In memory of Richard J. Payne
Distinguished Professor of Politics and Government, Illinois State University
Treasured friend, colleague, and fellow Pearson author
Laura E. Berk is a distinguished professor of psychology at Illinois State University, where she has taught child, adolescent, and lifespan development for more than three decades. She received her bachelor’s degree in psychology from the University of California, Berkeley, and her master’s and doctoral degrees in child development and educational psychology from the University of Chicago. She has been a visiting scholar at Cornell University, UCLA, Stanford University, and the University of South Australia.

Berk has published widely on the effects of school environments on children’s development, the development of private speech, and the role of make-believe play in development. Her empirical studies have attracted the attention of the general public, leading to contributions to *Psychology Today* and *Scientific American*. She has also been featured on National Public Radio’s *Morning Edition* and in *Parents Magazine*, *Wondertime*, and *Reader’s Digest*.

Berk has served as a research editor of *Young Children*, a consulting editor for *Early Childhood Research Quarterly*, and an associate editor of the *Journal of Cognitive Education and Psychology*. She is a frequent contributor to edited volumes, having written the article on social development in *The Child: An Encyclopedic Companion* and the article on Vygotsky in *The Encyclopedia of Cognitive Science*. She is coauthor of the chapter on make-believe play and self-regulation in the *Sage Handbook of Play in Early Childhood* and the chapter on psychologists writing textbooks in *Career Paths in Psychology: Where Your Degree Can Take You*, published by the American Psychological Association.


Berk is active in work for children’s causes. She serves on the governing boards of the Illinois Network of Child Care Resource and Referral Agencies and of Artolution, an organization devoted to engaging children, youths, and families in community-based public art projects around the world as a means of promoting trauma relief and resilience. She is also founding donor of Illinois Art Station, an initiative that provides educative and self-expressive experiences in the visual arts to children, adolescents, and their families in her community, with a special focus on reaching underserved and at-risk young people, while enriching student and faculty opportunities across disciplines. Berk has been designated a YWCA Woman of Distinction for her service in education. She is a fellow of the American Psychological Association, Division 7: Developmental Psychology.
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A Personal Note to Students

My more than 30 years of teaching child development have brought me in contact with thousands of students like you—students with diverse college majors, future goals, interests, and needs. Some are affiliated with my own field of psychology, but many come from other related fields—education, sociology, anthropology, biology, family studies, social service, and health sciences, to name just a few. Each semester, my students’ aspirations have proved to be as varied as their fields of study. Many look toward careers in applied work—teaching, caregiving, nursing, counseling, social work, school psychology, and program administration. Most hope someday to become parents, whereas others are already parents who come with a desire to better understand and rear their children. And almost all arrive with a deep curiosity about how they themselves developed from tiny infants into the complex human beings they are today.

My goal in preparing this ninth edition of *Infants, Children, and Adolescents* is to provide a textbook that meets the instructional goals of your course as well as your personal interests and needs. To achieve these objectives, I have grounded this book in a carefully selected body of classic and current theory and research brought to life with stories and vignettes about children and families, most of whom I have known personally. In addition, the text highlights the joint contributions of biology and environment to the developing child, explains how the research process helps solve real-world problems, illustrates commonalities and differences among ethnic groups and cultures, and pays special attention to policy issues that are crucial for safeguarding children’s well-being in today’s world. Woven throughout the text is a unique pedagogical program that will assist you in mastering information, integrating the various aspects of development, critically examining controversial issues, applying what you have learned, and relating the information to real life.

I hope that learning about child development will be as rewarding for you as I have found it over the years. I would like to know what you think about both the field of child development and this book. I welcome your comments; please contact me at infantschildrenadolescents9e@gmail.com.

*Laura E. Berk*
Preface for Instructors

In preparing this ninth edition of *Infants, Children, and Adolescents*, I drew inspiration from the hundreds of students of child development with whom I have worked in more than three decades of college teaching. As in previous editions, I aimed for a text that is intellectually stimulating, provides depth as well as breadth of coverage, portrays the complexities of child development with clarity and excitement, and is relevant and useful in building a bridge from theory and research to children’s everyday lives.

