

# Child Development

## Eighth Edition

**Robert S. Feldman**

*University of Massachusetts Amherst*





## Dedication

*To my children and grandchildren*

**Portfolio Manager:** Kelli Strieby  
**Content Producer:** Cecilia Turner/Lisa Mafriaci  
**Content Developer:** Stephanie Ventura  
**Portfolio Manager Assistant:** Louis Fierro  
**Product Marketer:** Christopher Brown  
**Senior Field Marketer:** Debi Doyle  
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# Contents

|   |           |  |           |
|---|-----------|--|-----------|
| Preface   | ix        | Correlational Studies  | 33        |
| Acknowledgments   | xiv       | Experiments: Determining Cause and Effect  | 36        |
| About the Author  | xv        | <b>Developmental Diversity and Your Life: Choosing Research Participants Who Represent the Diversity of Children</b>                                       | <b>40</b> |
| <b>1 An Introduction to Child Development</b>   | <b>1</b>  | Research Strategies and Challenges   | 40        |
| <b>Prologue: New Conceptions</b>  | <b>2</b>  | Theoretical and Applied Research: Complementary Approaches   | 40        |
| <b>Looking Ahead</b>  | <b>2</b>  | <b>From Research to Practice: Using Developmental Research to Improve Public Policy</b>  | <b>41</b> |
| An Orientation to Child Development   | 3         | Measuring Developmental Change   | 42        |
| Defining the Field of Child Development   | 3         | Ethics and Research  | 43        |
| Characterizing Child Development: The Scope of the Field  | 4         | <b>Becoming an Informed Consumer of Child Development: Critically Evaluating Developmental Research</b>  | <b>44</b> |
| <b>Developmental Diversity and Your Life: Taking Culture, Ethnicity, and Race into Account</b>        | <b>6</b>  | <b>The Case of ... A Study in Violence</b>   | <b>45</b> |
| Cohort Influences on Development: Developing With Others in a Social World                            | 7         | Epilogue • Looking Back • Key Terms and Concepts   |           |
| Children: Past, Present, and Future   | 8         | <b>3 The Start of Life: Genetics and Prenatal Development</b>  | <b>48</b> |
| Early Views of Children   | 8         | <b>Prologue: Going With the Odds</b>   | <b>49</b> |
| The 20th Century: Child Development as a Discipline   | 9         | <b>Looking Ahead</b>   | <b>49</b> |
| Today's Key Issues and Questions: Child Development's Underlying Themes                               | 9         | Earliest Development   | 49        |
| The Future of Child Development   | 12        | Genes and Chromosomes: The Code of Life  | 50        |
| <b>From Research to Practice: Preventing Violence Toward Children</b>                                 | <b>13</b> | The Basics of Genetics: The Mixing and Matching of Traits  | 52        |
| <b>Becoming an Informed Consumer of Child Development: Assessing Information on Child Development</b> | <b>14</b> | Transmission of Genetic Information  | 53        |
| <b>The Case of ... Too Many Choices</b>   | <b>14</b> | The Human Genome and Behavioral Genetics: Cracking the Genetic Code  | 55        |
| Epilogue • Looking Back • Key Terms and Concepts  |           | Genetic Counseling: Predicting the Future From the Genes of the Present  | 57        |
| <b>2 Theoretical Perspectives and Research</b>  | <b>17</b> | <b>From Research to Practice: Prenatal Screenings Are Not Diagnoses</b>  | <b>60</b> |
| <b>Prologue: The First Word Spoken</b>  | <b>18</b> | <b>The Interaction of Heredity and Environment</b>   | <b>60</b> |
| <b>Looking Ahead</b>  | <b>18</b> | The Role of the Environment in Determining the Expression of Genes: From Genotypes to Phenotypes   | 61        |
| Perspectives on Children  | 18        | Studying Development: How Much Is Nature? How Much Is Nurture?   | 62        |
| The Psychodynamic Perspective: Focusing on Internal Forces  | 19        | The Role of Genetics on Physical Traits, Intelligence, and Personality   | 63        |
| The Behavioral Perspective: Focusing on Observable Behavior   | 21        | <b>Developmental Diversity And Your Life: Cultural Differences in Physical Arousal: Might a Culture's Philosophical Outlook Be Determined by Genetics?</b> | <b>66</b> |
| The Cognitive Perspective: Examining the Roots of Understanding                                       | 24        | Psychological Disorders: The Role of Genetics and Environment  | 66        |
| The Contextual Perspective: Taking a Broad Approach to Development                                    | 26        | Can Genes Influence the Environment?   | 68        |
| Evolutionary Perspectives: Our Ancestors' Contributions to Behavior                                   | 29        |  |           |
| Why "Which Perspective Is Right?" Is the Wrong Question   | 30        |  |           |
| <b>The Scientific Method and Research</b>   | <b>31</b> |  |           |
| Theories and Hypotheses: Posing Developmental Questions and Choosing a Research Strategy              | 31        |  |           |

