

# Preface

## The 7th Edition: A Major Revision

This, the 7th edition, is the first edition of this book in the twenty-first century. We have made a number of substantial changes in the text that make it truly a twenty-first century view of children's development. The well-being of children has never been more important than today, and we have provided the very latest, most up-to-date research and caring applications to improve the lives of children. New changes in the pedagogy also have been carried out to make the book the most student-friendly text on children's development.

## The Most Contemporary Research

Every effort was made to infuse *Children*, 7th edition, with the most up-to-date coverage of research that is available. To this end, every research area was carefully examined and new research was added where appropriate. For example, this new edition has more than 500 citations from the twenty-first century alone.

“This is the biggest strength of this text—the emphasis on the most recent findings by the major players in the field. Bravo!”

—Cheryl Fontina-Wood  
Winthrop College

Several of the main changes in content involve significant expansion and substantial updating in these areas:

### Physical Development

- The Brain
- Health

### Cognitive Development

- Information processing
- Language development
- Education

### Socioemotional Development

- Emotional development
- Families
- Culture, ethnicity, and gender

“I have never reviewed a book with such thorough coverage of multicultural issues.”

—Tara L. Kuther  
Western Connecticut State University

Later in the Preface, we will go through a chapter-by-chapter list of the main changes in content, which will reflect these and other areas.

## Real-World Applications

A text on children's development not only needs an outstanding up-to-date research base, but also should effectively apply knowledge to the real worlds of children in an effort to improve their lives. We have accomplished this important task by weaving real-world applications material throughout every chapter, by inserting a “Caring for Children” box in every chapter, by including extensive new information about careers in child development, and by creating a new section called “Making a Difference” at the end of each chapter.

“I absolutely think there is plenty of applied material as well as student-relevant examples. One of the things I appreciated about this book is that it presents theory and research, yet also includes applied examples and real-world strategies. This is a textbook that would be useful to scholars as well as child-care providers.”

—Sam Givhan  
Minnesota State University

## Caring for Children

These boxes provide information about improving the lives of children. In many cases, they describe positive strategies for interacting with children related to the topic of the chapter. Several examples of these boxes include: Prenatal Care and Classes (chapter 4), How Parents Can Facilitate Children's Language Development (chapter 7), and Communicating with Children About Divorce (chapter 11).

## Careers in Child Development

Instructors and students told us that they would like to see more information about the range of careers in children's development. To meet this need, we did two things:

- Created a **Careers in Child Development Appendix**, which follows chapter 1, in which students can read about the nature of careers in these areas: education/research, clinical/counseling, medical/nursing/physical, and families/relationships.
- Provided **inserts called “Careers in Child Development,”** which profile a number of actual people in a wide variety of careers that involve children's development. These appear one or more times in every chapter. Examples of the career inserts include Luis Vargas, Clinical Child Psychologist (chapter 1); Toosje Thyssen Van Beveren, Infant Assessment Specialist (chapter 6); Helen Schwe, Developmental Psychologist and Toy Designer (chapter 10); Sharon McLeod, Child Life Specialist (chapter 12); Sterling Jones, Supervisor

of Gifted and Talented Education (chapter 13); and Lynn Blankinship, Family and Consumer Science Educator (chapter 15).

“*Careers in Child Development*’ is a welcome addition for my students, since most of them are trying to decide upon a specific career goal that incorporates working with children. It fits well with the rest of the information covered in the text. I like the idea of discussing ‘real people’ within this context.”

—Susan Hale  
Holyoke Community College

## Making a Difference

“Making a Difference” appears at the end of every chapter. It consists of recommended strategies for improving the lives of children related to the chapter’s content. Examples include Some Good Birth Strategies (chapter 5), Guiding Young Children’s Socioemotional Development (chapter 9), and Supporting Adolescent Physical Development and Health (chapter 15).

