

Child Development Worldwide

A Cultural Approach

FIRST EDITION

By Lene Arnett Jensen & Jeffrey Jensen Arnett



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Cover Printer: Lehigh Phoenix Color/Hagerstown
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Library of Congress Cataloging-in-Publication Data

Names: Jensen, Lene Arnett, author. | Arnett, Jeffrey Jensen, author.
Title: Child development worldwide / by Lene Arnett Jensen & Jeffrey Jensen Arnett.
Description: 1 Edition. | New York : Pearson, [2017] | Includes bibliographical references and index.
Identifiers: LCCN 2017016776 (print) | LCCN 2017029584 (ebook) | ISBN 9780134635804 (epub) | ISBN 9780134635859 (Revel) | ISBN 9780134014005 (alk. paper) | ISBN 9780134635835 (ala carte : alk. paper) | ISBN 9780134635767 (exam copy : alk. paper)
Subjects: LCSH: Child development—Cross-cultural studies.
Classification: LCC HQ767.9 (ebook) | LCC HQ767.9 .J46 2017 (print) | DDC 305.231—dc23
LC record available at <https://lcn.loc.gov/2017016776>

1 17



www.pearsonhighered.com

Student Edition:

ISBN 10: 0-134-01400-6
ISBN 13: 978-0-134-01400-5

A la Carte:

ISBN 10: 0-134-63583-3
ISBN 13: 978-0-134-63583-5

We dedicate this text to the many thousands of students whom we have taught and who have continuously inspired us to revisit and renew our knowledge of children. With this text, we hope to inspire the next generation of students to appreciate the amazing diversity of children's development, within and across cultures.



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Preface

Four New Ways to Approach Child Development

Child Development Worldwide: A Cultural Approach grows out of our personal, teaching, and professional experiences. Lene grew up in Denmark and Belgium, and Jeff in the United States. Together, we have lived in Denmark, India, France, and the United States. We have shared the wonderful experience of being involved in the development of our twins, now 18 years old, who have traveled with us to all those places and consider themselves fully American and fully Danish. Both of us have taught a wide range of developmental psychology courses, including child development. What is striking to us about the world and the field of child development are the remarkable changes that both have undergone in the last decades. We wrote this text to reflect those changes.

Globalization and technology have been making the world smaller—with distances shrinking and interconnections multiplying. Cultural diversity and globalization are often part of the everyday experiences of today's students—through travel, migration, and study abroad programs, as well as everyday real-life and virtual interactions. We see this vividly in our twins' lives as they learn about different cultures from their teachers, have friends from many different countries, and play Internet games with children from across the globe. These worldwide changes are here to stay and will continue to profoundly impact children's lives.

Today, the field of child development is as fascinating and important as it has ever been—and, like the world, looks much different than it did 15 or 25 years ago. *Child Development Worldwide* speaks to that change. After all, child development does not occur in a vacuum. It happens in numerous communal contexts and cultural settings that are perpetually changing. By encouraging students to see children through a cultural lens, this text balances the universals and Western-centric research that have in the past characterized much of the field with the growing body of research on the development of children from diverse cultures within and across countries. Our experiences of growing up and working in a number of different countries have translated into an approach that emphasizes how universal features of development are shaped by cultural diversity. *Child Development Worldwide* offers this new approach, in four fundamental ways:

1. An emphasis on teaching students to *think culturally* about development;
2. A broadened *scope of child development* and an updated perspective on when children may be considered “grown up”;

3. An unprecedented inclusion of *diverse contexts* of child development; and
4. A deep *integration of digital technology* into the text.

Thinking Culturally

The world's population is about 7½ billion, and the population of the United States is about 330 million—less than 5% of the total. By 2050, the world's population is expected to exceed 9 billion, with almost all growth taking place in economically developing countries. Worldwide, child development is remarkably diverse. In Africa, for example, most children are multilingual because they learn both local and European languages in primary school. In Asia, after centuries of being excluded from educational opportunities, girls are reaching parity with boys in educational achievement. In fact, 15-year-old-girls in many Asian countries outperformed boys on recent international science tests. In Europe, it is now typical for young people in many countries to take a “gap year”—a year devoted to travel and exploration before they commit to higher education or a “real” job—as they enter emerging adulthood. For students, it is more important than ever to have knowledge of the wider world because of the increasingly globalized economy, and because so many issues—issues like climate change, disease, and terrorism—cross borders.

Although this text covers scientific findings from across the world, it aims to do something even more important. The ultimate learning goal is for students to *think culturally* about development. As this text emphasizes, diverse cultures exist both within and across nations, often intersecting in important ways with ethnicity, race, and religion. We hope that through this text students will learn to apply child development to the work they do as well as to their own lives, and to understand that there is—always and everywhere—a cultural basis to development. To be clear, this does not mean that biology is not important. Transcending the old “nature versus nurture” division, students will learn that humans have evolved to be an incomparably cultural and global species, and that current research shows startling ways that genes and the environment influence one another.

