



# Contents

A Personal Note to Students	xiv
Preface for Instructors	xv

## PART I: THEORY AND RESEARCH IN CHILD DEVELOPMENT

### 1 History, Theory, and Applied Directions

Child Development as a Scientific, Applied, and Interdisciplinary Field	2
Domains of Development	5
Periods of Development	5

#### Basic Issues

Continuous or Discontinuous Development?	6
One Course of Development or Many?	8
Nature or Nurture as More Important?	8
A Balanced Point of View	9

#### ■ *Biology & Environment: Resilient Children*

#### Historical Foundations

Medieval Times	11
The Reformation	11
Philosophies of the Enlightenment	11
Darwin: Forefather of Scientific Child Study	12
Scientific Beginnings	13

#### ■ *From Research to Practice: Social Change and the Popular Literature on Parenting*

#### Mid-Twentieth-Century Theories

The Psychoanalytic Perspective	16
Behaviorism and Social Learning Theory	18
Piaget's Cognitive-Developmental Theory	20

#### Recent Theoretical Perspectives

Information Processing	22
Ethology and Evolutionary Developmental Psychology	24
Vygotsky's Sociocultural Theory	25
■ <i>Cultural Influences: !Kung Infancy: Acquiring Culture</i>	27
Ecological Systems Theory	27
New Directions: Development as a Dynamic System	29

#### Comparing Child Development Theories

#### Applied Directions: Child Development and Social Policy

The Policy-Making Process	34
Progress in Meeting the Needs of American Children	36

#### ■ *Social Issues: Education: The Access Program: A Community-Researcher Partnership*

Summary	38
Important Terms and Concepts	39

### 2 Research Strategies

#### From Theory to Hypothesis

#### Common Methods Used to Study Children

Systematic Observation	44
Self-Reports: Interviews and Questionnaires	45
Psychophysiological Methods	47
The Clinical, or Case Study, Method	48
Methods for Studying Culture	48
■ <i>Biology &amp; Environment: Case Studies of Prodigies</i>	49

#### ■ *Social Issues: Education: Immigrant Youths: Amazing Adaptation*

#### Reliability and Validity: Keys to Scientifically Sound Research

Reliability	52
Validity	53

#### General Research Designs

Correlational Design	53
Experimental Design	54
Modified Experimental Designs	55

#### Designs for Studying Development

The Longitudinal Design	57
The Cross-Sectional Design	58

#### ■ *Cultural Influences: Impact of Historical Times on Development: The Great Depression and World War II*

Improving Developmental Designs	60
---------------------------------	----

#### Ethics in Research on Children

- *From Research to Practice: Children's Research Risks: Developmental and Individual Differences* 65

Summary	66
Important Terms and Concepts	67

## PART II: FOUNDATIONS OF DEVELOPMENT 68

### 3 Biological Foundations, Prenatal Development, and Birth 68

#### Genetic Foundations 70

- The Genetic Code 70
- The Sex Cells 71
- Multiple Offspring 73
- Boy or Girl? 74
- Patterns of Genetic Inheritance 74
- Chromosomal Abnormalities 78

#### Reproductive Choices 80

- Genetic Counseling 80
- Prenatal Diagnosis and Fetal Medicine 81
- *Social Issues: Health: The Pros and Cons of Reproductive Technologies* 82

#### Prenatal Development 85

- Conception 85
- 🌀 *Milestones: Prenatal Development* 86
- The Period of the Zygote 87
- The Period of the Embryo 88
- The Period of the Fetus 89

#### Prenatal Environmental Influences 91

- Teratogens 91
- Other Maternal Factors 98

#### Childbirth 101

- The Baby's Adaptation to Labor and Delivery 102
- *Biology & Environment: What Controls the Timing of Birth?* 102
- The Newborn Baby's Appearance 103
- Assessing the Newborn's Physical Condition: The Apgar Scale 104

#### Approaches to Childbirth 104

- Natural, or Prepared, Childbirth 105
- Home Delivery 106
- Labor and Delivery Medication 106

#### Birth Complications 107

- Oxygen Deprivation 107
- Preterm and Low-Birth-Weight Infants 108
- Understanding Birth Complications 111

- *Cultural Influences: A Cross-National Perspective on Health Care and Other Policies for Parents and Newborn Babies* 112

#### Heredity, Environment, and Behavior: A Look Ahead 112

- The Question, "How Much?" 114
- The Question, "How?" 116

- *Biology & Environment: Uncoupling Genetic-Environmental Correlations for Mental Illness and Antisocial Behavior* 118

