Dedication
To my children and grandchildren

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# Contents

Preface ix  
Acknowledgments xiv  
About the Author xv  

## Chapter 1: An Introduction to Child Development 1

**Prologue: New Conceptions** 2  
**Looking Ahead** 2  
**An Orientation to Child Development** 3  
  - Defining the Field of Child Development 3  
  - Characterizing Child Development: The Scope of the Field 4  
**Developmental Diversity and Your Life: Taking Culture, Ethnicity, and Race into Account** 6  
  - Cohort Influences on Development: Developing With Others in a Social World 7  
**Children: Past, Present, and Future** 8  
  - Early Views of Children 8  
  - The 20th Century: Child Development as a Discipline 9  
  - Today’s Key Issues and Questions: Child Development’s Underlying Themes 9  
  - The Future of Child Development 12  
**From Research to Practice: Preventing Violence Toward Children** 13  
**Becoming an Informed Consumer of Child Development: Assessing Information on Child Development** 14  
**The Case of … Too Many Choices** 14

## Chapter 2: Theoretical Perspectives and Research 17

**Prologue: The First Word Spoken** 18  
**Looking Ahead** 18  
**Perspectives on Children** 18  
  - The Psychodynamic Perspective: Focusing on Internal Forces 19  
  - The Behavioral Perspective: Focusing on Observable Behavior 21  
  - The Cognitive Perspective: Examining the Roots of Understanding 24  
  - The Contextual Perspective: Taking a Broad Approach to Development 26  
  - Evolutionary Perspectives: Our Ancestors’ Contributions to Behavior 29  
  - Why “Which Perspective Is Right?” Is the Wrong Question 30  
**The Scientific Method and Research** 31  
  - Theories and Hypotheses: Posing Developmental Questions and Choosing a Research Strategy 31  
  - Correlational Studies 33  
  - Experiments: Determining Cause and Effect 36  
**Developmental Diversity and Your Life: Choosing Research Participants Who Represent the Diversity of Children** 40  
**Research Strategies and Challenges** 40  
  - Theoretical and Applied Research: Complementary Approaches 40  
**From Research to Practice: Using Developmental Research to Improve Public Policy** 41  
  - Measuring Developmental Change 42  
  - Ethics and Research 43  
**Becoming an Informed Consumer of Child Development: Critically Evaluating Developmental Research** 44  
**The Case of … A Study in Violence** 45

## Chapter 3: The Start of Life: Genetics and Prenatal Development 48

**Prologue: Going With the Odds** 49  
**Looking Ahead** 49  
**Earliest Development** 49  
  - Genes and Chromosomes: The Code of Life 50  
  - The Basics of Genetics: The Mixing and Matching of Traits 52  
  - Transmission of Genetic Information 53  
  - The Human Genome and Behavioral Genetics: Cracking the Genetic Code 55  
  - Genetic Counseling: Predicting the Future From the Genes of the Present 57  
**From Research to Practice: Prenatal Screenings Are Not Diagnoses** 60  
**The Interaction of Heredity and Environment** 60  
  - The Role of the Environment in Determining the Expression of Genes: From Genotypes to Phenotypes 61  
  - The Role of Genetics on Physical Traits, Intelligence, and Personality 63  
**Developmental Diversity And Your Life: Cultural Differences in Physical Arousal: Might a Culture’s Philosophical Outlook Be Determined by Genetics?** 66  
  - Psychological Disorders: The Role of Genetics and Environment 66  
  - Can Genes Influence the Environment? 68
Contents

4  Birth and the Newborn Infant 82

Prologue: Expecting the Unexpected 83
Looking Ahead 83
Birth 83
Labor: The Process of Birth Begins 84
Birth: From Fetus to Neonate 85
Approaches to Childbirth: Where Medicine and Attitudes Meet 87
Becoming an Informed Consumer of Child Development: Dealing With Labor 90
Birth Complications 91
Preterm and Postmature Babies 91
Cesarean Delivery: Intervening in the Birth Process 94
Infant Mortality and Stillbirth: The Tragedy of Premature Death 96
Developmental Diversity and Your Life: Overcoming Racial and Cultural Differences in Infant Mortality 97
Postpartum Depression: Moving From the Heights of Joy to the Depths of Despair 99
The Competent Newborn 99
Meeting the Demands of a New Environment 100
From Research to Practice: Are Food Preferences Learned in the Womb? 102
Early Learning Capabilities 102
Social Competence: Responding to Others 103
The Case of … No Place Like Home? 105
Epilogue • Looking Back • Key Terms and Concepts