## iv Contents

|  |            |   |            |
|--|------------|---|------------|
| Prenatal Growth and Change   | 68         | Developmental Norms: Comparing the Individual to the Group  | 123        |
| The Stages of the Prenatal Period: The Onset of Development  | 68         | Nutrition in Infancy: Fueling Motor Development   | 124        |
| Pregnancy Problems   | 71         | <b>Developmental Diversity and Your Life: The Cultural Dimensions of Motor Development</b>                            | <b>125</b> |
| The Prenatal Environment: Threats to Development   | 74         | <b>From Research to Practice: The Science of Breast Milk</b>  | <b>127</b> |
| <b>Becoming an Informed Consumer of Child Development: Optimizing the Prenatal Environment</b>               | <b>78</b>  | The Development of the Senses   | 129        |
| <b>The Case of ... The Genetic Roll of the Dice</b>  | <b>79</b>  | Visual Perception: Seeing the World   | 129        |
| Epilogue • Looking Back • Key Terms and Concepts   |            | Auditory Perception: The World of Sound   | 131        |
| <b>4 Birth and the Newborn Infant</b>  | <b>82</b>  | Smell, Taste, and Feel  | 133        |
| <b>Prologue: Expecting the Unexpected</b>  | <b>83</b>  | Multimodal Perception: Combining Individual Sensory Inputs  | 134        |
| <b>Looking Ahead</b>   | <b>83</b>  | <b>Becoming an Informed Consumer of Child Development: Exercising Your Infant's Body and Senses</b>                   | <b>135</b> |
| Birth  | 83         | <b>The Case of ... One Step at a Time</b>   | <b>135</b> |
| Labor: The Process of Birth Begins   | 84         | Epilogue • Looking Back • Key Terms and Concepts  |            |
| Birth: From Fetus to Neonate   | 85         | <b>6 Cognitive Development in Infancy</b>   | <b>139</b> |
| Approaches to Childbirth: Where Medicine and Attitudes Meet  | 87         | <b>Prologue: Making Things Happen</b>   | <b>140</b> |
| <b>Becoming an Informed Consumer of Child Development: Dealing With Labor</b>                                | <b>90</b>  | <b>Looking Ahead</b>  | <b>140</b> |
| Birth Complications  | 91         | Piaget's Approach to Cognitive Development  | 140        |
| Preterm and Postmature Babies  | 91         | Key Elements of Piaget's Theory   | 141        |
| Cesarean Delivery: Intervening in the Birth Process  | 94         | The Sensorimotor Period: Six Substages of Cognitive Development   | 142        |
| Infant Mortality and Stillbirth: The Tragedy of Premature Death  | 96         | Appraising Piaget: Support and Challenges   | 145        |
| <b>Developmental Diversity and Your Life: Overcoming Racial and Cultural Differences in Infant Mortality</b> | <b>97</b>  | Information-Processing Approaches to Cognitive Development  | 147        |
| Postpartum Depression: Moving From the Heights of Joy to the Depths of Despair                               | 99         | Encoding, Storage, and Retrieval: The Foundations of Information Processing   | 147        |
| The Competent Newborn  | 99         | Memory During Infancy: They Must Remember This...   | 149        |
| Meeting the Demands of a New Environment   | 100        | The Neurological Basis of Memory  | 150        |
| <b>From Research to Practice: Are Food Preferences Learned in the Womb?</b>                                  | <b>102</b> | Individual Differences in Intelligence: Is One Infant Smarter Than Another?   | 151        |
| Early Learning Capabilities  | 102        | <b>From Research to Practice: Is Brain Growth Responsible for Infantile Amnesia?</b>                                  | <b>151</b> |
| Social Competence: Responding to Others  | 103        | The Roots of Language   | 154        |
| <b>The Case of ... No Place Like Home?</b>   | <b>105</b> | The Fundamentals of Language: From Sounds to Symbols  | 154        |
| Epilogue • Looking Back • Key Terms and Concepts   |            | The Origins of Language Development   | 159        |
| Putting It All Together  | 108        | Speaking to Children: The Language of Infant-Directed Speech  | 160        |
| <b>5 Physical Development in Infancy</b>   | <b>110</b> | <b>Developmental Diversity and Your Life: Is Infant-Directed Speech Similar in All Cultures?</b>                      | <b>161</b> |
| <b>Prologue: Dreaming of Sleep</b>   | <b>111</b> | <b>Becoming an Informed Consumer of Child Development: What Can You Do to Promote Infants' Cognitive Development?</b> | <b>162</b> |
| <b>Looking Ahead</b>   | <b>111</b> | <b>The Case of ... The Unidentified Woggie</b>  | <b>163</b> |
| Growth and Stability   | 111        | Epilogue • Looking Back • Key Terms and Concepts  |            |
| Physical Growth: The Rapid Advances of Infancy   | 111        |   |            |
| The Nervous System and Brain: The Foundations of Development   | 113        |   |            |
| Integrating the Bodily Systems: The Life Cycles of Infancy   | 116        |   |            |
| SIDS and SUID: The Unanticipated Killers   | 118        |   |            |
| Motor Development  | 119        |   |            |
| Reflexes: Our Inborn Physical Skills   | 119        |   |            |
| Motor Development in Infancy: Landmarks of Physical Achievement  | 121        |   |            |