Summary	119
Important Terms and Concepts	121

### 4 Infancy: Early Learning, Motor Skills, and Perceptual Capacities 122

#### The Organized Newborn 124

- Newborn Reflexes 124
- Newborn States 126
- *Cultural Influences: Cultural Variation in Infant Sleeping Arrangements* 127
- *Social Issues: Health: The Mysterious Tragedy of Sudden Infant Death Syndrome* 130
- Neonatal Behavioral Assessment 133
- Learning Capacities 134

#### Motor Development in Infancy 139

- The Sequence of Motor Development 139
- 🌀 *Milestones: Gross and Fine Motor Development in the First 2 Years* 140
- Motor Skills as Dynamic Systems 140
- Fine Motor Development: Reaching and Grasping 142

#### Perceptual Development in Infancy 145

- Touch 145
- Taste and Smell 146
- Balance and Self-Movement 147
- Hearing 148
- *From Research to Practice: Impact of Early Hearing Loss on Development: The Case of Otitis Media* 149
- 🌀 *Milestones: Development of Touch, Taste, Smell, Balance/Self-Movement, and Hearing* 150
- Vision 150
- *Biology & Environment: Development of Infants with Severe Visual Impairments* 154
- Intermodal Perception 159
- 🌀 *Milestones: Visual Development in Infancy* 160
- Understanding Perceptual Development 161

#### Early Deprivation and Enrichment: Is Infancy a Sensitive Period of Development? 163

Summary	165
Important Terms and Concepts	167

<b>5 Physical Growth</b>	<b>168</b>	
The Course of Physical Growth	170	
Changes in Body Size	170	
Changes in Body Proportions	171	
Changes in Muscle-Fat Makeup	172	
Changes in Gross Motor Skills	173	
Skeletal Growth	173	
<i>Milestones: Gross Motor Development in Early and Middle Childhood</i>	174	
Hormonal Influences on Physical Growth	175	
<i>From Research to Practice: Sex Differences in Gross Motor Development</i>	176	
Worldwide Variations in Body Size	178	
Secular Trends	180	
Asynchronies in Physical Growth	180	
Development of the Brain	181	
Development of Neurons	181	
Development of the Cerebral Cortex	182	
Other Advances in Brain Development	185	
Brain Growth Spurts and Sensitive Periods of Development	185	
Factors Affecting Physical Growth	186	
Heredity	186	
Nutrition	187	
Infectious Disease	191	
Emotional Well-Being	192	
Puberty: The Physical Transition to Adulthood	193	
<i>Milestones: Pubertal Development in North American Boys and Girls</i>	194	
Sexual Maturation in Girls	194	
Sexual Maturation in Boys	195	
Individual and Group Differences in Pubertal Growth	195	
The Psychological Impact of Pubertal Events	196	
Is Puberty an Inevitable Period of Storm and Stress?	196	
Reactions to Pubertal Changes	196	
Pubertal Change, Emotion, and Social Behavior	197	
<i>Cultural Influences: Adolescent Initiation Ceremonies</i>	198	
Early versus Late Maturation	201	
Puberty and Adolescent Health	202	
Eating Disorders	203	
Sexuality	204	
<i>Biology &amp; Environment: Homosexuality: Coming Out to Oneself and Others</i>	207	
Sexually Transmitted Disease	208	
		Adolescent Pregnancy and Parenthood 208
		<i>Social Issues: Health: Like Mother, Like Child: Intergenerational Continuity in Adolescent Parenthood</i> 210
		A Concluding Note 212
		Summary 213
		Important Terms and Concepts 215
<b>PART III: COGNITIVE AND LANGUAGE DEVELOPMENT</b>	<b>216</b>	
<b>6 Cognitive Development: Piagetian, Core Knowledge, and Vygotskian Perspectives</b>	<b>216</b>	
Piaget's Cognitive-Developmental Theory	218	
Basic Characteristics of Piaget's States	219	
Piaget's Ideas About Cognitive Change	219	
The Sensorimotor Stage (Birth to 2 Years)	220	
Sensorimotor Development	220	
Follow-up Research on Infant Cognitive Development	222	
Evaluation of the Sensorimotor Stage	227	
<i>Milestones: Some Cognitive Attainments of Infancy</i>	228	
The Preoperational Stage (2 to 7 Years)	229	
Advances in Mental Representation	230	
Limitations of Preoperational Thought	234	
Follow-up Research on Preoperational Thought	235	
Evaluation of the Preoperational Stage	239	
<i>Milestones: Some Cognitive Attainments of Early Childhood</i>	240	
The Concrete Operational Stage (7 to 11 Years)	241	
Concrete Operational Thought	241	
Limitations of Concrete Operational Thought	242	
Follow-up Research on Concrete Operational Thought	243	
<i>Milestones: Some Cognitive Attainments of Middle Childhood and Adolescence</i>	244	
The Formal Operational Stage (11 Years and Older)	245	
Hypothetico-Deductive Reasoning	245	
Propositional Thought	246	
Consequences of Abstract Thought	246	
Follow-up Research on Formal Operational Thought	247	



