A TOPICAL APPROACH TO LIFE-SPAN DEVELOPMENT

Eleventh Edition

JOHN W. SANTROCK
University of Texas at Dallas

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A TOPICAL APPROACH TO LIFE-SPAN DEVELOPMENT, ELEVENTH EDITION

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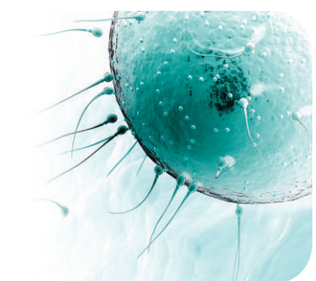
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guide to diversity, equity, and inclusion

Special attention is given to diversity, equity, and inclusion (DEI) in this new edition, including updating preferred pronouns and terminology. Additionally, sources were cited from researchers publishing in such journals as *Current Psychology: A Journal for Diverse Perspectives on Psychological Issues,* ensuring the citations of studies and researchers represent diverse and global populations and topics. Following is a chapter-by-chapter list of the related topics along with new content and revisions involving DEI issues and research.

Chapter 1: Introduction

- Coverage of very recent projections for a decline of approximately one year in U.S. life expectancy in 2020, with a three- to four-year drop for African Americans and Latinxs because of the staggering number of deaths due to the COVID-19 pandemic (Andrasfay & Goldman, 2021)
- Updated rates of poverty that dropped considerably from 2018 to 2019 for African American, Latinx, and Asian American children and adolescents, including a much larger drop than for non-Latinx White children and adolescents (Semega & others, 2020)
- Inclusion of a recent research review of 3- to 19-year-old U.S. children and adolescents concluding that those living in low socioeconomic status (SES) settings were more likely to have higher levels of psychopathology (Peverill & others, 2021)
- Description of a recent focus of the Ascend two-generation program on the importance of parents' education, economic stability, and overall health for their children's well-being (Ascend, 2021; Aspen Institute, 2019)
- Main section, "Sociocultural Contexts and Diversity" (Kulich & others, 2021)
- Section on culture and cross-cultural studies (Bhawuk & Landis, 2021)
- Section on ethnicity (Gollnick & Chinn, 2021)
- *Connecting with Careers* profile of Gustavo Medrano, a clinical psychologist who specializes in bicultural and bilingual therapy for children, adolescents, and adults
- Content on discrimination and prejudice experienced by ethnic minority individuals (Clauss-Ehlers, Roysircar, & Hunter, 2021) including commentary about the killing of George Floyd and others by police
- Description of Adriana Umaña-Taylor and her colleagues' (Sladek, Umaña-Taylor, & others, 2020; Umaña-Taylor & Hill, 2020) research that indicates pride in one's ethnic identity group and exploration of ethnic identity development have positive outcomes
- Description of socioeconomic status and associated inequalities (Mayo & Wadsworth, 2020)
- Coverage of gender classification and transgender (Spizzirri & others, 2021)
- Discussion of social policy, including American activist Marian Wright Edelman's efforts to improve children's rights and quality of life
- Inclusion of content on the child poverty rate being higher in the United States than in other countries
- *Connecting Development to Life* interlude that includes recommendations for improving family policy in the United States (Crosby, 2021)
- Main section on reducing gender bias and cultural and ethnic bias in research on life-span development
- *Connecting with Careers* profile of Pam Reid, who has had a special interest in improving the lives of African American girls

Chapter 2: Biological Beginnings

- Inclusion of a recent study that found while XYY boys did not have more cognitive deficits than normal XY boys, they did have more externalizing and internalizing problems (Operto & others, 2019)
- New content on the number of children born worldwide with sickle-cell anemia and how stem cell transplantation is being explored in the treatment of infants with sickle-cell anemia (Cisneros & Thein, 2020)
- Coverage of a recent study in which African American and Latinx women reported almost twice as many barriers to prenatal care as non-Latinx White women (Fryer & others, 2021)
- New content on ethnic disparities in prenatal care and pregnancy with African American and Native American/Alaska Native women especially experiencing inadequate care (Petersen & others, 2019)
- Updated data on the percentage of U.S. infants who are born preterm, including ethnic variations (Martin & others, 2019)
- Updated data on the percentage of U.S. babies born with low birth weight, including ethnic variations (Martin & others, 2019)
- Cross-cultural content on the people (midwives, for example) who aid mothers in the birth of their babies

Chapter 3: Physical Development and Biological Aging

- Discussion of a recent research review of 30 studies in different countries around the world that revealed the age at which breast development began in girls (called thelarche) declined by almost 3 months per decade from 1977 to 2013 (Eckert-Lind & others, 2020)

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- Coverage of a recent study that revealed menarche has been occurring at younger ages in recent years in Portugal (Queiroga & others, 2020)
- Description of a recent study of Chinese adolescents that revealed girls were more dissatisfied with their appearance than boys were, but boys were more dissatisfied with their sexual organs (Zhang & others, 2020)
- Inclusion of recent research in which higher social media use was linked to more negative body images for adolescents, more so for girls than for boys (Kelly & others, 2019)
- Updated data on gender and ethnic differences in life expectancy in the United States (Murphy & others, 2018; Xu & others, 2020)
- New discussion of the "Latinx Health Paradox," which refers to Latinxs living 3.2 years longer than non-Latinx Whites despite having lower income and less education, as well as exploration of possible reasons for this difference (Brill, 2019; Tabler & others, 2020)
- Coverage of a recent study that supported the "Latinx Health Paradox," in which older Latinx adults reported having better health than their non-Latinx White counterparts did (Olsen, Basu Roy, & Tseng, 2019)
- Description of cross-cultural variations in the experience of menopause
- Inclusion of content on poverty's role in diminishing the brain functioning of children and adolescents
- Discussion of data comparing life expectancy in the United States to life expectancy in other countries (Geoba, 2019)

Chapter 4: Health

- New content indicating that children living in poverty have higher rates of accidents, asthma, and death than children from higher-income families (Kelleher, Reece, & Sandel, 2018)
- New coverage of ethnic disparities in health coverage and chronic health conditions in U.S. children (Carratala & Maxwell, 2020)
- New *Connecting with Careers* profile of Dr. Bonnie Halpern-Felsher, University Professor of Pediatrics and Director of Community Efforts to Improve Adolescents' Health. Dr. Halpern-Felsher coordinates the STEP-UP program (Short-Term Research Experience for Underrepresented Persons), in which she has personally mentored and supervised 22 to 25 middle and high school students every year since 2007.
- New content on ethnic disparities in U.S. adults 20 years of age and older (Health United States, 2019)
- Inclusion of new data on ethnic variations in rates of Alzheimer disease (Alzheimer's Association, 2020)
- Coverage of a recent study that revealed 3- to 4-year-old African American children and children who lived at or below the poverty level were more likely than other young children to engage in more than 1 hour of screen time daily (Kracht, Webster, & Staiano, 2020)
- Discussion of recent research indicating that infants in a WIC program had higher cognitive scores on the Bayley Scales of Infant Development (Lakshmanan & others, 2020)
- New description of the special concern created by COVID-19 for young children in low-income families who attend early child-care and education programs because many states closed these programs (which provide free meals and snacks) during the pandemic (Bauer & others, 2021)
- Updated data on obesity rates for different genders and ethnicities in the United States (Hales, 2020)
- Updated data on gender and ethnic variations in exercise during adolescence (Underwood & others, 2020)
- Coverage of poverty's role in diminishing access to health care for children
- *Connecting with Careers* profile of Dr. Mustafa-Infante, who works at Mission Pediatrics in Riverside, California, and serves as a volunteer for Ayacucho Mission, a nonprofit organization that provides culturally sensitive medical care for people living in poverty in Ayacucho, Peru. In regard to her cultural background, Dr. Mustafa-Infante describes herself as a Latina doctor who has a Middle-Eastern name, reflecting her strong family commitments to both heritages.
- Discussion of cross-cultural comparisons of adolescents' consumption of fast food
- Description of ethnic variations in overweight and obesity in the United States as well as cross-cultural comparisons