|  |            |  |            |
|--|------------|--|------------|
| <b>7 Social and Personality Development in Infancy</b>   | <b>166</b> | <b>Health and Wellness</b>   | <b>200</b> |
| <b>Prologue: Emotional Rollercoaster</b>   | <b>167</b> | <b>From Research to Practice: Preschoolers Notice What Adults Miss</b>   | <b>201</b> |
| <b>Looking Ahead</b>   | <b>167</b> | Nutrition: Eating the Right Foods  | 201        |
| Developing the Roots of Sociability  | 167        | Illness in the Preschool Years   | 202        |
| Emotions in Infancy  | 167        | Injuries: Playing It Safe  | 204        |
| The Development of Self: Do Infants Know Who They Are?   | 170        | Child Abuse and Psychological Maltreatment: The Grim Side of Family Life   | 205        |
| Social Referencing: Feeling What Others Feel   | 171        | Resilience: Overcoming the Odds  | 208        |
| Theory of Mind: Infants' Perspectives on the Mental Lives of Others—and Themselves                       | 171        | <b>Becoming an Informed Consumer of Child Development: Keeping Preschoolers Healthy</b>  | <b>208</b> |
| <b>From Research to Practice: Do Infants Understand Morality?</b>  | <b>172</b> | <b>Motor Development</b>   | <b>210</b> |
| Stranger Anxiety and Separation Anxiety  | 173        | Gross and Fine Motor Skills  | 210        |
| Forming Relationships  | 173        | Potty Wars: When—and How—Should Children Be Toilet Trained?  | 212        |
| Attachment: Forming Social Bonds   | 174        | Handedness and Expression  | 212        |
| The Ainsworth Strange Situation and Patterns of Attachment   | 175        | <b>The Case of ... Frustrated Desires</b>  | <b>214</b> |
| Producing Attachment: The Roles of the Mother and Father   | 176        | Epilogue • Looking Back • Key Terms and Concepts   |            |
| Infant Interactions: Developing a Working Relationship   | 178        | <b>9 Cognitive Development in the Preschool Years</b>  | <b>217</b> |
| <b>Developmental Diversity and Your Life: Does Attachment Differ Across Cultures?</b>                    | <b>179</b> | <b>Prologue: Cognitive Apprentices</b>   | <b>218</b> |
| Differences Among Infants  | 181        | <b>Looking Ahead</b>   | <b>218</b> |
| Personality Development: The Characteristics That Make Infants Unique                                    | 181        | Intellectual Development   | 218        |
| Temperament: Stabilities in Infant Behavior  | 182        | Piaget's Stage of Preoperational Thinking  | 218        |
| Gender: Why Do Boys Wear Blue and Girls Wear Pink?   | 184        | Information-Processing Approaches to Cognitive Development   | 224        |
| Family Life in the 21st Century  | 186        | Vygotsky's View of Cognitive Development: Taking Culture Into Account  | 227        |
| How Does Infant Child Care Affect Later Development?   | 186        | <b>The Growth of Language</b>  | <b>230</b> |
| <b>Becoming An Informed Consumer of Child Development: Choosing the Right Infant Child Care Provider</b> | <b>188</b> | Language Development During the Preschool Years  | 230        |
| <b>The Case of ... The Different Temperaments</b>  | <b>188</b> | <b>From Research to Practice: How Writing by Hand Stimulates Brain Development</b>   | <b>232</b> |
| Epilogue • Looking Back • Key Terms and Concepts   |            | How Living in Poverty Affects Language Development   | 232        |
| Putting It All Together  | 192        | Schooling and Society  | 233        |
| <b>8 Physical Development in Preschoolers</b>  | <b>194</b> | Early Childhood Education: Taking the "Pre-" Out of the Preschool Period   | 234        |
| <b>Prologue: Depressed in Preschool</b>  | <b>195</b> | The Effectiveness of Child Care  | 235        |
| <b>Looking Ahead</b>   | <b>195</b> | <b>Developmental Diversity and Your Life: Preschools Around the World: Why Does the United States Lag Behind?</b>                        | <b>236</b> |
| Physical Growth  | 196        | Preparing Preschoolers for Academic Pursuits: Does Head Start Truly Provide a Head Start?  | 237        |
| The Growing Body   | 196        | The Importance of Reading to Young Children  | 238        |
| The Growing Brain  | 197        | Learning From the Media: Television and Digital Exposure   | 238        |
| The Links Between Brain Growth and Cognitive and Sensory Development                                     | 198        | <b>Becoming an Informed Consumer of Child Development: Promoting Cognitive Development in Preschoolers: From Theory to the Classroom</b> | <b>240</b> |
| <b>Developmental Diversity and Your Life: Are Gender and Culture Related to the Brain's Structure?</b>   | <b>199</b> | <b>The Case of ... The Secret Reader</b>   | <b>241</b> |
| Sleep  | 200        | Epilogue • Looking Back • Key Terms and Concepts   |            |

|  |            |  |            |
|--|------------|--|------------|
| <b>10 Social and Personality Development in the Preschool Years</b>  | <b>244</b> | Children With Special Needs  | 284        |
| <b>Prologue: A Helping Hand</b>  | <b>245</b> | Sensory Difficulties: Visual, Auditory, and Speech Problems  | 284        |
| <b>Looking Ahead</b>   | <b>245</b> | Attention-Deficit/Hyperactivity Disorder   | 286        |
| Forming a Sense of Self  | 245        | <b>From Research to Practice: Do ADHD Drugs Produce Long-Term Benefits?</b>                                    | <b>287</b> |
| Psychosocial Development and Self-Concept  | 245        | <b>Developmental Diversity and Your Life: Mainstreaming and Full Inclusion of Children With Special Needs</b>  | <b>288</b> |
| Gender Identity: Developing Femaleness and Maleness  | 247        | <b>The Case of ... Taking a Breather</b>   | <b>288</b> |
| <b>Developmental Diversity and Your Life: Developing Racial and Ethnic Awareness</b>   | <b>247</b> | Epilogue • Looking Back • Key Terms and Concepts   |            |
| Friends and Family: Preschoolers' Social Lives   | 251        | <b>12 Cognitive Development in Middle Childhood</b>  | <b>291</b> |
| The Development of Friendships and Play  | 251        | <b>Prologue: Seeding a Garden</b>  | <b>292</b> |
| Preschoolers' Theory of Mind: Understanding What Others Are Thinking   | 254        | <b>Looking Ahead</b>   | <b>292</b> |
| Preschoolers' Family Lives   | 255        | Cognitive and Language Development   | 292        |
| <b>From Research to Practice: How Children Learn to Become Better Liars</b>  | <b>256</b> | Piagetian Approaches to Cognitive Development  | 293        |
| Cultural Differences in Childrearing Practices   | 258        | Information Processing in Middle Childhood   | 295        |
| <b>Becoming an Informed Consumer of Child Development: Disciplining Children</b>   | <b>258</b> | <b>From Research to Practice: The Key to Better Math Skills Is at Children's Fingertips</b>                    | <b>296</b> |
| Moral Development and Aggression   | 259        | Vygotsky's Approach to Cognitive Development and Classroom Instruction   | 297        |
| Developing Morality: Following Society's Rights and Wrongs   | 259        | Language Development: What Words Mean  | 298        |
| Aggression and Violence in Preschoolers  | 261        | Bilingualism: Speaking in Many Tongues   | 299        |
| Social Learning and Cognitive Approaches to Aggression   | 263        | Schooling: The Three Rs (and More) of Middle Childhood   | 300        |
| Violent TV Programs and Video Games: Are They Harmful?   | 264        | Schooling Around the World: Who Gets Educated?   | 300        |
| <b>Becoming an Informed Consumer of Child Development: Increasing Moral Behavior and Reducing Aggression in Preschool-Age Children</b> | <b>265</b> | School Readiness, Reading, and Success   | 303        |
| <b>The Case of ... The Wrong Role Models?</b>  | <b>266</b> | <b>Becoming an Informed Consumer of Child Development: Creating an Atmosphere That Promotes School Success</b> | <b>303</b> |
| Epilogue • Looking Back • Key Terms and Concepts   |            | Multicultural Education  | 306        |
| Putting It All Together  | 270        | <b>Developmental Diversity and Your Life: Fostering a Bicultural Identity</b>                                  | <b>307</b> |
| <b>11 Physical Development in Middle Childhood</b>   | <b>272</b> | Alternatives to Traditional Public Schooling   | 308        |
| <b>Prologue: A Heads-Up Play</b>   | <b>273</b> | Intelligence: Determining Individual Strengths   | 309        |
| <b>Looking Ahead</b>   | <b>273</b> | Intelligence Benchmarks: Differentiating the Intelligent from the Unintelligent                                | 310        |
| The Growing Body   | 274        | Group Differences in IQ  | 312        |
| Physical Development   | 274        | What IQ Tests Don't Tell: Alternative Conceptions of Intelligence  | 315        |
| Nutrition: Links to Overall Functioning  | 274        | Falling Below and Above Intelligence Norms   | 317        |
| Childhood Obesity  | 276        | <b>The Case of ... The "Big Cheese"</b>  | <b>319</b> |
| <b>Becoming an Informed Consumer of Child Development: Keeping Children Fit</b>  | <b>277</b> | Epilogue • Looking Back • Key Terms and Concepts   |            |
| Health During Middle Childhood   | 278        |  |            |
| Psychological Disorders  | 279        |  |            |
| Motor Development and Safety   | 280        |  |            |
| Motor Skills: Continuing Improvement   | 280        |  |            |
| Threats to Children's Safety, Offline and Online   | 283        |  |            |