Broadening the Scope of Child Development

The second way that this text takes a new approach corresponds to the historical expansion of the field of child development, from an early, narrow focus on young children to a broader one—one that now encompasses adolescents and emerging adults. This expansion is reflected in the growth of professional organizations supported by instructors, researchers, and practitioners. The oldest, the Society for Research in Child Development (SRCD), was started in 1933. The Society for Research on Adolescence (SRA) and the European Association for Research on Adolescence (EARA) were established about a half-century later, in 1984 and 1988 respectively, as scholars increasingly recognized the importance of the adolescent years. The Society for the Study of Emerging Adulthood (SSEA) is even more recent, begun in 2013, because scholars recognized that it was taking longer than in the past to “grow up” in many countries and that ages 18–25 had become crucial years of change and preparation for adult life. Also, major international organizations dedicated to the well-being of children, such as UNICEF (United Nations Children’s Fund) and the WHO (World Health Organization), have recently broadened their focus on younger children to include adolescents and emerging adults.

Here, we provide in-depth coverage from prenatal development through middle childhood, and also cover adolescence and emerging adulthood. The learning goal is for students to know what contemporary child development looks like—to understand how the meanings of childhood, adolescence, and emerging adulthood are dependent on cultural and historical circumstances. For example, emerging adulthood exists in some cultures but not others, and consequently, adult work may be taken on anywhere from middle childhood to the 20s.

Encompassing Diverse Contexts

Not only has child development broadened in terms of the age groups covered, but today the field also addresses many more contexts of development than previously. From an early focus in the field on family (e.g., Freud) and peers (e.g., Piaget), researchers now address many other contexts such as work, media, and civic organizations. Thus, the third way that this text takes a different approach is by including an unprecedented number of chapters on different contexts: “Family Relationships: Foundations and Variations,” “Peers, Friends, and Romantic Partners,” “School and Work: Developing Cultural Skills,” “Media: Uses, Risks, and Benefits,” and “Meaning Systems: Moral, Religious, and Civic Development.”

It is not only that we devote five full chapters to different context, but we also cover topics that reflect cultural diversity and change within those contexts. For example, the chapter on “Family Relationships: Foundations and Variations” includes sections on grandparents and sexual minority families. The chapter on “School and Work: Developing Cultural Skills,” as indicated by the title, recognizes that many children all over the world work—not just to support their leisure activities but to support their families. The chapter on “Media: Uses, Risks, and Benefits” covers not only long-known risks to children’s development, but also benefits to cognitive, emotional, and social development. It also addresses how children, parents, schools, and governments use media for developmental purposes. In the chapter on “Meaning Systems: Moral, Religious, and Civic Development,” there is attention to children’s lives in the context of political conflict and war. In sum, *Child Development Worldwide* covers a rich array of contexts—what they look like in today’s world and how they intersect.

Every chapter also includes “Apply Your Knowledge as a Professional” videos to help students see how what they have learned is applicable across a wide range of contexts and professions. For example, the videos include interviews with an instructor of maternity nursing, a media literacy teacher, a child development researcher, a reproductive endocrinologist, an education coordinator in a language immersion school, and a court-appointed child advocate. In short, the learning goal is for students to know that current theory and research on child development pertain to many contexts and societal roles.

Embracing Digital Learning

Our fourth approach to offering an up-to-date and innovative text pertains to pedagogy. Today’s students are the most tech-savvy generation of college students yet, and we wanted to present materials in a way that was inspired by the opportunities of digital technology. When we wrote the text, we wrote it with digital features in the forefront of our minds rather than as an afterthought.

In addition to a print version, this text is available in Revel format, which provides an immersive digital and interactive learning experience. After all, a digital approach fits well with our cultural approach. Digital content easily travels across boundaries. For example, interactive maps of the United States and the world allow students to explore content across cultures in a more meaningful way. When students engage with content in a lively way, they learn more deeply and effectively.

Revel also allows us to update materials more frequently to provide students access to important cutting-edge knowledge. The text inaugurates a “Breaking Developments” feature that will be available digitally. This feature will provide succinct summaries of landmark new research

and significant cultural trends that have direct relevance to theory and research in the text, yet have occurred since the publication of the print text. “Breaking Developments” will be updated at the beginning of each January and July.

Understanding Children’s Lives Today

As parents, we have learned a lot from raising twins, Paris and Miles, who are now entering emerging adulthood. We occasionally share stories from their childhood to illustrate concepts in the text. Just as we draw on our personal experiences, we encourage students to draw on theirs as a source of insights into child development. For example, each chapter ends with a personal journaling prompt.

