

10 PSYCHOSOCIAL DEVELOPMENT IN EARLY CHILDHOOD **210**

11 PHYSICAL DEVELOPMENT AND HEALTH IN MIDDLE CHILDHOOD **236**

12 COGNITIVE DEVELOPMENT IN MIDDLE CHILDHOOD **254**

13 PSYCHOSOCIAL DEVELOPMENT IN MIDDLE CHILDHOOD **280**

14 PHYSICAL DEVELOPMENT AND HEALTH IN ADOLESCENCE **304**

15 COGNITIVE DEVELOPMENT IN ADOLESCENCE **325**

16 PSYCHOSOCIAL DEVELOPMENT IN ADOLESCENCE **344**

Glossary **371**
References **379**
Name Index **433**
Subject Index **457**

©Rubberball/PunchStock

Mc Graw Hill Education
5011111

ABOUT THE AUTHOR

Gabriela Martorell

Gabriela Martorell

Gabriela Alicia Martorell was born in Seattle, Washington, but moved as a toddler to Guatemala. At eight, she returned to the United States and lived in Northern California until leaving for her undergraduate training at the University of California, Davis. After obtaining her B.S. in Psychology, she earned her Ph.D. in Developmental and Evolutionary Psychology at the University of California, Santa Barbara. Since that time, she has taught at Portland State University, Norfolk State University, and her current full-time position as a Full Professor of Psychology at Virginia Wesleyan University.

Gabi has taught courses in Introductory Psychology, Research Methods, Lifespan Human Development, Infant Development, Child Development, Adolescent Development, Culture and Development, Evolutionary Psychology, Developmental Psychopathology, and capstone community-based learning courses in Early Childhood Education and Adulthood and Aging. She is committed to teaching, mentoring, and advising. She is currently a co-investigator for a National Science Foundation grant focused on student retention and success in science, technology, engineering, and math. She is also a volunteer trainer for Court Appointed Special Advocates and a group fitness instructor for the YMCA of South Hampton Roads.

CONTENTS

CHAPTER 1 INTRODUCTION TO CHILD DEVELOPMENT 1

The Study of Child Development 2

The Field of Child Development 2
Periods of Development 2
Domains of Development 3

Influences on Development 3

Heredity, Environment, and Maturation 3
WHAT DO YOU DO? Early Childhood Education Teacher 3
Contexts of Development 5
Family 5
Culture, Ethnicity, and Race 5
Socioeconomic Status and Neighborhood 6
PERSPECTIVES ON DIVERSITY Children of Immigrant Families 7
The Historical Context 8
Normative and Nonnormative Influences 8
Timing of Influences: Critical or Sensitive Periods 9

Issues in Development 9

Is Development Based More on Nature or Nurture? 10
Is Development Active or Passive? 10
Is Development Continuous or Discontinuous? 10
An Emerging Consensus 11

Theories of Child Development 12

Perspective 1: Psychoanalytic 12
WHAT DO YOU DO? Developmental Psychologist 13
Sigmund Freud: Psychosexual Development 13
WHAT DO YOU DO? Child Psychologist 14
Erik Erikson: Psychosocial Development 14
Perspective 2: Learning 16
Learning Theory 1: Behaviorism 16
Classical Conditioning 16
Operant Conditioning 17
Learning Theory 2: Social Learning (Social Cognitive) Theory 18
Perspective 3: Cognitive 18
Jean Piaget's Cognitive-Stage Theory 18
Lev Vygotsky's Sociocultural Theory 19
The Information-Processing Approach 20

©Ariel Skelley/Blend Images/Getty Images

Perspective 4: Contextual 21
Perspective 5: Evolutionary/ Sociobiological 22

Research Methods 23

Quantitative and Qualitative Research 23
Forms of Data Collection 24
Self-Reports 24
Naturalistic and Laboratory Observation 24
Basic Research Designs 24
Case Studies 25
Ethnographic Studies 25
Correlational Studies 25
Experiments 26
Groups and Variables 26
Random Assignment 26
Laboratory, Field, and Natural Experiments 26
Developmental Research Designs 27
Ethics of Research 28
Right to Informed Consent 28
Avoidance of Deception 28
Right to Privacy and Confidentiality 28

CHAPTER 2 CONCEPTION, HEREDITY, AND ENVIRONMENT 33

Conception and Infertility 34

Fertilization 34
Infertility 34
Assisted Reproductive Technologies 35
WHAT DO YOU DO? Fertility Specialist 35
PERSPECTIVES ON DIVERSITY Folk Beliefs about Conception and Fertility 36
Adoption 37
WHAT DO YOU DO? Social Worker 37

Mechanisms of Heredity 38

The Genetic Code 38
Sex Determination 39
Patterns of Genetic Transmission 39
Dominant and Recessive Inheritance 40
Multifactorial Transmission 40
Epigenesis: Environmental Influence on Gene Expression 41

Genetic and Chromosomal Abnormalities 42

Dominant or Recessive Inheritance of Defects 42
Sex-Linked Inheritance of Defects 44
Chromosomal Abnormalities 44
Genetic Counseling and Testing 45
WHAT DO YOU DO? Genetic Counselor 45

Studying the Influence of Heredity and Environment 46

Measuring Heritability 46
How Heredity and Environment Work Together 47
Reaction Range and Canalization 47
Genotype–Environment Interaction 48
Genotype–Environment Correlation 48
What Makes Siblings So Different? 49

Characteristics Influenced by Heredity and Environment 50

Physical and Physiological Traits 50
Intelligence 50
Temperament and Personality 51
Psychopathology 51

CHAPTER 3 PREGNANCY AND PRENATAL DEVELOPMENT 56

Stages of Prenatal Development 57

Principles of Growth 57
The Germinal Stage 57
The Embryonic Stage 59
The Fetal Stage 60

Influences on Prenatal Development 62

Maternal Factors 62
Nutrition and Maternal Weight 62
WHAT DO YOU DO? Nutritionist 63
Malnutrition 63
Physical Activity and Strenuous Work 64
Maternal Illnesses 64
Maternal Anxiety and Stress 65
Maternal Age 66
WHAT DO YOU DO? Counselor 66
Outside Environmental Hazards 67
Drug Intake 67
Medical Drugs 67

©Denis Kuvaev/Shutterstock

©Pixtal/age fotostock

Opioids 68
Alcohol 68
Nicotine 68
Caffeine 69
Marijuana, Cocaine, and Methamphetamine 69
Drugs and Breast-feeding 70
Paternal Factors 70

Monitoring Prenatal Development 71
WHAT DO YOU DO? Ultrasound Technician or Sonographer 71
PERSPECTIVES ON DIVERSITY Disparities in Prenatal Care 72

CHAPTER 4 BIRTH AND THE NEWBORN 75

How Childbirth Has Changed 76

The Birth Process 77
Stages of Childbirth 78
WHAT DO YOU DO? Labor and Delivery Nurse 78
Labor and Delivery Options 78
Electronic Fetal Monitoring 79
Vaginal versus Cesarean Delivery 79
Medicated versus Nonmedicated Delivery 80
WHAT DO YOU DO? Anesthesiologist 80