|   |            |   |            |
|---|------------|---|------------|
| <b>13 Social and Personality Development in Middle Childhood</b>                                    | <b>323</b> | Stress and Coping   | 360        |
| <b>Prologue: Who Is This Kid?</b>   | <b>324</b> | Origins of Stress: Reacting to Life's Challenges  | 361        |
| <b>Looking Ahead</b>  | <b>324</b> | Meeting the Challenge of Stress   | 362        |
| <b>The Developing Self</b>  | 324        | <b>Becoming an Informed Consumer of Child Development: Coping With Stress</b>                       | <b>362</b> |
| Psychosocial Development and Self-Understanding in Middle Childhood                                 | 324        | <b>Threats to Adolescents' Well-Being</b>   | 363        |
| Self-Esteem: Developing a Positive—or Negative—View of Oneself                                      | 327        | Illegal Drugs   | 363        |
| <b>From Research to Practice: The Danger of Inflated Praise</b>                                     | <b>329</b> | Alcohol: Use and Abuse  | 364        |
| <b>Developmental Diversity and Your Life: Are the Children of Immigrant Families Well Adjusted?</b> | <b>330</b> | <b>Becoming an Informed Consumer of Child Development: Hooked on Drugs or Alcohol?</b>              | <b>366</b> |
| <b>Relationships: Building Friendships in Middle Childhood</b>                                      | 331        | <b>Tobacco: The Dangers of Smoking</b>  | 367        |
| Stages of Friendship: Changing Views of Friends   | 331        | <b>From Research to Practice: Vaping and Dripping</b>   | <b>367</b> |
| Individual Differences in Friendship: What Makes a Child Popular?                                   | 332        | <b>Developmental Diversity and Your Life: Selling Death: Pushing Smoking to the Less Advantaged</b> | <b>368</b> |
| Gender and Friendships: The Sex Segregation of Middle Childhood                                     | 334        | Sexually Transmitted Infections   | 368        |
| <b>Becoming an Informed Consumer of Child Development: Increasing Children's Social Competence</b>  | <b>334</b> | <b>The Case of ... Moving Too Fast</b>  | <b>370</b> |
| Cross-Race Friendships: Integration In and Out of the Classroom                                     | 336        | Epilogue • Looking Back • Key Terms and Concepts  |            |
| Schoolyard—and Cyber-Yard—Bullies   | 336        | <b>15 Cognitive Development in Adolescence</b>  | <b>374</b> |
| <b>The Family</b>   | 337        | <b>Prologue: Not a Child Anymore</b>  | <b>375</b> |
| The Changing Home Environment   | 337        | <b>Looking Ahead</b>  | <b>375</b> |
| When Both Parents Work Outside the Home: How Do Children Fare?                                      | 338        | <b>Intellectual Development</b>   | 375        |
| Diverse Family Arrangements   | 339        | Piaget's Formal Operational Stage and Adolescent Cognitive Development                              | 376        |
| Race, Poverty, and Family Life  | 342        | <b>From Research to Practice: Do Video Games Improve Cognitive Ability?</b>                         | <b>378</b> |
| Group Care: Orphanages in the 21st Century  | 343        | Information-Processing Perspectives: Gradual Transformations in Abilities                           | 379        |
| <b>The Case of ... Too Rich for Me</b>  | <b>344</b> | Egocentrism in Thinking: Adolescents' Self-Absorption   | 379        |
| Epilogue • Looking Back • Key Terms and Concepts  |            | <b>Moral Development</b>  | 380        |
| <b>Putting It All Together</b>  | <b>347</b> | Kohlberg's Approach to Moral Development  | 381        |
| <b>14 Physical Development in Adolescence</b>   | <b>349</b> | Gilligan's Approach to Moral Development: Gender and Morality                                       | 382        |
| <b>Prologue: A Jury of Their Peers</b>  | <b>350</b> | <b>Schooling and Cognitive Development</b>  | 383        |
| <b>Looking Ahead</b>  | <b>350</b> | The Transition From Elementary School to Middle School  | 384        |
| <b>Physical Maturation</b>  | 350        | Socioeconomic Status, Race, Ethnicity, and School Performance                                       | 385        |
| Growth During Adolescence: The Rapid Pace of Physical and Sexual Maturation                         | 351        | Part-Time Work: Students on the Job   | 387        |
| Body Image: Reactions to Physical Changes in Adolescence  | 353        | College: Pursuing Higher Education  | 387        |
| Nutrition and Food: Fueling the Growth of Adolescence   | 355        | Who Goes to College?  | 388        |
| Eating Disorders: Anorexia Nervosa and Bulimia  | 357        | <b>Developmental Diversity and Your Life: Overcoming Gender and Racial Barriers to Achievement</b>  | <b>391</b> |
| Brain Development and Thought: Paving the Way for Cognitive Growth                                  | 358        | <b>Choosing an Occupation</b>   | 392        |
|   |            | Choosing a Career   | 392        |
|   |            | Gender and Career Choices: Women's Work   | 393        |
|   |            | <b>Becoming an Informed Consumer of Child Development: Choosing a Career</b>                        | <b>395</b> |
|   |            | <b>The Case of ... The Clueless Dreamer</b>   | <b>395</b> |
|   |            | Epilogue • Looking Back • Key Terms and Concepts  |            |