5  Physical Development in Infancy 110

Prologue: Dreaming of Sleep 111
Looking Ahead 111
Growth and Stability 111
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
Developmental Norms: Comparing the Individual to the Group 123
Nutrition in Infancy: Fueling Motor Development 124
Developmental Diversity and Your Life: The Cultural Dimensions of Motor Development 125
From Research to Practice: The Science of Breast Milk 127
The Development of the Senses 129
Visual Perception: Seeing the World 129
Auditory Perception: The World of Sound 131
Smell, Taste, and Feel 133
Multimodal Perception: Combining Individual Sensory Inputs 134
Becoming an Informed Consumer of Child Development: Exercising Your Infant’s Body and Senses 135
The Case of … One Step at a Time 135
Epilogue • Looking Back • Key Terms and Concepts

6  Cognitive Development in Infancy 139

Prologue: Making Things Happen 140
Looking Ahead 140
Piaget’s Approach to Cognitive Development 140
Key Elements of Piaget’s Theory 141
The Sensorimotor Period: Six Substages of Cognitive Development 142
Appraising Piaget: Support and Challenges 145
Information-Processing Approaches to Cognitive Development 147
Encoding, Storage, and Retrieval: The Foundations of Information Processing 147
Memory During Infancy: They Must Remember This… 149
The Neurological Basis of Memory 150
Individual Differences in Intelligence: Is One Infant Smarter Than Another? 151
From Research to Practice: Is Brain Growth Responsible for Infantile Amnesia? 151
The Roots of Language 154
The Fundamentals of Language: From Sounds to Symbols 154
The Origins of Language Development 159
Speaking to Children: The Language of Infant-Directed Speech 160
Developmental Diversity and Your Life: Is Infant-Directed Speech Similar in All Cultures? 161
Becoming an Informed Consumer of Child Development: What Can You Do to Promote Infants’ Cognitive Development? 162
The Case of … The Unidentified Woggie 163
Epilogue • Looking Back • Key Terms and Concepts
Health and Wellness 200
From Research to Practice: Preschoolers Notice What Adults Miss 201
Nutrition: Eating the Right Foods 201
Illness in the Preschool Years 202
Injuries: Playing It Safe 204
Child Abuse and Psychological Maltreatment: The Grim Side of Family Life 205
Resilience: Overcoming the Odds 208
Becoming an Informed Consumer of Child Development: Keeping Preschoolers Healthy 208
Motor Development 210
Gross and Fine Motor Skills 210
Potty Wars: When—and How—Should Children Be Toilet Trained? 212
Handedness and Expression 212
The Case of . . . Frustrated Desires 214
Epilogue • Looking Back • Key Terms and Concepts 9

Cognitive Development in the Preschool Years 217
Prologue: Cognitive Apprentices 218
Looking Ahead 218
Intellectual Development 218
Piaget’s Stage of Preoperational Thinking 218
Information-Processing Approaches to Cognitive Development 224
Vygotsky’s View of Cognitive Development: Taking Culture Into Account 227
The Growth of Language 230
Language Development During the Preschool Years 230
From Research to Practice: How Writing by Hand Stimulates Brain Development 232
How Living in Poverty Affects Language Development 232
Schooling and Society 233
Early Childhood Education: Taking the “Pre-” Out of the Preschool Period 234
The Effectiveness of Child Care 235
The Importance of Reading to Young Children 238
Learning From the Media: Television and Digital Exposure 238
Becoming an Informed Consumer of Child Development: Promoting Cognitive Development in Preschoolers: From Theory to the Classroom 240
The Case of . . . The Secret Reader 241
Epilogue • Looking Back • Key Terms and Concepts 7

Social and Personality Development in Infancy 166
Prologue: Emotional Rollercoaster 167
Looking Ahead 167
Developing the Roots of Sociability 167
Emotions in Infancy 167
The Development of Self: Do Infants Know Who They Are? 170
Social Referencing: Feeling What Others Feel 171
Theory of Mind: Infants’ Perspectives on the Mental Lives of Others—and Themselves 171
From Research to Practice: Do Infants Understand Morality? 172
Stranger Anxiety and Separation Anxiety 173
Forming Relationships 173
Attachment: Forming Social Bonds 174
The Ainsworth Strange Situation and Patterns of Attachment 175
Producing Attachment: The Roles of the Mother and Father 176
Infant Interactions: Developing a Working Relationship 178
Developmental Diversity and Your Life: Does Attachment Differ Across Cultures? 179
Differences Among Infants 181
Personality Development: The Characteristics That Make Infants Unique 181
Temperament: Stabilities in Infant Behavior 182
Gender: Why Do Boys Wear Blue and Girls Wear Pink? 184
Family Life in the 21st Century 186
How Does Infant Child Care Affect Later Development? 186
Becoming An Informed Consumer of Child Development: Choosing the Right Infant Child Care Provider 188
The Case of . . . The Different Temperaments 188
Putting It All Together 192
Physical Development in Preschoolers 194
Prologue: Depressed in Preschool 195
Looking Ahead 195
Physical Growth 196
The Growing Body 196
The Growing Brain 197
The Links Between Brain Growth and Cognitive and Sensory Development 198
Developmental Diversity and Your Life: Are Gender and Culture Related to the Brain’s Structure? 199
Sleep 200