The Newborn Baby 81
Size and Appearance 81
WHAT DO YOU DO? Doula 81
Reflexes 82
Body Systems 82
Medical and Behavioral Assessment 83
The Apgar Scale 83
The Brazelton Scale 84
Neonatal Screening for Medical Conditions 84
States of Arousal and Activity Levels 85

Birth Complications and Their Aftermath 86
Low Birth Weight 86
Immediate Treatment and Outcomes 87
Long-Term Outcomes 88
Postmaturity 89
Stillbirth 89

Newborns and Parents 89
PERSPECTIVES ON DIVERSITY Infant Care: A Cross-Cultural View 90
Childbirth and Bonding 90
The Mother-Infant Bond 91
The Father's Role 91
How Parenthood Affects Marital Satisfaction 92

©Lisette Le Bon/Purestock/SuperStock

CHAPTER 5 PHYSICAL DEVELOPMENT AND HEALTH, 0 TO 3 96

Early Growth and Physical Development 97

Principles of Early Growth and Physical Development 97
Physical Growth 98
Nutrition 98
Breast-feeding 98
Overweight in Infancy 99
Malnutrition 100

The Brain and Reflex Behavior 100

Building the Brain 100
Brain Cells 101
Myelination 102
Early Reflexes 102
Brain Plasticity 103

Early Sensory Capacities 104

Touch and Pain 104
Smell and Taste 104
Hearing 104
Sight 105
WHAT DO YOU DO? Audiologist 105

Motor Development 105

Milestones 105
WHAT DO YOU DO? Occupational Therapist 106
Head Control 107
Hand Control 107
Locomotion 107
WHAT DO YOU DO? Physical Therapist 107
Motor Development and Perception 107
Theories of Motor Development 108
Ecological Theory of Perception 108
Dynamic Systems Theory 109
Cultural Influences on Motor Development 109

Health 110

Infant Mortality 110
Racial/Ethnic Disparities in Infant Mortality 111
Sudden Infant Death Syndrome 111
PERSPECTIVES ON DIVERSITY Sleep Customs 112
Injuries 112
Immunizations 112
Child Maltreatment 113
Maltreatment in Infancy and Toddlerhood 114
Contributing Factors 114
Helping Families in Trouble 115
Long-Term Effects of Maltreatment 115

CHAPTER 6 COGNITIVE DEVELOPMENT, 0 TO 3 120

Behaviorist Approach: Basic Mechanics of Learning 121

Classical Conditioning 121
Operant Conditioning 121

Psychometric Approach: Developmental and Intelligence Testing 122

Testing Infants and Toddlers 122
Assessing the Impact of the Home Environment 122
Early Intervention 123
WHAT DO YOU DO? Early Intervention Specialist 123

Piagetian Approach: The Sensorimotor Stage 124

Sensorimotor Substages 124
Object Concept 126

©lostinbids/Getty Images

©Roberto Westbrook/Getty Images

Imitation 126
Symbolic Development, Pictorial Competence, and Understanding of Scale 127
Evaluating Piaget's Sensorimotor Stage 128

Information-Processing Approach: Perceptions and Representations 128

Habituation 128
Visual Processing Abilities 129
Perceptual Processing Abilities 129
Information Processing as a Predictor of Intelligence 130
Information Processing and the Development of Piagetian Abilities 130
Categorization 130
Causality 131
Violation of Expectations Research 131
Number 132

Cognitive Neuroscience Approach: The Brain's Cognitive Structures 133

Social-Contextual Approach: Learning from Caregivers 133

Language Development 134

Sequence of Early Language Development 136
Early Vocalization 136
Perceiving Language Sounds and Structure 136
Gestures 137
First Words 137
WHAT DO YOU DO? Speech Pathologist 138
First Sentences 138
Language Development in Deaf Children 138
PERSPECTIVES ON DIVERSITY Inventing Sign Language 139
Characteristics of Early Speech 139
Influences on Language Development 140
Brain Development 140
Social Interaction: The Role of Parents and Caregivers 140
Use of Child-Directed Speech 141
Preparing for Literacy 142

CHAPTER 7 PSYCHOSOCIAL DEVELOPMENT, 0 TO 3 147

Emotions and Temperament 148

Emotions 148
Early Emotional Responses 149
Crying 149
Smiling and Laughing 149
Self-Conscious Emotions 150
Altruistic Helping and Empathy 150
Shared Intentionality and Collaborative Activity 151
Temperament 151
Temperament Patterns 151
Stability of Temperament 152
Goodness of Fit 153
Behavioral Inhibition 153

Attachment 154

Developing Trust 154
Developing Attachments 155
Attachment Patterns 155
WHAT DO YOU DO? Social Worker 156
How Attachment Is Established 156
The Role of Temperament in Attachment 157
Stranger and Separation Anxiety 157
Long-Term Effects of Attachment 157
Transmission of Attachment Patterns 158
Mutual Regulation 158
Measuring Mutual Regulation 159
Social Referencing 159

The Developing Self 159

The Emerging Sense of Self 159
Developing Autonomy 160
PERSPECTIVES ON DIVERSITY Struggles with Toddlers 161
Socialization 161
Developing Self-Regulation 162
Developing Conscience 162
Factors in the Success of Socialization 162
Gender 163
Sex and Gender Differences in Infants and Toddlers 163
How Parents Shape Gender Differences 164

©Tetra Images/Getty Images

Relationships with Other Children 165
Siblings 165
WHAT DO YOU DO? Child Psychologist 165
Peers 166

CHAPTER 8 PHYSICAL DEVELOPMENT AND HEALTH IN EARLY CHILDHOOD 171

Physical Growth 172
Height and Weight 172
The Brain 172

Sleep 172
Sleep Disturbances 173
Night Terrors 173
Sleepwalking and Sleeptalking 174
Nightmares 174
Bed-Wetting 174

Motor Development 175
Gross Motor Skills and Fine Motor Skills 175
Handedness 176

Health and Safety 176
PERSPECTIVES ON DIVERSITY Surviving the First 5 Years of Life 177
Obesity 177
Undernutrition 179
Food Allergies 179
Oral Health 179
WHAT DO YOU DO? Dentist 180
Accidental Injuries and Deaths 181
Environmental Influences on Health 182
Socioeconomic Status 182
Race/Ethnicity 183
Homelessness 183
Exposure to Smoking, Air Pollution, Pesticides, and Lead 183

CHAPTER 9 COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD 188

Piagetian Approach: The Preoperational Child 189
Advances of Preoperational Thought 189
The Symbolic Function 189
Objects Space 189
Causality 190
Identities and Categorization 190
Number 190
Preoperational Thought 191
Egocentrism 191
Conservation 192
Theory of Mind 192
Knowledge about Thinking and Mental States 192
False Beliefs 193
Distinguishing between Appearance and Reality 194
Distinguishing between Fantasy and Reality 194
Individual Differences in Theory-of-Mind Development 195
WHAT DO YOU DO? Pediatric Neurologist 195

Information-Processing Approach: Memory Development 196
Basic Processes and Capacities 196
Childhood Memory 198
Influences on Memory Retention 198

Psychometric and Vygotskian Approaches: Intelligence 199
Traditional Psychometric Measures 199

©Vicky Kasala/Getty Images

©Mint Images RF/Getty Images

Influences on Measured Intelligence 199
Electronic Media and Cognitive Processes 200
Measurement and Teaching Based on Vygotsky's Theory 200
PERSPECTIVES ON DIVERSITY Paths to Learning 201