|   |            |  |            |
|---|------------|--|------------|
| <b>16 Social and Personality<br/>Development in Adolescence</b>                                     | <b>398</b> | Juvenile Delinquency: The Crimes of Adolescence                            | 417        |
| <b>Prologue: Keeping Up Appearances</b>   | <b>399</b> | Dating, Sexual Behavior, and Teenage<br>Pregnancy                          | 417        |
| <b>Looking Ahead</b>  | <b>399</b> | Dating: Close Relationships in the<br>21st Century                         | 418        |
| <b>Identity: Asking “Who Am I?”</b>   | <b>399</b> | <b>From Research to Practice: When Texting Turns<br/>Explicit: Sexting</b> | <b>418</b> |
| Self-Concept and Self-Esteem  | 400        | Sexual Relationships   | 419        |
| Identity Formation: Change or Crisis?   | 401        | Sexual Orientation: Heterosexual, Homosexual,<br>Bisexual, and Transsexual | 421        |
| Marcia’s Approach to Identity Development:  |            | Teenage Pregnancies  | 422        |
| Updating Erikson  | 403        | <b>The Case of... Too Much of a Good Thing</b>                             | <b>424</b> |
| Religion and Spirituality   | 404        | Epilogue • Looking Back • Key Terms and Concepts                           |            |
| Identity, Race, and Ethnicity   | 405        | <b>Putting It All Together</b>   | <b>428</b> |
| Psychological Difficulties in Adolescence   | 406        |  |            |
| <b>Becoming an Informed Consumer of Child<br/>Development: Adolescent Suicide: How to Help</b>      | <b>408</b> | Glossary   | 430        |
| <b>Relationships: Family and Friends</b>  | <b>409</b> | References   | 437        |
| Family Ties: Changing Relationships   | 409        | Credits  | 504        |
| Relationships With Peers: The Importance of<br>Belonging  | 412        | Name Index   | 509        |
| <b>Developmental Diversity and Your Life: Race<br/>Segregation: The Great Divide of Adolescence</b> | <b>414</b> | Subject Index  | 531        |
| Popularity and Peer Pressure in Adolescence   | 415        |  |            |



# Preface

Child development is a unique field of study. Unlike other academic disciplines, each of us has experience with its subject matter in very personal ways. It is not simply a discipline that deals with ideas and concepts and theories, but one that above all has at its heart the forces that have made each of us who we are.

This text, *Child Development*, Eighth Edition, seeks to capture the discipline in a way that sparks, nurtures, and shapes readers' interest. It is meant to excite students about the field, to draw them into its way of looking at the world, and to mold their understanding of developmental issues. By exposing readers to both the current content and the promise inherent in child and adolescent development, the text is designed to keep interest in the discipline alive long after students' formal study of the field has ended.

## Overview

*Child Development*, Eighth Edition, provides a broad overview of the field of development. It covers the full range of childhood and adolescence, from the moment of conception through the end of adolescence. The text furnishes a broad, comprehensive introduction to the field, covering basic theories and research findings, as well as highlighting current applications outside the laboratory. It covers childhood and adolescence chronologically, encompassing the prenatal period, infancy and toddlerhood, the preschool years, middle childhood, and adolescence. Within these periods, it focuses on physical, cognitive, and social and personality development.

The book seeks to accomplish the following four major goals:

- First and foremost, the book is designed to provide a broad, balanced overview of the field of child development. It introduces readers to the theories, research, and applications that constitute the discipline, examining both the traditional areas of the field as well as more recent innovations. The book pays particular attention to the applications developed by child and adolescent development specialists. Without slighting theoretical material, the text emphasizes what we know about development across childhood and adolescence, rather than focusing on unanswered questions. It demonstrates how this knowledge may be applied to real-world problems. In sum, the book highlights the interrelationships among theory, research, and application, accentuating the scope and diversity of the field. It also illustrates how child developmentalists use theory, research, and applications to help solve significant social problems.
- The second major goal of the text is to explicitly tie development to students' lives. Findings from the study of child and adolescent development have a significant degree of relevance to students, and this text illustrates how these findings can be applied in a meaningful, practical sense. Applications are presented in a contemporaneous framework, including current news items, timely world events, and contemporary uses of child development that draw readers into the field. Numerous descriptive scenarios and vignettes reflect everyday situations in people's lives, explaining how they relate to the field.  
For example, each chapter begins with an opening prologue that provides a real-life situation relating to the chapter subject area. All chapters also have a "Becoming an Informed Consumer of Child Development" section, which explicitly suggests ways to apply developmental findings to students' experience. These sections portray how these findings can be applied in a practical, hands-on way. Each chapter also includes a feature called "From Research to Practice" that discusses ways developmental research is used to answer the problems that society faces. Finally, numerous questions in figure and photo captions ask readers to take the perspective of people in a variety of professions that make use of child development, including health care professionals, educators, and social workers.
- The third goal of this book is to highlight both the commonalities and diversity of today's multicultural society. Consequently, every chapter has at least one "Developmental Diversity and Your Life" section. These features explicitly consider how cultural factors relevant to development both unite and diversify our contemporary global society. In addition, the book incorporates material relevant to diversity throughout every chapter.
- Finally, the fourth goal of the text is one that underlies the other three: making the field of child development engaging, accessible, and interesting to students. Child development is a joy both to study and to teach because so much of it has direct, immediate meaning to our lives. Because all of us are involved in our own developmental paths, we are tied in very personal ways to the content areas covered by the book. *Child Development*, Eighth Edition, then, is meant to engage

and nurture this interest, planting a seed that will develop and flourish throughout readers' lifetimes.

- To accomplish this fourth goal, the book is “user-friendly.” Written in a direct, conversational voice, it replicates as much as possible a dialogue between author and student. The text is meant to be understood and mastered on its own, without the intervention of an instructor. To that end, it includes a variety of pedagogical features. Each chapter contains a “Looking Ahead” overview that sets the stage for the chapter, a running glossary, a numbered summary, a list of key terms and concepts, and an epilogue containing critical thinking questions.

**The Philosophy Behind *Child Development*, Eighth Edition.** *Child Development*, Eighth Edition, blends and integrates theory, research, and applications. It is *not* an applied development book, focused solely on techniques for translating the knowledge base of development into answers to societal problems. Nor is it a theory-oriented volume, concentrating primarily on the field's abstract theories. Instead, the focus of the text is on the scope and breadth of human development during childhood and adolescence. The strategy of concentrating on the scope of the field permits the text to examine both the traditional core areas of the field and the evolving nontraditional areas of development.

Furthermore, the book focuses on the here and now, rather than attempting to provide a detailed historical record of the field. Although it draws on the past where appropriate, it does so with a view toward delineating the field as it now stands and the directions toward which it is evolving. Similarly, while the text provides descriptions of classic studies, the emphasis is on current research findings and trends.

The book provides a broad overview of child and adolescent development, integrating the theory, research, and applications of the discipline. It is meant to be a book that readers will want to keep in their own personal libraries, one they will take off the shelf when considering problems related to that most intriguing of questions: How do people get to be the way they are?

## Specific Features

- *Chapter-opening prologues.* Each chapter begins with a short vignette describing an individual or situation relevant to the basic developmental issues addressed in the chapter. For instance, the chapter on cognitive development in infancy describes a 9-month-old infant actively discovering her surroundings, and the chapter on the physical development in adolescence provides an account of teenagers dealing with body image and appearance.
- *Looking Ahead.* These opening sections orient readers to the topics to be covered, bridging the opening prologue with the remainder of the chapter and providing orienting questions.
- *Learning Objectives.* Every chapter includes sequentially numbered learning objectives, based on Bloom's taxonomy. They allow students to clearly understand what they are expected to learn. The learning objectives are tied to the Looking Back summary at the end of each chapter and are also keyed to test bank items.
- *From Research to Practice.* Each chapter includes a feature that focuses on the ways in which research in child development can be used both in terms of everyday childrearing issues and for setting public policy. These features include discussions on research examining whether food preferences are learned in the womb, the potential long-term benefits of ADHD drugs, and whether video games can improve cognitive ability.
- *Developmental Diversity and Your Life.* Every chapter has at least one “Developmental Diversity and Your Life” section incorporated into the text. These sections highlight issues relevant to the multicultural society in which we live. Examples of these sections include discussions of the cultural dimensions of motor development, the adjustment of children from immigrant families, multicultural education, and overcoming gender and racial barriers to achievement.
- *Becoming an Informed Consumer of Child Development.* Every chapter includes information on specific uses that can be derived from research conducted by developmental investigators. For instance, the text provides concrete information on exercising an infant's body and senses, keeping preschoolers healthy, increasing children's competence, and choosing a career.
- *From the Perspective of...* These questions, interspersed throughout each chapter, ask students to take the perspective of someone working in an occupation that relies on findings of child development, including the fields of health care, education, and social work.
- *The Case of...* Every chapter includes a case study. Case studies describe an intriguing situation related to the topics discussed in the chapter, and they end by asking questions designed to evoke critical thinking about the case and the chapter content.
- *End-of-chapter material.* Each chapter ends with a summary (keyed to chapter learning objectives) and a list of key terms and concepts. This material is designed to help students study and retain the information in the chapter. Finally, a short epilogue includes critical thinking questions relating to the prologue at the opening of the chapter. Because the opening prologues serve as case studies that foreshadow the topics the chapter will address, these end-of-chapter thought-provoking questions provide a way of tying the chapter together. They also illustrate how the concepts addressed in the chapter can be applied to the real-world situation described in the opening prologue.

- *End-of-part material.* Every part of the book concludes with material that integrates different developmental domains during a particular age range. A vignette that captures a developmental issue or theme is considered jointly from a physical, cognitive, and social and personality point of view, helping students to understand how the various perspectives work together to explain development.

## What's New in This Edition?

*Child Development*, Eighth Edition, includes a set of extraordinary online interactivities designed to engage students and promote their learning. All newly created, these interactivities provide an exciting means for students to explore and more deeply understand the core concepts of child development.