## Pedogy/Student Friendliness

Students should not only be challenged to study hard and think more deeply and productively about children’s development, they also should be provided with a pedagogical framework to help them learn more effectively. *Children*, 7th edition, has the most extensive, systematic pedagogical system in child development texts.

Already widely acclaimed for its student friendliness, a number of changes were made in the 7th edition of the book to help students learn. These include:

### The Learning Goals System

We know that an important aspect of learning is to set learning goals and systematically review material related to those goals as reading and studying proceed. We created a new learning goals system that is woven throughout each chapter. At the beginning of each chapter, students read about five to seven learning goals for each chapter, review material related to the learning goals after they have read portions of a chapter, and then are encouraged to do an overall final review of content related to the learning goals at the end of the chapter.

“A great strength is the built-in periodic reviews of the content. I like the way the chapter specifies learning goals and then gives a review of the content that is applicable to learning goals.”

—Susan Peet  
Bowling Green State University

### Cross-Linkages

Reviewers recommended that we provide more connections and links with materials across chapters. To accomplish this, we created a new pedagogical feature that is unique to chronological child texts. The new *cross-linkages* refer students to the primary discussion of key concepts. Each time a key concept

appears in a chapter subsequent to its initial coverage, the page reference for its initial coverage is embedded in the text with a backward-pointing arrow.

## Chapter Maps

Instructor and student reviewers said they liked the chapter map at the end of a chapter in the 6th edition of the book, but thought that it should also be placed at the beginning of the chapter. We not only added an overall chapter map at the beginning of the chapter but, in addition, added mini-chapter maps (which are unique in chronological child texts) throughout each chapter. Students now get many visual looks at the organization of the material: Each chapter opens with a chapter map of the entire chapter. Then, several times within each chapter they see mini-chapter maps that give them an ongoing visual picture of what they will be reading next and how a section is organized. Finally, at the end of the chapter, the overall chapter map of the entire chapter is presented again, along with reminders to study the in-chapter reviews to help them reach their learning goals.

“I like the Chapter Maps very much . . . an excellent advanced organizer . . . the mini-chapter maps are also useful; they help focus the attention on the chapter.”

—Johanna Flip  
Sonoma State University

Toward the end of the Preface, students will find a *visual student preface*, called “Student Driven Pedagogy,” that describes and provides a picture of each of the book’s learning features, both the new ones just described and many others that have been continued from the book’s 6th edition because of their effectiveness in helping students learn.

## Writing Level and Style

I have spent considerable time rewriting this edition of the book in an effort to make the book highly readable to a wide audience of students. I believe it is important to convey information about difficult topics in a way that every student in a class can understand the material. When possible, I also try to write in a way that students feel that they are having a conversation with the author, which helps to personalize the book for students.

“I have never had a student criticize this book for being too difficult or simplistic. I must commend the text because my classes are composed of every kind of student from freshman through senior.”

—Tara L. Kuther  
Western Connecticut State University

## New Content Chapter-by-Chapter

Here are some of the main changes in material in each of the chapters:

## CHAPTER 1 Introduction

Definition of “development” moved to beginning of chapter  
 New, very contemporary research descriptions to reflect the themes of health and well-being, families and parenting, education, culture and ethnicity, and gender  
 New Careers profile on Luis Vargas, Clinical Child Psychologist  
 Twenty-first century updated statistics on a number of aspects of the health and well-being of children  
 New descriptions of very recent research to illustrate biological, cognitive, and socioemotional processes

## CHAPTER 2 The Science of Child Development

New, improved description of the information-processing approach  
 New, improved discussion of the behavioral and social cognitive approaches, including addition of Pavlov’s classical conditioning  
 New sections on “Evaluating” each of the main theoretical approaches that provide students information about the strengths and weaknesses of each of the approaches  
 New figure (2.12) on “Connections of Research Methods to Theories”  
 Revised, improved coverage of ethics in research on children’s development  
 New Careers profile on Pam Reid, educational and development psychologist

“I like the fact that the ‘science’ chapter is separated from chapter 1. This makes it feel more manageable. Also, the condensed, to-the-point research coverage is excellent and will not overwhelm students the way this section does in so many other texts! That is why I give this chapter the highest rating.”

