

It is very gratifying that more undergraduate students in the world continue to learn about the field of adolescent development from this text than from any other. As with adolescent development, there have been major changes and transitions across these twelve editions. Most texts that are in their twelfth edition don't change that much. However, because research in the field of adolescent development has expanded so dramatically in recent years, I have made a number of significant changes in the twelfth edition. I have been writing various editions of this text since the late 1970s and seen the field transformed from one in which there were only a handful of scholars studying adolescent development to the thousands of researchers today who are making enormous strides in our understanding of development in adolescence and emerging adulthood. Over the course of the last three decades, I have seen not only a dramatic increase in the quantity of research studies on adolescence and emerging adulthood, but an equally impressive increase in the quality of research. For example, there are far more high-quality, published longitudinal studies that provide important information about developmental changes from childhood through emerging adulthood than even five years ago. As a result of the research growth in our field, the twelfth edition of *Adolescence* represents the most extensive changes and new research of any of the previous ten revisions.

MAIN CHANGES IN THE TWELFTH EDITION

The main changes in the twelfth edition are (1) reduction in the number of chapters from 15 to 13, (2) substantial increase in material on emerging adulthood, (3) much expanded coverage of health and well-being, (4) movement of brain discussion from the chapter on puberty to the beginning of the chapter on cognitive development and increased coverage of brain development, and (5) extensive research updating.

Reduction in Number of Chapters from 15 to 13

Instructors and reviewers indicated that a 13-chapter text is easier to complete during the course of a term than a 15-chapter text. To accomplish this reduction in chapters, Chapters 1 and 2 in the eleventh edition were combined into a single chapter (Chapter 1). Some of the content, such as Freud's theory, was reduced at the request of adopters and reviewers. Also, Chapter 15 in the previous edition ("Health, Stress, and Coping") was

deleted in favor of integrating and expanding the discussion of health throughout the text.

Substantial Increase in Material on Emerging Adulthood

There has been a dramatic increase in research on emerging adulthood (approximately 18 to 25 years of age), and every chapter in this edition of *Adolescence* devotes more space to the new research and thinking about emerging adulthood. Here is a brief description of some of the new coverage of emerging adulthood:

- Chapter 1: New coverage of Arnett's (2006) recent description of five main themes of emerging adulthood; new *Through the Eyes of Emerging Adults* insert on a 24-year-old's view of his life (Jayson, 2006); new material on changes in risk taking in emerging adulthood (Schulenberg & Zarrett, 2006); and new description of an emerging adult's life in the chapter-opening story
- Chapter 3: New discussion of Labouvie-Vief's (2006) view on how cognitive development changes in emerging adulthood
- Chapter 4: New coverage of self-esteem in emerging adulthood (Galambos, Barker, & Krahn, 2006); new description of James Cote's (2006) view on identity development in emerging adulthood; new section on identity development in emerging adulthood (Phinney, 2006), and new *Through the Eyes of Emerging Adults* insert on developing an identity before intimacy (Kroger, 2007)
- Chapter 6: Coverage of a recent study on college women's sexual experiences (Gilmartin, 2006); new *Through the Eyes of Emerging Adults* insert, Christine's Thoughts About Sexual Relationships; research on link between goal setting by college women and sexual decision making (Moore & Davidson, 2006); longitudinal research on early adolescent sexual activity and problems in emerging adulthood (Cornelius & others, 2006); new section, further Exploration of Heterosexual Attitudes and Behavior in Emerging Adults (Lefkowitz & Gillen, 2006); new research on adolescents' characteristics and their likelihood of having problems as adults (Oxford & others, 2006); inclusion of recent research on sexual harassment of college women (American Association of University Women, 2006)

- Chapter 7: New cross-cultural data on emerging adults' religious values (Lippman & Keith, 2006)
- Chapter 8: New section, Attachment in Emerging Adults (Mikulincer & Shaver, 2007); new section, Emerging Adults' Relationships with Their Parents (Aquilino, 2006); new discussion of strategies for emerging adults and their parents (Furman, 2005); new *Through the Eyes of Emerging Adults* insert, College Students Reflect on Growing Up in a Divorced Family (Clarke-Stewart & Brentano, 2006); and new coverage of the emerging adult outcomes of growing up in divorced and stepparent families (Hetherington, 2006)
- Chapter 9: New section, Friendship in Emerging Adulthood, including recent research (Collins & van Dulmen, 2006); new section, Emerging Adult Lifestyles; inclusion of recent data on the percentage of emerging adults who are single and married; new coverage of cohabitation in emerging adulthood (Kenney & McLanahan, 2006); and new material on divorced emerging adults
- Chapter 11: New section, College Advising and Your Major; recent data on the work profiles of U.S. college students (National Center for Education Statistics, 2006); and new section, Work in Emerging Adulthood, including recent research and analyses (Hamilton & Hamilton, 2006; Setterson & others, 2005)
- Chapter 12: New section, The Online Social Environment of Adolescents and Emerging Adults, including coverage of MySpace and Facebook
- Chapter 13: New coverage of coping strategies in emerging adulthood; new discussion of resilience in emerging adulthood (Masten & Obradović, 2007); new material on mental health in emerging adulthood (Schulenberg & Zarrett, 2006); updated and expanded description of drug use in emerging adulthood (Park & others, 2006); new discussion of connections between early/late onset of delinquency and problems in emerging adulthood (Schulenberg & Zarrett, 2006); and new discussion of depression in emerging adulthood (Schulenberg & Zarrett, 2006)

Integrated and Expanded Coverage of Health and Well-Being

The topic of adolescent and emerging adult health and well-being has emerged as a major area of study in recent years. This has occurred because adolescence and emerging adulthood are increasingly recognized as critical junctures in development. At the request of adopters and reviewers, I changed the discussion of health and well-being in three ways: (1) deleted previous Chapter 15, "Health, Stress, and Coping"; (2) integrated coverage of health, stress, and coping throughout the book; and (3) expanded the material on health and well-being.

Content on health, stress, and coping that was previously in Chapter 15 is now mainly in Chapter 2 ("Puberty, Health, and Biological Foundations," which now includes the topics of health, exercise, nutrition, and sleep) and Chapter 13 ("Problems in Adolescence and Emerging Adulthood," which now includes the topics of stress and coping, as well as eating disorders). Adopters told us that in many cases they weren't able to get to the health, stress, and coping chapter (Chapter 15) and requested that the material be integrated into earlier chapters so they would be able to cover these important topics.