Furthermore, in every chapter, we include first-person quotes from children, adolescents, and emerging adults from around the world. In videos included with the text, children talk about their lives, including growing up as a Latina girl in the United States, being a child soldier in Congo, and living with a learning disability. We wish for students to hear other individuals’ perspectives, and think this adds authenticity to the presentation of theories and research findings. It is also a vivid reminder that, although

personal experience is important, it may not be reflective of how most children develop.

The Chinese have an expression for the limited way all of us learn to see the world: *jing di zhi wa*, meaning “frog in the bottom of a well.” The expression comes from a fable about a frog that has lived its entire life in a well. The frog assumes that its tiny world is all there is. Only when a passing turtle tells the frog of the great ocean to the east does the frog realize that there is much more to the world. All of us are like that frog—which you can also see depicted on the cover of this text. We grow up as members of a culture and learn to see the world from the perspective that becomes most familiar to us. But look at the cover again. Do you also see how the black dot is the eye in the profile of a child? With *Child Development Worldwide*, we hope that students will come to understand the lives and development of children in ways previously unseen.

Growing up is universal. Every culture differentiates between children and adults, and children across all cultures share common developmental characteristics. Yet, culture also profoundly impacts psychological development. How and when a child reaches adulthood varies widely across the world. By encouraging students to see children from both a developmental and cultural perspective, we hope to inspire an understanding that will be useful and fruitful, not only while students are taking this course but throughout their lives.


Child Development Worldwide Features

“**Cultural Focus**” Features highlight how culture impacts various aspects of development, such as breast-feeding practices, friendship and play in middle childhood, or what it means to be a teenager in Kathmandu. Students read an overview of the topic, watch a cultural video expanding that topic’s discussion, and then answer a review question.

Cultural Focus: Object Permanence Across Cultures

The knowledge of object permanence is something that all young children need to learn in order to function in the world. In this video, we see demonstrations of children at various ages being tested with Piaget’s tasks to see if they grasp the concept of object permanence or not. The results with children from many different cultures indicate that this is a universal concept.

Watch OBJECT PERMANENCE ACROSS CULTURES



Review Question

According to this video, object permanence is universal across cultures. Why would this be such an important concept for children to acquire?

Education Focus: Early Multilingual Education Across Contexts

On the basis of a comprehensive review of the research on multilingualism, a group of social scientists has issued policy guidelines for professional caregivers and teachers to ensure that multilingual children in the United States develop strong language skills. The report was endorsed by the American Academy of Pediatrics (McCabe et al., 2013). The report highlights six strategies:

- (1) Avoid attributing children’s language delays to multilingualism.
- (2) Ensure that multilingual children have exposure to rich versions of both the first language and English across a variety of contexts.
- (3) Provide support for development of the first language in the childcare environment.
- (4) Support the first language by also visiting other contexts and places where it is spoken.
- (5) Have the caregiver speak to the child in the language that comes most naturally to ensure a rich language environment.
- (6) Develop programs that expose children to high-quality English at an early age. Such exposure may involve home visitation, center-based early childhood education programs, healthcare providers, and mass media.

Review Question

The policy report focuses on ways to support multilingual development in immigrant children. Do you think there is need for new policies for professional caregivers and teachers to support multilingual development among American children from families in which only English is spoken? Explain.

“**Education Focus**” Features highlight the application of child development research to educational settings, both in and outside of school. Students read an overview of the topic and then respond to a review question.

“**Research Focus**” Features offer a detailed description of a research study, including its premises, methods, results, and limitations. Each feature is available in both traditional narrative format and as a sketch-art style video. Multiple choice questions appear at the end of the feature to ensure that students have a solid understanding of the research study and methodology.

Research Focus: Observing Everyday Storytelling

Around age 5, children become capable of telling stories. Well before that age, they have also been listening to stories told by the people around them (Miller et al., 2014; Nelson, 1989). Stories are told across cultures and contribute to a language-rich environment. Interestingly, stories also hold both implicit and explicit cultural lessons for children about what to say and how to say it.

Peggy Miller (1995) has studied the stories that parents tell in the presence of their toddlers for many decades. Her observational research involves video-recording the natural, everyday behaviors of families in their homes (see Chapter 1). Each family is assigned one researcher who comes for regular visits over the course of an extended period. For example, one study of six families in Taiwan and six families in the United States involved 2 years of observations (Miller et al., 1997, 2008).

In order to address the issue that families react to the presence of researchers by changing their behavior, each researcher first spends considerable time with the families, habituating them to their presence. Only video-recordings taken after the family seems comfortable and back to regular routines are used. Also, in an effort to capture non-verbal interactions, Miller’s research team matched up researchers to share key demographic characteristics with the families being studied. For example, they assigned Taiwanese researchers to the six Taiwanese families and American researchers to the American families. Once the families were comfortable with the researchers, the Taiwanese families referred to the researcher as his, calling her “*nanyi*,” whereas the American families tended to treat the researcher as a first-name family friend.

