

# PREFACE



More undergraduate students in the world continue to learn about the field of adolescent development from this text than from any other. The ninth edition appears some 21 years after the first edition, signaling its status in development as an emerging adult. As with human development, there have been major changes and transitions across these nine editions. Through these many changes, though, is a basic core of topics and content that serves as the foundation for adolescent development.

I believe there are three main aspects to creating a textbook for undergraduates that maximizes learning about the field of adolescent development: (1) research, (2) applications, and (3) pedagogy/student-friendliness.

■ “*This is an exceptional text.*”

—Sam Givhan  
Mississippi State University

## Research

Above all else, the field of adolescent development is based on a solid foundation of research. We are fortunate that an increasing number of researchers are studying adolescent development and this is leading to a better understanding of how adolescents develop.

## Contemporary Research

As an indication of the breadth of updating in the ninth edition of this book, it includes more than 500 twenty-first-century citations. You will find substantial research updating in each of the 14 chapters of *Adolescence*, ninth edition.

■ “*The research is great in John Santrock’s text.*”

—Jennifer Fager  
Central Michigan University

■ “*John Santrock’s coverage of research is an important strength. The references are up-to-date and material is presented that often is not covered in other adolescence texts.*”

—Tara Kuther  
Western Connecticut State University

■ “*The research in John Santrock’s text is current, relevant, and accurate.*”

—Belinda Blevins-Knabe  
University of Arkansas–Little Rock

## Expanded Research Emphases

As with any new edition, some areas were updated and expanded more than others. In the ninth edition of *Adolescence*, these areas were given increased attention:

### ■ Health and Well-Being of Adolescents

The health and well-being of adolescents continues to be a major concern and research in areas related to this topic has expanded considerably in recent years. Here are some of the areas where there was substantial research updating related to the health and well-being of adolescents:

- Adolescent health, chapter 3
- Adjustment in stepfamilies, chapter 5
- Bullying, chapter 6
- Youth organizations, chapter 6
- TV viewing and adolescent obesity, chapter 8
- Adolescent sexuality, chapter 11
- Achievement and career development, chapter 13
- Problems and disorders, chapter 14

### ■ Biological Foundations

Chapter 3, “Puberty, Health, and Biological Foundations,” was extensively revised and updated based on feedback from instructors and expert consultants. The sequence of topics within the chapter is now puberty, the brain, then health, and finally biological foundations. The discussion of puberty has been expanded with a great deal of new material included. Also the section on adolescent health now includes major new sections on the brain and sleep, areas that are emerging as major topics in adolescent development. At the request of reviewers, the discussion of some aspects of evolution and heredity were reduced.

### ■ Transitions in Development

Currently, there is increased interest in two transitions in adolescent development: the transition from childhood to adolescence and the transition from adolescence to adulthood. Consequently, we expanded the coverage of these transitions, especially the transition from adolescence to adulthood, to augment the emphasis on transitions already present in the text. For example, in chapter 1, a new section is devoted to transitions in adolescent development, with an introduction to the

transition from childhood to adolescence and the transition from adolescence to adulthood. In addition to the new section in chapter 1, here are some of the other locations where new material on adolescent transitions appears:

- The pubertal transition from childhood through early adolescence, chapter 3
- Changes in the brain from childhood through early adolescence and from adolescence to adulthood, chapter 3
- Changes in sleep patterns from childhood through early adolescence, chapter 3
- Changes in cognitive development from adolescence through early adulthood, chapter 4
- The emergence of dating and romantic involvement in young adolescents, chapter 6
- The transition from high school to college, chapter 7
- Changing sex roles in U.S. college students, chapter 10
- Sex education in the transition from childhood to early adolescence, chapter 11
- Developing values in early adolescence and the college years, chapter 12
- The role of parents in the transition from childhood to adolescence in achievement and career development, chapter 13
- Achievement, careers, and the college transition, chapter 13
- Link between alcohol abuse in adolescence and reduced brain activity in adulthood, chapter 14
- Binge-drinking trajectories from early adolescence through emerging adulthood, chapter 14
- Link between cigarette smoking in adolescence and anxiety disorders in emerging adulthood, chapter 14
- Sexual activity, pubertal transition, and dieting, chapter 14
- Adult developmental outcomes of anorexia nervosa in adolescence, chapter 14
- Bulimia nervosa in emerging adulthood, chapter 14