Chapter 5: Motor, Sensory, and Perceptual Development

- Recent research involving urban, predominately Latinx 6- to 11-year-olds that found low sports participation was linked to higher withdrawn and depressive symptoms (Matta & others, 2021)

Chapter 7: Information Processing

- Description of recent research with 8- to 18-month-old infants that revealed those from higher-SES families responded to more sophisticated cues for joint attention than infants from lower-SES families (Reilly & others, 2021)
- Inclusion of a recent study that revealed Latinx older adults who were more acculturated in the United States had better working memory than their less acculturated counterparts (Mendoza & others, 2021)
- Discussion of a recent study of older Mexican adults that revealed in addition to one's own education, a spouse's education also was associated with better cognitive ability (Saenz & others, 2020)
- Inclusion of a recent study of Puerto Rican older adults that found a higher level of cognitive complexity in work was associated with a lower risk of cognitive impairment (Andel & others, 2019)
- Description of a recent study of older Latinxs in which cardiovascular risk factors were linked to lower cognitive functioning (Tarraf & others, 2020)

Chapter 8: Intelligence

- Discussion of a recent study of 22 countries (including Argentina, China, France, India, Peru, Turkey, and the United States) that found variations in intelligence across countries

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were linked to income, educational attainment, health, and socioeconomic status (Lynn, Fuerst, & Kirkegaard, 2018)
- Coverage of cross-cultural variations in the Flynn Effect
- Content describing the increasing research interest in programs that seek to improve the experiences of children with low IQs, especially those in low-income circumstances (Schianti, Simeonsson, & Hall, 2021)
- *Connecting with Research* interlude exploring whether early intervention with children who are growing up in impoverished circumstances might improve their intelligence.
- Section on cross-cultural comparisons in intelligence
- Content on cultural bias in intelligence testing
- Discussion of research on stereotype threat, including recent content on studies that support the concept of stereotype threat (Crosby, 2021)
- Inclusion of content on culture-fair tests
- Description of ethnic variations in intelligence
- Coverage of Donna Ford's (2015a, b) view that African American, Latinx, and Native American children are underrepresented in gifted programs. Much of the underrepresentation involves the lower test scores for these children compared with non-Latinx White and Asian American children, which may be due to factors such as test bias and fewer opportunities to develop language skills such as vocabulary and comprehension.

Chapter 9: Language Development

- New discussion of English-speaking preschool children that revealed those from lower-income families had less advanced language-processing skills, as well as a smaller vocabulary and syntax deficiencies (Levine & others, 2020)
- Inclusion of recent research with low-income families in which 15-month-old infants whose mothers had a college education had much better language skills than their low-income counterparts whose mothers did not have a college education, and these differences were still present at 3 years of age (Justice & others, 2020)
- Coverage of a recent meta-analysis in which sensitive responsiveness by parents in low-SES families was more strongly linked to improvement in young children's language development than was the case in middle- and high-SES families (Madigan & others, 2019)
- Description of a recent study that found children living in extreme poverty had much lower vocabulary and reading comprehension (Lervag & others, 2019)
- New *Connecting with Research* interlude on the effects of communication difficulties between hearing parents and deaf children
- Cross-cultural research indicating that English is a noun-friendly language, while Korean and other Asian languages are verb-friendly languages
- *Connecting with Careers* profile of Sharla Peltier, a speech therapist in Manitoulin, Ontario, Canada, who works with Native American children in First Nations schools
- Discussion of research indicating that the extent to which phonological awareness is linked to reading skills varies across different languages
- Inclusion of recent research that found stronger Spanish language skills at 2 years of age were linked to better English language skills as well as maintenance of good language skills at 4.5 years of age (Marchman & others, 2020). These findings indicate that families who primarily speak Spanish should engage in activities that develop children's competence in Spanish while also encouraging opportunities to learn English.
- Coverage of the best way to teach English language learners (ELLs), many of whom in the United States are from immigrant families living in poverty
- *Connecting with Careers* profile of Salvador Tamayo, an ELL fifth-grade teacher at Turner Elementary School in West Chicago. He received a National Educator Award from the Milken Family Foundation for his work in educating ELLs, and he and his students have created several award-winning websites about the West Chicago City Museum, the local Latinx community, and the history of West Chicago.

Chapter 10: Emotional Development and Attachment

- Discussion of a recent study of low-income families in which having a difficult temperament at 0 to 12 months of age predicted behavior problems at 36 months (Maltby & others, 2019)
- Coverage of a recent study in which Latinx infants were at increased risk for obesity if their mothers had an anxious or avoidant insecure attachment style rather than a secure attachment style (Hepworth & others, 2021)
- Description of a recent cross-cultural study of more than 7,000 individuals in 25 countries that found support for the universality of Sternberg's triarchic theory of love (Sorokowski & others, 2021)
- Inclusion of cultural variations in emotional development (Suarez-Alvarez & others, 2020)
- Section on gender, culture, and temperament
- Discussion of Chinese children being more inhibited than U.S. and Canadian children
- Content on cross-cultural studies of attachment
- Description of the Aka pygmy culture in which fathers spend as much time as mothers in caring for infants
- Inclusion of content on cross-cultural comparisons of child care in which many European countries, especially those in Scandinavia, have led the way in providing government-funded child care
- *Connecting with Careers* profile of Wanda Mitchell, Center Director of the Hattie Daniels Day Care Center in Wilson, North Carolina
- Coverage of cross-cultural variations in dating, such as greater parental restrictions on dating for African American and Latinx adolescents than for non-Latinx White adolescents
- Discussion of cross-cultural variations in adult romantic relationships

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Chapter 11: The Self, Identity, and Personality

- Description of a recent study in three countries—Brazil, Portugal, and Spain—that found parental warmth was a key factor in adolescent self-esteem in all three countries (Isabel Martinez & others, 2020)
- Inclusion of a longitudinal study with Mexican-origin adolescents that found a reciprocal relation between self-esteem and academic achievement (Zheng & others, 2020)
- Section on cross-cultural variations in identity development including the greater collectivist emphasis in Asian countries on fitting in with the group and connecting with others (Schwartz & others, 2020)
- Greatly expanded and updated content on ethnic and racial identity based on feedback from leading expert Kevin Cokley
- Content on bicultural identity, especially in different generations of U.S. immigrants
- New coverage of racial identity
- Inclusion of recent research on 13- to 17-year-old African American girls' racial socialization in which pride was linked to positive feelings about being Black, while oppressive messages about Black women were associated with depressive feelings (Stokes & others, 2020)
- Description of a recent study of 11- to 12-year-olds that found more frequent discrimination from peers was linked to lower ethnic-racial commitment (Del Toro, Hughes, & Way, 2021)
- Coverage of a recent study of adolescents that revealed on days when adolescents reported more negative peer ethnic/racial interaction, they had lower school engagement (Wang, 2021). Also in this study, on days when they reported more positive peer ethnic/racial interaction, they engaged in more prosocial behavior.
- Inclusion of a recent research review of Latinxs that concluded perceived discrimination was linked to poorer mental health but having a greater sense of ethnic pride attenuated this link (Andrade, Ford, & Alvarez, 2021)
- New discussion of the singular concept of ethnic-racial identity (ERI) (Atkin & others, 2021)
- Description of a recent study of Cherokee young adolescents' ERI that revealed both girls and boys reported strong positive attitudes about being a Cherokee (Hoffman, Kurtz-Coates, & Shaheed, 2021). However, youths' perceptions that others hold Cherokees in high regard decreased across the years.
- Coverage of a recent study that found Latinx youth had greater resilience in response to discrimination when they had more experiences with ethnic family socialization and had engaged in ethnic identity exploration and resolution (Martinez-Fuentes, Jager, & Umaña-Taylor, 2021)
- Discussion of a recent study of Latinx young adolescents that found higher resilience and school attachment predicted higher optimism (Taylor & others, 2020)
- Description of a recent study that revealed regardless of growing up in disadvantaged circumstances as a child, being optimistic as an adult was linked to being a non-smoker, having a healthy diet, and having a healthy body mass index (Non & others, 2020)
- New *Connecting with Research* interlude exploring whether an individual's personality profile is linked to their diversity orientation and attitudes about diversity