Piaget and Education	249
Overall Evaluation of Piaget's Theory	250
Is Piaget's Account of Cognitive Change Clear and Accurate?	250
Does Cognitive Development Take Place in Stages?	250
Piaget's Legacy	251
The Core Knowledge Perspective	251
Infancy: Physical and Numerical Knowledge	252
Children as Naïve Theorists	253
Evaluation of the Core Knowledge Perspective	254
■ <i>Biology &amp; Environment: Children's Understanding of Health and Illness</i>	255
Vygotsky's Sociocultural Theory	256
Children's Private Speech	257
Social Origins of Cognitive Development	258
Vygotsky's View of Make-Believe Play	259
■ <i>From Research to Practice: Social Origins of Make-Believe Play</i>	260
Vygotsky and Education	260
Reciprocal Teaching	261
Cooperative Learning	262
Evaluation of Vygotsky's Theory	263
■ <i>Cultural Influences: Young Children's Life in a Yucatec Mayan Village</i>	264
Summary	265
Important Terms and Concepts	267

<b>7 Cognitive Development: An Information-Processing Perspective</b>	<b>268</b>
The Information-Processing Approach	270
General Models of Information Processing	270
The Store Model	271
Connectionism	273
Developmental Theories of Information Processing	274
Case's Neo-Piagetian Theory	274
Siegler's Model of Strategy Choice	276
■ <i>From Research to Practice: Speech–Gesture Mismatches: Using the Hand to Read the Mind</i>	278
Attention	278
Selectivity and Adaptability	279
Planning	280
■ <i>Biology &amp; Environment: Children with Attention-Deficit Hyperactivity Disorder</i>	282

Memory	282
Strategies for Storing Information	282
Retrieving Information	285
The Knowledge Base and Memory Performance	288
Scripts: Basic Building Blocks of Structured Knowledge	289
Autobiographical Memory	289
■ <i>Social Issues: Health: Children's Eyewitness Memory</i>	292
Metacognition	294
Metacognitive Knowledge	294
Cognitive Self-Regulation	296
■ <i>Milestones: Development of Information Processing</i>	297
Applications of Information Processing to Academic Learning	298
Reading	298
■ <i>Social Issues: Education: Teaching First Graders to Read: Instruction That Works</i>	300
Mathematics	301
Scientific Reasoning	302
■ <i>Cultural Influences: Asian Children's Understanding of Multidigit Addition and Subtraction</i>	303
Evaluation of the Information-Processing Approach	305
Summary	306
Important Terms and Concepts	309
<b>8 Intelligence</b>	<b>310</b>
Definitions of Intelligence	312
Alfred Binet: A Holistic View	312
The Factor Analysts: A Multifaceted View	313
Recent Advances in Defining Intelligence	316
Combining Psychometric and Information-Processing Approaches	316
Sternberg's Triarchic Theory	317
Gardner's Theory of Multiple Intelligences	318
■ <i>From Research to Practice: Social and Emotional Intelligence</i>	320
Representative Intelligence Tests for Children	320
The Stanford-Binet Intelligence Scale	322
The Wechsler Intelligence Scale for Children	322
Infant Intelligence Tests	322
The Computation and Distribution of IQ Scores	323
What and How Well Do Intelligence Tests Predict?	324
Stability of IQ Scores	324

IQ as a Predictor of Academic Achievement 325

■ *Cultural Influences: Does Schooling Influence IQ?* 326

IQ as a Predictor of Occupational Attainment 327

IQ as a Predictor of Psychological Adjustment 327

**Ethnic and Socioeconomic Variations in IQ 328**

Differences in General Intelligence 329

Differences in Specific Mental Abilities 329

**Explaining Individual and Group Differences in IQ 330**

Genetic Influences 330

Ethnicity: Genetic or Cultural Groupings? 334

Test Bias 334

■ *Biology & Environment: The Flynn Effect: Massive Generational Gains in IQ* 335