## ■ Culture and Ethnicity

Beginning with the first edition of *Adolescence*, culture and ethnicity have been important themes in this book. *Adolescence*, ninth edition, has an entire chapter (chapter 8) devoted to culture and ethnicity and other discussions of these topics are embedded in every chapter. In the ninth edition of *Adolescence*, we removed the Explorations in Adolescence boxes, many of which focused on culture and ethnicity, and integrated coverage of culture and ethnicity in a more seamless fashion in the text. In addition, there was a significant updating and expansion of material on culture and ethnicity. Here are some of the locations where the updated and expanded discussions of ethnicity and culture can be found:

- Cross-cultural comparisons of exercise in adolescence, chapter 3
- Parent-adolescent communication in dyadic and triadic interactions in African American families
- Parent-adolescent conflict in African American families, chapter 5

- Parent-adolescent conflict and autonomy in American and Japanese families, chapter 5
- The emergence of dating and romantic relationships in Latina adolescents, chapter 6
- Ethnicity and Schools, chapter 7
- African American identity as a buffer to perceived discrimination in adolescents, chapter 8
- Cross-cultural comparisons of the initiation of sexual activity in adolescence, chapter 11
- Cross-cultural comparisons of adolescent pregnancy, chapter 11
- U.S. adolescent pregnancy rates in ethnic groups, chapter 11
- Cross-cultural comparisons of AIDS in adolescents, chapter 11
- Values of adolescents in seven different countries, chapter 12
- Positive value of work in low-income, urban adolescents, chapter 13
- Cross-cultural comparison of adolescent obesity in China, Russia, and the United States, chapter 14

■ “This is the best chapter on culture I’ve ever read.”  
—Dan Houlihan  
Minnesota State University

■ “A strength of the text is the detail of each chapter’s inclusion of culturally different societies.”  
—Celina Echols  
Southeastern Louisiana State University

## Expert Consultants

No single author can be an expert in all areas of a complex, growing field like adolescent development. The ninth edition of *Adolescence* is the third edition in which the world’s leading experts in particular domains of adolescent development have served as consultants and guides to me in my effort to provide students with the most accurate and contemporary research. They thoroughly examined one or two chapters in their area of expertise in considerable detail. The consultants for the ninth edition of *Adolescence* truly are among the world’s leading experts in the field of adolescent development. Photographs and biographies of the consultants are presented on page 000.

## Applications

A second major theme of *Adolescence*, ninth edition, is the application of information to the real lives of adolescents with the goal of improving their opportunities to successfully negotiate the path from childhood to adulthood. As in past editions, these applications have been integrated within each chapter, and they also appear periodically in material on social policy and adolescent development.

■ “John Santrock’s text is one of the best at providing applied material and examples.”  
—Laura Duvall  
Heartland Community College

A new aspect of applications in this edition is the emphasis on careers in adolescent development.

### ■ Careers in Adolescent Development

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

1. Created a *Careers in Adolescent Development Appendix*, which follows chapter 1, in which students can read about the nature of careers in these areas: education/research; clinical/counseling/medical; families/relationships.
2. Developed inserts, called *Careers in Adolescent Development*, that profile a number of actual people in a wide variety of careers in adolescent development. The career profiles provide information about the person's education, the nature of their work, and a photograph of the individual at work. These appear throughout the book, often multiple times in individual chapters. Examples of career profiles include Pam Reid, Educational and Developmental Psychologist (chapter 2, page 000); Martha Chan, Marriage and Family Therapist (chapter 5, page 000); Jimmy Furlow, Secondary School Teacher (chapter 7, page 000); and Armando Ronquillo, High School Counselor/College Advisor (chapter 13, page 000).