The nearly three decades since *Infants, Children, and Adolescents* first appeared have been a period of unprecedented expansion and change in theory and research. This ninth edition represents these rapidly transforming aspects of the field, with a wealth of new content and enhanced teaching tools:

- **Diverse pathways of change are highlighted.** Investigators have reached broad consensus that variations in biological makeup, everyday tasks, and the people who support children in mastery of those tasks lead to wide individual differences in children’s paths of change and resulting competencies. This edition pays more attention to variability in development and to major theoretical perspectives—including neurobiological, ecological, sociocultural, dynamic systems, and epigenesis—that attempt to explain it. Multicultural and cross-cultural findings, along with international comparisons, are enhanced throughout the text and in revised and expanded Cultural Influences boxes.

- **The complex, bidirectional relationship between biology and environment is given greater attention.** Accumulating evidence on development of the brain, motor skills, cognitive and language competencies, temperament and personality, emotional and social understanding, and developmental problems underscores the way biological factors emerge in, are modified by, and share power with experience. The interconnection between biology and environment is revisited throughout the text narrative and in Biology and Environment boxes with new and updated topics.

- **Inclusion of interdisciplinary research is expanded.** The move toward viewing thoughts, feelings, and behavior as an integrated whole, affected by a wide array of influences in biology, social context, and culture, has motivated developmental researchers to strengthen their ties with other areas of psychology and with other disciplines. Topics and findings included in this edition increasingly reflect the contributions of educational psychology, social psychology, health psychology, clinical psychology, neurobiology, pediatrics, sociology, anthropology, social service, and other fields.

- **The links among theory, research, and applications—a theme of this book since its inception—are strengthened.** As researchers intensify their efforts to generate findings that can be applied to real-life situations, I have placed greater weight on social policy issues and sound theory- and evidence-based interventions and practices. Further applications are provided in the Applying What We Know tables, which give students concrete ways of building bridges between their learning and the real world.

- **The educational context of development becomes a stronger focus.** The home, school, and community are featured as vital educational contexts in which the child develops. Research on effective teaching practices appears in all chapters and in new and revised Social Issues: Education boxes.

- **The role of active student learning is made more explicit.** Ask Yourself questions at the end of each major section have been revised to promote three approaches to engaging actively with the subject matter: Connect, Apply, and Reflect. This feature assists students in thinking about what they have read from multiple vantage points. The Look and Listen feature presents students with opportunities to observe what real children say and do and attend to influences on children in their everyday environments.

Text Philosophy

The basic approach of this book has been shaped by my own professional and personal history as a teacher, researcher, and parent. It consists of seven philosophical ingredients that I regard as essential for students to emerge from a course with a thorough understanding of child development:

1. **An understanding of major theories and the strengths and shortcomings of each.** The first chapter begins by emphasizing that only knowledge of multiple theories can do justice to the richness of child development. As I take up each age period and domain of development, I present a variety of theoretical perspectives, indicate how each highlights previously overlooked aspects of development, and discuss research that evaluates it. Consideration of contrasting theories also serves as the context for an even-handed analysis of many controversial issues.

2. **An appreciation of research strategies for investigating child development.** To evaluate theories, students must have a firm grounding in research methods and designs. In addition to a special section in Chapter 1 covering research strategies and a section in Chapter 5 devoted to neurobiological methods, numerous studies are discussed in sufficient detail throughout the text for students to use what they have learned to critically assess the findings, conclusions, and implications of research.

3. **Knowledge of both the sequence of child development and the processes that underlie it.** Students are provided with a discussion of the organized sequence of development along with processes of change. An understanding of process—how complex combinations of biological, psychological, and environmental events produce development—has been the focus of most recent research. Accordingly, the text reflects this emphasis. But new information about the timetable of change has also emerged. Current evidence on the sequence and timing of development, along with its implications for process, is presented throughout the text.
4. An appreciation of the impact of context and culture on child development. A wealth of research indicates that children live in rich physical and social contexts that affect all domains of development. Throughout the text, students travel to distant parts of the world as I review a growing body of cross-cultural evidence. The text narrative also discusses many findings on socioeconomically and ethnically diverse children within the United States and on children with varying abilities and challenges. Besides highlighting the role of immediate settings, such as family, neighborhood, and school, I make a concerted effort to underscore the influence of larger social structures—societal values, laws, and government programs—on children’s well-being.