8

9
10 Social and Personality Development in the Preschool Years 244
Prologue: A Helping Hand 245
Looking Ahead 245
Forming a Sense of Self 245
Psychosocial Development and Self-Concept 245
Gender Identity: Developing Femaleness and Maleness 247
Developmental Diversity and Your Life: Developing Racial and Ethnic Awareness 247
Friends and Family: Preschoolers’ Social Lives 251
The Development of Friendships and Play 251
Preschoolers’ Theory of Mind: Understanding What Others Are Thinking 254
Preschoolers’ Family Lives 255
From Research to Practice: How Children Learn to Become Better Liars 256
Cultural Differences in Childrearing Practices 258
Becoming an Informed Consumer of Child Development: Disciplining Children 258
Moral Development and Aggression 259
Developing Morality: Following Society’s Rights and Wrongs 259
Aggression and Violence in Preschoolers 261
Social Learning and Cognitive Approaches to Aggression 263
Violent TV Programs and Video Games: Are They Harmful? 264
Becoming an Informed Consumer of Child Development: Increasing Moral Behavior and Reducing Aggression in Preschool-Age Children 265
The Case of … The Wrong Role Models? 266
Putting It All Together 270

11 Physical Development in Middle Childhood 272
Prologue: A Heads-Up Play 273
Looking Ahead 273
The Growing Body 274
Physical Development 274
Nutrition: Links to Overall Functioning 274
Childhood Obesity 276
Becoming an Informed Consumer of Child Development: Keeping Children Fit 277
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

12 Cognitive Development in Middle Childhood 291
Prologue: Seeding a Garden 292
Looking Ahead 292
Cognitive and Language Development 292
Piagetian Approaches to Cognitive Development 293
Information Processing in Middle Childhood 295
From Research to Practice: The Key to Better Math Skills Is at Children’s Fingertips 296
Vygotsky’s Approach to Cognitive Development and Classroom Instruction 297
Language Development: What Words Mean 298
Bilingualism: Speaking in Many Tongues 299
Schooling: The Three Rs (and More) of Middle Childhood 300
Schooling Around the World: Who Gets Educated? 300
School Readiness, Reading, and Success 303
Becoming an Informed Consumer of Child Development: Creating an Atmosphere That Promotes School Success 303
Multicultural Education 306
Developmental Diversity and Your Life: Fostering a Bicultural Identity 307
Alternatives to Traditional Public Schooling 308
Intelligence: Determining Individual Strengths 309
Intelligence Benchmarks: Differentiating the Intelligent from the Unintelligent 310
Group Differences in IQ 312
What IQ Tests Don’t Tell: Alternative Conceptions of Intelligence 315
Falling Below and Above Intelligence Norms 317
The Case of … The “Big Cheese” 319
### Contents

16 Social and Personality Development in Adolescence 398

**Prologue: Keeping Up Appearances** 399

**Looking Ahead** 399

**Identity: Asking “Who Am I?”** 399
  - Self-Concept and Self-Esteem 400
  - Identity Formation: Change or Crisis? 401
  - Marcia’s Approach to Identity Development: Updating Erikson 403
  - Religion and Spirituality 404
  - Identity, Race, and Ethnicity 405
  - Psychological Difficulties in Adolescence 406

**Becoming an Informed Consumer of Child Development: Adolescent Suicide: How to Help** 408

**Relationships: Family and Friends** 409
  - Family Ties: Changing Relationships 409
  - Relationships With Peers: The Importance of Belonging 412

**Developmental Diversity and Your Life: Race Segregation: The Great Divide of Adolescence** 414
  - Popularity and Peer Pressure in Adolescence 415

Juvenile Delinquency: The Crimes of Adolescence 417

Dating, Sexual Behavior, and Teenage Pregnancy 417

Dating: Close Relationships in the 21st Century 418

From Research to Practice: When Texting Turns Explicit: Sexting 418
  - Sexual Relationships 419
  - Sexual Orientation: Heterosexual, Homosexual, Bisexual, and Transsexual 421
  - Teenage Pregnancies 422

**The Case of… Too Much of a Good Thing** 424

Epilogue • Looking Back • Key Terms and Concepts 428

Putting It All Together 428

Glossary 430

References 437

Credits 504

Name Index 509

Subject Index 531
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 students in the process of learning about their own development, the development of others, and the world around them.
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.
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.


- **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.

- **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.

- **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.
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Robert 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.

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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.