■ *“The Careers in Adolescent Development material is very interesting, creative, and motivating.”*

—Anne R. Gayles-Felton  
Florida A&M University

### Pedagogy/Student-Friendliness

Students should not only be challenged to study hard and think more deeply and productively about adolescent development, they also should be provided with a pedagogical framework to help them learn more effectively. *Adolescence*, ninth edition, has the most extensive, systematic pedagogical system in texts on adolescent development.

■ *“I can’t say enough about how well I enjoy using this book. I am equally pleased with student responses.”*

—Celina Echols  
Southwestern Louisiana State University

Already widely acclaimed for its student friendliness, an important new learning system involving Learning Goals was developed for this new, ninth edition of the book.

### ■ The Learning Goals System

My recent experience in writing texts in the areas of college success and educational psychology led me to develop a new **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.

Thus, we created a new Learning Goals system that is integrated throughout each chapter. At the beginning of each chapter, students read four to seven Learning Goals for the chapter. Then, after they have read a portion of a chapter, they review material related to the Learning Goals tied to that portion of the chapter. Finally, at the end of the chapter, in a section called **Reach Your Learning Goals**, students are encouraged to engage in a final summary review of content related to the Learning Goals stated at the beginning of the chapter.

A full overview of all of the many learning elements involved in *Adolescence*, ninth edition, is presented in a **Visual Student Preface**, which appears on page 000.

### Content Changes in Individual Chapters

As mentioned earlier, substantial changes and updating of content occurred in every chapter of the book. Here are some of the main content changes in each chapter:



#### CHAPTER 1 INTRODUCTION

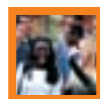
- New section on “Old Centuries and New Centuries,” focusing on the new trend in positive psychology applied to adolescent development (Seligman & Csikszentmihalyi, 2000)
- New section on “Generational Perceptions and Memories”
- New Careers Profile on Peter Benson, Director of the Search Institute
- New conceptualization by Reed Larson (2000) of the importance of developing the initiative of adolescents
- New section on developmental transitions, including childhood to adolescence, and adolescence to adulthood (Barber & others, 2001; Raynor & others, 2001)
- New Careers Profile on Louis Vargas, Child Clinical Psychologist

■ *“The discussion of social policy and adolescent development is a very interesting, creative, and motivating topic. . . . It is a strength of the chapter.”*

—Anne R. Gayles-Felton  
Florida A&M University

### APPENDIX CAREERS IN ADOLESCENT DEVELOPMENT

- New Appendix, which follows chapter 1, that profiles a number of careers in adolescent development



#### CHAPTER 2 THE SCIENCE OF ADOLESCENT DEVELOPMENT

- New section on evaluating the psychoanalytic theories
- Revision and updating of the information-processing approach
- New section on evaluating the cognitive theories
- New section on evaluating the behavioral and cognitive theories
- New section on evaluating ecological, contextual theory

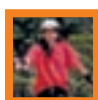
- New section, “Who Will the Participants Be?”
- New discussion of techniques for measuring brain activity (Thompson & others, 2001)
- Revised and updated discussion of ethics in research (Jones, 2000)

■ *“The new discussion of the information-processing approach is excellent. It makes the material more understandable and practical.”*

—Anne R. Gayles-Felton  
Florida A&M University

■ *“Research design is covered well. The section on “Being a Wise Consumer of Research” is very valuable to students.”*