—Laura Duvall  
 Heartland Community College

## CHAPTER 3 Biological Beginnings

New discussion of mitosis and meiosis, including new figure (3.2)  
 New discussion of X-linked inheritance  
 New section on genetic imprinting  
 New section on molecular genetics and the Human Genome Project  
 Substantial reorganization and revision of material on chromosome- and gene-linked abnormalities, including two new figures (3.7 and 3.10)  
 New Careers profile on Holly Ishmael, Genetic Counselor  
 New section on adoption  
 New discussion of the environment’s influence on development  
 New figure (3.15) to provide better understanding of heredity-environment correlations

“This is a difficult chapter to write and I believe it is one of the best ones I’ve read.”

—Dene G. Klinzing  
 University of Delaware

## CHAPTER 4 Prenatal Development

Much expanded, revised coverage of teratology, including new discussions of dose, time of exposure, and genetic susceptibility  
 New section: “Prescription and Nonprescription Drugs”  
 Very recent research on the effects of alcohol use during pregnancy and new information about guidelines for use of alcohol during pregnancy  
 New research on nicotine and prenatal development  
 Extensively updated, expanded discussion of cocaine and prenatal development  
 Revised, updated coverage of marijuana use during pregnancy  
 New section: “Incompatibility of Blood Types”  
 Updated, revised coverage of AIDS and pregnancy  
 Very recent research on nutrition risk factors and prenatal development  
 New, recent research on stress, pregnancy, and prenatal development  
 New section: “Positive Prenatal Development”  
 New Careers profile on Elizabeth Noble, Physical Therapist and Childbirth Educator  
 Very recent research on exercise and pregnancy

“My overall impression of the quality and effectiveness of chapter 4 rates an A . . . a strength is the concise presentation of information that impacts every female of childbearing age.”

—Beckey G. West  
 Coahoma Community College

## CHAPTER 5 Birth

New discussion of cultural variations in birth  
 New Careers profile on Linda Pugh, Perinatal Nurse  
 New cross-cultural comparisons of the United States with other countries in regard to low birth weight infants  
 New section: “Preterm and Small for Date Infants”  
 New Careers profile on Diane Sanford, Clinical Psychologist and Postpartum Expert

“Grade A . . . I especially liked the sensitive way in which the material is presented . . . I really liked this chapter.”

—Dene G. Klinzing  
 University of Delaware

## CHAPTER 6 Physical Development in Infancy

Extensive expansion of the brain’s development, including new material on synaptic pruning, spurts in brain activity, PET scans of developmental changes, measuring the brain’s activity, and lateralization  
 New material on early deprivation and brain activity, including figure 5.6.  
 New discussion of cultural variations in sleeping patterns  
 New section on shared sleeping  
 Expanded coverage of sudden infant death syndrome  
 New Careers profile on T. Berry Brazelton, Pediatrician  
 Revised, updated, expanded research on breast-feeding  
 Expanded, updated material on dynamic systems theory and Thelen’s research

New section on the development of posture  
 Revised, updated examination of learning to walk  
 New discussion of cultural variations in physical guidance of infants  
 Expanded coverage of the Gibsons' ecological view and material on affordances  
 New section on contemporary view of perceptual-motor coupling and unification

“I like the readability of the chapter and the nice, clear discussion of reflexes, as well as gross and fine motor skills.”