Language Development 201

Areas of Language Development 201
Vocabulary 202
Grammar and Syntax 202
Pragmatics and Social Speech 202
Private Speech 203
Delayed Language Development 203
Preparation for Literacy 203

Early Childhood Education 204

WHAT DO YOU DO? Preschool Teacher 204
Types of Preschools 204
Montessori and Reggio Emilia Methods 204
Compensatory Preschool Programs 205
Universal Preschool 205
Kindergarten 206

CHAPTER 10 PSYCHOSOCIAL DEVELOPMENT IN EARLY CHILDHOOD 210

The Developing Self 211

The Self-Concept and Self-Definition 211
Changes in Self-Definition 211
Cultural Differences in Self-Definition 211
Self-Esteem 212
Developmental Changes in Self-Esteem 212
Contingent Self-Esteem 212

©wavebreakmedia/Shutterstock

Regulating Emotions 212
Understanding Emotions 213
Understanding the Social Emotions 213

Gender 214

Gender Differences 214
Perspectives on Gender Development 215
Biological Approach 215
Evolutionary Developmental Approach 217
Psychoanalytic Approach 218
Cognitive Approaches 218
Kohlberg's Cognitive-Developmental Theory 218
Gender-Schema Theory 218
Social Learning Approach 219
Family Influences 220
Peer Influences 221
Cultural Influences 221

Play 222

Cognitive Levels of Play 222
The Social Dimension of Play 223
WHAT DO YOU DO? Licensed Clinical Professional Counselor (LCPC) 223
How Gender Influences Play 224
How Culture Influences Play 224
The Adaptive Nature of Play 225

Parenting 226

Forms of Discipline 226
Reinforcement and Punishment 226
PERSPECTIVES ON DIVERSITY Cross-Cultural Differences in Corporal Punishment 227
Inductive Reasoning, Power Assertion, and Withdrawal of Love 228
Parenting Styles 228
Baumrind's Model of Parenting Styles 228
Support and Criticisms of Baumrind's Model 229
Cultural Differences in Parenting Styles 229

Special Behavioral Concerns 230

Prosocial Behavior 230
Aggressive Behavior 230
Gender Differences in Aggression 230
WHAT DO YOU DO? Behavioral Specialist 231
Influences on Aggression 231
Fearfulness 232

CHAPTER 11 PHYSICAL DEVELOPMENT AND HEALTH IN MIDDLE CHILDHOOD 236

Physical Development 237

Height and Weight 237
Tooth Development and Dental Care 238

Brain Development 238

Nutrition and Sleep 239

Nutritional Needs 239
Sleep Patterns and Problems 240

Motor Development and Physical Play 241

WHAT DO YOU DO? School Nurse 241
Recess 241
Organized Sports 242

Health and Safety 242

Overweight 242
- Causes of Overweight 243
- Impact of Overweight 243
- Prevention and Treatment of Overweight 243

Chronic Medical Conditions 244
- Asthma 244
- Diabetes 245
- Childhood Hypertension 245

PERSPECTIVES ON DIVERSITY How Cultural Attitudes Affect Health Care 246
- Stuttering 246

Factors in Children's Health 247
Accidental Injuries 247
WHAT DO YOU DO? Nurse Practitioner (NP) 247
Mental Health 247
- Disruptive Conduct Disorders 248
- School Phobia and Other Anxiety Disorders 248
- Childhood Depression 249
- Treatment Techniques 249

CHAPTER 12 COGNITIVE DEVELOPMENT IN MIDDLE CHILDHOOD 254

Piagetian Approach: The Concrete Operational Child 255

Spatial Relationships 255
Cause and Effect 255
Categorization 255
Inductive and Deductive Reasoning 256
Conservation 257
Number and Mathematics 257
Influences of Neurological, Development, Culture and Schooling 258

Information-Processing Approach: Attention, Memory, and Planning 258

Influences on the Development of Executive Function 259
Selective Attention 259
Working Memory 260
Metamemory 260
Mnemonics 260

Psychometric Approach: Assessment of Intelligence 261

Measuring Intelligence 261
The IQ Controversy 261
Is There More than One Intelligence? 262
- Gardner's Theory of Multiple Intelligences 262
- Sternberg's Triarchic Theory of Intelligence 262

Influences on Intelligence 263
- Genes and Brain Development 263
- Influences of Race/Ethnicity on IQ 264
- Influence of Schooling on IQ 264

PERSPECTIVES ON DIVERSITY Culture and IQ 265

Language and Literacy 265

Vocabulary, Grammar, and Syntax 265

©FS Stock/Shutterstock

©wavebreakmedia/Shutterstock

Pragmatics 265
Second Language Learning 266
Literacy 266
Reading and Writing 266

The Child in School 267

Social and Home Influences on Academic Achievement 267
Self-Efficacy Beliefs 268
Gender 268
Parenting Practices 268
Socioeconomic Status 268
Peer Acceptance 268
Classroom and School System Influences on Academic Achievement 269
WHAT DO YOU DO? Elementary Teacher 269
Educational Reform 269
Class Size 270
Alternative Educational Models 270
Computer and Internet Use 271
Educating Children with Special Needs 271
Educating Children with Disabilities 272
Intellectual Disability 272
Overview of Learning Disabilities 272
Dyslexia 272
WHAT DO YOU DO? Paraprofessional 273
Attention Deficit/Hyperactivity Disorder 273
Gifted Children 274
Identifying Gifted Children. 274
Causes of Giftedness 274
Educating Gifted Children 274
Defining and Measuring Creativity 275

CHAPTER 13 PSYCHOSOCIAL DEVELOPMENT IN MIDDLE CHILDHOOD 280

The Developing Self 281

Self-Concept Development: Representational Systems 281
Self-Esteem 281
Emotional Growth 282

The Child in the Family 283

Family Atmosphere 283
Parenting: Emerging Control of Behavior 283
Employed Mothers 285
WHAT DO YOU DO? After-School Activity Director 285
Poverty and Economic Stress 286
Family Structure 286
Divorced Parents 287
Adjusting to Divorce 287
Custody, Visitation, and Co-parenting 288

©Sergey Novikov/Shutterstock

WHAT DO YOU DO? Forensic Psychologist 288
Long-Term Effects of Divorce 288
One-Parent Families 289
Cohabiting Families 289
Stepfamilies 290
Gay or Lesbian Parents 290
Adoptive Families 291
Sibling Relationships 292

The Child in the Peer Group 292

PERSPECTIVES ON DIVERSITY Bullying Across the World 293
Positive and Negative Effects of Peer Relations 293
Gender and Peer Groups 294
Popularity 294
Friendship 295
Aggression and Bullying 296
Aggression and Social Information Processing 297
Influence of Media on Aggression 297
Bullies and Victims 298

CHAPTER 14 PHYSICAL DEVELOPMENT AND HEALTH IN ADOLESCENCE 304

Adolescence 305

Adolescence as a Social Construction 305
PERSPECTIVES ON DIVERSITY The Globalization of Adolescence 305
A Time of Opportunities and Risks 306