Reducing Test Bias 337

Home Environment and IQ 338

■ *From Research to Practice: Authentic Assessment* 339

**Early Intervention and Intellectual Development 342**

Benefits of Early Intervention 342

■ *Social Issues: Education: The Carolina Abecedarian Project: A Model of Early Intervention* 344

The Future of Early Intervention 345

**Development of Creativity 345**

The Psychometric View 346

A Multifaceted View 346

**Summary 349**

**Important Terms and Concepts 351**

**9 Language Development 352**

**Components of Language 354**

**Theories of Language Development 355**

The Behaviorist Perspective 355

■ *Cultural Influences: Children Invent Language: Homesign and Hawaiian Creole English* 356

The Nativist Perspective 356

The Interactionist Perspective 361

■ *Biology & Environment: Language Development in Children with Williams Syndrome* 362

**Prelinguistic Development: Getting Ready to Talk 363**

Receptivity to Language 363

First Speech Sounds 365

Becoming a Communicator 365

■ *From Research to Practice: Parent–Child Interaction: Impact on Language and Cognitive Development of Deaf Children* 367

**Phonological Development 368**

The Early Phase 368

Appearance of Phonological Strategies 368

Later Phonological Development 369

**Semantic Development 369**

The Early Phase 370

Later Semantic Development 373

Ideas About How Semantic Development Takes Place 374

**Grammatical Development 376**

First Word Combinations 376

From Simple Sentences to Complex Grammar 377

Development of Complex Grammatical Forms 378

Later Grammatical Development 379

Ideas About How Grammatical Development Takes Place 380

**Pragmatic Development 382**

Acquiring Conversational Skills 382

Communicating Clearly 383

Sociolinguistic Understanding 384

**Development of Metalinguistic Awareness 385**

■ *Milestones: Language Development* 386

**Bilingualism: Learning Two Languages in Childhood 387**

■ *Social Issues: Education: Bilingual Education* 389

**Summary 390**

**Important Terms and Concepts 391**

**PART IV: PERSONALITY AND SOCIAL DEVELOPMENT 392**

**10 Emotional Development 392**

**The Functions of Emotions 394**

Emotions and Cognitive Processing 394

Emotions and Social Behavior 395

Emotions and Health 395

■ *From Research to Practice: Maternal Depression and Child Development* 396

Other Features of the Functionalist Approach 397

**Development of Emotional Expression 397**



Happiness	398	
Anger and Sadness	399	
Fear	399	
Self-Conscious Emotions	400	
Emotional Self-Regulation	401	
Acquiring Emotional Display Rules	403	
<b>Understanding and Responding to the Emotions of Others</b>	<b>404</b>	
Social Referencing	404	
Emotional Understanding in Childhood	405	
Empathy and Sympathy	407	
<b>Temperament and Development</b>	<b>408</b>	
🌀 <i>Milestones: Emotional Development</i>	409	
The Structure of Temperament	410	
Measuring Temperament	411	
■ <i>Biology &amp; Environment: Biological Basis of Shyness and Sociability</i>	412	
Stability of Temperament	412	
Genetic and Environmental Influences	414	
Temperament as a Predictor of Children's Behavior	415	
Temperament and Child Rearing: The Goodness-of-Fit Model	416	
<b>Development of Attachment</b>	<b>417</b>	
Bowlby's Ethological Theory	417	
Measuring the Security of Attachment	419	
Stability of Attachment	420	
Cultural Variations	421	
Factors That Affect Attachment Security	422	
Multiple Attachments: The Father's Special Role	425	
Attachment and Later Development	426	
■ <i>Cultural Influences: Father-Infant Relationships Among the Aka</i>	427	
<b>Attachment, Parental Employment, and Child Care</b>	<b>428</b>	
■ <i>Social Issues: Health: Does Child Care in Infancy Threaten Attachment Security and Later Adjustment?</i>	428	
<b>Summary</b>	<b>431</b>	
<b>Important Terms and Concepts</b>	<b>433</b>	
<b>11 Self and Social Understanding</b>	<b>434</b>	
<b>Emergence of Self and Development of Self-Concept</b>	<b>436</b>	
Self-Awareness	437	
The Categorical and Remembered Selves	439	
The Inner Self: Young Children's Theory of Mind	439	
■ <i>Cultural Influences: Cultural Variations in Personal Storytelling: Implication for Early Self-Concept</i>	440	
■ <i>Biology &amp; Environment: "Mindblindness" and Autism</i>	443	
Self-Concept	444	
Cognitive, Social, and Cultural Influences on Self-Concept	445	
🌀 <i>Milestones: Emergence of Self and Development of Self-Concept</i>	447	
<b>Self-Esteem: The Evaluative Side of Self-Concept</b>	<b>447</b>	
One Self-Esteem or Many?	448	
Changes in Level of Self-Esteem: The Role of Social Comparisons	449	
Influences on Self-Esteem	449	
■ <i>From Research to Practice: How Should Parents Boost Their Children's Self-Esteem?</i>	450	
Achievement-Related Attributions	452	
🌀 <i>Milestones: Development of Self-Esteem</i>	455	
<b>Constructing an Identity: Who Should I Become?</b>	<b>456</b>	
Paths to Identity	457	
■ <i>Social Issues: Health: Adolescent Suicide: Annihilation of the Self</i>	458	
Identity Status and Psychological Well-Being	458	
Influences on Identity Development	460	
■ <i>Cultural Influences: Identity Development Among Ethnic Minority Adolescents</i>	461	
<b>Thinking About Other People</b>	<b>462</b>	
Understanding Intentions	462	
Person Perception	463	
Perspective Taking	465	
<b>Thinking About Relations Between People: Understanding Conflict</b>	<b>468</b>	
Social Problem Solving	469	
Development of Social Problem Solving	470	
Training Social Problem Solving	470	
<b>Summary</b>	<b>471</b>	
<b>Important Terms and Concepts</b>	<b>473</b>	
<b>12 Moral Development</b>	<b>474</b>	
<b>Morality as Rooted in Human Nature</b>	<b>476</b>	
<b>Morality as the Adoption of Societal Norms</b>	<b>477</b>	
Psychoanalytic Theory	478	
■ <i>From Research to Practice: Temperament and Moral Internalization in Young Children</i>	480	
Social Learning Theory	481	
Limitations of "Morality as the Adoption of Societal Norms" Perspective	483	
<b>Morality as Social Understanding</b>	<b>484</b>	
Piaget's Theory of Moral Development	485	