In the effort to expand coverage of health and well-being, a new feature that appears once in each chapter is *Health and Well-Being*, an interlude that focuses on some aspect of the health and well-being of adolescents and emerging adults related to the topic being discussed in the chapter. Among the *Health and Well-Being* interludes are:

- Chapter 1: Changes in Emerging Adulthood (Schulenberg & Zarrett, 2006)
- Chapter 3: The Personal Fable and Adolescent Adjustment (Aalsma, Lapsley, & Flannery, 2006)
- Chapter 6: Toward Effective Sex Education
- Chapter 8: Strategies for Emerging Adults and Their Parents (Furman, 2005)
- Chapter 9: Strategies for Reducing Loneliness
- Chapter 13: Coping Strategies in Adolescence and Emerging Adulthood

Other examples of the expanded discussion of health and well-being of adolescents and emerging adults are:

- Chapter 1: Expanded opening story of Michael Maddaus, who got his life together in emerging adulthood following a troubled childhood and adolescence, and a new section on resilience and emerging adulthood (Masten, Obradović, & Burt, 2006)
- Chapter 2: New section on body art (Suris & others, 2007); discussion of eight research studies from 2006 on body image and body dissatisfaction during adolescence; coverage of social capital and risk taking (Youngblade & others, 2006); description of exercise patterns of youth from the National Youth Risk Survey (MMWR, 2006); expanded coverage of sleep (Fuligni & Hardway, 2006); and research on the positive benefits of sports participation (Fredricks & Eccles, 2006)
- Chapter 3: New discussion of adolescent egocentrism and adjustment
- Chapter 4: Coverage of recent longitudinal study on self-esteem (Trzesniewski & others, 2006); and new research on parenting and identity development in college students (Luyckz & others, 2006)
- Chapter 5: New research on gender differences and stress (Uhart & others, 2006)
- Chapter 6: Coverage of recent research on college women's sexual experiences (Gilmartin, 2006); goal setting and responsible sexual decision making (Moore

- & Davidson, 2006); two longitudinal studies on early sexual experience/characteristics of adolescents and problems in emerging adulthood (Cornelius & others, 2006; Oxford & others, 2006); expanded coverage of risk factors in adolescent sexual activity (Marin & others, 2006); friendship and condom use (Henry & others, 2007); early condom use (Shafi, Stovel, & Holmes, 2007); Centers for Disease Control and Prevention (2007) recommendation for use of a vaccine to fight off HPV and cervical cancer; positive and negative aspects of adolescents with different sexual orientations (Busseri & others, 2006); and cross-cultural research review of sex education programs (Kirby, Laris, & Roller, 2007)
- Chapter 7: Expanded coverage of research on service learning (Nucci, 2006); character education programs (Berkowitz & others, 2006); and religious interest and problem behavior (Sinha, Cnaan, & Gelles, 2006)
 - Chapter 8: Recent research on family functioning and academic achievement in African American boys (Mandara, 2006); sibling conflict and adjustment (Kim & others, 2007); outcomes for emerging adults from divorced and stepparent families (Hetherington, 2006); working parents and adolescent adjustment (Crouter, 2006); how ethnic minority families deal with stress (Kagitcibasi, 2007); coparenting conflict (Feinberg, Kan, & Hetherington, 2007); research on secure attachment and its outcomes (Allen & others, 2007)
 - Chapter 9: New research on antisocial peer affiliation and links to other problems (Connell & Dishion, 2006); cohabitation (Manning, Longmore, & Giordano, 2007); premarital education (Stanley & others, 2006); and whether there is a best age to get married (Furstenberg, 2007)
 - Chapter 10: New coverage of effectively managing classrooms (Evertson & Weinstein, 2006); new section on the benefits of extracurricular activities (Fredricks & Eccles, 2006); recent research on links between bullying and negative developmental outcomes (Brunstein & others, 2007); new description of Jonathan Kozol's (2005) recent book, *The Shame of the Nation*; and new research on the benefits of exercise for individuals with ADHD (Ferrando-Lucas, 2006)
 - Chapter 11: Recent research on mentoring Latino youth (Buchanan & others, 2006); and new section on work in emerging adulthood (Hamilton & Hamilton, 2006)
 - Chapter 12: Recent experimental study an effective poverty intervention (Huston & others, 2006); updating of material on acculturation and adolescent problems (Gonzales & others, 2007); and recent research on racial discrimination and adolescent problems (DeGarmo & Martinez, 2006)
 - Chapter 13: New coverage of coping strategies; new section on resilience in adolescence and emerging adulthood (Masten & Obradović, 2007); new coverage of continuity

and discontinuity in mental health problems in adolescence and emerging adulthood (Schulenberg & Zarrett, 2006); updated U.S. data on adolescent drug use (Johnston & others, 2007); cross-cultural comparisons of U.S. and European adolescents' drug use (Hibell & others, 2004); recent research on adolescent drug use (Dodge & others, 2006); recent research on juvenile delinquency (Nation & Heflinger, 2006); expanded coverage of developmental changes in depression in adolescence and emerging adulthood (Schulenberg & Zarrett, 2006); recent research on eating disorders (Bulik & others, 2007; Kirsch & others, 2007); new discussion of the role of after-school programs in obesity prevention (Story, Kaphingst, & French, 2006); updated coverage of Joy Dryfoos' analysis of successful programs to prevent/intervene in adolescent problems (Dryfoos & Barkin, 2006); and description of recent research involving the Fast Track intervention program (Dodge & the Conduct Problems Prevention Research Group, 2007)

Movement of Brain Discussion to Chapter 3 and Expansion of This Topic

A number of adopters and reviewers recommended that we move the coverage of the brain to the chapter on cognitive development and expand the discussion of brain development. Thus, Chapter 3 is now titled "The Brain and Cognitive Development," with coverage of the brain now opening this chapter, resulting in more attention to this rapidly increasing area of interest in adolescent development. Also, we examine the intriguing topic of whether research on the brain can be used to decide whether an adolescent should be given the death penalty (Ash, 2006).