Chapter 12: Gender and Sexuality

- Extensive editing, revision, and updating based on leading expert Sabra Katz-Wise's feedback and comments, with special attention to contemporary use of various gender-related terms
- New *Connecting with Research* interlude focusing on what preschool children think about gender and careers
- Coverage of a recent study of 3- to 7-year-olds that found boys were more likely to engage in gender stereotyping than girls, especially with masculine stimuli such as toys, and to be sanctioned for not conforming to gender stereotypes (Skocajic & others, 2020)
- New commentary pointing out that categories such as gender and ethnicity intersect and create systems of power and privilege as well as oppression and discrimination
- Extensively edited, expanded, and updated coverage of transgender individuals
- New discussion of the term *two-spirit* that is used by some indigenous North Americans to refer to individuals who are perceived as having both male and female spirits within them
- New content indicating that 40 percent or more of transgender individuals have attempted suicide at least once in their lifetime (Dickey & Budge, 2020)
- Coverage of a recent study of transgender individuals in which gender affirmation was associated with a lower rate of suicidal ideation and psychological distress, while gender discrimination was linked to a higher rate of suicidal ideation and psychological distress (Lelutiu-Weinberger, English, & Sandanpitchai, 2020)
- Description of recent research that confirmed victimization and discrimination predicated increased suicidal ideation in transgender individuals, while community connectedness reduced suicidal ideation (Rabasco & Andover, 2021)
- Inclusion of a recent study that found a majority of transgender persons had experienced discrimination in the previous year and that those who encountered greater discrimination were more likely to develop depression and anxiety symptoms (Puckett & others, 2020)
- New commentary noting that because trans individuals experience considerable discrimination, it is important that society provide a more welcoming and accepting attitude toward them (Vargas, Huey, & Miranda, 2020)
- Coverage of a recent study that found psychotherapy targeting internalized stigma and non-affirmation experiences can be effective in reducing gender-related stress and increasing resilience (Budge, Sinnard, & Hoyt, 2020)
- New *Connecting with Careers* feature on Dr. Stephanie Budge, psychotherapist and researcher focusing on transgender issues
- Updated data on the number of people in the U.S. living with an HIV infection (1.2 million), with 1 in 7 of these individuals unaware that they have the infection (HIV.gov, 2020)
- Updated statistics indicating that in 2018, approximately 36,400 new HIV infections were diagnosed, with 69 percent

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of those diagnoses occurring in men who were having sex with other men (HIV.gov)

- New content on the increasing interest in PrEP (pre-exposure prophylaxis) awareness, which involves taking a daily pill that can reduce the probability of getting HIV by as much as 90 percent (Restar & others, 2020)
- Coverage of a recent study that indicated women who had experienced sexual assault were more likely to subsequently have more academic problems and engage in fewer serious romantic relationships while in college and nine years later had more symptoms of depression, anxiety, and post-traumatic stress disorder (Rothman & others, 2020)
- Inclusion of recent research on acquaintance rape of college women that revealed 84 percent of the women knew their perpetrator and 65.5 percent encountered the perpetrator after the attack (Bell, Wolff, & Skolnick, 2021). Women who encountered their perpetrator after the attack reported more lifestyle changes and more severe symptoms of post-traumatic stress disorder.
- New content on the recent movement on many college campuses toward obtaining *affirmative consent* before engaging in sexual activity (Goodcase, Spencer, & Toews, 2020)
- Discussion of a recent study of young adults in which women (37.4 percent) were more likely to report having experienced sexual assault than men (22.4 percent) (Mumford & others, 2020)
- Updated national data (2019) from the Youth Risk Behavior Surveillance study on the timing of sexual intercourse in U.S. adolescents, including ethnic variations and the percentage of adolescents who have had sexual intercourse prior to 13 years of age (Underwood & others, 2020)
- Updated data on ethnic variations in the incidence of adolescent pregnancy, with significant declines among Latinx, African American, non-Latinx White, and Asian American adolescents (National Center for Health Statistics, 2019)
- Coverage of recent research on the percentage of adolescents who use condoms when they have sex, including ethnic variations (Szucs & others, 2020)
- Description of a study conducted from 2010 to 2017 that found increased use of long-acting reversible contraception (LARC), particularly by urban, educated, and higher-income women (Beshar & others, 2021)
- Update on AIDS incidence worldwide, with 88 percent of all children and adolescents with AIDS living in sub-Saharan Africa (UNAIDS, 2020)
- Updated data on ethnic variations in adolescent pregnancy, including declining rates of pregnancy in ethnic minority adolescents (Martin & others, 2021)

Chapter 13: Moral Development, Values, and Religion

- Inclusion of recommendations by leading expert Gustavo Carlo, whose many research studies focus on international groups and U.S. ethnic/racial groups, especially Latinx youth and families
- New *Connecting with Research* interlude on how parent and peer relationships influence Latinx adolescents' prosocial behavior
- New main section, "Culture"
- Description of differences in behavior between WEIRD (Western, Educated, Industrialized, Rich, and Democratic) cultures that emphasize individual rights and independent behavior and non-WEIRD cultures that are characterized by duty-based communal obligations and collective, interdependent behavior
- New coverage of the importance of familism in the moral development of children in Mexican and Latinx families (Carlo & Pierotti, 2020)
- Discussion of differences in morality within a culture, such as differences between people living in lower- and higher-SES contexts
- Inclusion of a recent study in 12 countries that found sharing increased from 4 to 12 years of age in each of the countries (Samek & others, 2020)
- Description of a recent study of lesbian and gay older adults that revealed those who engaged in volunteer work had better physical health, more positive mental health, and less psychological distress (Lyons & others, 2021)
- New content on a recent study that found neighborhood poverty was linked to delinquency in adolescence, especially through maternal stress and adverse childhood experiences (Wang, Choi, & Shin, 2020)