5. An understanding of the joint contributions of biology and environment to development. The field recognizes more than ever before the joint roles of hereditary/constitutional and environmental factors—that these contributions to development combine in complex ways and cannot be separated in a simple manner. Numerous examples of how biological dispositions can be maintained as well as transformed by social contexts are presented throughout the text.

6. A sense of the interdependency of all domains of development—physical, cognitive, emotional, and social. Every chapter takes an integrated approach to understanding children, illustrating how physical, cognitive, emotional, and social development are interwoven. Within the text narrative and in the Ask Yourself questions at the end of major sections, students are referred to other sections of the text to deepen their grasp of relationships among various aspects of change.

7. An appreciation of the interrelatedness of theory, research, and applications. Throughout, I emphasize that theories of child development and the research stimulated by them provide the foundation for sound, effective practices with children. The links among theory, research, and applications are reinforced by an organizational format in which theory and research are presented first, followed by practical implications. In addition, a current focus in the field—harnessing child development knowledge to shape social policies that support children’s needs—is reflected in every chapter. The text addresses the current condition of children in the United States and around the world and shows how theory and research have combined with public interest to spark successful interventions.

New Coverage in the Ninth Edition

Child development is a fascinating and ever-changing field, with constantly emerging new discoveries and refinements in existing knowledge. The ninth edition represents this burgeoning contemporary literature with more than 2,000 new citations. Cutting-edge topics throughout the text underscore the text’s major themes. Here is a sampling of updated and new content:

CHAPTER 2 Genetic sex as a spectrum rather than a dichotomy • Social and cultural influences on the male-to-female birth sex ratio, with special attention to prenatal sex-selective abortion in China • Older paternal age and increased risk of DNA mutations contributing to psychological disorders, including autism and schizophrenia • Fetal medicine and gene therapy, including the recent breakthrough in treating beta thalassemia • Adoption and developmental outcomes, including the importance of openness in communication with children • Impact of poverty on development • Social Issues: Education box on the impact of worldwide education of girls, reporting findings from a four-country study in Mexico, Nepal, Venezuela, and Zambia • Cultural Influences box on familism and development of Hispanic children and youths • Public policies and development, including current statistics on the condition of children and families in the United States compared with other Western nations • Epigenesis, including the role of methylation as an epigenetic mechanism • Biology and Environment box on epigenetic transmission of maternal stress to children

CHAPTER 3 Prenatal brain growth and sensory and behavioral capacities • Teratogens, including tobacco, marijuana, alcohol, the Zika virus, and environmental pollution • Epigenetic changes induced by prenatal teratogens that contribute to

Text Organization

The chronological organization of this text assists students in thoroughly understanding each age period. It also eases the task of integrating the various domains of development because each is discussed in close proximity. At the same time, a chronologically organized text requires that theories covering several age periods be presented piecemeal. This creates a challenge for students, who must link the various parts together. To assist with this task, I frequently remind students of important earlier achievements before discussing new developments, referring back to related sections with page references. Also, chapters devoted to the same topic (for example, cognitive development) are similarly organized, making it easier for students to draw connections across age periods and construct an overall view of developmental change.
long-term developmental consequences • Biology and Environment box on self-regulation therapy for children with fetal alcohol spectrum disorder (FASD) • Consequences of severe emotional stress during pregnancy • Social Issues: Health box on the Nurse–Family Partnership—reducing maternal stress and enhancing child development through social support • Cultural Influences box on culturally sensitive prenatal health care and implications for birth outcomes

CHAPTER 4 Generational transmission of low birth weight • Interventions for preterm and low-birth-weight infants, including exposure to recordings of the mother’s voice and heartbeat and to kangaroo care • Birth-related hormonal changes in mothers and fathers and implications for infant caregiving • Adaptiveness of newborn reflexes • Cultural variations in soothing infant crying • Long-term persistence of newborn odor and taste preferences • Transition to parenthood, including interventions that foster parental adjustment • Parental depression and child development

CHAPTER 5 Early brain development, including adaptive functions of programmed cell death and synaptic pruning • Laterization of the cerebral cortex, including early development of handedness • Infants placed in depleted orphanages, with emphasis on results from the Bucharest Early Intervention Project and implications for infancy as a sensitive period for healthy brain growth • Infant sleep, including contributions of parental feeding practices and bedtime routines • Implications of restful sleep for learning and memory in the first two years • Cultural Influences box addressing parent–infant cosleeping and bedsharing • Social Issues: Health box on low-level lead exposure and children’s development • Long-term consequences of malnutrition in infancy and toddlerhood, with special attention to the role of malnutrition-induced epigenetic changes • Infant statistical learning as a built-in broadly applied learning capacity • The controversy over newborns’ capacity to imitate adult facial expressions, head movements, and hand gestures • Influence of caregiving practices and physical surroundings on motor development • Infant speech perception, including bilingual infants • Newborns perception of object unity