—Tara Kuther  
Western Connecticut State University



### CHAPTER 3 PUBERTY, HEALTH, AND BIOLOGICAL FOUNDATIONS

- Extensive reorganization of chapter with chapter now following this sequence: puberty, the brain, then adolescent health, and finally heredity and environment
- Much expanded, updated discussion of hormones, including figure 3.1, showing how the feedback system of sex hormones works
- New section on the growth hormone (Susman, Dorn, & Schiefelbein, in press)
- New section on adrenarache and gonadarche (Archibald, Graber, & Brooks-Gunn, in press)
- New section on weight, body fat, and leptin (Mantzoros, 2000)
- More detailed information about changes in body weight during puberty
- New section, “Secular Trends in Puberty” (de Muinich Keizer, 2001; Kaplowitz & others, 2001)
- New section under Psychological Dimensions of Puberty on links between hormones and behavior (Archibald, Graber, & Brooks-Gunn, in press)
- New Careers profile on Anne Petersen, Researcher and Administrator
- New section on the brain, including the nature and change in neurons and structural changes in the brain, including new figure 3.9, Synaptic Density in the Human Brain from Infancy to Adulthood (Dahl, 2001; De Bellis & others, 2001; Thompson & Fox, 2001; Thompson & others, 2001)
- Much expanded and updated coverage of exercise, including recent U.S. studies (American Sports Data, 2001) and cross-cultural comparisons (World Health Organization, 2000)
- New section on sports in adolescence, including recent research on participation (Cornock, Bowker, & Gadbois, 2001; Pate & others, 2000)
- New section on sleep practices in adolescence, including sleep deprivation and possible links to problems in school (Carskadon, Acebo, & Seifer, 2001; Fukuda & Ishihira, 2001)
- New Careers profile on Marilyn Billingsly, Adolescent Medicine Specialist

- New section on molecular genetics and the Human Genome Project (Magee, Gordon, & Whelan, 2001)

■ *“The primary strength of this chapter is that it provides the most extraordinarily comprehensive presentation of all biologically related issues as they relate to adolescence that I have ever seen in a chapter in an undergraduate text.”*

—  
Rowan University

■ *“John Santrock’s chapter on puberty, health, and biological foundations is current in its orientation, comprehensive, and innovative.”*

—Elizabeth J. Susman  
Pennsylvania State University



### CHAPTER 4 COGNITIVE DEVELOPMENT

- Expanded, updated comments about the neo-Piagetian view of Robbie Case (2000)
- New section, “Is There a Fifth, Postformal stage?” (Labouvie-Vief & Diehl, 1999; Perry, 1999)
- Expanded, updated discussion of improved automaticity, capacity, and familiarity in content of information processing during adolescence
- New section on working memory emphasizing Baddeley’s (2000) view and a recent developmental study that highlights improvements in working memory during adolescence (Swanson, 1999). Includes new figure 4.6, Developmental Changes in Working Memory
- New Careers profile on Laura Bickford, Secondary School Teacher

■ *“I give John Santrock’s chapter on cognitive development an A. It is an excellent overview of the complicated issues about adolescent cognitive development. It is easy to read while still being challenging. The new edition has retained the strengths of the earlier treatment but brought it to currency both in terms of the thinking in the field and in the literature.”*

—Daniel Keating  
University of Toronto

■ *“I am a tough grader on textbooks and I like this book. John Santrock has a knack for writing in a clear, succinct, and engaging style.”*

—James Byrnes  
University of Maryland

■ *“This is a chapter that students often find difficult and John Santrock’s chapter especially impresses me. The examples and content are well written, comprehensive, and engaging.”*

—Tara Kuther  
Western Connecticut State University



### CHAPTER 5 FAMILIES

- New research on communication in dyadic and triadic parent/adolescent interactions in African American families (Smetana, Abernethy, & Harris, 2000)

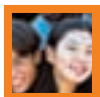
- Recent research on parental monitoring and adolescent competence (Jacobson & Crockett, 2000)
- New research on parent-adolescent conflict in African American families (Smetana & Gaines, 2000).
- New Careers profile on Martha Chan, Marriage and Family Therapist
- New research on gender differences in autonomy granting during adolescence (Bumpus, Crouder, & McHale, 2001)
- New cross-cultural research on Japanese and American differences in autonomy and parent-adolescent conflict (Rothbaum & others, 2000)
- New research on older siblings as sources of social support for younger siblings (Tucker, McHale, & Crouder, 2001)
- New research on male sibling pairs and female sibling pairs (Cole & Kerns, 2001)
- Extensively revised and updated section on stepfamilies, including recent research (Bray, Berger, & Boethel, 1999; Dunn & others) and discussion of types of stepfamilies and adjustment