©Caiaimage/Trevor Adeline/Getty Images

Puberty 306

How Puberty Begins: Hormonal Changes 306

Timing, Characteristics of, and Influences on Puberty 307

Primary and Secondary Sex Characteristics 307

Signs of Puberty 307

The Adolescent Growth Spurt 308

Signs of Sexual Maturity 308

Influences on Pubertal Timing 308

Implications of Early and Late Maturation 309

The Brain 310

Physical and Mental Health 311

WHAT DO YOU DO? Physical Education Teacher 312

Physical Activity 312

Sleep Needs and Problems 312

Nutrition and Eating Disorders 313

Prevalence of Overweight and Obesity 313

Causes and Consequences of Overweight and Obesity 313

Body Image and Eating Disorders 314

Anorexia Nervosa 315

Bulimia Nervosa 315

Treatment and Outcomes of Eating Disorders 315

Drug Use 316

Trends in Drug Use 316

WHAT DO YOU DO? Alcohol and Drug Counselor 317

Alcohol 317

Marijuana 318

Tobacco 318

The Initiation of Nicotine and Alcohol Use 318

Depression 319

Death 320

Deaths from Motor Accidents 320

Firearm-Related Deaths 320

Suicide 321

CHAPTER 15 COGNITIVE DEVELOPMENT IN ADOLESCENCE 325

Cognitive Development 326

Piaget's Stage of Formal Operations 326

Hypothetical-Deductive Reasoning 326

Evaluating Piaget's Theory 327

Immature Characteristics of Adolescent Thought 327

PERSPECTIVES ON DIVERSITY Culture and Cognition 328

Changes in Information Processing in Adolescence 329

Structural Change 329

Functional Change 330

Language Development 330

Moral Development 330

Kohlberg's Theory of Moral Reasoning 331

Kohlberg's Levels and Stages 331

Evaluating Kohlberg's Theory 333

Gilligan's Theory: An Ethic of Care 333

Prosocial Behavior and Volunteer Activity 333

WHAT DO YOU DO? Youth Minister 334

Educational and Vocational Issues 334

©Ian Lishman/Juice Images/Getty Images

Influences on School Achievement 335
Student Motivation and Self-Efficacy 335
Gender 336
Technology 336
Parenting Practices, Ethnicity, and Peer Influence 337
The School 337
Dropping Out of High School 338
Preparing for Higher Education or Vocations 338
Influences on Students' Aspirations 339
Guiding Students Not Bound for College 339
WHAT DO YOU DO? College Counselor 339
Adolescents in the Workplace 340

CHAPTER 16 PSYCHOSOCIAL DEVELOPMENT IN ADOLESCENCE 344

The Search for Identity 345
Erikson: Identity versus Identity Confusion 345
Marcia: Identity Status—Crisis and Commitment 345
Gender Differences in Identity Formation 346
Ethnic Factors in Identity Formation 347

Sexuality 347
Sexual Orientation and Identity 348
Origins of Sexual Orientation 348
Homosexual and Bisexual Identity Development 349
Sexual Behavior 349
Early Sexual Activity and Risk-Taking 349
Non-Intercourse Sexual Behavior 350
Use of Contraceptives 351
Sex Education 351
Sexually Transmitted Infections (STIs) 352
Human Papillomavirus (HPV) 353
Chlamydia, Gonorreah, Genital Herpes, and Trichomoniasis 353
Human Immunodeficiency Virus (HIV) 353
Teenage Pregnancy and Childbearing 354
Outcomes of Teen Pregnancy 355
Preventing Teen Pregnancy 355

Relationships with Family and Peers 355
Is Adolescent Rebellion a Myth? 355
PERSPECTIVES ON DIVERSITY Culture and Discretionary Time 356
WHAT DO YOU DO? Art Therapist 356
Adolescents and Parents 357
Individuation and Family Conflict 357
Parenting Styles 357
Parental Monitoring and Adolescents' Self-Disclosure 358
Family Structure and Family Atmosphere 358
Mothers' Employment and Economic Stress 359
Adolescents and Siblings 359
Peers and Friends 360
Friendships 360
Social Consequences of Online Communication 361
Romantic Relationships 362
Dating Violence 363

Antisocial Behavior and Juvenile Delinquency 363
Biological Influences 363
WHAT DO YOU DO? Youth Correctional Counselor 364
Family Influences 364
Environmental Influences 365
Long-Term Prospects 365
Preventing and Treating Delinquency 365

Emerging Adulthood 366

©PeopleImages.com/Getty Images

Perspectives on Diversity

Chapter 1: Children of Immigrant Families

Chapter 2: Folk Beliefs about Conception and Fertility

Chapter 3: Disparities in Prenatal Care

Chapter 4: Infant Care: A Cross-Cultural View

Chapter 5: Sleep Customs

Chapter 6: Inventing Sign Language

Chapter 7: Struggles with Toddlers

Chapter 8: Surviving the First 5 Years of Life

Chapter 9: Paths to Learning

Chapter 10: Cross-Cultural Differences in Corporal Punishment

Chapter 11: How Cultural Attitudes Affect Health Care

Chapter 12: Culture and IQ

Chapter 13: Bullying Across the World

Chapter 14: The Globalization of Adolescence

Chapter 15: Culture and Cognition

Chapter 16: Culture and Discretionary Time

PREFACE

Child, second edition, is designed to be a brief but thorough account of human development from conception through adolescence, exposing students to culture and diversity and immersing them in practical application. *Child* combines a commitment to scholarly content, critical thinking, and real-life application of theory with a visually engaging and dynamic, interactive format. Written from a developmental framework and borrowing from multiple traditions and theoretical perspectives, *Child* also addresses the major periods of development and focuses on the important biological, psychological, and social forces driving change, highlighting theoretical distinctions, research findings, and new directions in the field. *Child* will engage your students and encourage the application of psychological concepts to everyday life.

Paired with McGraw-Hill Education **Connect**, a digital assignment and assessment platform that strengthens the link between faculty, students, and course work, instructors and students accomplish more in less time. Connect for Child Development includes assignable and assessable videos, quizzes, exercises, and interactivities, all associated with learning objectives. Interactive assignments and videos allow students to experience and apply their understanding of psychology to the world with fun and stimulating activities.

Diversity

In response to requests from faculty like you, substantial space has been devoted to addressing issues of diversity. When relevant, each chapter includes current U.S. statistics drawn from census data and national governmental databases, including not just major population trends but also demographic and statistical information on ethnic and racial minorities. In many cases, information on global statistics, trends, and cultural differences has been included as well.

Additionally, each chapter includes a *Perspectives on Diversity* feature. In this feature, a cross-cultural issue of interest is addressed from a global perspective. These features address a wide variety of topics, including, for example, cultural differences in beliefs about conception and fertility or attitudes toward corporal punishment or research-based features on topics such as prenatal care and infant mortality. A complete listing of *Perspectives on Diversity* can be found on page xvi.

Other forms of diversity have also been included. For example, the influence of socioeconomic status is highlighted for topics such as low birth weight, school achievement, tested IQ, and family relationships. Information is also included on different family structures, including gay and lesbian parents, stepparents, divorced parents, and those families in which adults remain single by choice.

Current Research

Child, second edition, draws a current picture of the state of the field. In well-established areas of psychology, there is an emphasis on the inclusion of review articles and meta-analyses in order to capture the major trends found through decades of psychological research. In research areas with less information available, the emphasis is on the inclusion of the newest research available in that area.