Furthermore, chapter openers and epilogues have been replaced or updated, introducing students to the real-world implications of the chapter topic. Moreover, all *From Research to Practice* features—which describe a contemporary developmental research topic and its applied implications—are new to this edition.

Finally, the Eighth Edition incorporates a significant amount of new and updated information. For instance, the revision addresses important issues such as the concept of race as a social construct, malnutrition, the effects of poverty on development, and the impact of media and technology on child development. The new edition also incorporates changes relating to psychological disorders reflecting the publication of *Diagnostic and Statistical Manual of Mental Health Disorders, Fifth Edition (DSM-5)*.

New topics appear in every chapter. A sampling of specific topics that have been either newly included or expanded illustrates the scope of the revision:

### Chapter 1

Clarified race and ethnicity  
 Introduced concept of race as a social construct  
 Clarified age-graded influences  
 Clarified non-normative life events  
 Added material on Maria Montessori  
 New screen-time rules for children under age 2 from American Academy of Pediatrics  
 Relationship between childhood trauma and violence  
 Bullying as a form of violence  
 Cyberbullying  
 First American baby born using in vitro fertilization

### Chapter 2

Cyberbullying  
 Evidence on lack of a link between immunizations and autism

Clarified random assignment  
 New public policy material

### Chapter 3

Updated figure on rising multiple births  
 Update on procedure of amniocentesis  
 New information on prenatal screenings  
 Updated statistics on world hunger  
 New term: *fetal alcohol syndrome disorder*  
 Update on incidence of Down Syndrome  
 Replacement of term *mental retardation* with *intellectual disability*  
 Removed example of Dutch Hunger Winter  
 Added examples of polygenic inheritance  
 New statistics on abortion  
 Aftermath of miscarriage  
 Updated information on genetic basis of disorders and traits

### Chapter 4

New information on “kangaroo care” for premature infants  
 New figures on race and infant mortality  
 New figure on Caesarean deliveries  
 New figure on international infant mortality  
 Added material on postpartum depression  
 More on skin-to-skin contact between mother and child  
 New *From Research to Practice* on development of food preferences

### Chapter 5

Updated photo of shaken baby brain  
 Incidence of shaken baby syndrome  
 New information on benefits of breastfeeding  
 Updated figure on declining rates of SIDS  
 New key term: *sudden unexpected infant death (SUID)*  
 Use of baby boxes rather than cribs  
 Updated information on malnutrition  
 New figure on undernutrition worldwide  
 New poverty figures  
 New prologue on sleeping through the night  
 SIDS and hippocampus abnormality  
 Brain plasticity in infancy

### Chapter 6

New material on brain growth and infantile amnesia  
 Changed key term from *scheme* to *schema*  
 New material on memory and hippocampus  
 Supplemented description of learning theory approach to language development

### Chapter 7

Infant understanding of morality  
New data on child care delivery modalities  
Still-face technique  
Infant emotions  
Mirror-and-rouge technique  
Clarified and expanded explanation of mirror neurons

### Chapter 8

Just-right phenomenon in nutrition  
Additional information on childhood depression  
New figures on child abuse and neglect  
Replacement figure on child abuse and neglect in the United States  
Additional signs of child abuse  
Distinction between overweight and obese  
BMI  
Reducing media exposure prior to bedtime to help sleep  
Lead poisoning  
Change blindness  
Clarified figure on physicians, visits

### Chapter 9

How writing by hand stimulates cognitive development  
Clarified difference between syntax and grammar  
Updated information on the effectiveness of *Sesame Street*  
New information on children and television viewing  
New material on screen use  
American Academy of Pediatrics 2016 policy statement on screen use  
New figure on children viewing media

### Chapter 10

New learning objectives  
New material on lying and preschoolers  
Autism spectrum disorder and false belief  
Role of rough-and-tumble play in brain development and other benefits  
Warmth of authoritative and permissive parents  
Parental values in Hispanic families  
Racial factors in friendships  
Foreshadowing Kohlberg and Gilligan

### Chapter 11

Revised learning objectives  
New prologue  
Long-term treatment effects for ADHD  
New figure showing prevalence of obesity  
Updated definition of obesity  
Clarified definition of specific learning disorders  
Relationship between obesity and recess  
Increase over time of prevalence in psychological disorders  
Updated statistics on incidence of psychological disorders in children

### Chapter 12

Updated figure on languages spoken in the United States  
Updated material on illiteracy around the world  
Updated figure on the changing demographics of the United States  
Revised learning objectives  
Cultural factors in intelligence and Lev Vygotsky  
Value of learning cursive for cognitive development  
New statistics on worldwide illiteracy  
New figure on rates of illiteracy by geographic area  
Homeschooling material updated  
Charter school efficacy data  
Clarified definition of bilingualism

### Chapter 13

Dangers of inflated praise  
Update on Supreme Court ruling on gay marriage  
Deleted figure on time use  
New figure on foster care incidence  
Categories of bullying  
Bullying reduction practices that are ineffective  
Upward social comparison  
Self-care drawbacks

### Chapter 14

Updated section on marijuana use  
New figure on marijuana use by high school students  
Updated statistics on sexually transmitted infections among adolescents  
New prologue on body image  
Updated statistics on incidence of AIDS  
HPG axis  
Role of hormones in activation of behavior and brain organization  
Binge-eating disorder  
E-cigarette use  
Brain development and alcohol use  
Benefits of adolescent brain immaturity

### Chapter 15

Updated statistics and figure on U.S. students' math performance  
Updated figure on dropout rates and ethnicity  
Updated figure on gender wage gap  
New key term: *pseudostupidity*  
Invincibility fable  
High school graduation rates  
Statistics on reading proficiency of eighth graders  
Update of statistics on women's participation in the workforce  
Cognitive benefits from playing video games  
Tribal Colleges and Universities (TCUs)



**Chapter 16**

Updated figure on age at which adolescents have sex for the first time

New section on transsexuals

Updated info on Supreme Court legalizing gay marriage

Updated figure on teenage pregnancy rates

Clarified description of James Marcia's theory

Suicide attempts in adolescents

Differential rates of suicide in gays, lesbians, and transsexuals

Native American suicide rates

Ethnic/racial disparities in teenage pregnancy rates

Sexting

In addition, a wealth of contemporary research is cited in this new edition. Hundreds of new research citations have been added, most from the past few years.