Extensive Research Updating

As indicated earlier, research in the field of adolescent development is rapidly expanding. Here are the ways that I conveyed the improving research foundation of the field:

Contemporary Research Citations As an indication of the breadth of updating in the twelfth edition of this book, it includes more than 1,600 twenty-first-century citations, including more than 800 from 2006, 2007, and 2008. You will find substantial research updating in each of the 13 chapters of *Adolescence*, twelfth edition.

Expert Consultants Adolescence has become an enormous, complex field, and no single author can possibly be an expert in all areas of the field. To solve this problem, I have sought the input of some of the world's leading experts in different areas of adolescent development. The experts provided me with detailed recommendations on new research to include in every chapter. The expert consultants, whose photographs

and biographies appear on pages xiv–xvi of the Preface, for the twelfth edition of *Adolescence* were:

Lorah Dorn, *University of Cincinnati*

Daniel Keating, *University of Toronto*

Susan Harter, *University of Denver*

Diane Halpern,
Claremont McKenna College

L. Monique Ward,
University of Michigan

Lawrence Walker,
University of British Columbia

Ruth Chao, *University of California–Riverside*

Jennifer Connolly,
York University

Allan Wigfield,
University of Maryland

John Schulenberg,
University of Michigan

Chapter 2: Puberty, Health, and Biological Foundations

Chapter 3: The Brain and Cognitive Development

Chapter 4: The Self, Identity, Emotions, and Personality

Chapter 5: Gender

Chapter 6: Sexuality

Chapter 7: Moral Development, Values, and Religion

Chapter 8: Families;

Chapter 12: Culture

Chapter 9: Peer and Romantic Relationships

Chapter 10: Schools;

Chapter 11: Achievement, Work, and Careers

Chapter 13: Problems in Adolescence and Emerging Adulthood

CHAPTER-BY-CHAPTER CONTENT CHANGES

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

- At the request of adopters of reviewers, material in Chapters 1 and 2 of the previous edition has been combined in this single chapter.
- Reduced coverage of some theories, including Freud's theory
- Expanded opening story to include Michael Maddaus, who got his life together in emerging adulthood following a troubled childhood and adolescence
- New coverage of changes in youth in the late twentieth and early twenty-first centuries, including technology and diversity issues
- Updated and expanded discussion of emerging adulthood, including Arnett's (2006) recent description of five main themes of emerging adulthood

- New section on resilience in emerging adulthood, including Ann Masten's recent research (Masten, Obradović, & Burt, 2006)
- New *Health and Well-Being* interlude, *Changes in Emerging Adulthood* (Schulenberg & Zarrett, 2006)
- New *Through the Eyes of Emerging Adults*, Chris Barnard, a 24-year-old emerging adult (Jayson, 2006)
- New recommendation of a recently published book on adolescent problems and strategies for preventing and intervening in them (Dryfoos & Barkin, 2006)



Chapter 2 PUBERTY, HEALTH, AND BIOLOGICAL FOUNDATIONS

- At the request of adopters and reviewers, material on adolescence as a critical juncture in health, nutrition, exercise and sports, and sleep were moved to this chapter because many of them indicated that they wanted the health material integrated into chapters instead of in a final chapter, which they often did not get to in teaching their course
- Expanded and updated coverage of adrenarche and gonadarche (Dorn & others, 2006)
- Also at the request of adopters and reviewers, the material on the brain was moved to the beginning of Chapter 3 (now titled "The Brain and Cognitive Development") to more closely connect the development of the brain and cognition in adolescence
- New section on the determinants of puberty, *Weight at Birth and in Infancy*, including a description of recent research studies (Dunger, Ahmed, & Ong, 2006; Ibanez & de Zegher, 2006)
- New section on the determinants of puberty, *Sociocultural and Environmental Influences*, including links between pubertal timing and culture, socioeconomic status, father absence, and conflict (Bogaert, 2005)
- New section, *Body Art*, that describes the increased use of tattooing and body piercing by adolescents and college students (Armstrong, Caliendo, & Roberts, 2006; Deschesnes, Fines, & Demers, 2006; Suris & others, 2007)
- Coverage of eight recent research studies on body image and body dissatisfaction during adolescence that focus on ethnicity, appearance, developmental changes, mental health problems, health, and the best and worst aspects of being a boy or a girl (Bearman & others, 2006; Dyl, Kittler, & Hunt, 2006; Gillen, Lefkowitz, & Shearer, 2006; Grabe & Hyde, 2006; Neumark-Sztainer & others, 2006; Nishina & others, 2006; Schooler & others, 2004; Zittleman, 2006)
- Description of recent study on life events, hormones, and aggression in young adolescent girls (Graber, Brooks-Gunn, & Warren, 2006)
- Discussion of 39-year longitudinal study on links between early/late maturation in boys and success, as

well as problem behavior, in mid-life (Taga, Markey, & Friedman, 2006)

- New *Health and Well-Being* interlude, Health-Care Consultation for Early and Late Maturers
- Discussion of recent research on activities, resources, and relationships that are related to adolescents' health-enhancing behaviors (Youngblade & Curry, 2006)
- Coverage of recent research study on social capital and adolescent risk-taking behavior (Youngblade & others, 2006)
- Updated statistics on causes of death in U.S. adolescents (National Center for Health Statistics, 2005)
- Inclusion of recent data from the 2005 National Youth Risk Survey on high school students' decreased intake of fruits and vegetables (MMWR, 2006)
- Discussion of recent data from the 2005 National Youth Risk Survey on adolescents' exercise patterns, with a special focus on gender and ethnic variations (MMWR, 2006)
- Update on how little adolescents exercise during physical education classes (Cawley, Meyerhoefer, & Newhouse, 2006)
- Description of results from the recent National Sleep Foundation (2006) survey on adolescent sleep patterns
- Coverage of two recent research studies that linked sleep deprivation in adolescence to health-compromising behaviors (Chen, Wang, & Jeng, 2006; Fuligni & Hardway, 2006)
- Discussion of recent study finding a decline in physical activity from 12 to 17 years of age and a link between physical activity and having a physically active friend (Duncan & others, 2007)
- Updated research on the female athlete triad (Beals & Hill, 2006, 2007; Nichols & others, 2006)
- Description of three recent studies that confirmed the positive benefits of sports participation in adolescence (Fredricks & Eccles, 2006; Nelson & Gordon-Larsen, 2006; Simpkins & others, 2006)
- Reduction of material on evolutionary developmental psychology to keep the focus more on adolescent development
- Reduction of material on heredity
- Updated material on the specification of the number of genes that humans possess (21,774) (Ensembl Human, 2007)
- Coverage of recent study on how stress hormones can inflict DNA damage (Flint & others, 2007)