—Pamela Schuetze  
 Buffalo State University

## CHAPTER 7 Cognitive Development in Infancy

Revised description of Piaget's concept of “scheme”  
 New section on research on object permanence and causality, including figure 7.2  
 Extensively revised, updated discussion of infant memory, including distinction between implicit and explicit memory  
 New coverage of infantile amnesia  
 New Careers profile on Toosje Thyssen Van Beveren, Infant Assessment Specialist  
 New material on the Fagan Test of Infant Intelligence  
 Updated, recent findings from Craig Ramey's Abecedarian Intervention Program  
 New section on babbling and other early vocalizations  
 Much expanded coverage in new section on “First Words,” including figure 7.6  
 New section on language production and language comprehension  
 New figure 7.7, which summarizes language milestones  
 New coverage of maternal speech and infant vocabulary, including figure 7.9

## CHAPTER 8 Socioemotional Development in Infancy

New section on separation anxiety  
 New section with very recent material on emotional regulation in infancy, including adaptive functions, contextual functions, and coping  
 New section on shy and inhibited children  
 Revised, updated discussion of new classifications in temperament  
 New discussion of goodness of fit  
 New material on phases of attachment in infancy  
 Sroufe's very recent longitudinal analyses of attachment and competence  
 Recent NICHD research on fathers and infant development  
 New Careers profile on Michael Lamb, Child Development Researcher  
 Recent data on child care policy around the world in a “Caring for Children” box  
 Recent updating of NICHD national day-care study

“I rate this chapter as an A. It provides information for both theory and application in the area of socioemotional development. The explanations of Erikson's theory and attachment theories are well done and at a level that most students will be able to begin to develop an understanding of these important socioemotional theories.”

—Eileen Donahue Brittain  
 City Colleges of H.S. Truman College

## CHAPTER 9 Physical Development in Early Childhood

Very recent, new height and weight change charts for young children (2000), figure 9.1  
 Extensive new material and sections on the brain's development, including neuronal changes and structural changes  
 Discussion of changes in prefrontal cortex and links to cognitive development, including figure 9.3  
 Extensively revised, updated coverage of handedness, including new sections on the origin and development of handedness, links between handedness, the brain, and language, and handedness and other abilities  
 New research (2001) on sleep problems in children  
 Recent research (2001) on the link between weight status and self-esteem  
 Much expanded coverage of childhood injuries  
 New figure on main causes of death in young children, figure 9.9  
 New discussion of contexts and children's health, including poverty, home and child care, environmental tobacco smoke, and exposure to lead  
 New figure (9.10) on preventing unintentional accidents in young children  
 New Careers profile on Barbara Deloin, Pediatric Nurse  
 Updated discussion of illness and health in children around the world

## CHAPTER 10 Cognitive Development in Early Childhood

Improved description of the concept of “operations”  
 New section on attention, including discussion of attentional control, salient versus relevant dimensions, planfulness (figure 10.9), adjusting attention, and knowledge of attention  
 New section: “How Accurate Are Children's Long-Term Memories?” with a focus eyewitness testimony and memory for traumatic events  
 New discussion of scripts  
 New research by Chen and Siegler on children's cognitive strategies, including figure 10.10  
 New Careers profile on Helen Schwe, Developmental Psychologist and Toy Designer  
 New Careers profile on Yolanda Garcia, Director of Children's Services/Head Start  
 Recent research on early childhood education and children's brain development  
 New nonsexist books for children to read  
 New Careers profile on Anita Marie Hitchcock, Early Childhood Educator

## CHAPTER 11 Socioemotional Development in Early Childhood

New section: “Self-Conscious Emotions”  
 New section: “The Regulation of Emotion”  
 Much expanded, updated discussion of biological influences on gender, including the brain  
 Recent research on peer relations and gender  
 New Careers profile on Darla Botkin, Marriage and Family Therapist  
 Child abuse now discussed in this chapter (in infancy chapter in previous edition) with new coverage of generational transmission of abuse  
 New section: “Parenting: Nature or Nurture?”  
 New section: “Good Parenting Takes Time and Effort”  
 New Careers profile on Janis Keyser, Parent Educator  
 Recent research on TV viewing in early childhood and school achievement