Evaluation of Piaget's Theory	485	Individual and Group Differences in Gender Stereotyping	524
Kohlberg's Extension of Piaget's Theory	487	Gender Stereotyping and Gender-Role Adoption	525
Research on Kohlberg's Stages	490	<b>Influences on Gender Stereotyping and Gender-Role Adoption</b>	<b>526</b>
Are There Sex Differences in Moral Reasoning?	492	The Case for Biology	526
Influences on Moral Reasoning	493	■ <i>Cultural Influences: Sweden's Commitment to Gender Equality</i>	527
Moral Reasoning and Behavior	495	■ <i>Biology &amp; Environment: David: A Boy Reared as a Girl</i>	530
■ <i>Social Issues: Education: Development of Civic Responsibility</i>	496	The Case for Environment	530
Further Questions about Kohlberg's Theory	497	<b>Gender Identity</b>	<b>537</b>
<b>Moral Reasoning of Young Children</b>	<b>498</b>	Emergence of Gender Identity	538
Distinguishing Moral, Social-Conventional, and Personal Domains	498	Gender Identity During Middle Childhood	539
■ <i>Social Issues: Education: Children's Environmental Moral Reasoning</i>	500	Gender Identity During Adolescence	540
Distributive Justice	501	Gender Schema Theory	540
🔗 <i>Milestones: Internalization of Moral Norms and Development of Moral Understanding</i>	503	■ <i>From Research to Practice: Reducing Gender-Schematic Thinking with Cognitive Interventions</i>	542
<b>Development of Self-Control</b>	<b>502</b>	🔗 <i>Milestones: Gender Typing</i>	543
Beginnings of Self-Control	503	<b>To What Extent Do Boys and Girls Really Differ in Gender-Stereotyped Attributes?</b>	<b>544</b>
Development of Self-Control in Childhood and Adolescence	504	Mental Abilities	545
🔗 <i>Milestones: Development of Self-Control and Aggression</i>	506	■ <i>Biology &amp; Environment: Sex Differences in Spatial Abilities</i>	546
<b>The Other Side of Self-Control: Development of Aggression</b>	<b>507</b>	Personality Traits	548
Emergence of Aggression	507	Developing Non-Gender-Stereotyped Children	552
Aggression in Early and Middle Childhood	507	<b>Summary</b>	<b>553</b>
Aggression and Delinquency in Adolescence	508	<b>Important Terms and Concepts</b>	<b>555</b>
Stability of Aggression	508		
The Family as Training Ground for Aggressive Behavior	509		
■ <i>Biology &amp; Environment: Two Routes to Adolescent Delinquency</i>	510	<b>PART V: CONTEXTS FOR DEVELOPMENT</b>	<b>556</b>
Social-Cognitive Deficits and Distortions	511	<b>14 The Family</b>	<b>556</b>
Community and Cultural Influences	512	Evolutionary Origins	558
■ <i>Cultural Influences: Impact of Ethnic and Political Violence on Children</i>	513	Functions of the Family	559
Helping Children and Parents Control Aggression	512	The Family as a Social System	559
<b>Summary</b>	<b>515</b>	Direct Influences	560
<b>Important Terms and Concepts</b>	<b>517</b>	Indirect Influences	560
		■ <i>From Research to Practice: The Transition to Parenthood</i>	561
		Adapting to Change	562
		The Family System in Context	562
		<b>Socialization Within the Family</b>	<b>563</b>
		Styles of Child Rearing	563
		What Makes the Authoritative Style Effective?	566
<b>13 Development of Sex Differences and Gender Roles</b>	<b>518</b>		
Gender Stereotypes and Gender Roles	520		
Gender Stereotyping in Early Childhood	522		
Gender Stereotyping in Middle Childhood and Adolescence	523		