■ *“John Santrock’s chapter on families continues his fine tradition of clarity, engagement, and a sense of the real lives of youth and families that will help students make sense of the lives of youth and put knowledge to work on their behalf.”*

—Catherine Cooper  
University of California at Santa Cruz

■ *“This chapter has good all-around coverage of the topic of families. Contradictory research findings are pointed out, which tends to engage students and encourage discussion.”*

—Alice Alexander  
Old Dominion University



## CHAPTER 6 PEERS

- New commentary about adolescents having a larger number of acquaintances in their peer networks than children do (Connolly & others, 2000)
- Extensively revised and updated coverage of bullying, including a recent national survey (Nansel & others, 2001) and other research (Haynie & others, 2001)
- Reorganization and updating of discussion of crowds and cliques, including better differentiation of these concepts
- Discussion of Larson’s (2000) ideas on how structured voluntary organizations are well-suited to help adolescents develop initiative
- New longitudinal study of adolescents’ romantic relationships (Buhrmester, 2001)
- New research on the emergence of Latina adolescents’ dating and romantic involvement (Raffaelli & Ontai, in press)
- Recent research on young adolescent girls’ dating and depression (Joyner & Udry, 2000)
- Recent research on the role of peers in the emergence of romantic involvement in adolescence (Connolly, Furman, & Konarksi, 2000)

■ *“John Santrock’s chapter on peers provides excellent coverage of the central issues in adolescent peer relationships, as revealed in current research trends. An important feature of the chapter is the excellent manner in which theoretical perspectives are presented and research findings are integrated into these ideas.”*

—Jennifer Connolly  
York University



## CHAPTER 7 SCHOOLS

- New research on school teams and a lower sense of social isolation, as well as activities participation and higher self-esteem (Stone & others, 2001)
- Updated research on college freshmen’s experience of stress and depression (Sax & others, 2001)
- Updated figures on high school dropouts (National Center for Education Statistics, 2000)
- New Careers profile on Donna Smith, School Psychologist
- New Careers profile on Jimmy Furlow, Secondary School Teacher
- New research on African American adolescents, Latino adolescents, and education (Cooper & others, 2001; Ginorio & Huston, 2001)
- New research on evaluation of the Comer School Development Program (Cook, Hunt, & Murphy, 2001)
- New Careers profile on James Comer, Psychiatrist
- Recent research on a combination of drug and behavioral therapy in the treatment of ADHD (Evans & others, 2001)
- New Careers profile on Sterling Jones, Supervisor of Gifted and Talented Education

■ *“Issues and concepts are clear and well explained in the chapter on schools. A broad range of topics is discussed in appropriate depth.”*

—Alice Alexander  
Old Dominion University

■ *“John Santrock’s chapter on schools is excellent and the balance is terrific.”*

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Western Michigan University



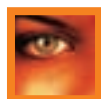
## CHAPTER 8 CULTURE

- Integration of material on El Puente, designed to improve the lives of adolescents in low-income areas
- New Careers profile on Carola Suárez-Orozco, Lecturer, Researcher, and Co-Director of Immigration Projects
- Recent research on African American adolescents’ connection to their ethnic group as a buffer to threats of discrimination (Wong, Eccles, & Sameroff, 2001)
- Recent research on the link between TV watching and obesity in adolescent girls (Anderson & others, 2001)

- Recent research on the link between watching educational TV programs in early childhood and success in school during early adolescence (Anderson & others, 2001)

■ *“The chapter on culture has well-organized broad coverage including some international comparisons.”*