Chapter 3

THE BRAIN AND COGNITIVE DEVELOPMENT

- New title for chapter ("The Brain and Cognitive Development"), with the material from the brain moved from the physical development chapter to this chapter to more closely connect the development of the brain

and the development of cognition, at the request of adopters and reviewers

- Extensive expansion, revision, and updating of brain development in adolescence with a new section: Brain Structure, Cognition, and Emotion
- New Figure 3.2, which vividly shows the brain's myelination and white matter
- New discussion of the implications of the recent research on brain development in adolescence for the legal system, including whether this research can be used to decide whether an adolescent should be given the death penalty (Ash, 2006)
- Update on brain development and education (Bransford & others, 2006)
- Updated and revised criticism of Piaget's view of formal operational thought (Kuhn & Franklin, 2006; Wigfield, Byrnes, & Eccles, 2006)
- Discussion of Gisela Labouvie-Vief's (2006) recent view of how cognitive development changes in emerging adulthood
- New coverage of Michael Pressley's research on how secondary schools spend inadequate time teaching strategies to students (Pressley & Harris, 2006; Pressley & others, 2004)
- New section, Domain-Specific Thinking Skills (Mayer & Wittrock, 2006)
- At the request of adopters and reviewers, considerable reduction in the material on the psychometric/intelligence view
- New *Health and Well-Being* interlude on the personal fable and adolescent adjustment (Aalsma, Lapsley, & Flannery, 2006).



Chapter 4

THE SELF, IDENTITY, EMOTIONS, AND PERSONALITY

- Discussion of recent study of emerging adults and self-esteem (Galambos, Barker, & Krahn, 2006)
- Description of longitudinal study linking low self-esteem with a number of problems in adulthood (Trzesniewski & others, 2006)
- New coverage of James Cote's (2006) view on identity development in emerging adulthood
- New section on self-understanding in emerging adulthood that highlights Labouvie-Vief's (2006) view and research
- New discussion of the recent interest in expanding Marcia's concepts of identity exploration and commitment to include more in-depth exploration and ongoing evaluation of one's commitment (Goossens, 2006; Luyckx, 2006)
- New coverage of the narrative approach to assessing identity changes and the role that life events and meaning-making play in the development of an identity (McAdams, Josselson, & Lieblich, 2006; McLean & Pratt, 2006; Pals, 2006)

- New description of recent research on parents' psychological control and identity development of college students (Luyckx & others, 2006)
- New section, Ethnic Identity in Emerging Adulthood, based on Jean Phinney's (2006) recent ideas
- New *Through the Eyes of Emerging Adults*, Developing an Identity Before Intimacy (Kroger, 2007)
- Discussion of recent research on ethnic identity in African Americans (Yip & others, 2006)
- Coverage of recent research on a link between identity and intimacy (Montgomery, 2005)
- Description of recent research revealing a link between conscientiousness and higher-quality friendship and peer relationships (Jensen-Campbell & Malcolm, 2007)



Chapter 5 GENDER

- New coverage of differential socialization of adolescent boys and girls by mothers and fathers (Bronstein, 2006)
- Description of recent research on gender stereotyping of emotions (Durik & others, 2006)
- Coverage of recent research on gender differences in the HPA axis following stress (Uhart & others, 2006)
- Updating of discussion of relational aggression (Young, Boye, & Nelson, 2006)
- Description of gender differences in self-disclosure and active listening (Leaper & Friedman, 2007)
- Expanded and updated coverage of gender similarities and differences in school achievement (Halpern, 2006)
- Description of recent national scores involving gender comparisons in mathematics, science, and reading (National Assessment of Educational Progress, 2005)
- Updated coverage of trends in gender differences in first-year college perceptions of whether a woman's place should be in the home (Pryor & others, 2005)
- New *Careers in Adolescent Development* profile, Cynthia de las Fuentes, College Professor and Counseling Psychologist
- Expanded discussion of cultural differences in gender, including recent cross-cultural comparison of gender and education (UNICEF, 2003, 2007)
- New *Health and Well-Being* interlude, Guiding Adolescents' Gender Development



Chapter 6 SEXUALITY

- Coverage of recent national survey on trends in sexual activity in U.S. ninth- to twelfth-graders from 1991 to 2005 (MMWR, 2006)
- Description of recent research on patterns of TV viewing by high school students and links to their sexual stereotyping and sexual experience (Ward & Friedman, 2006)

- Discussion of a recent in-depth study of college women's sexual experiences (Gilmartin, 2006)
- New *Through the Eyes of Emerging Adults*, Christine's Thoughts About Sexual Relationships (Gilmartin, 2006)
- Discussion of a link between goal setting by college women and responsible sexual decision making (Moore & Davidson, 2006)
- New section, Oral Sex, that describes the dramatic increase in oral sex during adolescence, as well as recent research (Bersamin & others, 2006)
- Description of longitudinal study from 10 to 12 years of age to 25 years of age involving early sexual intercourse and problems in emerging adulthood (Cornelius & others, 2006)
- Expanded and updated coverage of risk factors in adolescent sexual activity, including recent studies on boys having a girlfriend by the seventh grade linked to an increased risk of being sexually active in the ninth grade (Marin & others, 2006), low levels of parental monitoring being related to sexual risk taking (Wight, Williamson, & Henderson, 2006), amount of time spent home alone and perception that peers have had sex being associated with early initiation of sex (Buhi & Goodson, 2007), and the role of weak self-regulation and risk proneness in risky sexual behavior (Crockett, Raffaelli, & Shen, 2006)
- New section, Further Exploration of Heterosexual Attitudes and Behavior in Emerging Adults (Lefkowitz & Gillen, 2006)
- Coverage of recent study on casual sex and depressive symptoms in emerging adult women and men (Grello, Welsh, & Harper, 2006)
- Inclusion of information about a recent large-scale study of the positive and negative aspects of adolescents with different sexual orientations (Busseri & others, 2006)
- Discussion of recent longitudinal study on adolescent contraceptive use (Anderson, Santelli, & Morrow, 2006)
- Inclusion of recent research on factors involved in inconsistent contraceptive use by African American female adolescents living in low-income circumstances (Davies & others, 2006)
- Updated description of the reduction in U.S. adolescent pregnancy rates (Child Trends, 2006)
- Discussion of recent research on the Baby Think It Over simulation doll with primarily ninth-grade Latinas (de Anda, 2006)
- New coverage of the dramatic increase in children and adolescents in sub-Saharan Africa who have become orphans because their parents died of AIDS (UNICEF, 2006)
- New mention of recommendation by the Centers for Disease Control and Prevention (2007) that all 11- and 12-year-old girls be given a vaccine that helps to fight off HPV and cervical cancer
- Description of longitudinal study of the characteristics of adolescents that were related to their likelihood of having problems as emerging adults (Oxford & others, 2006)