Although the research in the two countries included only a small number of families, hundreds of stories were recorded and analyzed. Every story was coded independently by two researchers, and inter-rater reliability was calculated (see Chapter 1). The analyses showed that the content of stories—what was said—differed between Taiwanese and American families. Taiwanese families were more likely to tell stories about their children’s transgressions, whereas American stories tended to highlight how the children were cute, smart, or unusual. Miller interprets the Taiwanese content as fitting the Chinese maxim that “the deeper the love, the greater the correction” (in *zhong guo*, *de zhi jing*). In contrast, what was taken to be story-worthy among American families centered more on self-affirmation and entertainment. This does not mean that American families do not care about children’s transgressions, but that these were not regarded as fitting story topics.

The structure of the stories—how things were said—also differed between the two cultures. Taiwanese adults often ended their stories by explicitly stating the moral of the story. For instance, one Taiwanese mother concluded a story by emphasizing that “Saying dirty words is not good.” American stories seldom ended this way. The structure of the Taiwanese stories, then, matched the content. Both elements conveyed the view that a parent has more knowledge than a child, and that the parent has a responsibility to impart this knowledge.

Review Question

1. Taiwanese families called the researcher “*nanyi*.” This is an example of:

- a. inflexible generativity
- b. pragmatism
- c. social gating
- d. overstatement

Teaching and Learning Aids

Learning Objectives

Learning objectives for each chapter are listed at the start of the chapter as well as alongside every section heading. Based on Bloom's taxonomy, these numbered objectives help students better organize and understand the material. The end-of-section summary is organized around these same objectives, as are all of the supplements and assessment material.

Early Theories

LO 6.3.1 Describe how behaviorist, innatist, and cognitive theories explain language development, including the extent to which they emphasize nature or nurture.

Three early theories bring very different perspectives to language development, and continue to influence present-day research.

BEHAVIORISM. For language acquisition, as for the development of any other skill, **behaviorism** regards infants as starting out from scratch and learning behaviors based on the responses or "conditioning" of those around them (Skinner, 1957). According to this theory, children learn language based on:

- **Positive reinforcement:** when a caregiver encourages a child's behavior by responding positively to it, for example, with praise or a reward.
- **Negative reinforcement:** when a caregiver encourages a child's behavior by stopping or removing something negative, such as nagging or being grounded.

SUMMARY: Languages in Today's World

LO 6.1.1 Provide an overview of languages spoken in today's world.

The world has about 7,000 living languages. In many countries, more than one language is spoken and children grow up with knowledge of two or more languages. Linguists expect that hundreds of languages will die out during this century. To counteract extinction, preservation efforts geared to children and adolescents have sprung up.

LO 6.1.2 Describe the impact of globalization on the languages that children grow up to speak.

Globalization is influencing the language development of children. The use of English is growing worldwide, and the projection is that half of the world's population will be proficient English speakers by the year 2050. In part because of the spread of English, multilingualism is growing. Almost 70% of the world's population understands and speaks two or more languages.

Section Summaries

Organized by learning objective, a summary now appears at the end of each section.

Critical Thinking Questions

These questions encourage students to think more deeply and critically about a developmental topic, and to synthesize information across chapters.

Critical Thinking Question: Relate the above findings pertaining to brain damage and language development to the "plasticity" of the brain described in Chapter 2.

Revel for *Child Development Worldwide*

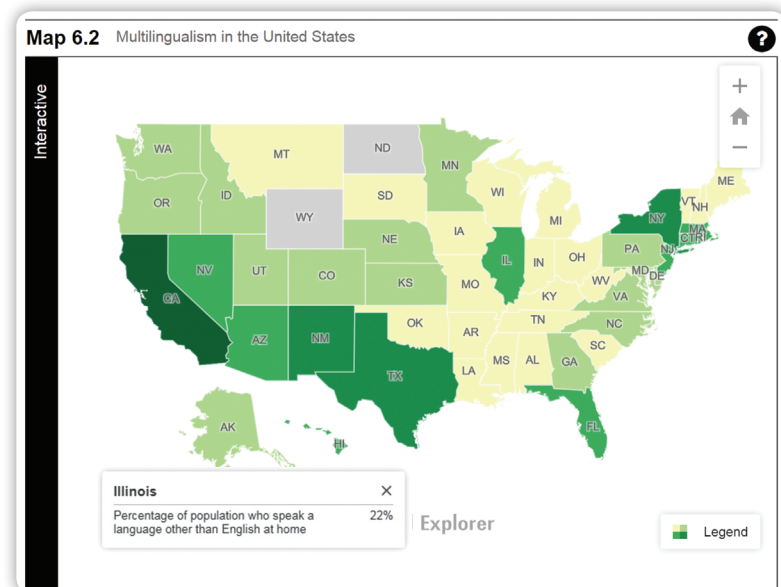
When students are engaged deeply, they learn more effectively and perform better in their courses. This simple fact inspired the creation of Revel: an interactive learning environment designed for the way today's students read, think, and learn. Built in collaboration with educators and students nationwide, Revel is the newest, fully digital way to deliver respected Pearson content. Revel enlivens course content with media interactives and assessments—integrated directly within the authors' narrative—that provide opportunities for students to read about and practice course material in tandem. This immersive educational technology boosts student engagement, which leads to better understanding of concepts and improved performance throughout the course.