Chapter 14: Families, Relationships, and Parenting

- Main section, "Sociocultural and Historic Influences"
- New data indicating that African American adults (47 percent) are much more likely to be single than non-Latinx White adults (28 percent) and Latinx adults (27 percent) (Brown, 2020)
- New content indicating that at lower SES levels, couples are more likely to cohabit and give birth prior to marriage and less likely to marry at all (Karney, 2021)
- New content noting that cohabitation is increasing in China and Taiwan but still rare in Japan and South Korea
- Coverage of a recent study that found men had a higher level of marital satisfaction than women across a number of countries (Sorokowski, Kowal, & Sorokowska, 2019). In this study, marital satisfaction was similar among Muslims, Christians, and atheists.
- New comparison of age at first marriage in a number of developed countries, with individuals in Sweden getting married latest and those in Israel and Turkey earliest
- New content and data on the percentage of individuals from different ethnic groups who are married (U.S. Census Bureau, 2019)
- New content and data on the percentages of newlyweds and all married people who are married to someone from a different ethnic group, percentages that have dramatically increased in recent years (Livingston & Brown, 2017)
- Coverage of recent research on Mexican married older adults in which spousal support was associated with less loneliness while spousal strain was linked to more loneliness three years later (Saenz, 2021)

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- New content on ethnic variations in divorce rates, including the fact that among Latinxs, 30 percent of women and 27 percent of men become divorced in their lifetime
- Section on contextual aspects of parenting styles, including an explanation of Ruth Chao's term "training parents" in reference to the parenting style found in many Asian American families
- Discussion of cross-cultural variations in the use of corporal punishment
- New data on the increasing number of countries that are banning the use of corporal punishment (Global Initiative to End All Corporal Punishment of Children, 2020)
- Description of gender and ethnic variations in parental granting of autonomy to adolescents (Tran & Rafaelli, 2020)
- Discussion of the influence of socioeconomic status in the lives of children in divorced families
- Inclusion of recent research indicating that lesbian mothers, heterosexual mothers, and gay fathers reported higher parenting competence than heterosexual fathers (Farr & Vazquez, 2020a)
- Coverage of a U.K. longitudinal study of gay father, lesbian mother, and heterosexual parent families when their children reached early adolescence that found few differences among the three family styles and concluded that better parenting quality and parental mental health were linked to fewer adolescent problems (McConnachie & others, 2021)
- Section on the changing landscape of adoptive parents and adopted children in terms of diversity in a number of areas
- New *Connecting with Research* interlude on potential roles of school counselors in working with transracially adopted children and adolescents

Chapter 15: Peers and the Sociocultural World

- Coverage of a recent study in the United States and China that found parents' increased restriction of peer interaction predicted a decrease in children's adjustment over time (Xiong & others, 2020)
- Description of a recent study of more than 15,000 U.S. high school students that found African American and Latinx adolescents were less likely to have experienced school bullying and cyberbullying than non-Latinx White adolescents (Webb & others, 2021)
- Main section on the relevance of culture for the study of life-span development
- Section on individualist and collectivist cultures, including a number of relevant research studies
- Expanded coverage of what the term *culture* means, including content on how everyone has a culture (with multiple examples provided)
- Description of the World Health Organization's (WHO) recommendation that 3- to 4-year-old children should engage in no more than 1 hour of screen time daily (Willumsen & Bull, 2020)
- Inclusion of recent research on 13- to 18-year-olds in the United States and the United Kingdom that revealed significant gender differences in the types of digital media they used (Twenge & Martin, 2020)
- Discussion of a recent large-scale study of more than 32,000 15-year-olds in 37 countries that found problematic social media use and low social support were the best predictors of low levels of satisfaction with life (Walsh & others, 2020)
- Section on aging and culture that includes comparisons of different cultures' views of aging
- Main section on socioeconomic variations in families and neighborhoods
- Main section on consequences of socioeconomic status for children and adolescents
- Coverage of a recent study in which lower SES was linked to less cortical surface area in the brains of adolescents as well as less effective working memory (Judd & others, 2020). The SES factor most responsible for the lower level of brain functioning was less parental education.
- Inclusion of a recent Chinese study that found low family SES was linked to children's low academic achievement, with a key factor being low parental involvement in children's schooling (Zhang & others, 2020)
- Main section on poverty
- Updated data on the percentage of U.S. adults below the poverty line with varying degrees of education (Duffin, 2019)
- Updated data on the percentage of single-mother families living in poverty (34 percent), which was nearly 5 times that of their married counterparts (6 percent) (U.S. Census Bureau, 2019)
- Coverage of intervention studies that seek to improve the lives of children and adolescents living in poverty conditions
- Section on SES, poverty, and aging
- Inclusion of a recent study of older adults in which poverty was a risk factor for earlier death (Guimaraes & Andrade, 2020)
- Main section on ethnicity
- New opening commentary in the section on ethnicity focusing on the importance of not using a deficit model in studying ethnic minority adolescents and of recognizing not just stressors but also the positive aspects of their lives (Weissmark & others, 2020)
- Updated data on the percentage of children and adolescents (18 and younger) from different ethnic groups in the United States (U.S. Census Bureau, 2018)
- New discussion of Yoonsun Choi and her colleagues' (Choi & Hahn, 2017; Choi & others, 2020a, b, c) research on generational differences in Filipino Americans and Korean Americans, as well as younger Asians' belief that older Asians place too much emphasis on education
- Coverage of a recent study in which immigrant children who were separated from their parents had lower literacy skills and more psychological problems than those who had migrated with their parents (Lu, He, & Brooks-Gunn, 2020). Also in this study, a protracted period of separation and prior undocumented status of parents further increased the children's disadvantages.
- New content on multi-ethnic/racial individuals and the discrimination they often encounter (Tan & others, 2019; Woo & others, 2020)

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- New description of the positive outcomes when adolescents have a positive ethnic identity (Umaña-Taylor & others, 2020)
- Inclusion of content on how Latinx families are embracing the importance of education in their children's and adolescents' development
- New discussion of a recent study in which Latinx adolescents showed enhanced resilience against discrimination encounters when they had more family ethnic socialization experiences and engaged in greater identity exploration and resolution (Martinez-Fuentes, Jager, & Umaña-Taylor, 2021)
- Coverage of how poverty affects the development of ethnic minority children and adolescents
- New main section, "Racism and Discrimination"
- New coverage of Black Lives Matter and the killing of George Floyd in Minneapolis as well as discussion of past and current examples of racism and discrimination in the United States
- New discussion of how to talk with children about racism based on the Intentional Parenting for Equity and Justice program proposed by Diane Hughes and her colleagues (Hughes, Fisher, and Cabrera, 2020)
- Inclusion of new content based on BIPOC (Black, Indigenous, and other People of Color) parents' emphasis on how their children and youth can stay safe during interactions with the police
- Recommendation of a recent book that helps BIPOC parents talk with their children and youth about race: *The ABCs of Survival* (National Black Child Family Institute, 2021)
- New quotation from Mahatma Gandhi: "Our ability to reach unity in diversity will be the beauty and the test of our civilization"
- New content on the dramatic increase in ethnic diversity that is predicted to occur among older adults (U.S. Census Bureau, 2019)
- Section on ethnicity and aging
- *Connecting with Careers* feature on Norma Thomas, social work administrator and educator
- New data indicating that poverty rates for African American older adults have declined since 1975 but are still far too high (Congressional Research Service, 2019)