☞ *“This chapter provides accurate, up-to-date coverage on socioemotional development in early childhood.”*

—Susan Hale  
 Holyoke Community College

## CHAPTER 12 Physical Development in Middle and Late Childhood

New strategies for getting children to exercise more  
 Expanded, revised, updated discussion of obesity, including factors linked with obesity (heredity, blood chemistry, and environmental contexts)  
 New, recent data on asthma in childhood  
 New Careers profile on Sharon McLeod, Child Life Specialist  
 New Careers profile on Sharla Peltier, Speech Pathologist  
 New very recent research on treating children with ADHD

☞ *“This chapter is particularly strong in the manner in which it guides readers through the path from middle to late childhood, making use of critical thinking questions that may help students to relive and apply memories of their own childhood.”*

—Cally Kostakis  
 Rockland Community College

## CHAPTER 13 Cognitive Development in Middle and Late Childhood

Revised, updated coverage of neo-Piagetian approach  
 New section on knowledge and expertise  
 New section on constructive memory  
 New section on issues in critical thinking  
 New Careers profile on Laura Martin, Science Museum Educator and Research Specialist  
 New section: “Domain-Specific Academic Skills” with discussions of mathematical skills and scientific skills; includes very recent material on these topics  
 New section: “Metacognition”  
 New Careers profile on Sterling Jones, Supervisor of Gifted and Talented Education

New material on giftedness, including the roles of heredity and environment and the likelihood of a gifted child becoming a gifted adult  
 Extensively revised and updated coverage of bilingualism  
 New section on self-determination and personal choice in achievement

## CHAPTER 14 Socioemotional Development in Middle and Late Childhood

New section: “Research on Self-Esteem”  
 New, very recent material on age changes in coping with stress  
 Revised, improved labels and descriptions of Kohlberg’s moral development stages  
 Recent national data on gender differences in math  
 Much expanded, very recent material on stepfamilies, including examination of stepfamily types (structure and relationship types), as well as adjustment in stepfamilies  
 Important new section on an increasing problem: “Bullying”  
 New section on contemporary approaches to schooling and education, including figure 14.9 on Learner-Centered Psychological Principles  
 New Careers profile on Susan Bradburn, Elementary School Teacher  
 New Careers profile on Donna Smith, School Psychologist  
 New Careers profile on James Comer, Child Psychiatrist

☞ *“The primary strength of this chapter is the inclusion of an extended perspective on self-esteem and gender.”*

—Cally Kostakis  
 Rockland Community College

## CHAPTER 15 Physical Development in Adolescence

New material on a more positive look at today’s adolescents  
 New discussion of the importance of providing adolescents with opportunities to develop their initiative  
 Expanded, updated coverage of hormonal changes  
 Expanded, updated discussion of the growth spurt  
 New section on physical changes involved in sexual maturation  
 New section: “Secular Trends in Puberty”  
 Much expanded, updated material on adolescent sexuality, including sexual development as a normal aspect of adolescence, sex in the U.S. culture versus other cultures, developing a sexual identity, sexual initiation across cultures  
 New coverage of link between homosexuality and suicide risk in adolescence  
 Updated material on contraceptive use  
 Revised, more streamlined discussion of sexually transmitted diseases, including figure 15.7  
 Updated, very recent material on AIDS, including the AIDS epidemic in sub-Saharan Africa  
 Very recent data and material on adolescent pregnancy  
 New Careers profile on Lynn Blankinship, Family and Consumer Science Educator  
 New discussion of additional factors involved in outcomes for girls who become pregnant in adolescence

Important new section: “Risk Factors and Assets” involved in adolescent problems  
 Very recent data on adolescent substance abuse  
 New research on alcohol abuse in adolescence and brain development, including figure 15.9  
 Very recent research on cigarette smoking in adolescence and emotional problems  
 New research on parenting and drug use in adolescence  
 Extensively revised and updated coverage of eating disorders in adolescence, including figure 15.10  
 Recent research on health behavior of adolescents in 28 countries  
 New section: “Sleep” provides information about sleep deprivation in adolescence  
 New section: “Social Contexts, Relationships, and Health”  
 New Careers profile on Marilyn Billingsly, Adolescence Medicine Specialist