- Revised and updated discussion of sources of sexual information to include the Internet and concerns about the accuracy of information adolescents have access to
- Description of recent study linking friends' sexual intercourse without condoms to adolescents' subsequent engagement in sexual intercourse without condoms (Henry & others, 2007)
- Discussion of longitudinal study on links between condom use during first sexual intercourse and sexual activity later in adolescence (Shafii, Stovel, & Holmes, 2007)
- Coverage of recent research on communication between parents and adolescents/emerging adults about sex (Lefkowitz & Espinosa-Hernandez, 2006; Lefkowitz & Stoppa, 2006)
- New description of how politically charged abstinence-only and comprehensive sex education programs are in the United States
- Coverage of recent research on the sexual harassment of college women (American Association of University Women, 2006; Huerta & others, 2006)
- Inclusion of information about the low frequency of parent-adolescent communication about sex in China (Zhang & others, 2007)
- Description of a recent research review of 86 sex education programs around the world, with two-thirds of them being linked to lowering sexual risk-taking behavior in youth (Kirby, Laris, & Roller, 2007)
- Discussion of recent criticisms of abstinence-only sex education programs (Santelli & others, 2006)
- New *Health and Well-Being* interlude, Toward Effective Sex Education
- New section in the discussion of moral education, An Integrative Approach, based on the recent ideas of Darcia Narváez (2006)
- Description of research on outcomes of character education programs and the most common strategies used in effective programs (Berkowitz & others, 2006)
- Updated and expanded discussion of service learning (Hart, Atkins, & Donnelly, 2006)
- Updating of national survey on the values of U.S. college students (Pryor & others, 2005)
- Analysis of recent cross-cultural data from the World Values Survey on emerging adults' religious interest (Lippman & Keith, 2006).
- Expanded and updated coverage of the positive role of religion in adolescent development (Cotton & others, 2006)
- Expanded discussion of the link between identity development and spirituality (Templeton & Eccles, 2006)
- Description of a recent large-scale random sample connecting religiosity in adolescents to lower levels of problem behaviors (Sinha, Cnaan, & Gelles, 2007)
- Expanded and updated coverage of parents' roles in adolescents' religious development (Oser, Scarlett, & Bucher, 2006)
- New recommended sources for information about moral development and spiritual development in adolescents (Lapsley & Narváez, 2006; Roehlkepartain, King, & Wagener, 2006)



Chapter 7

MORAL DEVELOPMENT, VALUES, AND RELIGION

- New chapter-opening *Images of Adolescent Development*, Jewel Cash, a 16-year-old teenage dynamo and community involvement exemplar
- Deletion of Piaget's view of moral development because it pertains to child development rather than adolescence
- Description of the neo-Kohlbergian view of DIT researchers (Thoma, 2006)
- Updated summary of experts' conclusions about gender and Gilligan's approach to moral thinking (Hyde, 2005, 2007; Walker, 2006)
- New *Health and Well-Being* interlude, Parenting Moral Children and Adolescents
- New discussion of cocooning and pre-arming as strategies for encouraging the development of moral values in adolescents (Grusec, 2006; Padilla-Walker & Thompson, 2005)
- New material on two conditions that improve the likelihood that service learning will generate positive outcomes for youth (Nucci, 2006)
- New description of recent research on parental management, including routine, and African American adolescents' achievement and competence in school (Taylor & Lopez, 2005)
- Discussion of recent study on discrepancies in non-Latino White and Chinese American adolescents' perceptions of an ideal parent and actual parents (Wu & Chao, 2005)
- New coverage of a recent research review on family functioning and the academic achievement of African American boys (Mandara, 2006)
- Discussion of longitudinal study on coparenting conflict and adolescent outcomes (Feinberg, Kan, & Hetherington, 2007)
- Description of recent research studies linking secure attachment in adolescence with positive outcomes (Allen & others, 2007; Mayseless & Scharf, 2007)
- New section, Attachment in Emerging Adults, including a recent research review and conceptualization by leading experts Mario Mikulincer and Phillip Shaver (2007)
- New section, Emerging Adults' Relationships with Their Parents (Aquilino, 2006)
- New coverage of recent longitudinal study on different leaving home patterns of emerging adults and



Chapter 8

FAMILIES

- psychological health of emerging adults (Seiffge-Krengel, 2006)
- New *Health and Well-Being* interlude, Strategies for Emerging Adults and Their Parents (Furman, 2005)
 - New description of three main characteristics of sibling relationships in adolescence (Dunn, 2007)
 - Coverage of recent research on siblings, including a longitudinal study of sibling conflict and adjustment (Kim & others, 2007; Shebloski, Conger, & Widaman, 2005)
 - Discussion of recent study on what adolescent siblings talk about when they are together (Tucker & Winzeler, 2007)
 - New discussion of sibling relationships in emerging adulthood
 - New *Through the Eyes of Emerging Adults* insert, College Students Reflect on Growing Up in a Divorced Family (Clarke-Stewart & Brentano, 2006)
 - New discussion of outcomes for emerging adults from divorced families (Hetherington & Kelly, 2002)
 - Updated coverage of Hetherington's longitudinal study on adolescents in divorced families and description of another recent German longitudinal study on divorce and adolescent development (Walper & Beckh, 2006)
 - Description of recent research on the onset of divorce and its link to the types of problems children and adolescents develop (Landsford & others, 2006)
 - Extensively revised and updated coverage of working parents and adolescent development (Crouter, 2006)
 - Discussion of Hetherington's (2006) recent analysis of the types of stepfamilies that are likely to show the least adjustment problems
 - New Figure 8.6, which illustrates the dramatic increase in the number of gay male and lesbian adults who are rearing children and adolescents
 - Expanded and updated discussion of how ethnic minority families deal with stress (Kagitcibasi, 2006)
 - Updated *Resources for Improving the Lives of Adolescents* including recent books on many aspects of socialization (Grusec & Hastings, 2007) and divorce (Clarke-Stewart and Brentano, 2006)