Learn More about Revel

Rather than simply offering opportunities to read about and study child development, Revel facilitates deep, engaging interactions with the concepts that matter most. By providing opportunities to improve skills in analyzing and interpreting research and theory, Revel engages students directly and immediately, which leads to a better understanding of course material. A wealth of student and instructor resources and interactive materials can be found within Revel. Some of our favorites are mentioned in the information that follows.

For more information about all the tools and resources in Revel and access to your own Revel account for *Child Development Worldwide*, go to www.pearsonhighered.com/revel.


Interactive Maps, Tables, and Figures feature Social Explorer technology that allow for real-time data updates and rollover information to support the data and show movement over time. Dozens of other interactivities feature enhanced visuals and exercises that bring important concepts to life such as clickable maps that highlight differences between developing and developed nations, interactive figures, and table- and figure-based exercises that encourage students to check their understanding of materials.



“Chapter Introduction” Videos begin each chapter and provide an overview of the developmental topic being covered. The videos feature children and parents from diverse cultural backgrounds discussing their lives and experiences in relation to the topic of a chapter.

ACROSS THE WORLD, PEOPLE SPEAK ABOUT 7,000 DIFFERENT LANGUAGES. Some languages are spoken by large numbers of people, others by small and diminishing communities. Babies come into the world primed to learn to speak any of the languages. In fact, they have an ability to detect differences among the sounds of all languages. By their first birthday, this ability will dramatically diminish as they become attuned to the specific language or languages spoken in their social world. Roughly around 1 year of age is also when children speak their first word, and in the course of the next few years, their skill at stringing together grammatically correct sentences and communicating in accordance with the cultural norms of their community develops with astonishing speed, especially between ages 2 and 3. In today’s globalizing world, it is also increasingly common for children to grow up to be multilingual. In this chapter, we cover the unique human ability to go from zero words to fluency in one or more languages in the course of relatively few years. We also look at how children, adolescents, and emerging adults not only learn the languages of the adults in their community, but also take a lead role in creating new forms, including sign language and slang.

Watch CHAPTER INTRODUCTION: LEARNING LANGUAGES



Chapter Quiz: Learning Languages Question 2 of 19

Worth 5 Points ⓘ

Jack, who is from Canada, and Bin, who is from Vietnam, are professional video gamers who have just been placed on the same team. Which language will they likely use to communicate?

- Spanish
- English
- French
- Vietnamese

3 attempts remaining

End-of-Section and End-of-Chapter Review Quizzes

Available in our Revel product, multiple-choice practice quizzes appear after each section to help students assess their comprehension of the material. A cumulative multiple-choice test appears at the end of every chapter.

Shared Writing

Assignable Shared Writing Activities in our Revel product direct students to share written responses with classmates, fostering peer discussion.

Shared Writing: Globalization and Media

Worth 20 Points ⓘ

How does the global reach of media influence children’s cultural values and identity development?

A minimum number of characters is required to post and earn points. After posting, your response can be viewed by your class and instructor, and you can participate in the class discussion.

0 characters | 140 minimum

Post

“Breaking Developments” feature author-written summaries of new landmark research and cultural trends. New Breaking Developments will be added to the Revel version of this title at the beginning of each January and July.

Breaking Developments Chapter 6

Interactive

Latest version
July 2017 July 2017

Just Whistle

New field research is documenting the existence of whistled languages all over the world, and this research is casting new light on the evolutionary and biological bases of languages, as well as the development and preservation of languages among children.

When people speak in whistles, they may finger the whistle, blow into a leaf, or pucker the lips. They can convey all kinds of messages this way, such as “Time to come home for dinner,” or “Want to go out on a date?” or “That wild boar is just ahead of us!” Whistled speech is not an entirely separate language, but instead an extension of a language. The words in the language are profoundly transformed as they are whistled. Whistled speech exists for languages such as Greek and Spanish in Europe, Hmong in Asia, and Pirahã in South America.

Whistled speech—which has been known since ancient time—may have provided an evolutionary advantage in some regions of the world. Many whistled languages have been documented in the Amazon jungle where, among other things, they may help hunters catch prey. The animals recognize the human

Apply Your Knowledge as a Professional

The topics covered in this chapter apply to a wide variety of career professions. Watch this video to learn how they apply to a media literacy teacher at a primary school.



“Apply Your Knowledge as a Professional” Videos are offered in every chapter, allowing students to learn about a wide variety of career paths. In the videos, career professionals describe their job and explain how a knowledge of child development and culture influences their work on a daily basis.