## CHAPTER 16 Cognitive Development in Adolescence

New Careers profile on Laura Bickford, Secondary School Teacher  
 Updated, very recent national data on values  
 Addition of comments about Gilligan’s view on moral education  
 Very recent data on school dropouts  
 New material on cross-cultural comparisons of secondary schools  
 New research on developing career skills  
 New Careers profile on Armando Ronquillo, High School Counselor/College Advisor  
 Very recent research on the education of Latina adolescents  
 Recent research on work in adolescence and going to college

“A very nice discussion of cognitive development. One of the strongest I’ve seen. This chapter is really quite outstanding. . . It is exceptional in its breadth and scope . . . I prefer it to my current text.”

—Sarah Erickson  
 University of New Mexico—Albuquerque

## CHAPTER 17 Socioemotional Development in Adolescence

New discussion of the components of identity  
 Expanded coverage of Marcia’s identity statuses with examples of each status  
 New “Thinking Critically” insert that involves self-assessment of identity status in different areas  
 Recent research on parent-adolescent conflict  
 New Careers profile on Martha Chan, Marriage and Family Therapist  
 Expanded coverage of youth organization including Reed Larson’s recent ideas on their role in the development of initiative  
 New research on dating in Latina adolescents  
 Expanded, updated coverage of juvenile delinquency and youth violence  
 New Careers profile on Rodney Hammond, Health Psychologist  
 Revised, updated discussion of adolescent depression and suicide

“I give this chapter the highest rating. It is a really exceptional chapter and a great way to end the book. It has many added and expanded elements that make it seem richer than other texts.”

—Laura Duvall  
 Heartland Community College

## Ancillaries

The supplements listed here may accompany Santrock, *Children*, seventh edition. Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability as some restrictions may apply.

### For the Instructor:

#### Instructor’s Manual Richard J. Marchesani, Elmira College

The Instructor’s Manual includes lecture material, key terms, biographies of key people, classroom activities, sources, handouts, web site suggestions, film suggestions, research projects, and essay questions. A new Total Teaching Package Outline begins each chapter and features a fully integrated outline to help instructors better use the many resources for the course. This outline shows instructors which supplementary materials can be used in the teaching of a particular chapter topic. Also new to this resources is a summary of significant research studies mentioned in the text. The Instructor’s Manual is organized by chapter, and integrates the new Learning Goals found in the text.

#### Printed Test Bank John A. Addleman and Richard A. Stevick, Messiah College

This comprehensive Test Bank includes approximately 2000 multiple-choice questions and over 100 essay and critical thinking questions. Every question includes the answer and refers to the Learning Goal it addresses, its type of question, its level of difficulty, as well as the page number in the text where the corresponding material can be found. Nearly half of the questions in this edition’s Test Bank are new or revised for enhanced effectiveness.

#### Dual Platform Computerized Test Bank on CD-ROM

The Computerized Test Bank on CD-ROM, which includes questions identical to those found in the printed test bank, is compatible for both Macintosh and Windows platforms. The CD-ROM provides an editing feature that enables instructors to integrate their own questions, scramble items, and modify questions. The CD-ROM also offers an instructor the option of implanting the following features unique to this program: On-Line Testing Program, Internet Testing, and Grade Management.

## PowerPoint Slide Presentations

The PowerPoint slides follow the chapter organization of *Children*, and include related text images for a more effective lecture presentation.

## Instructor's Resource CD-ROM

This CD-ROM offers instructors the opportunity to customize McGraw-Hill materials to prepare for and create their lecture presentations. Among the resources included on the CD-ROM are: Instructor's Manual, Test Bank, PowerPoint slides, and the Image Database for child development.