Chapter 9

PEER AND ROMANTIC RELATIONSHIPS

- Expanded chapter title change from "Peers" to "Peer and Romantic Relationships," to indicate the increase in material related to romantic relationships and lives of emerging adults
- New description of research on characteristics of friends and initiation of sexual intercourse (Sieving & others, 2006)
- New *Through the Eyes of Adolescents* insert, We Defined Each Other with Adjectives
- New section, Friendship in Emerging Adulthood, including recent research (Collins & van Dulmen, 2006)

- New main section, Emerging Adult Lifestyles, as part of the increased coverage of emerging adulthood in this text
- Discussion of three recent studies linking affiliation with deviant, antisocial peers in adolescents drug use, delinquency, and depression (Connell & Dishion, 2006; Laird others, 2005; Nation & Heflinger, 2006)
- New main section, Loneliness
- New *Health and Well-Being* interlude, Strategies for Reducing Loneliness
- Description of recent study on having a boyfriend or a girlfriend (especially an older one) in middle school as a risk factor for early sexual activity (Marin & others, 2006)
- New coverage of dissolving a romantic relationship, including recent research on positive outcomes of relationship breakup in college students
- Description of recent data on the percentage of emerging adults who are single and married at 18 to 20 years of age and 21 to 24 years of age (Jekielek & Brown, 2005)
- Recent information about the dramatic increase in cohabitation, potential problems, and links to future marital satisfaction/divorce (Kenney & McLanahan, 2006; Popenoe & Whitehead, 2006)
- Coverage of recent study on adolescents' expectations to cohabit and to marry (Manning, Longmore, & Giordano, 2007)
- New section on married adults, including information about whether there is a best age to get married (Furstenberg, 2007)
- New section on marital education and its link with positive relationship outcomes in emerging adulthood and adulthood (Stanley & others, 2006)
- New material on divorced emerging adults
- New coverage of relationships in gay male and lesbian couples



Chapter 10

SCHOOLS

- New *Health and Well-Being* interlude, Bullying Prevention/Intervention
- New coverage of recent conclusions by experts in educational psychology that the most effective teachers often use both constructivist and direct instruction approaches (Bransford & others, 2006)
- Updated discussion of accountability and the No Child Left Behind legislation (McMillan, 2007)
- Updating of high school dropout rates, including Figure 10.3 (National Center for Education Statistics, 2005)
- Updating of "I Have a Dream" Foundation (2006) information
- New section, Classroom Climate and Management, including differences in managing elementary and secondary school classrooms (Evertson & Weinstein, 2006; Weinstein, 2007)

- Coverage of recent research on links between bullying and negative developmental outcomes (Brunstein & others, 2007; Srabstein & others, 2006)
- New section, Extracurricular Activities, including recent research (Fredricks & Eccles, 2006)
- Coverage of Jonathan Kozol's (2005) recent book *The Shame of the Nation*, which portrays the continuing educational segregation and inequities of many minority students living in low-income circumstances
- Updated and expanded description of James Comer's (2004, 2005) views in light of the recent emphasis on high standards and accountability
- New survey information about the percentage of U.S. children who have a learning disability or ADHD (Bloom & Dey, 2006)
- New coverage of the very recent interest in the role that exercise might play in ADHD (Ferrando-Lucas, 2006; Rebollo & Montiel, 2006)
- New description of the 2004 reauthorization of IDEA and its link with No Child Left Behind legislation (Hallahan & Kauffman, 2006)



Chapter 11

ACHIEVEMENT, WORK, AND CAREERS

- New section, Mindset, that describes Carol Dweck's (2006) recent emphasis on the importance of adolescents developing a growth rather than a fixed mindset
- Coverage of recent study on gender differences in mastery and performance orientations (Kenney-Benson & others, 2006)
- New *Health and Well-Being* interlude: Strategies for Tackling Procrastination
- New section, College Advising and Your Major
- Coverage of recent study on the positive outcomes of mentoring with Latino youth (Buchanan & others, 2006)
- Discussion of the recent improvements U.S. adolescents have made in math and science comparisons with their counterparts in other countries
- Updated and expanded coverage of the work profiles of U.S. college students
- New main section, Work in Emerging Adulthood, including recent research and analyses (Hamilton & Hamilton, 2006; Setterson & others, 2005)
- Added Carol Dweck's new book, *Mindset* (2006), to *Resources for Improving the Lives of Adolescents*



Chapter 12

CULTURE

- Updated statistics on the percentage of U.S. children under 18 years of age living in poverty (U.S. Census Bureau, 2006)

- Coverage of a recent experimental study of a poverty intervention that resulted in positive outcomes for adolescents and their parents (Huston & others, 2006)
- Description of recent study on the bicultural identity of Mexican American and Asian American college students (Devos, 2006)
- Updating of material on acculturation and adolescent problems (Gonzales & others, 2006, 2007)
- Inclusion of recent studies linking discrimination of African American and Latino adolescents to more problems and lower level of academic achievement, including new Figure 12.3 that shows the types of racial hassles African American adolescents experience (DeGarmo & Martinez, 2006; Sellers & others, 2006)
- New *Health and Well-Being* interlude, The Quantum Opportunities Program and El Puente, and description of the recent replication of the original Quantum program in a number of states (Eisenhower Foundation, 2007)
- Extensively updated coverage of use of various media by adolescents based on a recent national survey (Rideout, Roberts, & Foehr, 2005)
- Expanded and updated coverage of research on the negative influence of playing violent video games on children's and adolescents' development (Anderson, Gentile, & Buckley, 2007; Carnagey, Anderson, & Bushman, 2007)
- Inclusion of recent research television programming and adolescent sexual experience (Kaiser Family Foundation, 2005; Ward & Friedman, 2006)
- New section, The Online Social Environment of Adolescents and Emerging Adults, including MySpace and Facebook, that explores the powerful role these two Internet sites are playing in the social networking of adolescents and college students
- Discussion of recent study on the conversation themes in online adolescent chat rooms (Subrahmanyam, Smahel, & Greenfield, 2006)
- Coverage of recent national survey of U.S. 10- to 17-year-olds' unwanted exposure to online pornography (Wolak, Mitchell, & Finkelhor, 2007)
- Description of recent study linking home Internet use by adolescents in low-income families to positive academic outcomes (Jackson & others, 2006)
- Added the Eisenhower Foundation to *Resources for Improving the Lives of Adolescents*