Chapter 16: Schools, Achievement, and Work

- New coverage of an experimental study with young children in a high-poverty area that found those who attended Montessori programs over a three-year period fared better in academic achievement, social understanding, and mastery orientation than those who attended other early childhood programs (Lillard & others, 2017)
- Description of a recent study in which a social-emotional learning program and a coordinated interactive reading program were used to enrich Head Start curricula, an intervention that resulted in the children having significantly fewer conduct problems and negative emotional symptoms, as well as better peer relations in adolescence (Bierman & others, 2021)
- Coverage of a recent study of 3- to 4-, 5- to 6-, and 8- to 9-year-olds that found children in foster care who participated in Head Start programs had better cognitive, socioemotional, and health outcomes than their foster care counterparts who did not attend Head Start programs (Lee, 2020)
- Updated data on school dropout rates, which continue to drop considerably (National Center for Education Statistics, 2020)
- Description of recent research that found African American children and adolescents are being classified with ADHD more than non-Latinx Whites and Latinxs (Zablotski & Alford, 2020)
- Inclusion of recent research indicating that African American children and adolescents with ADHD are often underdiagnosed while those engaging in disruptive behavior are often over-diagnosed (Fadus & others, 2020)
- Coverage of recent research indicating that low socioeconomic status is linked to ADHD and inferior brain functioning (Machlin, McLaughlin, & Sheridan, 2020)
- New content on the dramatic increase in the percentage of children who are autistic (Centers for Disease Control and Prevention, 2020) and the percentage of autistic children who are receiving special education services (National Center for Education Statistics, 2020)
- Inclusion of the 2019 Trends in International Mathematics and Science Study (TIMSS) of math and science achievement in a number of countries, with East Asian countries taking 19 of the top five spots in fourth- and eighth-grade science and fourth- and eighth-grade math. Singapore was number one in three of the four comparisons.
- Update on the percentage of full-time and part-time students who are working while going to college (National Center for Education Statistics, 2018)
- Discussion of a recent analysis indicating that healthy, well-educated, high-income older adults can continue working longer than lower-income older adults who work in physically demanding jobs (United Income, 2019)
- New *Connecting with Research* interlude on the relationship between parental expectations and Black boys' math scores

Chapter 17: Death, Dying, and Grieving

- Cross-cultural comparisons of death in multiple places in the chapter
- Description of the countries in the world where assisted suicide is legal
- Updated data on the percentage of U.S. adolescents who seriously consider suicide each year and attempt suicide each year, including gender and ethnicity figures (Underwood & others, 2020)
- Cross-cultural comparisons of adolescent suicide
- Updated data on gender and ethnic differences in adult suicides, with males and Native Americans/Alaska Natives having the highest suicide rates (National Center for Health Statistics, 2020)
- Ethnic comparisons of suicide in adulthood
- Discussion of a recent study of 38 countries in which early sexual intercourse (at 12 to 15 years of age) in 32 of the countries was linked to increased suicide attempts, and having sexual intercourse with multiple partners increased the risk further (Smith & others, 2020)
- Inclusion of a recent research review of widowed Latinxs that found risk factors for diminished well-being were being a man, undergoing financial strain, experiencing cultural stressors, having an undocumented legal status, losing one's partner at a younger age, and having poor physical health (Garcini & others, 2021)

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about the author

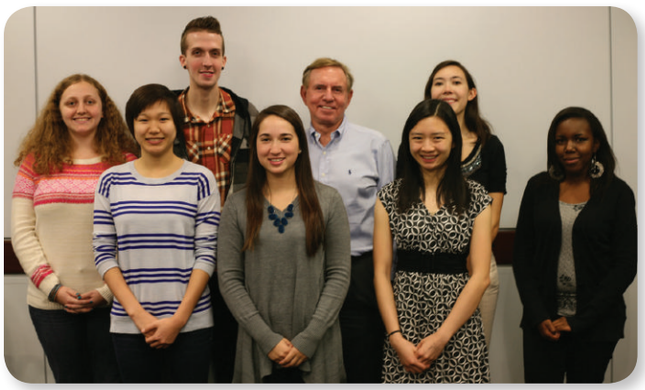
John W. Santrock

John Santrock received his Ph.D. from the University of Minnesota in 1973. He taught at the University of Charleston and the University of Georgia before joining the program in Psychology in the School of Behavioral and Brain Sciences at the University of Texas at Dallas, where he currently teaches a number of undergraduate courses and has received the University's Effective Teaching Award.

In 2010, he created the UT-Dallas Santrock undergraduate travel scholarship, an annual award that is given to outstanding undergraduate students majoring in developmental psychology to enable them to attend research conventions. In 2019, he created an endowment that will provide the travel awards for students at UT-Dallas for decades to come. Additionally, Dr. Santrock and his wife, Mary Jo, created a permanent endowment that will provide academic scholarships for six to ten undergraduate psychology students per year, with preference given to those majoring in developmental psychology.

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. He also has conducted research on children's self-control. John has authored these exceptional McGraw Hill texts: *Psychology* (7th edition), *Children* (15th edition), *Child Development* (15th edition), *Adolescence* (18th edition), *Life-Span Development* (18th edition), and *Educational Psychology* (7th edition).

For many years, John was involved in tennis as a player, teaching professional, and a coach of professional tennis players. As an undergraduate, he was a member of the University of Miami (FL) tennis team that still holds the record for most consecutive wins (137) in any NCAA Division I sport. John has been married for four decades to his wife, Mary Jo, who created and directed the first middle school program for children with learning disabilities and behavioral disorders in the Clarke County Schools in Athens, Georgia, when John was a professor at the University of Georgia. More recently, Mary Jo has worked as a Realtor. John and Mary Jo have two daughters–Tracy and Jennifer–both of whom are Realtors after long careers in technology marketing and medical sales, respectively. In 2016, Jennifer became only the fifth female to have been inducted into the SMU Sports Hall of Fame. John and Mary Jo have one granddaughter, Jordan, age 28, who completed her master's degree from the Cox School of Business at SMU and currently works for Ernst & Young, and two grandsons–the Belluci brothers: Alex, age 16, and Luke, age 15. In the last decade, John also has spent time painting expressionist art.



John Santrock (back row middle) with recipients of the Santrock Travel Scholarship Award in developmental psychology. Created by Dr. Santrock, this annual award provides undergraduate students with the opportunity to attend a professional meeting. A number of the students shown here attended the meeting of the Society for Research in Child Development.
Courtesy of Jessica Serna

With special appreciation to my mother, Ruth Santrock, and my father, John Santrock.

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expert consultants

Life-span 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 in this field. To solve this problem, author John Santrock has sought the input of leading experts about content in a number of areas of life-span 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:

Karen Adolph
David Almeida
Karlene Ball
John Bates
Martha Ann Bell
Jay Belsky
James Birren
Dante Cicchetti
Pamela Cole
Kirby Deater-Deckard
Susanne Denham
James Garbarino
Linda George
Gilbert Gottlieb
Elena Grigorenko
Scott Hofer
William Hoyer
Janet Shibley Hyde
Rachel Keen
Jennifer Lansford
James Marcia
Linda Mayes
Patricia Miller
David Moore
Daniel Mroczek
Darcia Narváez
Charles Nelson
Crystal Park
Denise Park
Ross Parke
Glenn Roisman
Carolyn Saarni
K. Warner Schaie
Robert J. Sternberg
Elizabeth Stine-Morrow
Ross Thompson
Doug Wahlsten
Allan Wigfield
Philip David Zelazo

Following are the expert consultants for the eleventh edition, who (like those of previous editions) literally represent a *Who's Who* in the field of life-span development.