“Journaling Question” prompts toward the end of each chapter give students an opportunity to apply key concepts and new knowledge to their own experiences.

Journaling Question: Reflect on your own psychological identity. How do you think of yourself? This chapter has introduced a variety of dimensions such as culture, developmental stage, ethnicity, gender, SES, and globalization. Which of these dimensions, and potentially others too, are most important to how you see yourself?

Teaching and Learning Package

A textbook is but one component of a comprehensive learning package. The author team that prepared the teaching and learning package had as its goal to deliver the most comprehensive and integrated package on the market. All supplements were developed around the textbook's carefully constructed learning objectives. The authors are grateful to reviewers and focus group members who provided invaluable feedback and suggestions for creating a complete and outstanding package.

TEST BANK (ISBN: 0134635825) Written by Professor Regina M. Hughes (Collin College), the test bank contains hundreds of multiple-choice and essay questions, each referenced to the relevant page in the book and correlated to the chapter learning objectives. Each chapter of the test bank includes a Total Assessment Guide, an easy-to-reference grid that organizes all test items by learning objective and question type.

The test bank comes with Pearson MyTest (ISBN: 0134625366), a powerful test generation program that helps instructors easily create and print quizzes and exams. Questions and tests can be authored online, allowing instructors ultimate flexibility and the ability to efficiently manage assessments wherever and whenever they want. Instructors can easily access existing questions and then edit, create, and store using simple drag-and-drop and Word-like controls. Data on each question provides information relevant to difficulty level and page number. In addition, each question maps to the text's major section and learning objective. For more information go to www.PearsonMyTest.com.

ENHANCED LECTURE POWERPOINT SLIDES WITH EMBEDDED VIDEOS (ISBN: 0134891856) the Enhanced Lecture PowerPoints offer detailed outlines of key points for each chapter supported by selected visuals from the textbook, and include the videos from the video series featured in the text. ADA-compliant Standard Lecture PowerPoints (ISBN: 0134635744) without embedded videos are also available. A separate *Art and Figure* version (ISBN: 0134891864) of these presentations contains all art from the textbook for which Pearson has been granted electronic permissions

INSTRUCTOR'S MANUAL (ISBN: 0134635752) Written and compiled by Linda Lockwood, Ph.D. (Metropolitan State University), the Instructor's Manual includes suggestions for preparing for the course, sample syllabi, and current trends and strategies for successful teaching. Each chapter offers integrated teaching outlines and a list of the key terms for quick reference, and includes an extensive bank of lecture launchers, handouts, and activities. Answers to the in-text features are provided. The electronic format features click-and-view hotlinks that allow instructors to quickly review or print any resource from a particular chapter. This tool saves prep work and helps you maximize your classroom time.

ACCESSING ALL RESOURCES For access to all instructor supplements for *Child Development Worldwide*, go to www.pearsonhighered.com/irc and follow the directions to register (or log in if you already have a Pearson user name and password). Once you have registered and your status as an instructor is verified, you will be e-mailed a log-in name and password. Use your log-in name and password to access the catalog.

You can request hard copies of the supplements through your Pearson sales representative. If you do not know your sales representative, go to www.pearsonhighered.com/relocator and follow the directions. For technical support for any of your Pearson products, you and your students can contact <http://247.pearsoned.com>.

Acknowledgments

Writing a new child development text involves many years of unwavering dedication, and we are profoundly grateful to all of the talented people who contributed to the effort.

We would especially like to thank Amber Chow, the Senior Portfolio Manager, who supported our vision for the text with her characteristic blend of thoughtfulness and enthusiasm. She mobilized all the resources necessary to bring it to fruition. Nic Albert and Julie Swasey performed superbly as the Senior Development Editors, going over every word of our writing and making it better. Thanks also go to the wise and indefatigable Debbie Coniglio at Ohlinger Publishing Services and to Gina Linko at Integra for coordinating all aspects of production. The fabulous videos were filmed by the folks at Cabin 3 Media and New Look Films, and the sketch art videos created by Video Jeeves. Cecilia Turner, the Content Producer, oversaw all aspects of the program and its supplements package, and Chris Fegan, Technical Manager of Learning Tools, and Elissa Senra-Sargent, the Digital Content Producer, coordinated all aspects of digital media production. Chris Brown, Product Marketing Manager, handled the marketing of the text and organized focus groups that provided valuable feedback on the Revel product. Liz Kincaid with SPi Global found the photos that do a fantastic job of reflecting our attention to diversity within and across cultures. Lumina created the cover design. We would also like to thank Noma Bar for the cover illustration, and Stephany Harrington for coordinating reviews.

Finally, we would like to thank all of the reviewers who read chapters, sections, and other materials in the course of the development of the book. We benefited greatly from their careful feedback, and now instructors and students reading the book will benefit, too.