The second edition of *Child* features expanded and updated coverage of many key areas, including brain development, gender differences and gender typing, aggression and bullying, and the influences of media on development. Topical areas that have arisen in the public consciousness in recent years have also been included. For example, new sections in the second edition examine topics such as opioid use during pregnancy, cultural influences on motor development, alcohol and nicotine use in adolescence, and transgender children.

Better Data, Smarter Revision, Improved Results

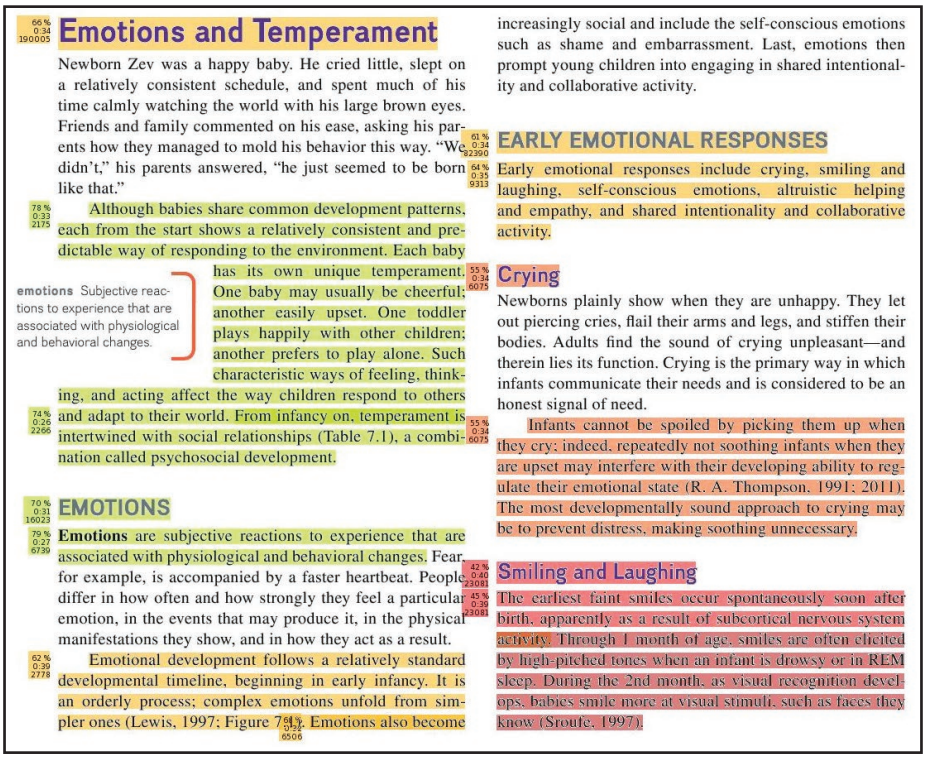
Students helped inform the revision of *Child*. Content revisions were informed by data collected anonymously through McGraw-Hill Education's SmartBook®:

Step 1. Data points showing concepts that caused students the most difficulty were anonymously collected from the SmartBook for the first edition of *Child*.

Step 2. The data were provided to the author in the form of a Heat Map, which graphically illustrates "hot spots" in the text that affect student learning (see image p. xviii).

Step 3. The author used the Heat Map data to refine the content and reinforce student comprehension in the new edition. Additional quiz questions and assignable activities were created for use in Connect to further support student success.

Because the Heat Map gave the author empirically based feedback at the paragraph and even sentence level, she was able to develop the new edition using precise student data that pinpointed concepts that gave students the most difficulty.



Emotions and Temperament

Newborn Zev was a happy baby. He cried little, slept on a relatively consistent schedule, and spent much of his time calmly watching the world with his large brown eyes. Friends and family commented on his ease, asking his parents how they managed to mold his behavior this way. "We didn't," his parents answered, "he just seemed to be born like that."

Although babies share common development patterns, each from the start shows a relatively consistent and predictable way of responding to the environment. Each baby has its own unique temperament. One baby may usually be cheerful; another easily upset. One toddler plays happily with other children; another prefers to play alone. Such characteristic ways of feeling, thinking, and acting affect the way children respond to others and adapt to their world. From infancy on, temperament is intertwined with social relationships (Table 7.1), a combination called psychosocial development.

emotions Subjective reactions to experience that are associated with physiological and behavioral changes.

EMOTIONS

Emotions are subjective reactions to experience that are associated with physiological and behavioral changes. Fear, for example, is accompanied by a faster heartbeat. People differ in how often and how strongly they feel a particular emotion, in the events that may produce it, in the physical manifestations they show, and in how they act as a result.

Emotional development follows a relatively standard developmental timeline, beginning in early infancy. It is an orderly process; complex emotions unfold from simpler ones (Lewis, 1997; Figure 7.1). Emotions also become increasingly social and include the self-conscious emotions such as shame and embarrassment. Last, emotions then prompt young children into engaging in shared intentionality and collaborative activity.

EARLY EMOTIONAL RESPONSES

Early emotional responses include crying, smiling and laughing, self-conscious emotions, altruistic helping and empathy, and shared intentionality and collaborative activity.

Crying

Newborns plainly show when they are unhappy. They let out piercing cries, flail their arms and legs, and stiffen their bodies. Adults find the sound of crying unpleasant—and therein lies its function. Crying is the primary way in which infants communicate their needs and is considered to be an honest signal of need.

Infants cannot be spoiled by picking them up when they cry; indeed, repeatedly not soothing infants when they are upset may interfere with their developing ability to regulate their emotional state (R. A. Thompson, 1991; 2011). The most developmentally sound approach to crying may be to prevent distress, making soothing unnecessary.

Smiling and Laughing

The earliest faint smiles occur spontaneously soon after birth, apparently as a result of subcortical nervous system activity. Through 1 month of age, smiles are often elicited by high-pitched tones when an infant is drowsy or in REM sleep. During the 2nd month, as visual recognition develops, babies smile more at visual stimuli, such as faces they know (Sroufe, 1997).

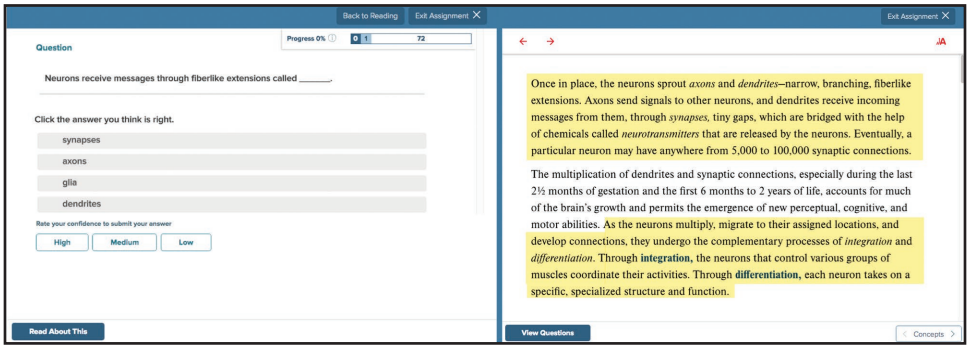
Support for Student Engagement

Child, second edition, offers a dynamic learning experience designed for today's students. The research-based content of *Child* is written around key learning objectives to support student mastery. *Did You Know?* features introduce relevant, interesting facts about concepts to further engage students. *Child* supports application of concepts and theories to the real world through the features *What Do You Do?* and *What Do You Think?* and with textual examples. The *Summary* and *Practice Quiz* at the end of each chapter provide students with opportunities to assess and confirm their learning.