James Graham Dr. James Graham is a leading expert on the community aspects of ethnicity, culture, and development. He obtained his undergraduate degree from Miami University and received master's and doctoral degrees in developmental psychology from the University of Memphis. Dr. Graham's current position is Professor of Psychology, The College of New Jersey (TCNJ). His research addresses the social-cognitive aspects of relationships between group and dyadic levels across developmental periods in community-based settings. Three interdependent dimensions of his research program examine (1) populations that are typically understudied, conceptually limited, and methodologically constrained; (2) development of empathy and prosocial behavior with peer groups and friends; and (3) developmental science in the context of community-engaged research partnerships. Currently, he is Coordinator of the Developmental Specialization in Psychology at TCNJ. For a decade, Dr. Graham taught graduate courses in psychology and education in Johannesburg, South Africa, through TCNJ's Graduate Summer Global Program. He is the co-author of *The African American Child: Development and Challenges* (2nd ed.) and *Children of Incarcerated Parents: Theoretical, Developmental, and Clinical Issues*. Dr. Graham has presented his work at a variety of international and national conferences and has published articles in a wide range of journals, including *Social Development*, *Child Study Journal*, *Behavior Modification*, *Journal of Multicultural Counseling and Development*, and *American Journal of Evaluation*.

"John Santrock seamlessly integrates the latest research on children's, adolescents', and adults' physical, cognitive, and social processes in an ever-evolving multicultural society. In the newest edition of the book, Santrock systematically connects with students across multiple learning modalities to the latest research, developmental processes, and real-world phenomena personally and professionally. This book is an excellent resource for students in psychology and other social science fields. Once again, I am impressed with Santrock's sensitivity to the impact of culture, ethnicity, and socioeconomic status on child and adolescent development. Today, this is particularly important as we navigate the effects of events such as the coronavirus pandemic and movements for diversity, equity, and inclusion across various contexts. This text will be a great start to becoming a bit more knowledgeable and aware of the challenges and opportunities people will encounter in this increasingly multicultural society. This text will help students learn to analyze, compare, and contrast alternative perspectives of individuals domestically and globally with the major principles and theories of life-span development in cognitive, socio-emotional, and social/contextual domains. This text will also help students understand the latest research regarding societal values about ethnicity, socioeconomic, and gender issues in development and how they influence individual development and shape social policy in our increasingly diverse culture."
—James Graham, The College of New Jersey
(photo): Courtesy of Lauren H. Adams

Amanda Rose Dr. Amanda Rose is a leading expert on children's socioemotional development. She currently is a Professor in the Department of Psychological Sciences at the University of Missouri–Columbia. Dr. Rose obtained her doctorate in developmental psychology from the University of Illinois. Her research focuses on friendships in childhood and adolescence, with particular attention to differences between girls and boys and to implications for emotional adjustment. She has published in a wide range of journals, including *Developmental Psychology*, *Child Development*, and *Psychological Bulletin*, and has held grants from the National Institute of Mental Health. Dr. Rose was awarded the Early Scientific Achievement Award from the Society for Research in Child Development and recently was awarded the University of Missouri's Chancellor's Award for Outstanding Research and Creative Activity. She also recently became a fellow in the American Psychological Association.

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"The chapters 'Gender and Sexuality' and 'Peers and the Sociocultural World' have a strong framework and are clear and well-written at the stage appropriate for students at this level. I was pleased with the extent to which the chapters addressed diversity, in terms of race/ethnicity, SES, and culture. I thought the chapters did a great job at covering contemporary work. If I were teaching life-span development, I would definitely consider using John Santrock's 11th edition of A Topical Approach to Life-Span Development*."*

–Amanda Rose, University of Missouri–Columbia

(photo): University of Missouri, College of Arts & Science

Koraly Pérez-Edgar Dr. Koraly Pérez-Edgar is a leading expert on children's and adolescent's socioemotional development. She is currently the McCourtney Professor of Child Studies and a Professor of Psychology at Penn State University. Dr. Pérez-Edgar obtained her master's degree and Ph.D. from Harvard University. Her research examines trajectories of early socioemotional development from infancy through adolescence, focusing on early-appearing temperament traits and their impact on the ways children respond to and engage with their environment. Dr. Pérez-Edgar has taken a multi-method approach to her research that involves direct observation of behavior, cognitive measures, stationary and mobile eye-tracking, psychophysiology, and neuroimaging. She is a Fellow of the Association for Psychological Science (APS) and the recipient of numerous awards, including a Cattell Sabbatical Award. Dr. Pérez-Edgar also is an associate editor of the leading journals *Child Development* and *Emotion*. In addition, she is the co-editor with Nathan Fox of *Behavioral Inhibition: Integrating Theory, Research, and Clinical Perspectives* and co-editor with Vanessa LoBue and Kristin Buss of *The Handbook of Emotional Development*.

"John Santrock's A Topical Approach to Life-Span Development *encompasses the core constructs of life-span development in a way that is both engaging and rigorous. The discussions are concrete so that new students can understand and internalize the complex constructs. However, the text then places these constructs in a more conceptual context, which should help students draw a more nuanced view of how aspects of development are multidimensional and interconnected within individuals, across contexts, and across time."*

–Koraly Pérez-Edgar, Penn State University

(photo): Courtesy Koraly Pérez-Edgar

Susan Courtney Dr. Susan Courtney is a leading expert in cognitive neuroscience. She obtained her Ph.D. in Bioengineering from the University of Pennsylvania and then did postdoctoral training in cognitive neuroscience and neuroimaging at the National Institute of Mental Health in Bethesda, Maryland. Dr. Courtney is currently Professor of Psychological and Brain Sciences at Johns Hopkins University. Her research focuses on the neural systems underlying attention, working memory, and cognitive control in young healthy adults, older adults, and individuals with multiple sclerosis. Dr. Courtney's research involves a combination of methodologies, including cognitive behavioral analysis, functional magnetic resonance imaging, diffusion imaging, and electroencephalography. Her current research projects seek to understand individual differences in cognitive performance, specifically addressing why cognitive abilities are preserved in some older individuals and substantially decline in others. The research focuses on the role of rapid, task-related changes in synchronized oscillatory activity that enables communication of currently relevant information among distant brain areas. The goal of this research is to understand and potentially prevent or ameliorate aging-related cognitive decline. Dr. Courtney is a member of the Society for Neuroscience and the Organization for Human Brain Mapping and serves as a reviewer of manuscripts for multiple journals, as well as of grants for the NIH, NSF, and other organizations. Her research has been published in leading research journals, such as *Science*, *Nature*, *Neuron*, and *Neurobiology of Aging*.

"Overall, the strength of the text reflected in the two chapters I read ('Physical Development and Biological Aging' and 'Information Processing') includes the very broad perspective covering a wide range of topics related to development and aging. The inclusion of many specific research results also is a strength. . . . There has clearly been an effort by John Santrock to include many recent examples of important research findings."

–Susan Courtney, Johns Hopkins University

(photo): Courtesy of Serena Faruqee

Gustavo Carlo Dr. Gustavo Carlo is leading developmental scholar who studies children' and adolescents' prosocial and moral development. He obtained his Ph.D. from the Department of Psychology at Arizona State University and currently is Professor at the School of Education at the University of California–Irvine. He was previously the Millsap Endowed Professor of Diversity and Multicultural Studies at the University of Missouri–Columbia and Distinguished Professor at the University of Nebraska–Lincoln. His research on prosocial and moral development focuses on parenting, sociocognitive, socioemotive, and culture-related (discrimination, values, and ethnic identity, for example) influences. Many of his projects focus on international groups and U.S. ethnic/racial groups, including Latinx youth and families. Dr. Carlo has published more than 200 books, chapters, and research papers; received research grants from several agencies, including the NSF, NIH, and Templeton Foundation; and serves on multiple journal editorial boards. He is a Fellow of the American Psychological Association and the American Psychological Society. In 2018, he received the Outstanding Mentor Award from the Society for Research on Adolescence. Dr. Carlo currently serves as a member of Governing Council of the Society for Research in Child Development, as Associate Editor of the *International Journal of Behavioral Development*, and as co-editor of the forthcoming *APA Handbook of Adolescent Development*.