Chapter 13

PROBLEMS IN ADOLESCENCE AND EMERGING ADULTHOOD

- Sections on stress and coping moved to this chapter from chapter on health in the previous edition of the book
- Section on eating disorders moved to this chapter from the chapter on health in the previous edition

- New *Health and Well-Being* interlude: Coping Strategies in Adolescence and Emerging Adulthood
- New coverage of resilience in emerging adulthood (Masten & Obradović, 2007; Masten, Obradović, & Burt, 2006)
- New discussion of continuity and discontinuity of well-being, mental health disorders, and problems from adolescence to emerging adulthood (Schulenberg & Zarrett, 2006)
- Updated description of U.S. drug use in adolescence from the Monitoring the Future Study (Johnston & others, 2007)
- New coverage of cross-country comparison of illicit drug use by U.S. and European adolescents, including new Figure 13.4 (Hibell & others, 2004).
- Updated and expanded coverage of drug use in emerging adulthood (Park & others, 2006)
- New cross-country comparison of drinking behavior by U.S. and European adolescents, including new Figure 13.5
- Description of the peaking of cigarette smoking in emerging adulthood (Park & others, 2006; Substance Abuse and Mental Health Services Administration, 2005)
- Coverage of the sequence of circumstances that predict whether an adolescent will use drugs by 12 years of age (Dodge & others, 2006)
- Inclusion of recent research on links between a school's social network and substance use in middle school students (Ennett & others, 2006)
- Description of recent study indicating that associating with antisocial peers and engaging in juvenile delinquency were linked with adolescent binge drinking and marijuana use (Nation & Heflinger, 2006)
- Inclusion of recent research on the role of early drinking in becoming alcohol dependent (Hingson, Heeren, & Winter, 2006)
- Description of a recent research review on the motives and personality traits that are linked to drinking in adolescence and emerging adulthood (Kuntsche & others, 2006)
- Coverage of longitudinal study of changing links between adolescent smoking and risk-taking behaviors in 1991 and 2003 (Camenga, Klein, & Roy, 2006)
- New discussion of early-onset and late-onset antisocial behavior and their links with outcomes in emerging adulthood (Roisman, Aguilar, & Egelund, 2004; Schulenberg & Zarrett, 2006)
- Updated description of the incidence of various aspects of school violence in a national study (Eaton & others, 2006)
- Updated and expanded coverage of early onset of depression in adolescence and developmental changes in depression during emerging adulthood (Schulenberg & Zarrett, 2006)
- Coverage of recent study linking adolescent depression to parent-adolescent conflict and low parental support (Sheeber & others, 2007)
- Updated description of suicide rates in adolescence and new information about the increase in suicide in emerging adulthood (Minino, Heron, & Smith, 2006; Park & others, 2006)
- New discussion of the Federal Drug Administration's (2004) review of a link between antidepressant use and an increase in suicidal thoughts in adolescents, and research showing no link (Valuck & others, 2004)
- Discussion of recent research review showing a link between adolescents' suicidal thoughts and whether they had experienced physical or sexual abuse (Evans, Hawton, & Rodham, 2005)
- Discussion of recent research review showing a link between adolescents' suicidal thoughts and whether they had experienced physical or sexual abuse (Evans, Hawton, & Rodham, 2005) and their alcohol use (Swahn & Bossarte, 2007)
- Coverage of recent research linking suicidal thoughts to eating disorders in adolescence (Whetstone, Morrissey, & Cummings, 2007)
- Inclusion of recent research indicating a link between frequently reading about dieting and weight loss with unhealthy weight-control behaviors (van den Berg & others, 2007)
- Discussion of a research study linking perception and importance of physical appearance to eating disorders in adolescence (Kirsch & others, 2007)
- Description of recent data on the increase in the percentage of adolescents who are overweight and new discussion of the percentage of emerging adults who are obese (Eaton & others, 2006; Park & others, 2006)
- Coverage of recent longitudinal data showing a strong link between being at risk for overweight at 3 years of age and being overweight at 12 years of age (Nader & others, 2006)
- Inclusion of research about how the family environment and adolescent behavior are linked to obesity in emerging adulthood (Crossman, Sullivan, & Benin, 2006)
- Discussion of recent research review of school-based obesity interventions in adolescence (Sharma, 2006)
- Description of recent information about including obesity prevention/intervention in after-school programs and healthier eating at school (Paxson & others, 2006; Story, Kaphingst, & French, 2006)
- Recent research on the increasing recognition of the importance of family functioning in anorexia nervosa and its treatment (Benninghoven & others, 2007; Bulik & others, 2007)
- Discussion of recent research on bulimia, body perception, depression, and self-esteem (Hrabosky & others, 2007)
- Updated coverage of Joy Dryfoos' view on at-risk youth and successful programs to prevent problems or intervene in them (Dryfoos & Barkin, 2006)
- Updated description of recent research involving the Fast Track intervention program (Dodge & the Conduct Problems Prevention Research Group, 2007)

APPLICATIONS

It is important to not only present the scientific foundations of adolescent development to students, but also to provide applied examples of concepts, and to give students a sense that the field of adolescent development has personal meaning for them. Special attention throughout the text has been given to health and well-being, parenting, and educational applications.

Instructors and students have provided extremely positive feedback about the emphasis on careers in adolescent development in the text. The twelfth edition continues this emphasis. *Careers in Adolescent Development* profiles feature an individual whose career relates to the chapter's content. Most of these inserts have a photograph of the person at work.

In addition, a *Careers in Adolescent Development* Appendix follows Chapter 1. The *Careers in Adolescent Development* Appendix describes a number of careers in education/research, clinical/counseling/medical, and family/relationships categories. Numerous Web site links provide students opportunities to read about these careers in greater depth.