Adapting Child Rearing to Children's Development	567		
■ <i>Biology &amp; Environment: Do Parents Really Matter?</i>	568		
Socioeconomic and Ethnic Variations in Child Rearing	569		
■ <i>Cultural Influences: The African-American Extended Family</i>	572		
<b>Family Lifestyles and Transitions</b>	573		
From Large to Small Families	573		
One-Child Families	575		
Adoptive Families	576		
Gay and Lesbian Families	577		
Never-Married Single-Parent Families	577		
Divorce	578		
Blended Families	581		
Maternal Employment and Dual-Earner Families	583		
Child Care	584		
Self-Care	586		
<b>Vulnerable Families: Child Maltreatment</b>	587		
Incidence and Definitions	587		
Origins of Child Maltreatment	587		
■ <i>Social Issues: Health: Child Sexual Abuse</i>	588		
Consequences of Child Maltreatment	591		
Preventing Child Maltreatment	591		
<b>Summary</b>	593		
<b>Important Terms and Concepts</b>	595		
<b>15 Peers, Media, and Schooling</b>	596		
<b>The Importance of Peer Relations</b>	598		
<b>Development of Peer Sociability</b>	599		
Infant and Toddler Beginnings	599		
The Preschool Years	599		
Middle Childhood and Adolescence	600		
<b>Influences on Peer Sociability</b>	601		
Direct Parental Influences	602		
Indirect Parental Influences	602		
Age Mix of Children	603		
Cultural Values	603		
<b>Friendship</b>	604		
Thinking About Friendship	604		
Characteristics of Friendships	605		
Friendship and Adjustment	608		
<b>Peer Acceptance</b>	609		
Origins of Acceptance in the Peer Situation	609		
■ <i>Biology &amp; Environment: Peer Victimization</i>	611		
Helping Rejected Children	612		
<b>Peer Groups</b>	613		
First Peer Groups	613		
Cliques and Crowds	614		
<b>Peer Relations and Socialization</b>	615		
Peer Reinforcement and Modeling	615		
Peer Conformity	615		
■ <i>From Research to Practice: Adolescent Substance Use and Abuse</i>	616		
🔗 <i>Milestones: Development of Peer Relations</i>	618		
<b>Television</b>	619		
How Much Television Do Children View?	619		
Development of Television Literacy	619		
Television and Social Learning	620		
Television, Academic Learning, and Imagination	622		
Regulating Children's Television	623		
<b>Computers</b>	624		
Computers and Academic Learning	624		
Computers and Social Learning	625		
<b>Schooling</b>	626		
Class and Student Body Size	626		
Educational Philosophies	627		
■ <i>Social Issues: Education: When Are Children Ready for School? Academic Redshirting and Early Retention</i>	628		
School Transitions	629		
Teacher-Student Interaction	632		
Grouping Practices	633		
Teaching Students with Special Needs	634		
Parent-School Partnerships	635		
<b>How Well Educated Are American Young People?</b>	636		
Cross-National Research on Academic Achievement	636		
■ <i>Cultural Influences: Education in Japan, Taiwan, and the United States</i>	636		
Making the Transition from School to Work	638		
<b>Summary</b>	640		
<b>Important Terms and Concepts</b>	642		