Provide a Smarter Text and Better Value

Mc Graw Hill Education | SMARTBOOK®

New to this edition, **SmartBook** is now optimized for mobile and tablet and is accessible for students with disabilities. Content-wise, it has been enhanced with improved learning objectives that are measurable and observable to improve student outcomes. SmartBook personalizes learning to individual student needs, continually adapting to pinpoint knowledge gaps and focus learning on topics that need the most attention. Study time is more productive and, as a result, students are better prepared for class and coursework. For instructors, SmartBook tracks student progress and provides insights that can help guide teaching strategies.



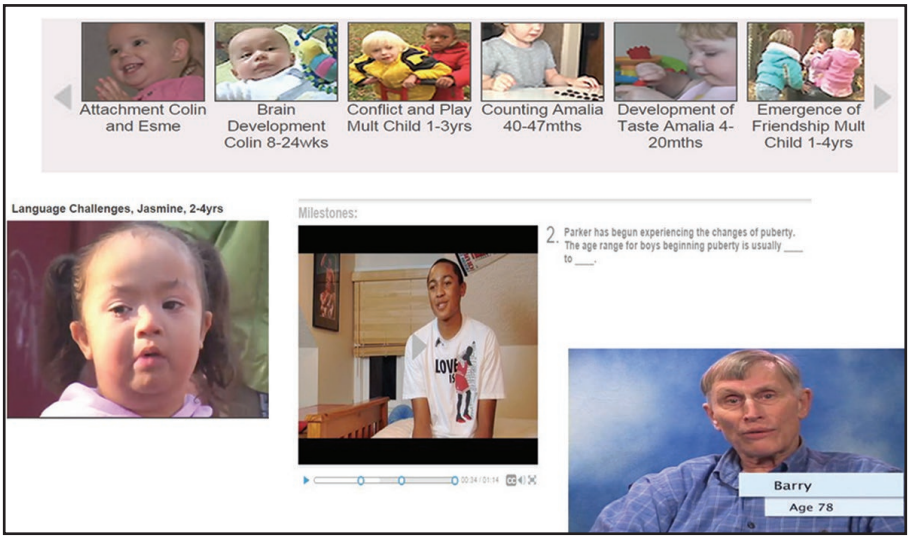
Powerful Reporting

Whether a class is face-to-face, hybrid, or entirely online, Connect for Child Development provides tools and analytics to reduce the amount of time instructors need to administer their courses. Easy-to-use course management tools allow instructors to spend less time administering and more time teaching, while easy-to-use reporting features allow students to monitor their progress and optimize their study time.

- The **At-Risk Student Report** provides instructors with one-click access to a dashboard that identifies students who are at risk of dropping out of the course due to low engagement levels.
- The **Category Analysis Report** details student performance relative to specific learning objectives and goals, including APA outcomes and levels of Bloom's taxonomy.
- **Connect Insight** is a one-of-a-kind visual analytics dashboard—now available for both instructors and students—that provides at-a-glance information regarding student performance.
- The **LearnSmart Reports** allow instructors and students to easily monitor progress and pinpoint areas of weakness, giving each student a personalized study plan to achieve success.

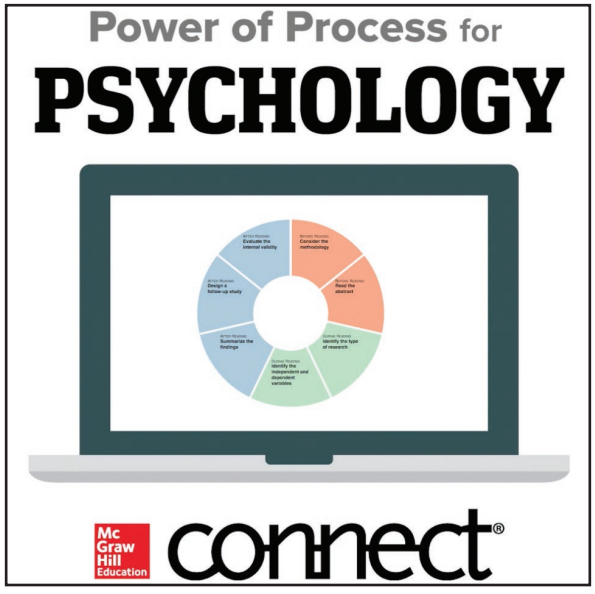
Real People, Real World, Real Life

At the higher end of Bloom's taxonomy, the **McGraw-Hill Education Milestones video series** offers an observational tool that allows students to experience life as it unfolds, from infancy to late adulthood. This groundbreaking, longitudinal video series tracks the development of real children as they progress through the early stages of physical, social, and emotional development in their first few weeks, months, and years of life. Assignable and assessable within Connect, Milestones also includes interviews with adolescents and adults to reflect development throughout the entire life span.



Preparing Students for Higher-Level Thinking

Also at the higher end of Bloom's, and new to the second edition, **Power of Process for Child Development** helps students improve critical-thinking skills and allows instructors to assess these skills efficiently and effectively in an online environment. Available through Connect, preloaded journal articles are available for instructors to assign. Using a scaffolded framework such as understanding, synthesizing, and analyzing, Power of Process moves students toward higher-level thinking and analysis.



Inform and Engage on Psychological Concepts

At the lower end of Bloom's taxonomy, students are introduced to **Concept Clips**—the dynamic, colorful graphics and stimulating animations that break down some of psychology's most difficult concepts in a step-by-step manner, engaging students and aiding in retention. They are assignable and assessable in Connect or can be used as a jumping-off point in class. Complete with audio narration, Concept Clips focus on topics such as object permanence and conservation, as well as theories and theorists like Bandura's social cognitive theory, Vygotsky's sociocultural theory, and Kuhl's language development theory.

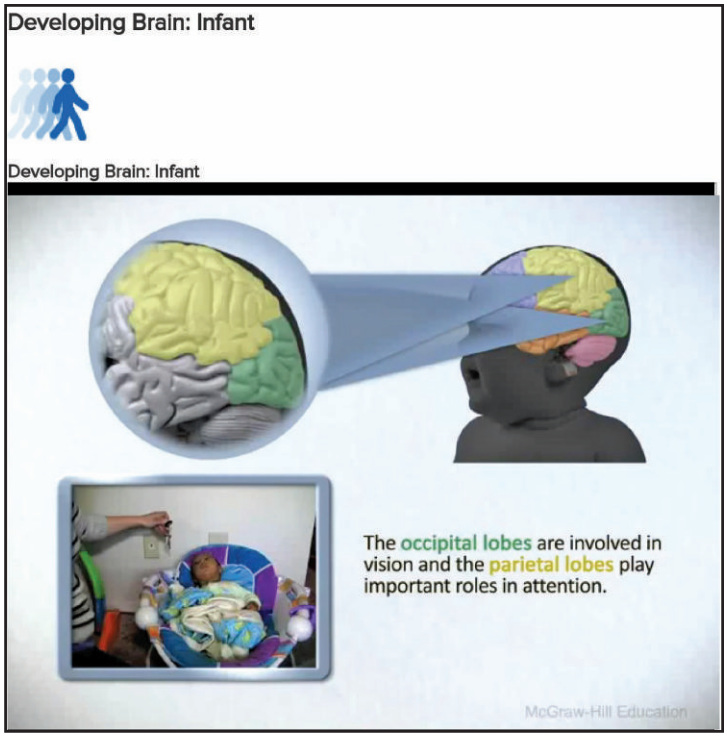
Also for the lower levels of Bloom's Taxonomy:

- **NewsFlash:** New to the second edition, NewsFlash activities tie current news stories to key psychological principles and learning objectives. After interacting with a contemporary news story, students are assessed on their ability to make the connection between real life and research findings.
- **Interactivities:** Assignable through Connect, Interactivities engage students with content through experiential activities. New and updated activities include Neurons, Research Ethics, Prenatal Development, Kohlberg's Moral Reasoning, and Gardner's Theory of Multiple Intelligences.