DIVERSITY

Diversity is another key aspect of adolescent development. I made every effort to explore diversity issues in a sensitive manner in each chapter. The twelfth edition of *Adolescence* continues to have an entire chapter devoted to culture and diversity. I also have integrated culture and diversity into the discussion in the other 12 chapters of the text.

ACCESSIBILITY AND INTEREST

The new edition of this text should be accessible to students because of the extensive rewriting, organization, and learning system.

Writing and Organization

Every sentence, paragraph, section, and chapter of this book was carefully examined and when appropriate revised and rewritten. The result is a much clearer, better organized presentation of material in this new edition.

The Learning System

I strongly believe that students should not only be challenged to study hard and think more deeply and productively about adolescent development, but should also be provided with an effective learning system. Instructors and students have

commented about how student-friendly this book has become in recent editions.

Now more than ever, students struggle to find the main ideas in their courses, especially in courses like adolescent development, which include so much material. The learning system centers on learning goals that, together with the main text headings, keep the key ideas in front of the reader from the beginning to the end of the chapter. Each chapter has no more than five main headings and corresponding learning goals, which are presented side-by-side in the chapter-opening spread. At the end of each main section of a chapter, the learning goal is repeated in a feature called Review and Reflect, which prompts students to review the key topics in the section and poses a question to encourage them to think critically about what they have read. At the end of the chapter, under the heading Reach Your Learning Goals, the learning goals guide students through the chapter review, which is linked to the questions posed in each of the chapter's Review and Reflect sections.

In addition to the verbal tools just described, maps that link up with the learning goals are presented at the beginning of each major section in the chapter. At the end of each chapter, the section maps are reflected in the Reach Your Learning Goals summary. The complete learning system, including many additional features not mentioned here, is presented later in the Preface in a section titled Visual Tour for Students.

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I also want to thank my wife, Mary Jo, our children, Tracy and Jennifer, and my granddaughter, Jordan, for their wonderful contributions to my life and for helping me to better understand the marvels and mysteries of adolescent development.

Special thanks go to the many reviewers of the twelfth edition of this text. Their extensive contributions have made this a far better book.

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The supplements listed here may accompany *Adolescence*, twelfth edition. Please contact your McGraw-Hill representative for details concerning policies, prices, and availability.

For The Instructor

The instructor side of the Online Learning Center at <http://www.mhhe.com/santrocka12e> contains the Instructor's Manual, Test Bank files, PowerPoint slides, Image Gallery, CPS Questions, and other valuable material to help you design and enhance your course. Ask your local McGraw-Hill representative for your password.

Instructor's Manual

by **Jessica Herrick**, *Mesa State College*

Each chapter of the *Instructor's Manual* is introduced by a Total Teaching Package Outline. This fully integrated tool helps instructors more easily locate and choose among the many resources available for the course by linking each element of the Instructor's Manual to a particular teaching topic within the chapter. These elements include suggested lecture topics, classroom discussion prompts, in-class activities, critical thinking exercises, short scenarios, research articles, student research projects, essay questions, internet activities, and exercises to accompany the video clips posted on the Online Learning Center.

Test Bank and Computerized Test Bank

by **Virginia Powers-Lagac**, *Westfield State College*

This comprehensive Test Bank includes more than 1,800 multiple-choice questions, of which approximately 25% are conceptual, approximately 25% are applied, and the remainder factual. In addition, each chapter offers five or more essay questions. Every question indicates the correct answer and is identified by type of question (conceptual, applied, or factual), refers to the chapter topic it addresses, and indicates the page number in the text where the corresponding material can be found. All test questions are compatible with EZ Test, McGraw-Hill's Computerized Test Bank program.

Powerpoint Slides

by Len Mendola, Adelphi University

These presentations cover the key points of each chapter and include charts and graphs from the text. They can be used as is, or you may modify them to meet your specific needs.

CPS Questions

by Alisha Janowsky, University of Central Florida

These questions, formatted for use with the interactive Classroom Performance System, are organized by chapter and designed to test factual, applied, and conceptual understanding. These test questions are also compatible with EZTest, McGraw-Hill's Computerized Test Bank program.

McGraw-Hill's Visual Asset Database for Lifespan Development ("VAD")

McGraw-Hill's Visual Assets Database for Lifespan Development (VAD 2.0) (www.mhhe.com/vad) is an on-line database of videos for use in the developmental psychology classroom, created specifically for instructors. You can customize classroom presentations by downloading the videos to your computer and showing the videos on their own or insert them into your course cartridge or PowerPoint presentations. All of the videos are available with or without captions. Ask your McGraw-Hill representative for access information.

Multimedia Courseware For Child Development

Charlotte J. Patterson, University of Virginia

This video-based set of two CD-ROMS covers classic and contemporary experiments in child development. Respected researcher Charlotte J. Patterson selected the content and wrote accompanying modules that can be assigned to students. These modules include suggestions for additional projects as well as a testing component. Multimedia Courseware can be packaged with the text at a discount.

Annual Editions: Child Growth and Development 08/09

This reader is a collection of articles on topics related to the latest research and thinking in human development. Annual Editions are updated regularly and include useful features such as a topic guide, an annotated table of contents, unit overviews, and a topical index.

Taking Sides: Clashing Views in Childhood and Society

Current controversial issues are presented in a debate-style format designed to stimulate student interest and develop critical thinking skills. Each issue is thoughtfully framed with an issue summary, an issue introduction, and a postscript.

Cases in Child and Adolescent Development for Teachers

Containing more than 40 cases, *Case Studies in Child and Adolescent Development for Teachers* brings developmental issues to life. The reality-based cases address a variety of developmental issues, giving students an opportunity to think critically about the way development influences children everyday.

FOR THE STUDENT:

Online Learning Center (OLC)

This companion website, at www.mhhe.com/santrocka12e offers a wide variety of student resources. **Multiple Choice, True/False, and Matching Tests** for each chapter reinforce key principles, terms, and ideas, and cover all the major concepts discussed throughout the text. Entirely different from the test items in the Test Bank, the questions have been written to quiz students but also to help them learn. Key terms from the text are reproduced in a **Glossary of Key Terms** where they can be accessed in alphabetical order for easy reference and review. **Decision Making Scenarios** present students with the opportunity to apply the information in the chapter to realistic situations, and see what effects their decisions have. Streamable online **Videos** reinforce chapter content.