CHAPTER 6 Tool use and problem solving in infants and toddlers • Toddlers’ grasp of pictures and video as symbols, including experiences that enhance their symbolic understanding • Introduction to the concept of executive function • Gains in control of attention and emergence of working memory in the first year • Influence of adult verbal labeling on toddlers’ categorization and flexibility of problem solving • Evaluation of Early Head Start • Biology and Environment box on thiamine (vitamin B1) deficiency in the first year and later language impairment, with implications for a sensitive period for language development • Infants’ use of parental feedback to master native-language sounds • Infants’ grasp of the shared nature of word meanings and the communicative function of language • Importance of one-on-one communication with a responsive adult for early language development, in both real-life and video contexts

CHAPTER 7 Development of basic emotions in infancy, including smiling, laughter, anger, fear, and sadness, along with cultural variations • Cultural variations in early development of emotional self-regulation • Erotic differences in development of temperament • Temperament and individual differences in susceptibility to the effects of good and poor parenting • Cultural variations in infants’ expressions of attachment security • Early rearing of infants in institutions followed by placement in adoptive homes, with consequences for brain development and emotional and social adjustment • Cultural differences in views of sensitive caregiving, including proximal care in non-Western cultures • Joint contributions of infant genotype, temperament, and parenting to disorganized/disoriented attachment • Contributions of fathers’ involvement in caregiving to attachment security and later development • Grandparents as primary caregivers and attachment figures in skipped-generation families • Roles of temperament and parenting in early sibling relationships • Early peer sociability, including toddlers’ sensitivity to playmates’ needs as reflected in helping and sharing • Development of self-recognition in the second year, including body self-recognition • Implications of toddlers’ expanding self-awareness for positive social behaviors

CHAPTER 8 Advances in brain development in early childhood, with enhanced attention to the prefrontal cortex and executive function • Health status of U.S. young children, including tooth decay and childhood immunizations • Biology and Environment box on childhood poverty and brain development • Young children’s screen media use and sleep disturbances • Influence of parenting practices on young children’s healthy eating • Parental influences on unintentional injuries in early childhood • Importance of supporting preschoolers’ and kindergartners’ efforts to draw and print

CHAPTER 9 Evidence bearing on the controversy over the contribution of make-believe play to development • Factors contributing to children’s grasp of conservation • Social Issues: Education box on how children’s gestures during problem solving facilitate cognitive change • Development of executive function in early childhood, including the roles of parental scaffolding and SES • Development of memory in early childhood, with attention to the distinction between episodic and semantic memory • Cognitive attainments and social experiences that contribute to mastery of false belief in early childhood • Development of mathematical reasoning in early childhood, with attention to the importance of understanding cardinality • Academic benefits of Montessori preschool education • Social Issues: Education box on teaching through guided play • Strengthening preschool intervention for economically disadvantaged children through Head Start REDI • Educational screen media • Preschoolers’ strategies for word learning, including cultural variations • Importance of conversational give-and-take with adults for language progress in early childhood

CHAPTER 10 Gains in emotional understanding and emotional self-regulation in early childhood • Preschoolers’ recognition of self-conscious emotions in themselves and others • Contributions
CHAPTER 11 Global rise in overweight and obesity, with cross-national comparisons of child and adolescent rates • Genetic and environmental contributions to childhood obesity, including metabolism, child temperament, insufficient sleep, parenting practices, family stress, screen media use, and the broader food environment • Cross-national variations in childhood myopia rates, related to time spent reading, writing, and doing other close work • Child temperament and risk of nocturnal enuresis • School-age children’s unrealistic optimism about their risk of unintentional injuries • Contributions of children’s physical fitness to cognitive development and academic achievement • Influence of parents and coaches on children’s participation in organized sports and gains in athletic skills • Contributions of fathers’ rough-and-tumble play to children’s emotional and social adjustment and self-regulation