"The chapter 'Moral Development, Values, and Religion' has good breadth and depth. It's great to see the integrative approach, which covers prosocial, moral, and religious development in one chapter. The chapter 'Peers and the Sociocultural World' has excellent coverage of peer influence. . . . the chapters provide a great overview of major theories and research."

–Gustavo Carlo, University of California–Irvine

(photo): Courtesy of Gustavo Carlo

Virginia Marchman Dr. Virginia Marchman is a leading expert on children's language development. She currently is a Research Associate at the Stanford University Language Learning Laboratory and obtained her Ph.D. at the University of California–Berkeley. Her main research areas are language development, language disorders, and early childhood development. Dr. Marchman's specific interests focus on individual differences in typically-developing and late-talking children, as well as lexical and grammatical development in monolingual and bilingual learners. Her studies have incorporated a variety of experimental methods as well as computational approaches and naturalistic observation. Dr. Marchman has worked extensively with the MacArthur-Bates Communicative Development Inventories (CDI), developing the CDI Scoring program and serving

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on the MacArthur-Bates CDI Advisory Board. She has been a consulting editor for the *Journal of Speech, Language & Hearing Research* and *Child Development*. Her most recent work involves the development of real-time spoken language understanding using the "looking-while-listening" task in typically-developing and at-risk children. Dr. Marchman's current studies explore links between children's language processing skill, early learning environments, and individual differences in monolingual and bilingual English-Spanish learners from diverse backgrounds.

"The language chapter in this new edition again delivers an overview of the many puzzles that characterize the field of language development that is both comprehensive and nuanced. Importantly, the material is grounded in traditional issues that are at the core of key debates that form the foundation of the field. At the same time, the chapter captures new developments in both methodology and theory that reflect how the field has changed over the years. It is especially important that the material is grounded in the real world in ways that link the field of language development to students' own personal and professional lives."
–Virginia Marchman, Stanford University
(photo): Courtesy of Craig T. Salling

Germine Awad Dr. Germine Awad is an Associate Professor in the Department of Educational Psychology at the University of Texas at Austin. Dr. Awad's scholarship is characterized by three interrelated areas of inquiry: prejudice and discrimination, identity and acculturation, and more recently, body image among women of color. She has also written in the area of multicultural research methodology. The majority of her research is guided by the questions "*What factors lead to discrimination against ethnic minorities?*" and "*What impacts perceptions of experienced discrimination?*" The two populations that she has primarily focused on are Arab/Middle Eastern Americans and African Americans. Although overt discrimination towards ethnic minorities has decreased over the years, the practice of more covert, subtle forms of prejudice remains. The events of September 11, 2001, however, reintroduced more explicit forms of prejudice towards Arab/Middle Eastern Americans, and those perceived to be Muslim, complicating the dialogue on discrimination in the United States. Dr. Awad is concerned with how prejudicial attitudes and ideology impact attitudes towards ethnic minorities generally and within specific domains such as the workplace and higher education. In addition, she examines how racial/ethnic identity and acculturation impact ethnic minorities' perception of discrimination. Most recently, she has expanded her identity and acculturation research to the study of body image concerns among women of color.
(photo): Courtesy of Germine Awad

Kevin Cokley Dr. Kevin Cokley holds the Oscar and Anne Mauzy Regents Professorship for Educational Research and Development in the College of Education at the University of Texas at Austin. He is a Fellow of the University of Texas System and University of Texas Academy of Distinguished Teachers, Director of the Institute for Urban Policy Research & Analysis, and Professor of Educational Psychology and African and African Diaspora Studies. His research and teaching can be broadly categorized in the area of African American psychology, with a focus on racial identity and understanding the psychological and environmental factors that impact African American students' academic achievement. Dr. Cokley studies the psychosocial experiences of African American students and students of color and is currently exploring the impostor phenomenon and its relationship to mental health and academic outcomes. He was elected to Fellow status in the American Psychological Association for his contributions to ethnic minority psychology and counseling psychology. He is the recipient of the Charles and Shirley Thomas Award for mentoring ethnic minority students. He holds the title of Distinguished Psychologist and received the Scholarship Award from the Association of Black Psychologists.
(photo): Courtesy of Kevin Cokley

Sabra Katz-Wise Dr. Sabra L. Katz-Wise is an Assistant Professor in Adolescent/Young Adult Medicine at Boston Children's Hospital (BCH), in Pediatrics at Harvard Medical School (HMS), and in Social and Behavioral Sciences at the Harvard T. H. Chan School of Public Health. She also co-directs the Harvard SOGIE (Sexual Orientation Gender Identity and Expression) Health Equity Research Collaborative and she is a Senior Faculty Advisor for the BCH Office of Health Equity and Inclusion. Dr. Katz-Wise's research investigates sexual orientation and gender identity development, sexual fluidity, health inequities related to sexual orientation and gender identity in adolescents and young adults, and psychosocial functioning in families with transgender youth. She is currently working on an NIH-funded community-based study to develop an intervention to support families with transgender youth. In addition to research, Dr. Katz-Wise is involved with advocacy efforts at BCH to improve the workplace climate and patient care for LGBTQ individuals, including her leadership role on the Queer Council for the BCH Rainbow Alliance Diversity and member of the BCH Equity, Diversity, and Inclusion Council. She also serves on the HMS LGBT Advisory Committee and is a Faculty Fellow in the HMS Sexual and Gender Minority Health Equity Initiative.
(photo): Courtesy of Sabra Katz-Wise

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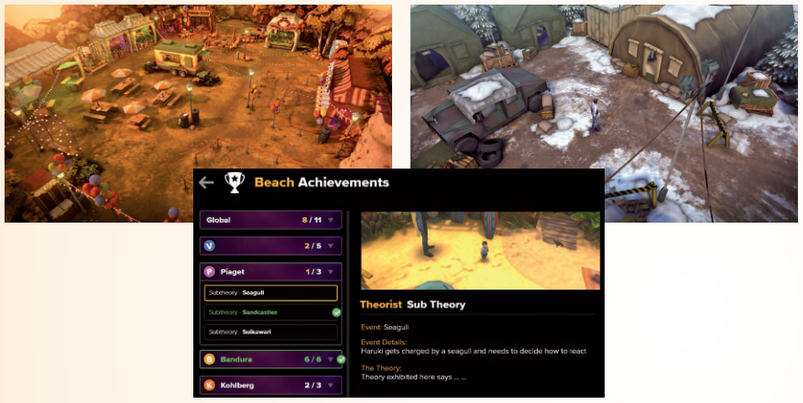
Connecting *Research* and *Results*

As a master teacher, John Santrock connects current research and real-world applications. Through an integrated, personalized digital learning program, students gain the insight they need to study smarter and improve performance.

McGraw Hill Connect is a digital assignment and assessment platform that strengthens the link between faculty, students, and coursework, helping everyone accomplish more in less time. *Connect Psychology* 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.



Apply Concepts and Theory in an Experiential Learning Environment

An engaging and innovative learning game, **Quest: Journey Through the Lifespan**® provides students with opportunities to apply content from their human development curriculum to real-life scenarios. Students play unique characters who range in age and make decisions that apply key concepts and theories for each age as they negotiate events in an array of authentic environments. Additionally, as students analyze real-world behaviors and contexts, they are exposed to different cultures and intersecting biological, cognitive, and socioemotional processes. Each quest has layered replayability, allowing students to make new choices each time they play—or offering different students in the same class different experiences. Fresh possibilities and outcomes shine light on the complexity of and variations in real human development. This new experiential learning game includes follow-up questions, assignable in Connect and auto-graded, to reach a higher level of critical thinking.