Online Instructor Resources

The resources listed here accompany *Child*, second 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:** Broken down by chapter, this resource provides chapter outlines, suggested lecture topics, classroom activities and demonstrations, suggested student research projects, essay questions, and critical-thinking questions.
- **Test Bank and Computerized Test Bank:** This comprehensive Test Bank includes more than 1,500 multiple-choice, true-false, and short essay questions. Organized by chapter, the questions are designed to test factual, applied, and conceptual understanding. All test questions are available within TestGen™ software.
- **PowerPoint Slides:** The PowerPoint presentations, now with improved accessibility, highlight the key points of the chapter and include supporting visuals. All of the slides can be modified to meet individual needs.



Chapter-by-Chapter List of Changes

Every chapter has been extensively revised and updated for the second edition, with new research findings, updated statistics, and expanded coverage of key topics.

Chapter 1 Introduction to Child Development

- New section on fields of study in child development.
- Expanded description of genetic and environmental influences on development.
- Updated statistics on U.S. household composition.
- Updated statistics on ethnic minority populations and trends in the United States.
- *Perspectives on Diversity* feature updated with demographic changes, effects of implementation of the Affordable Care Act, and potential changes to health insurance coverage under the new presidential administration.
- Added discussion of diversity within ethnic categories and ethnic gloss.
- Expanded discussion of active versus passive development and of continuous versus discontinuous development.
- Expanded discussion of Erikson's theory of psychosocial development.
- Added information about the history of learning theoretical approaches and why they gained prominence in the scientific community.
- Expanded description of Pavlov's research.
- Added specific examples of classical conditioning, positive and negative reinforcement and punishment, and the use of behavioral modification.
- Added critique of learning theories as an overarching framework of development.
- Expanded example of the processes of assimilation and accommodation.
- Added a specific example of scaffolding.
- New discussion of Vygotsky's experimental approach and expanded discussion of his impact on the field.
- New example of how quantitative data can be used to infer internal mental processes in information processing research.
- Added descriptions of each of Bronfenbrenner's systems, including the microsystem, mesosystem, exosystem, macrosystem, and chronosystem.
- Expanded descriptions of evolutionary theory and evolutionary psychology.
- New section on quantitative and qualitative research.
- Added information on qualitative research methods and goals.
- Expanded section on self-report measures.
- Added information on observer bias.
- Expanded information on pros and cons of case studies.
- New example of a spurious correlation.
- New material on operational definitions.
- New section on random assignment.
- Expanded description of field experiments.
- New material on the pros and cons of cross-sectional and longitudinal research designs.

Chapter 2 Conception, Heredity, and Environment

- Expanded discussion on causes of infertility.
- Updated statistics on infertility and the use of artificial reproductive technologies.
- Added coverage of the risks of multiple pregnancies and new guidelines for transfer of multiple embryos.
- Updated information and statistics on adoption.
- Revised discussion of recessive and dominant inheritance patterns.
- Expanded discussion of multifactorial transmission and epigenetic changes.
- Added material on racial and ethnic variations in prevalence of birth disorders.
- Revised discussion of heritability.
- Expanded discussion and examples of canalization and range of reaction.
- Expanded examples for nonshared environmental influences in the family.
- Expanded discussion of, and updated research on, the interaction of genes and environment on obesity, temperament, and schizophrenia.

Chapter 3 Pregnancy and Prenatal Development

- Expanded description of the placenta.
- Updated and expanded statistics on miscarriage.
- Expanded information on pain perception in fetuses.
- Updated research on auditory perception and auditory memory in fetuses.
- Updated information on weight gain and nutritional recommendations in pregnancy.
- Updated global statistics on malnutrition during pregnancy.
- Differentiation of malnutrition as a result of calorie deficit versus nutrient deficit.
- New information on the effects of Zika exposure during pregnancy.
- Updated information on rubella outbreaks in the United States.
- Revised section on maternal anxiety and stress.
- Updated statistics on maternal age.
- Expanded information on the influence of environmental hazards on pregnancy.

- New section on the influence of opioid exposure on pregnancy outcomes and neonatal abstinence syndrome.
- Expanded information on the transmission of alcohol and drugs through breast milk.
- Expanded information on the effects of tobacco smoke on pregnancy.
- Updated information on the risks associated with caffeine usage during pregnancy.
- Updated information on the effects of marijuana, cocaine, and methamphetamine use during pregnancy.
- Updated and expanded information on paternal factors in pregnancy.
- Added information on prenatal cell-free DNA scans.
- Updated *Perspectives on Diversity* feature on disparities in prenatal care around the world.

Chapter 4 Birth and the Newborn

- Updated statistics on childbirth, birth complications, and maternal mortality in the United States.
- New global statistics on childbirth, birth complications, and maternal mortality.
- Expanded information and updated research on outcomes associated with the use of doulas during childbirth.
- Expanded information on developmental changes and cultural variations in infant sleep patterns.
- Updated global and U.S. statistics on low-birth-weight babies.
- New information on the link between sleep organization and outcomes in preterm infants.
- Updated research on low-birth-weight babies, including long-term outcomes.
- Updated statistics on postmature infants.
- Updated statistics and research on stillbirth.
- Expanded information on neurological basis of parental bonding and on fathers' involvement in caregiving and play.

Chapter 5 Physical Development and Health, 0 to 3

- Expanded information on growth rates in the first 3 years of life.
- Added information on teething.
- Updated statistics on U.S. breast-feeding rates.
- Expanded information and new research on obesity in infancy.
- New section on malnutrition in infancy.
- New section on brain cells, including information on integration and differentiation of neurons.
- New section on myelination of neural pathways.
- Updated research on pain perception in newborns.
- Expanded information on the development of smell and taste and adaptive nature of taste preferences.
- Updated research on auditory discrimination in infancy.
- New information on infant preferences for and ability to discriminate facial stimuli.
- Updated research on visually directed reaching in infants and on haptic perception.
- New section on cultural influences on motor development.
- Updated statistics and information on global and U.S. infant mortality.
- Updated statistics on U.S. racial and ethnic disparities in infant mortality rates.
- Updated statistics and information on sudden infant death syndrome (SIDS), child injuries, and child maltreatment rates.
- Updated global and U.S. statistics and information on vaccination rates.
- Updated research on nonorganic failure to thrive in infancy and toddlerhood.
- Updated research on characteristics of abusive parents and household environments.
- New information on long-term outcomes of children placed in foster care.
- Expanded and updated information on long-term effects of maltreatment.