CHAPTER 12 Gains in executive function in middle childhood, including related changes in the brain, implications for academic learning, and interventions that enhance executive function • Biology and Environment box on children with attention-deficit hyperactivity disorder • Strategies for promoting cognitive self-regulation, including opportunities for children to teach academic content to others • Cultural Influences box on the Flynn Effect, addressing dramatic gains in IQ from one generation to the next • Contributions of spelling to reading progress • Importance of school-age children’s expanding grasp of numerical magnitudes for mathematical understanding • Cultural variation in views of intelligent behavior, with implications for minority children’s intellectual strengths • Role of poverty in accounting for ethnic variations in IQ • Diverse cognitive benefits of bilingualism • Bilingual education, including the rapid growth of two-way language immersion programs in U.S. public schools • Benefits of cooperative learning and the community of learners approach, in which collaboration becomes a schoolwide value • Social Issues: Education box on effectiveness of magnet schools in enhancing academic achievement, especially among ethnic minority students • Academic learning through interactive screen media, including video game play • Features of school programs that support learning and development of gifted children • U.S. academic achievement in international perspective

CHAPTER 13 Ethnic variations in development of self-esteem • Negative impact of inflated praise on children’s self-esteem • Differential impact of growth and fixed mindsets about ability on children’s academic motivation and performance • Influence of parent and teacher communication on children’s mindsets about ability • Contributions of recursive thought and high-quality friendships to advances in moral understanding • Racial/ethnic and socioeconomic prejudices in school-age children, and effective ways to reduce prejudice • Strategies for helping peer-rejected children • Biology and Environment box on bullies and their victims • School-age children’s gender-stereotyped beliefs about achievement • Role of sex-segregated peer associations in school-age children’s gender typing • Never-married parent families, with special attention to African-American men’s involvement with their children • Parent training for custodial parents in divorced families • Effects of maternal and dual-earner employment on child development • Cultural Influences box on the impact of ethnic and political violence on children, with special attention to children separated from their parents and other adult relatives at the U.S. southern border

CHAPTER 14 Teenagers’ absorption of prevailing conceptions of adolescence in their culture • Widespread decline in physical activity over adolescence and the role of self-efficacy in teenagers’ ability to sustain exercise and sports involvement • Adolescent brain development, with implications for adolescent risk-taking and susceptibility to peer influence • Socioeconomic differences in girls’ reactions to menarche • Effects of pubertal timing on psychological adjustment, including the roles of family and neighborhood • Cultural Influences box on the influence of culture in the link between girls’ early pubertal timing and problem behaviors • Injury rates among U.S. adolescents, with special attention to firearm and sports-related injuries • Healthy and unhealthy sexual behavior during adolescence, including contributing factors and consequences of early sexual activity • Social Issues: Education box on parent-adolescent communication about sex, including cultural variations • Genetic and prenatal biological contributions to lesbian and gay sexual orientations • Biology and Environment box on lesbian, gay, and bisexual youths and coming-out experiences • Contemporary societal factors contributing to adolescent substance use, including increasing marijuana legalization in the United States, growing popularity of vaping, and the opioid crisis

CHAPTER 15 Adolescents’ use of social media to express the imaginary audience • Adolescent decision-making competence in “hot” (emotionally charged) versus “cool” contexts • Social Issues: Health box on implications of adolescent decision-making
capacities for appropriate legal-age thresholds for adult status • Sex differences in mathematical abilities, including cultural variations and interventions that promote girls’ interest in and confidence at math • Biology and Environment box on sex differences in spatial abilities, with implications for adolescent mathematical reasoning • Implications of parent involvement for students’ motivation and academic achievement, with special attention to SES variations • Peer influences on adolescents’ academic achievement • Social Issues: Education box on the disruptive effects of media multitasking on adolescents’ attention and learning

**CHAPTER 16** Process of identity development, along with contributing personal and social factors, including social media use • Development of ethnic identity, with enhanced attention to peer influences • Peer and school influences on moral understanding • Adolescent religious involvement and moral development • Factors that strengthen moral identity, with special attention to parenting practices and cultural values • Parent–adolescent relationships and development of autonomy, including cultural variations • Impact of parental differential treatment on adolescent sibling relationships • Adolescent cross-race friendships • Teenagers’ online communication with friends, including through social media, with consequences for mental health • Links between parenting and peer relationships, including friends, peer groups, and romantic partners • Adolescent depression, addressing the recent dramatic rise in depressive symptoms and major depressive episodes among U.S. youths