Diversity, Equity, and Inclusion

Substantial discussion in this edition is devoted to addressing issues of diversity, equity, and inclusion. When relevant, each chapter includes citations of studies and topical coverage that represent diverse U.S. and global populations. A complete listing of diversity, equity, and inclusion coverage can be found on pages xi–xvii.

In addition, each chapter includes a *Connecting with Research* feature, many of which highlight underrepresented researchers or research topics to reflect the diversity of the human experience. For example, the *Connecting with Research* interlude in the chapter on language development features Dr. Poorna Kushalnagar and her study on the effects of communication difficulties between hearing parents and deaf children.

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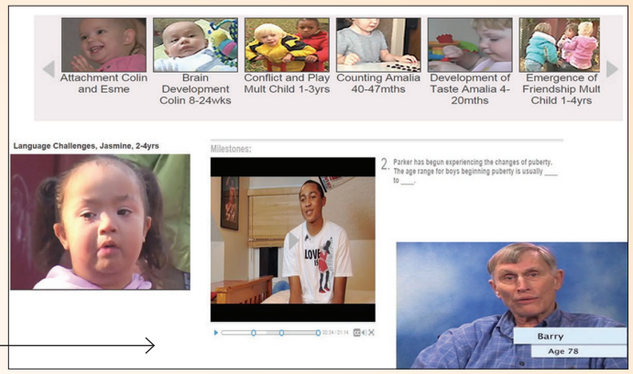
Real People, Real World, Real Life

At the higher end of Bloom's taxonomy (analyze, evaluate, create), the **McGraw Hill Milestones** video series is 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 Psychology, Milestones also includes interviews with adolescents and adults to reflect development throughout the entire life span. New to this edition, Milestones are available in a more engaging, WCAG-compliant format. Ask your McGraw Hill representative about this new upgrade!

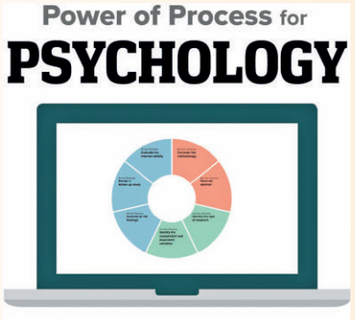


Develop Effective Responses

McGraw Hill's new **Writing Assignment Plus** tool delivers a learning experience that improves students' written communication skills and conceptual understanding with every assignment. Assign, monitor, and provide feedback on writing more efficiently and grade assignments within McGraw Hill Connect. Writing Assignment Plus gives you time-saving tools with a just-in-time basic writing and originality checker.

Prepare Students for Higher-Level Thinking

Also at the higher end of Bloom's taxonomy, **Power of Process** for Psychology 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.



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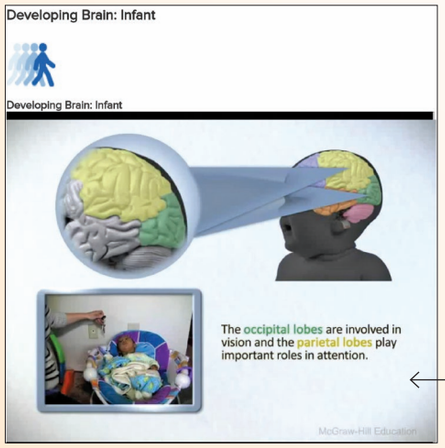

Inform and Engage on Psychological Concepts

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.

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Connect Media Sources to Content

Also at the lower end of Bloom's and located in Connect, **NewsFlash** is a multi-media assignment tool that ties current news stories, TedTalks, blogs, and podcasts to key psychological principles and learning objectives. Students interact with relevant news stories and are assessed on their ability to connect the content to the research findings and course material. NewsFlash is updated twice a year and uses expert sources to cover a wide range of topics, such as emotion, personality, stress, drugs, COVID-19, abilities and disabilities, social justice, stigma, bias, inclusion, gender, LGBTQA+, and many more.

Better Data, Smarter Revision, Improved Results

McGraw Hill's **SmartBook** helps students distinguish the concepts they know from the concepts they don't, while pinpointing the concepts they are about to forget. SmartBook's real-time reports help both students and instructors identify the concepts that require more attention, making study sessions and class time more efficient.

SmartBook is optimized for mobile and tablet use and is accessible for students with disabilities. Content-wise, measurable and observable learning objectives help 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.

Online Instructor Resources

The resources listed here accompany *A Topical Approach to Life-Span Development,* Eleventh 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 Test Builder This comprehensive Test Bank includes more than 1,500 multiple-choice, short answer, and essay questions. Organized by chapter, the questions are designed to test factual, applied, and conceptual knowledge. New to this edition and available within Connect, Test Builder is a cloud-based tool that enables instructors to format tests that can be printed and administered within a Learning Management System. Test Builder offers a modern, streamlined interface for easy content configuration that matches course needs without requiring a download. Test Builder enables instructors to:

- Access all test bank content from a particular title
- Easily pinpoint the most relevant content through robust filtering options
- Manipulate the order of questions or scramble questions and/or answers
- Pin questions to a specific location within a test
- Determine your preferred treatment of algorithmic questions
- Choose the layout and spacing
- Add instructions and configure default settings

PowerPoint Slides The PowerPoint presentations, now WCAG compliant, highlight the key points of the chapter and include supporting visuals. All of the slides can be modified to meet individual needs.

Remote Proctoring New remote proctoring and browser-locking capabilities are seamlessly integrated within Connect to offer more control over the integrity of online assessments. Instructors can enable security options that restrict browser activity, monitor student behavior, and verify the identity of each student. Instant and detailed reporting gives instructors an at-a-glance view of potential concerns, thereby avoiding personal bias and supporting evidence-based claims.

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preface

Making Connections . . . From My Classroom to *A Topical Approach to Life-Span Development* to You

Having taught life-span development for three decades now, I'm always looking for ways to improve my course and *A Topical Approach to Life-Span Development*. Just as McGraw Hill looks to those who teach the life-span development course for input, I ask the approximately 225 students in my life-span development course 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 about my course and text? Students said that highlighting connections among the different aspects of life-span 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 goals for my life-span development course, which, in turn, I incorporated into *A Topical Approach to Life-Span Development:*

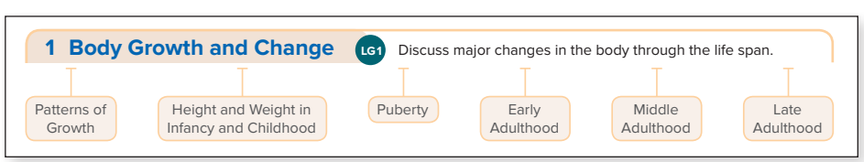
1. **Connecting with today's students** To help students learn about life-span development more effectively.
2. **Connecting research to what we know about development** To provide students with the best and most recent theory and research in the world today about each of the periods of the human life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

Connecting with Today's Students

In *A Topical Approach to Life-Span Development,* I recognize that today's students are as different in some ways from the learners of the last generation as today's discipline of life-span development is different from the field 30 years ago. Students 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 page xxiv) and the learning goals system.

The Learning Goals System

My students often report that the life-span development course is challenging because of the amount of material covered. To help today's students focus on the key ideas, the Learning Goals System I developed for *A Topical Approach to Life-Span Development* provides extensive learning connections throughout the chapters. The learning system connects the chapter opening outline, learning goals for the chapter, mini-chapter maps that open each main section of the chapter,



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