The Development of *Child Development Worldwide*

This text is the product of the most extensive development effort this market has ever witnessed. *Child Development Worldwide* reflects the countless hours and extraordinary efforts of a team of authors, reviewers, and publishing experts who shared a vision for not only a unique and up-to-date topical child development textbook, but also the most comprehensive and integrated supplements program on the market. Before writing, we reviewed almost 100 syllabi from instructors across the United States in order to understand important learning goals for students. Once writing commenced, dozens of manuscript reviewers provided invaluable feedback for making each chapter as accessible and relevant to students as possible. Every chapter was

also reviewed by a panel of subject-matter experts to ensure accuracy and currency. Dozens of focus-group participants helped guide every aspect of the program, from content coverage to the art style and design to the configuration of the supplements. In fact, some of those focus-group participants were so inspired by the project that they became members of the supplements author team themselves. We'd like to thank those individuals by name here:

Katherine Abba, *Houston Community College*
Linda Aiken, *Southwestern Community College*
Laurel Anderson, *Palomar College*
Florenca Anggoro, *Holy Cross College*
Margaret Annunziata, *Davidson County Community College*
Dina L. Anselmi, *Trinity College*
Heather Bachman, *University of Pittsburgh*
Alfred Baptista, *Massasoit Community College*
Ashley Biddle, *University of Hawaii–Manoa*
Heidemarie Blumenthal, *University of North Texas*
Chris Boyatzis, *Bucknell University*
Steve Bradshaw, *Bryan College*
Leilani Brown, *University of Hawaii–Honolulu*
Amanda Cannarella, *Boston College*
Ralph Carlini, *UMASS–Dartmouth*
Johnny Castro, *Brookhaven College*
Shakiera Causey, *Guilford Technical Community College*
Kelly Champion, *Northern Illinois University*
Lover Chancler, *University of Central Missouri*
Stacie Christian, *University of Wisconsin–Green Bay*
Carol Connor, *University of California–Irvine*
Maricela Correa-Chavez, *California State University–Long Beach*
Christie Cunningham, *Pellissippi State Technical College*
William Damon, *Stanford University*
Maribel Del Rio-Roberts, *Nova Southeastern University*
Melissa Delgado, *Texas State University*
Allison DiBianca Fasoli, *Middlebury College*
Stacey Doan, *Claremont McKenna College*
Hope Doerner, *Minneapolis Community Technical College*
Dana Donohue, *Northern Arizona University*
Larry Eisenberg, *William Peace University*
Ann Englert, *Cal Poly Pomona*
Caitlin Faas, *Mount St. Mary's University*
Colleen Fawcett, *Palm Beach State*
Constance Flanagan, *University of Wisconsin*
Deb Flynn, *Mitchell Technical Institute*
Natasha Fratello, *American River College–Sacramento*
Amber Gentile, *Cabrini College*
Kim Glackin, *Metropolitan Community College, Blue River*
Christina Gotowka, *Tunxis Community College*
James Guinee, *University of Central Arkansas*
Jamie Harmount, *Ohio University*

Deborah Harris O'Brien, *Trinity Washington University*
 Daniel Hart, *Rutgers University, Camden*
 Myra Harville, *Holmes Community College*
 Vivian Hsu, *Rutgers University*
 Nancy Hughes, *SUNY Plattsburgh*
 Suzanne Hughes, *Southwestern Community College*
 Alisha Janowsky, *University of Central Florida*
 Ben Jee, *Worcester State University*
 Lee Ann Jolley, *Tennessee Tech University*
 Jennifer Kampmann, *South Dakota State University*
 Deena "Amy" Kausler, *Jefferson College*
 Lisa Kincaid Bailey, *Florida State Community College
 at Jacksonville*
 Pamela King, *Fuller Theological Seminary*
 Kathy Kufskie, *Southwestern Illinois College*
 Joseph Lao, *Hunter College and Teachers College*
 Alyson Lavigne, *Roosevelt University*
 Jennie Lee-Kim, *University of Maryland–College Park*
 Miriam Linver, *Montclair State University*
 Francesca Longo, *Boston College*
 Mark Lyerly, *Burlington County College*
 Adriana Manago, *University of California–Santa Cruz*
 Rebecca Martin, *South Dakota State University*
 Kyle Matsuba, *Kwantlen Polytechnic University*
 Elizabeth McCarroll, *Texas Woman's University*
 Melissa McInnis Brown, *Texas Woman's University*
 Jessica McKenzie, *California State University–Fresno*
 Tai McMiller, *Patrick Henry Community College*
 Krisztina Micsinai, *Palomar College*
 Wanda Moore, *Eastfield College*
 Kristie Morris, *Rockland Community College*
 Vicki Murrell, *University of Memphis*
 Simone Nguyen, *University of North Carolina–Wilmington*
 Wendy Orcajo, *Mt. San Jacinto Community College*
 Laura Padilla-Walker, *Brigham Young University*
 Kalani Palmer, *Indiana University of Pennsylvania*
 Melissa Paoloni, *Folsom Lake College*