**CHAPTER 17** The controversy over whether emerging adulthood is a distinct life stage • Sexual and romantic relationships in emerging adulthood, including factors that contribute to lasting intimate ties • Influence of culturally engaging college environments on student retention • Racial and ethnic bias in emerging adults’ career opportunities • Implications of emerging adults’ religiosity and spirituality for mental health • Implications of helicopter parenting for emerging adults’ competence
Pedagogical Features

Maintaining a highly accessible writing style—one that is lucid and engaging without being simplistic—continues to be one of my major goals. I frequently converse with students, encouraging them to relate what they read to their own lives. In doing so, I aim to make the study of child development involving and pleasurable.
In your community, what after-school programs are available, and how plentiful are they in low-income neighborhoods? If possible, visit a program, observing for supportive adult involvement, academic assistance, and enrichment activities.

Look and Listen

This active-learning feature presents students with opportunities to observe what real children say and do; speak with them or with professionals invested in their well-being; and inquire into community programs and practices that influence development. Look and Listen experiences are tied to relevant text sections, with the goal of making the study of development more authentic and meaningful.

Ask Yourself Questions

Active engagement with the subject matter is supported by revised and expanded study questions at the end of each major section. Three types of questions prompt students to think about child development in diverse ways: Connect questions help students build an image of the whole child by integrating what they have learned across age periods and domains of development. Apply questions encourage application of knowledge to controversial issues and problems faced by children, parents, and professionals who work with them. Reflect questions make the study of child development personally meaningful by asking students to reflect on their own development and life experiences.

Learning Objectives

In the text margins next to each main head, learning objectives guide students’ reading and study.

Enhanced Art and Photo Program

The art and page-layout style present concepts and research findings with clarity and attractiveness, thereby aiding student understanding and retention. Each photo has been carefully selected to complement the text discussion and to represent the diversity of children around the world.
Three Types of Thematic Boxes
Thematic boxes accentuate the philosophical themes of this text:

Social Issues boxes discuss the impact of social conditions on children and emphasize the need for sensitive social policies to ensure their well-being. They are divided into two types:

Social Issues: Education boxes focus on home, school, and community influences on children’s learning—for example, Children’s Gestures Facilitate Cognitive Change, School Recess—A Time to Play, a Time to Learn, and Media Multitasking Disrupts Attention and Learning.

Social Issues: Health boxes address values and practices relevant to children’s physical and mental health. Examples include Thiamine Deficiency in the First Year and Later Social Issues, Child’s Well-Being, Family Stressors and Child-learning—for example, school, and community influences on children’s learning.

Biology and Environment boxes highlight growing attention to the complex, bidirectional relationship between biology and environment. Examples include Thiamine Deficiency in the First Year and Later Language Impairment, Childhood Poverty and Brain Development, and Transgender Children.

Cultural Influences boxes deepen the attention to culture threaded throughout the text. They highlight both cross-cultural and multicultural variations in child development—for example, Familism Promotes Competence in Hispanic Children and Youth, Girls’ Early Pubertal Timing and Problem Behaviors: The Role of Culture, and Impact of Ethnic and Political Violence on Children.
Milestones Tables

A Milestones table appears at the end of each age division of the text. The tables summarize major physical, cognitive, language, emotional, and social attainments, providing a convenient aid for reviewing the chronology of child development.

In-Text Key Terms with Definitions, End-of-Chapter Term List, and End-of-Book Glossary

In-text highlighting of key terms and definitions encourages students to review the central vocabulary of the field in greater depth by rereading related information. Key terms also appear in an end-of-chapter page-referenced term list and an end-of-book glossary.
Acknowledgments

The dedicated contributions of a great many individuals helped make this text a reality and contributed to refinements and improvements in this ninth edition.

Reviewers

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I have been fortunate to collaborate with a highly capable editorial team at Pearson Education. It has been a great pleasure to work once again with Tom Pauken, Managing Editor, who oversaw the preparation of the fourth and eighth editions of *Infants, Children, and Adolescents* and who returned to edit this ninth edition as well as its supplements package. It is difficult to capture in words all of Tom’s contributions: His perceptive recommendations for text revisions and new videos, keen organizational skills, responsive day-to-day communication, insightful problem solving, interest in the subject matter, patience, thoughtfulness, and sense of humor (at just the right moments) greatly enhanced the quality of the text. I am deeply appreciative of the many years Tom has invested his wide-ranging talents in my titles, and I look forward with pleasure to working with him on future projects.