Chapter 6 Cognitive Development, 0 to 3

- Updated research example for the use of conditioning paradigms in infant research.
- Expanded discussion of Piaget's sensorimotor substages.
- Expanded discussion of the object concept, including new information on the a-not-b error.
- New section on imitation, including information on visible imitation, invisible imitation, deferred imitation, and preferences in imitation.
- New section on symbolic development, pictorial competence, and understanding of scale.
- New section on perceptual processing abilities.
- Expanded and updated information and research on information processing as a predictor of intelligence, on the development of categorization in infancy, and on the development of the understanding of causality.
- Expanded and updated discussion of violation-of-expectations research methodology.
- Expanded and updated information and research on the development of an understanding of number in infants.
- Expanded and updated information and research on the development of neural structures and their link to memory processes.

- Expanded discussion of the social constructionist approach and how it applies to early childhood education.
- Expanded discussion of the development of infant understanding of phonemic native language patterns.
- Updated research on the use of gestures in infants.
- Expanded information on language milestones in infancy and on syntactic development.
- New section on sign language development in deaf children.
- Expanded discussion of characteristics of early speech and language errors.
- Expanded discussion of and updated research on the role of social interaction in language development and on child-directed speech.

Chapter 7 Psychosocial Development, 0 to 3

- Expanded definition of emotion.
- Expanded discussion of and updated research on developmental changes in crying and in smiling and laughter in infancy.
- Expanded discussion of and updated research on the development of altruism and empathy, including new information on underlying brain neurology.
- Expanded information on the link between collaborative activities and the development of culture.
- Expanded discussion and updated research on stability of temperament, with particular attention on developmental changes in relative influence of genes and environment and cultural influences on stability.
- Expanded discussion of and updated research on behavioral inhibition.
- Expanded description of behaviors of resistantly attached infants.
- Expanded discussion on how attachment is established.
- Expanded discussion of and updated research on long-term effects of attachment.
- New information on physiological and neurological correlates of parental attachment history.
- Expanded discussion of mutual regulation, with the addition of new material on interactional synchrony and the role of oxytocin.
- Expanded discussion of and updated research on social referencing.
- Expanded description on the origins of the self-concept.
- Added information on cultural variations in the development of the self.
- Expanded discussion on the development of conscience, including new information on receptive cooperation.
- Expanded discussion and updated research on factors in the success of socialization.
- Expanded discussion and updated research on sex and gender differences in infants and toddlers.
- Expanded discussion on sibling influences.
- New information included on peer preferences.

Chapter 8 Physical Development and Health in Early Childhood

- Updated information on brain changes from 3 to 6 years of age.
- Expanded discussion and updated research on sleep disturbances.
- Expanded discussion and updated research and statistics on night terrors, sleepwalking, sleeptalking, and nightmares.
- Expanded discussion and updated research on the relationship between motor development, sports participation, and risk of overweight or obesity.
- Expanded discussion and updated research on the origins of handedness.
- Expanded discussion and updated research and statistics on obesity, including both global U.S. data on prevalence, causes, and recommended prevention strategies.
- Updated *Perspectives on Diversity* feature with current global data on prevalence and causes of mortality in the first 5 years of life.
- Updated discussion and research on undernutrition.
- Updated statistics for allergy prevalence in U.S. children.
- Expanded discussion and updated research and recommendations on the use of fluoride for the prevention of dental caries, including a critical analysis of research on fluoride toxicity.
- Updated global and U.S. statistics on accidental child injuries and deaths.
- Updated statistics and information on access to medical care for children living in poverty.
- Updated statistics on the influence of race and ethnicity on children's access to health care.
- Updated statistics on the prevalence and causes of homelessness in U.S. children.
- Updated statistics on the children's exposure to environmental contaminants.

Chapter 9 Cognitive Development in Early Childhood

- Expanded discussion and updated research on the understanding of causality in children.
- Expanded description of the development of the concept of identity in children.
- Expanded description of and updated research on animism.
- New information on long-term academic correlates of early number sense in children.

- Expanded description of irreversibility.
- New information on children's early understanding of mental states.
- Expanded description of and updated research on false beliefs, including links to other skills, neural correlates, and its relationship to lying.
- New section on distinguishing between appearance and reality.
- Added information on understanding fantastical elements in storybooks and the influence religious beliefs play.
- Updated information on the benefits of imaginative activities.
- Expanded discussion of and updated research on family influences, cultural influences, and neurological correlates of theory of mind development.
- New example of encoding.
- Expanded description of working memory, including information on the phonological loop, visuospatial sketchpad, and neurological correlation.
- Expanded discussion of and updated research on the development of executive control, its relationship to academic performance, and intervention programs for its improvement.
- New section on influences on memory retention.
- Updated research on the Flynn effect.
- Expanded discussion of and updated research on family influences on measured intelligence.
- New section on electronic media and cognitive processes.
- Expanded discussion of scaffolding and updated research illustrating its use in the classroom.
- Expanded discussion of fast mapping with the inclusion of updated research and an illustrative example.
- New section on private speech.
- Updated research on the development of literacy, including the impact of electronic devices.
- Updated research on the impact of compensatory preschool programs on child outcomes.
- Updated information on current funding status of universal preschool programs.
- Updated statistics on kindergarten attendance in the United States.
- Updated discussion of and research on kindergarten readiness and outcomes.

Chapter 10 Psychosocial Development in Early Childhood

- Updated research on cultural differences in self-definition.
- Expanded description of developmental changes in self-esteem from ages 5 to 7.
- Expanded discussion of and updated research on contingent self-esteem.
- New information on the differential influence of generic versus targeted praise on task perseverance.
- Coverage of understanding and regulating emotions separated into two distinct sections, expanded, and updated with current research.
- New information on cultural differences in the likelihood of feeling guilt, pride, and shame.
- Expanded discussion of and updated research on gender differences in children and on biological influences on gender development.
- New information on the development of transgender individuals.
- Expanded discussion of the consequences of differing reproductive strategies of men and women.
- Expanded discussion of the interaction between evolutionary and cultural processes in the determination of human behavior and psychology.
- Expanded discussion on Kohlberg's cognitive-developmental theory of gender and on gender schema theory.
- Updated research on family, peer, and cultural influences on gender socialization.
- Expanded discussion of and updated research on nonsocial play, with new information on reticent play.
- Expanded discussion of and updated research on the influence of gender on play styles.
- Expanded discussion of and updated research on cultural influences on play.
- New section on the adaptive functions of play.
- New information on negative outcomes associated with harsh parenting practices.
- Expanded discussion of and updated research on outcomes associated with the use of corporal punishment.
- New information on the use of and recommendations regarding corporal punishment in the U.S. educational system.
- Updated *Perspectives on Diversity* feature, with new information on U.S. and global prevalence in use of corporal punishment.
- Expanded cultural critique of Baumrind's parenting typology.
- Expanded discussion of and updated research on gender differences in aggression.
- New information on cultural influences on aggressive behavior.
- New section on fearfulness.

Chapter 11 Physical Development and Health in Middle Childhood

- Updated weight and height statistics for middle childhood in the United States, with new information on racial and ethnic variations.