—Alice Alexander  
Old Dominion University



## CHAPTER 9 THE SELF AND IDENTITY

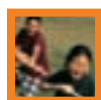
- Recent research on link between possible selves to health behaviors in early adolescence (Aloise-Young, Hennigan, & Leong, 2001).
- Integration of material on multiple selves and culture into text
- New conceptualization of identity styles in terms of how individuals process self-relevant information (Berzonsky, 2000)
- New discussion of Janet Helms’ stages of ethnic identity development
- New Careers profile on Nicole Langlais, College Counselor

■ *“John Santrock’s coverage of the self and identity is extensive, current, and complete. The issues are presented in a readable and engaging fashion—in such a way that one actually wants to read the material, something that is rare in a textbook. Please don’t delete anything.”*

—James Marcia  
Simon Fraser University

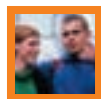
■ *“Key strengths of this chapter are the rich portrayal of the self, identity, and intimacy with clear and compelling links across these areas.”*

—Catherine Cooper  
University of California at Santa Cruz



## CHAPTER 10 GENDER

- Integration of culture and gender material into text
- New discussion of college students’ changing attitudes about gender roles, including new figure 10.3
- New Careers profile on Carol Gilligan, Professor and Chair of Gender Studies Program



## CHAPTER 11 SEXUALITY

- New cross-cultural comparison of adolescent sexuality in Japan and the United States (Rothbaum & others, 2000)
- New cross-cultural comparisons of the timing of teenage sexual initiation (Singh & others, 2000)
- New discussion of the link between suicide and sexual orientation in adolescence
- New research on ethnic variations in adolescent pregnancy (Child Trends, 2001)

- New cross-cultural comparisons on adolescent pregnancy (Centers for Disease Control & Prevention, 2001)
- New Careers profile on Lynn Blankenship, Family and Consumer Science Educator
- New research on the increase in abstinence-only instruction in sex education (Darroch, Landry, & Singh, 2000)
- New cross-cultural comparisons of AIDS in adolescence, especially the epidemic of AIDS in sub-Saharan adolescent girls (World Health Organization, 2000)
- Recent research on sexual abuse in dating relationships during adolescence (Silverman & others, 2001)
- Recent research evaluation of a program, “Safer Choices” (Basen-Enquist & others, 2001)

■ *“I like the fact that John Santrock’s chapter includes a section on sex as a normal aspect of adolescence and that it separates problem outcomes from normal outcomes. The material is quite up-to-date and contains references to the major research in the field.”*

—Shirley Feldman  
Stanford University

■ *“John Santrock’s chapter on adolescent sexuality is well written, well organized, and very up to date in its references. Many important topics are covered in a balanced and thoughtful way.”*

—Ronald Craig  
Cincinnati State Technological  
and Community College



## CHAPTER 12 MORAL DEVELOPMENT, VALUES, AND RELIGION

- Extensively revised and updated section, “Reasoning in Different Social Cognitive Domains” (Nucci, 2001), including recent research (Killen, McGlotlin, & Lee-Kim, in press)
- New commentary about Gilligan’s view of moral education
- Recent updating of college students values (Sax & others, 2001)
- New research on values in seven different countries (Bowes & Flanagan, 2000)
- New Careers profile on Constance Flanagan, Professor of Youth Civic Development

■ *“John Santrock’s chapter is an excellent overview of theories and applications in the area of moral development and religion in adolescence . . . the chapter is informative, engaging, thought-provoking, and current.”*

—Lawrence Walker  
University of British Columbia

■ *“The chapter on moral development, my specialty area, is simply outstanding. It is the best textbook chapter on the topic I have ever read.”*