Carrie Pfeiffer-Fiala, *Cleveland State University*
 Laura Pirazzi, *San Jose State University*
 Nicole Porter, *Modesto Junior College*
 Kerry Prior, *Grand Rapids Community College*
 Lakshmi Raman, *Oakland University*
 Andrea Rashtian, *California State University–Northridge*
 Sadhna Ray, *Delgado Community College–West Bank*
 Dianne Russom, *College of the Desert*
 Brigitte Ryalls, *University of Nebraska Omaha*
 Beth Sanders-Rabinowitz, *Atlantic Cape Community
 College*
 Carlos Santos, *Arizona State University*
 Seth Schwartz, *University of Miami*
 Jamie Shepherd, *Saddleback College*
 Gaye Shook-Hughes, *St. Edwards University*
 Wallace Smith, *Union County College*
 Nelly St. Maria, *Suffolk County Community
 College–Selden*
 Carola Suarez-Orozco, *University of California–Los Angeles*
 Colleen Sullivan, *Worcester State College*
 Moin Syed, *University of Minnesota*
 Amber Tankersley, *Pittsburg State University*
 Tanya Tavasollie, *George Mason University*
 John van Bladel, *Fulton Montgomery Community College*
 Marcia Weinstein, *Salem State University*
 Delaine Welch, *Frederick Community College*
 Marlene Welch, *Carroll Community College*
 Patricia Westerman, *Bowie State University*
 Karl Wheatley, *Cleveland State University*
 Angela Williamson, *Tarrant County College*
 Denise Winsor, *University of Memphis*

Lastly, dozens of students compared the manuscript to their current texts and provided suggestions for improving the prose and design. We thank everyone who participated in ways great and small, and hope that you are as pleased with the finished product as we are!

About the Authors

Lene Arnett Jensen is Associate Professor in the Department of Psychology at Clark University in Worcester, Massachusetts. She received her Ph.D. in developmental psychology in 1994 from the University of Chicago, and did a 1-year postdoctoral fellowship at the University of California—Berkeley. Before coming to Clark University, she taught at the University of Missouri and Catholic University of America.

She aims through scholarship and professional collaboration to move the discipline of psychology toward understanding development both in terms of what is universal and what is cultural. She terms this a “cultural-developmental approach.” Her research addresses moral development and cultural identity formation. Together with her students, she has conducted research in countries such as Denmark, India, Thailand, Turkey, and the United States. Her publications include *New Horizons in Developmental Theory and Research* (2005, with Reed Larson, Jossey-Bass/Wiley), *Immigrant Civic Engagement: New Translations* (2008, with Constance Flanagan), *Bridging Cultural and Developmental Psychology: New Syntheses for Theory, Research and Policy* (2011), the *Oxford Handbook of Human Development and Culture* (2015), *Moral Development in a Global World: Research from a Cultural-Developmental Perspective* (2015), and the *Oxford Handbook of Moral Development* (forthcoming).

From 2004 to 2015, she was editor-in-chief for the journal *New Directions for Child and Adolescent Development* (with Reed Larson). She served as program chair for the 2012 biennial conference of the Society for Research on Adolescence (with Xinyin Chen), and currently serves on awards committees for the Society for Research on Child Development (SRCD) and the Society for Research on Adolescence (SRA). For additional information, please see www.lenearnettjensen.com.



The authors with their toddler twins, Miles and Paris.



The authors with their twins, now on the cusp of emerging adulthood.

Jeffrey Jensen Arnett is a Research Professor in the Department of Psychology at Clark University in Worcester, Massachusetts. He received his Ph.D. in developmental psychology in 1986 from the University of Virginia, and did 3 years of postdoctoral work at the University of Chicago. From 1992 to 1998 he was Associate Professor in the Department of Human Development and Family Studies at the University of Missouri, where he taught a 300-student lifespan human development course every semester. In the fall of 2005, he was a Fulbright Scholar at the University of Copenhagen in Denmark.

His primary scholarly interest for the past 20 years has been in emerging adulthood. He coined the term, and he has conducted research on emerging adults concerning a wide variety of topics, involving several different ethnic groups in U.S. society. He is the Founding President and Executive Director of the Society for the Study of Emerging Adulthood (SSEA; www.ssea.org). From 2005 to 2014 he was the editor of the *Journal of Adolescent Research (JAR)*, and currently he is on the Editorial Board of JAR and five other journals. He has published many theoretical and research papers on emerging adulthood in peer-reviewed journals, as well as the books *Adolescence and Emerging Adulthood: A Cultural Approach* (2018, 6th edition), and *Emerging Adulthood: The Winding Road from the Late Teens Through the Twenties* (2015, 2nd edition). For more information on Dr. Arnett and his research, see www.jeffreyarnett.com.

Lene and Jeff live in Worcester, Massachusetts with their twins, Miles and Paris.