## McGraw-Hill Developmental Psychology Image Database CD-ROM

This set of 200 full-color images was developed using the best selection of our human development art and tables, and is available online on the text's Online Learning Center.

## Child Development Overhead Transparencies

This set of full-color images was developed using the best selection of our child development art and tables and is available in a print overhead transparency set.

## Multimedia Courseware for Child Development Charlotte Patterson, University of Virginia

This interactive CD-ROM includes video footage of classic and contemporary experiments, detailed viewing guides, challenging preview, follow up and interactive feedback, graphics, graduated developmental charts, a variety of hands on projects, related web sites, and navigation aids. The CD-ROM is programmed in a modular format. Its content focuses on integrating digital media to better explain physical, cognitive, social and emotional development throughout childhood and adolescence. It is compatible with both Mac and PC's.

## Taking Sides: Clashing Views on Controversial Issues in Childhood and Society Diana S. DelCampo and Robert L. DelCampo, New Mexico State University

Taking Sides is a debate-style reader designed to introduce students to controversial viewpoints on some of the most critical issues in the field. Each issue is framed for the student, and the pro and con essays represent the arguments of leading scholars and commentators in their fields. An Instructor's Guide containing testing materials is available.

## Annual Editions: Child Growth and Development

Published by Dushkin/McGraw-Hill, this is a collection of articles on topics related to the latest research and thinking in child development. These editions are updated annually and contain

useful features, including a topic guide, an annotated table of contents, unit overviews, and a topical index. An Instructor's Guide, containing testing materials, is also available.

## Online Learning Center

This extensive website, designed specifically to accompany this edition of *Children*, offers a wide variety of resources for both instructors and students. The password-protected instructor side of the site includes the Instructor's Manual, PowerPoint lecture slides, images, interactive links, and an Internet guide. These resources and more can be found by logging on to the website at [www.mhhe.com/santrokc7](http://www.mhhe.com/santrokc7).

## For the Student:

### Study Guide Anita Rosenfield, Yavapai College

This comprehensive Study Guide includes chapter outlines, chapter maps, flashcards of key terms and concepts, multiple choice questions with answer key, matching exercises with answer key, and essay questions with answer key. The Study Guide also offers research projects and Internet projects, as well as a listing of helpful web sites. Designed to help students make the most of their time when reviewing the material in the text and studying for exams, this new resource also integrates the new Learning Goals system found in the textbook.

### Student CD-ROM

This user-friendly CD-ROM gives students an opportunity to test their comprehension of the course material. The book-specific CD contains test questions and concept maps for each chapter, as well as Key Terms and Key People for each section. The chapter-by-chapter questions test content in each chapter, while two games test students' knowledge of the Key People and Key Terms. In addition, the CD contains a Guide to Electronic Research, Learning Styles Assessment, an Internet Primer, and Resources.

## Online Learning Center

This extensive website, designed specifically to accompany this edition of *Children*, offers a wide variety of resources for both instructors and students. The student side of the website includes chapter outlines, overviews, and summaries for each of the text's chapters, as well as the Learning Goals of the text. There are a variety of self-quizzes which are intended to help students test their knowledge of the book's content, including multiple choice, fill in the blank, true/false, and matching quizzes. Students can also test their knowledge of the Key Terms using flashcards and crossword puzzles. The site also contains a glossary.

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**Susan Peet**  
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**Barbara Reynolds**  
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**Pamela Schuetze**  
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**Jennifer Cousins**  
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Tompkins Cortland  
Community College

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**Sheridan DeWolf**  
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**Timothy P. Eicher**  
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**Susan Heidrich**  
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**Mary Ann McLaughlin**  
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**Deborah N. Margolis**  
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**Chloe Merrill**  
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**Karla Miley**  
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**Sandy Osborne**  
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**Joe Price**  
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**Carol S. Soule**  
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