Monica Moosang, Project Manager, coordinated the complex production tasks for the ninth edition, transforming my manuscript into an exquisitely beautiful text. I am grateful for Monica’s attention to detail, flexibility, efficiency, and commitment. Josephine Cepeda provided outstanding copyediting and Karen Jones, impeccable proofreading.

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Phil Vandiver of Contemporary Visuals in Bloomington, IL, has been an invaluable partner for many years in creating high-quality instructional videos to complement my texts. For this edition, he produced an inspiring set of 10 new video segments covering diverse topics in child development.
My sincere gratitude to Brad Parkins, Director of Product Marketing, for yet another first-rate effort to ensure that up-to-date information about the text and its teaching and learning resources reaches Pearson’s sales force. Many thanks, as well, to two other Pearson leaders: Ed Parsons, Senior Publisher of Arts and Sciences, took responsibility for the overall management of my texts. His grasp of the unique needs of authors of multiple titles and effective problem solving made possible this ninth edition. Since Ed’s departure, Pamela Chirls, Manager of Content Strategies, has assumed these responsibilities. It has been a pleasure to get to know Pam; her knowledge and commitment to high-quality texts and supplements was evident in our first conversation.

Friends and Family
Throughout my many months of writing, my long-time friend Jana Edge ensured that a five- to six-mile early morning walk preceded my sitting down at my desk. For extraordinary counsel, I am immensely grateful to Devereux Chatillon.

Last but not least, I thank my family for being there for me during three decades of work on my suite of Pearson titles. My sons, David and Peter, grew up with my texts, passing from childhood to adolescence and then to adulthood as successive editions were written. David has a special connection with the books’ subject matter as an elementary school teacher. Peter is now an experienced attorney, and his vivacious and talented wife Melissa is part of a new generation of university faculty engaged in innovative teaching and research. All three continue to enrich my understanding through reflections on events and progress in their own lives. My husband, Ken, willingly put on hold much in our life together to accommodate the challenges and pace of this revision.

Laura E. Berk

Instructor Resources
An array of high-quality instructor materials accompanies the ninth edition of *Infants, Children, and Adolescents*.

**Instructor’s Resource Manual (IRM)** This thoroughly revised IRM can be used by first-time or experienced instructors to enrich classroom experiences. Each chapter includes a chapter summary and outline, learning activities, and new lecture enhancements presenting cutting-edge topics, with article citations and suggestions for expanding on chapter content.

**Test Bank** The Test Bank contains over 2,000 multiple-choice and essay questions, all page-referenced to chapter content.

**Pearson MyTest** This secure online environment allows instructors to easily create exams, study guide questions, and quizzes from any computer with an Internet connection.

**PowerPoint Presentation** The PowerPoint presentation provides outlines and illustrations of key topics for each chapter of the text.

“Explorations in Child Development” DVD and Guide This revised DVD with 10 new segments is over six hours in length and contains more than 50 narrated videos, designed for classroom use, that illustrate the many theories, concepts, and milestones of child development. The DVD and Guide are available only to instructors who are confirmed adopters of the text.

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*Revel* is an immersive learning experience designed for the way today’s students read, think, and learn. Designed in consultation with educators and students nationwide, REVEL is Pearson’s newest, fully digital method of delivering course content.

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To learn more about REVEL, visit www.pearsonhighered.com/REVEL.
About the Cover and Chapter Opening Art

I would like to extend grateful acknowledgments to the International Museum of Children’s Art, Oslo, Norway; the International Child Art Foundation, Washington, DC; Children’s Museum of the Arts, New York, NY; and to the International Collection of Child Art, Milner Library, Illinois State University, Normal, IL, for the exceptional cover image and chapter opening art, which depict the talents, concerns, and viewpoints of young artists from around the world. The awe-inspiring collection of children’s art gracing this text expresses family, school, and community themes; good times and personal triumphs; profound appreciation for beauty; and great depth of emotion. I am pleased to share with readers this window into children’s creativity, insightfulness, sensitivity, and compassion.