—Elizabeth Vozzda  
St. Joseph College

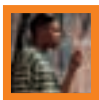


## CHAPTER 13 ACHIEVEMENT, CAREERS, AND WORK

- New Careers profile on Jaime Escalante, Secondary School Math Teacher
- New research on the development of attitudes and acquisition of skills necessary to achieve career goals and expectations (Csikszentmihalyi & Schneider, 2000)
- New research on comparing adolescent ambition in the 1990s and the 1980s/1970s (Scheider & Stevenson, 1999)
- New Careers profile on Grace Leaf, College/Career Counselor
- New conceptualization and research on how parents can potentially influence adolescents' occupations through their communication about occupations and values, as well as their behavior (Jodl & others, 2001)
- New Careers profile on Armando Ronquillo, High School Counselor/College Advisor
- New research on the positive role of work in low-income, urban adolescents (Leventhal, Graber, & Brooks-Gunn, 2001)

■ *"I've found this chapter to be weak in many adolescence texts but John Santrock handles it well. I give the chapter 5 points on a 5-point scale."*

—Dan Houlihan  
Minnesota State University



## CHAPTER 14 ADOLESCENT PROBLEMS

- Substantially revised introduction to adolescent problems and deletion of emphasis on abnormal behavior
- Movement of discussion of resilience from the end of the chapter to first section of chapter
- Very recent research by Johnston and others (2001) on trends in U.S. adolescent drug use
- New research on heavy, regular drinking in adolescence and brain impairment, including new figure 14.3 (DeBellis & others, 2000; Tapert & others, 2000)
- New research on peer pressure and adolescent alcohol use (Borden & others, 2001)
- New research on three types of adolescent drinkers, including association of drinking and adolescent crowds (Barber, Eccles, & Stone, 2001)
- New research on binge drinking in college students (Wechsler & others, 2000)
- New research on binge-drinking trajectories from early adolescence through emerging adulthood (Chassin, Pitts, & Prost, 2001)
- New research on cigarette smoking in adolescence and emotional problems (Goodman & Capitan, 2000; Johnson & others, 2000)
- New discussion of the increase in use of Ecstasy and its social context of raves
- New Careers profile on Cheryl Perry, Epidemiologist, School of Public Health

- Recent research on the importance of parental involvement and limit setting in lower drug use by adolescents (National Center for Addiction and Substance Abuse, 2001)
- Recent research on the importance of early intervention in drug abuse (Shin, 2001)
- New research on heavy drug use by peers and initial drug use by adolescents (Simons, Walker-Barnes, & Mason, 2001)
- New discussion of the Pittsburgh Youth Study (Loeber & others, 1998)
- New research on siblings and delinquency (Slomkowski & others, 2001)
- New research on peers and delinquency (Henry, Tolan, & Gorman-Smith, 2001)
- Recent research on students who carry a gun to school (National Center for Health Statistics, 2000)
- Updated coverage of youth violence (Garbarino, 2001)
- New Careers profile on Rodney Hammond, Health Psychologist
- Updated, recent statistics on adolescent suicide (National Center for Health Statistics, 2000; National Vital Statistics Report, 2001)
- New discussion of "copycat" suicides
- New research on dating, puberty, and dieting in girls (Field & others, 2001)
- Recent national survey of the increase in adolescent obesity (National Center for Health Statistics, 2000), including new figure 14.9
- Recent research on adolescents with overweight parents (Dowda & others, 2001)
- Expanded, updated discussion of anorexia nervosa and bulimia nervosa
- New research on connections between anorexia nervosa in adolescence and outcomes in adulthood (Herpertz & others, 2001; Lowe & others, 2001)
- Expanded, updated coverage of the nature of coping in adolescence (Compas & others, 2001)

■ *"I was pleased with the coverage and communication style in John Santrock's chapter on adolescent problems."*

—Gerald Patterson  
Oregon Social Learning Center

■ *"I like the breadth of coverage and the updated and more detailed description of research evidence to support the points made."*

—Susan Shonk  
State University of New York  
at Brockport

## Ancillaries

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

## For the Instructor

### *Instructor's Manual*

Rita M. Curl

Minot State University

The *Instructor's Manual* includes updated lecture material and suggested lecture topics, key terms, classroom discussions and in-class activities, student research projects, and essay questions. New to the 9th edition, and a proven tool to help instructors plan for the course, the Total Teaching Reference Package fully integrates the many McGraw-Hill resources to help enhance the material and organize the course. Instructors will find that all of the course resources available have been correlated to the main concepts and goals for each chapter. The *Instructor's Manual's* other features include teaching tips, a guide for using the Internet in teaching, and comprehensive transparency, video, and film resources. The *Instructor's Manual* is organized by chapter, and integrates the new Learning Goals found in the text.