**Revel for *Child Development*****Revel™**

When students are engaged deeply, they learn more effectively and perform better in their courses. This simple fact inspired the creation of Revel: an interactive learning environment designed for the way today's students read, think, and learn. Built in collaboration with educators and students nationwide, Revel is the newest, fully digital way to deliver respected Pearson content. Revel enlivens course content with media interactives and assessments—integrated directly within the authors' narrative—that provide opportunities for students to read about and practice course material in tandem. This immersive educational technology boosts student engagement, which leads to better understanding of concepts and improved performance throughout the course.

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Rather than simply offering opportunities to read about and study *Child Development*, Revel facilitates deep, engaging interactions with the concepts that matter most. By providing opportunities to improve skills in analyzing and interpreting sources of evidence, Revel engages students directly and immediately, which leads to a better understanding of course material. A wealth of student and instructor resources and interactive materials can be found within Revel. Some of our favorites are mentioned in the information that follows.

For more information about all the tools and resources in Revel and access to your own Revel account for *Child Development*, go to <https://www.pearsonhighered.com/revel>.

**Ancillaries**

*Child Development*, Eighth Edition, is accompanied by a superb set of ancillary teaching materials. These include the following:

- ***Instructor's Resource Manual*** (ISBN: 0134711319). Designed to make your lectures more effective and save you preparation time, this extensive resource gathers together the most effective activities and strategies for teaching your course. The *Instructor's Resource Manual* includes learning objectives, key terms and concepts, self-contained lecture suggestions and class activities for each chapter with handouts, and supplemental reading suggestions. The *Instructor's Resource Manual* can be downloaded via the Instructor's Resource Center at [www.pearsonhighered.com](http://www.pearsonhighered.com).
- ***PowerPoint Lecture Slides*** (ISBN: 0134700821). These PowerPoints provide an active format for presenting concepts from each chapter and feature relevant figures and tables from the text. They are available for download, along with Video-Embedded PowerPoints (ISBN: 0134677838) and Art PowerPoints (ISBN: 0134677862), on the Instructor's Resource Center at [www.pearsonhighered.com](http://www.pearsonhighered.com).
- ***Test Item File*** (ISBN: 0134711327). The test bank contains multiple choice, true/false, and essay questions. Each question has been accuracy-checked to ensure that the correct answer was marked and the page reference was accurate. Tests are available for download on the Instructor's Resource Center at [www.pearsonhighered.com](http://www.pearsonhighered.com).
- ***MyTest Test Bank*** (ISBN: 0134700848) A powerful assessment-generation program that helps instructors easily create and print quizzes and exams. Questions and tests can be authored online, allowing instructors ultimate flexibility and the ability to efficiently manage assessments anytime, anywhere! Instructors can easily access existing questions, edit, create, and store using simple drag-and-drop techniques and Word-like controls. Data on each question provide information on difficulty level and page number of corresponding text discussion. In addition, each question maps to the text's major section and learning objective. For more information, go to [www.PearsonMyTest.com](http://www.PearsonMyTest.com).
- ***MyVirtualChild***. MyVirtualChild is an interactive simulation that allows students to raise a child from birth to age 18 and monitor the effects of their parenting decisions over time. By incorporating physical, social, emotional, and cognitive development at several age levels, MyVirtualChild helps students think critically as they apply their course work to the practical experiences of raising a virtual child. You can access MyVirtualChild within Revel, or separately at [www.myvirtualchild.com](http://www.myvirtualchild.com).

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*Robert S. Feldman,  
University of Massachusetts Amherst*



# About the Author

**R**obert S. Feldman is a Professor of Psychological and Brain Sciences and the Senior Advisor to the Chancellor at the University of Massachusetts Amherst. A recipient of the College Distinguished Teacher Award, he has taught classes ranging in size from 10 to nearly 500 students. During the course of his career as a college instructor, he has taught both undergraduate and graduate courses at Mount Holyoke College, Wesleyan University, and Virginia Commonwealth University, in addition to the University of Massachusetts Amherst.

A Fellow of the American Psychological Association, the Association for Psychological Science, and the American Association for the Advancement of Science, Professor Feldman received a BA with High Honors from Wesleyan University (from which he received the Distinguished Alumni Award). He has an MS and a PhD from the University of Wisconsin–Madison. He is a winner of a Fulbright Senior Research Scholar and Lecturer award, and he has written more than 200 books, book chapters, and scientific articles. He has edited *Development of Nonverbal Behavior in Children*, *Applications of Nonverbal Behavioral Theory and Research*, and *The First Year of College*. He is also author of *Development Across the Life Span*, *Understanding Psychology*, and *P.O.W.E.R. Learning: Strategies for Success in College and Life*. His books have been translated into many languages, including Spanish, French, Portu-

guese, Dutch, Chinese, Korean, German, Arabic, Tagalog, Italian, and Japanese, and more than 2.5 million students have used his textbooks.

Professor Feldman's research interests include honesty and deception in everyday life, work that he described in *The Liar in Your Life*. His research has been supported by

grants from the National Institute of Mental Health and the National Institute on Disabilities and Rehabilitation Research. He is also Past President of the Federation of Associations in the Behavioral and Brain Sciences Foundation, an organization that promotes the social sciences, and he is a member of the board of New England Public Radio.

Professor Feldman loves music, is an enthusiastic pianist, and enjoys cooking and traveling. He has three children and four grandchildren. He and his wife, a psychologist, live in western Massachusetts in a home overlooking the Holyoke Mountain Range.