### *Printed Test Bank*

Jane Sheldon

Michigan State University

This comprehensive Test Bank includes a wide range of approximately 1,400 multiple-choice and up to 140 short essay and critical thinking questions. Every question includes the answer, the type of question, its level of difficulty, as well as the page number where the corresponding material can be found. The Test Bank questions relate to the newly implemented Learning Goals for each chapter.

### *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 *Adolescence*, 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 the *Instructor's Manual*, Test Bank, PowerPoint slides, and the Image Database for *Adolescence*.

### *McGraw-Hill Developmental Psychology Image Database*

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

### *Adolescence Overhead Transparencies*

This set of 174 full-color images was developed using the best selection of all of McGraw-Hill Higher Education's adolescent development illustrations and tables, and is available in a print overhead transparency set.

### *Online Learning Center*

This extensive website, designed specifically to accompany Santrock, *Adolescence*, ninth edition, offers an array of resources for both instructor and student. Hotlinks can be found for the text's topical web links that appear in the margins as well as for the *Taking It to the Net* exercises that appear at the end of each chapter. These resources and more can be found by logging on to the text's website at <http://www.mhhe.com/santrocka9>.

### *McGraw-Hill's Developmental Supersite*

This comprehensive web page provides a superstructure that organizes and houses all of our developmental text websites. The Developmental Tree serves as a portal through which instructors and students can access each text-specific online learning center as well as many universally useful teaching and study tools. Visit us at <http://www.mhhe.com/developmental>.

### *The AIDS Booklet*

Frank D. Cox

This brief but comprehensive text has been recently revised to provide the most up-to-date information about acquired immune deficiency syndrome.

### *The Critical Thinker*

Richard Mayer and Fiona Goodchild of the University of California, Santa Barbara, use excerpts from introductory psychology textbooks to show how to think critically about psychology.

### *Annual Editions—Adolescent Psychology*

Published by Dushkin/McGraw-Hill, this is a collection of articles on topics related to the latest research and thinking in adolescent development. These editions are updated annually and contain helpful 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. Visit <http://www.dushkin.com>.

## For the Student

### Student Study Guide

#### Author Name to Come

This comprehensive Study Guide includes chapter outlines, chapter maps, key terms and concepts, key people, multiple-choice questions, and several useful exercises to enhance what is covered in the text. Designed to help students make the most of their time when reviewing for an exam, this guide also integrates the new Learning Goals system found in the main text.

### Student CD-ROM

This user-friendly CD-ROM gives students an opportunity to test their comprehension of the course material. This book-specific CD contains Making the Grade test questions and concept maps for each chapter, as well as key terms and key people for each section. Several interactive activities are available for each section to enhance the material and help the student to better understand it. In addition, the CD contains a Guide to Electronic Research, Learning Styles Assessment, an Internet Primer, and additional Psychology Resources.

### Online Learning Center

This extensive website, designed specifically to accompany this edition of *Adolescence*, 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 to help students test their knowledge of the book's content, including multiple-choice, fill-in-the-blank, true/false, and matching quizzes. Also available on this site are a selection of scenarios for the student to determine "what would you do" in certain circumstances in the field of adolescent developmental psychology. Also helpful to the student are a set of interactive flash cards and crossword puzzles and the text glossary.

### McGraw-Hill's Developmental Supersite

This useful web page provides a superstructure that organizes and houses all of our developmental text websites. The Developmental Tree serves as a portal through which instructors and students can access each text-specific online learning center as well as many universally useful teaching and study tools. Visit us at <http://www.mhhe.com/developmental>.

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