



# Infants and Children: Prenatal Through Middle Childhood (6th Edition)

By Laura E. Berk

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**Infants and Children: Prenatal Through Middle Childhood (6th Edition)** By Laura E. Berk

Berk's signature storytelling style invites students to actively learn beside the text's "characters" who share their influential experiences and developmental milestones. Students are provided with an exceptionally clear and coherent understanding of child development, emphasizing the interrelatedness of all domains—physical, cognitive, emotional, and social—throughout the text narrative and in special features. Focusing on education and social policy as critical pieces of the dynamic system in which the child develops, Berk pays meticulous attention to the most recent scholarship in the field. Berk helps students connect their learning to their personal and professional areas of interest and their future pursuits as parents, educators, health care providers, social workers, and researchers. *Theory and Research in Child Development*, *Foundations of Development*, *Infancy and Toddlerhood: the First Two years*, *Early Childhood: Two to Six Years*, *Middle Childhood: Six to Eleven Years*. *Child Development*

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### **Bibliography**

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## **Editorial Review**

Review

### **Here's what INSTRUCTORS have to say about the 6th edition of *Infants, Children, and Adolescents*!**

**“Laura Berk’s books are always easy to read and include up-to-date research. The 6th edition of Infants, Children, and Adolescents continues this tradition and is full of first rate resources for students.”**

**“Organization** — For students new to studying child development the content of each chapter flows well and builds toward a holistic understanding of development.”

**“Interrelatedness of developmental domains is a focus** — A major goal of all my development courses is the focus on the interrelatedness of all domains — physical, cognitive, emotional, and social — in a child’s development. Each domain interacts with and influences other domains of development. Let me say, “Thank you for saying this and giving examples throughout each chapter of the text.”

**“Research** — In Infants, Children, and Adolescents, the citations support statements and when a particularly important study is discussed. The research is very recent and up-to-date on the latest trends and theories in child development.”

*- Lisa F. Huffman, Associate Professor and Chairperson, Ball State University*

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“I really appreciate Laura Berk’s work. As a parent herself and a researcher, she has the expertise, knowledge, and background for a well rounded approach to child development that includes the most up to date research with and emphasis to culture. **I have used her book for over the last 10 years. My students find it manageable reading with charts that further illustrate the content. I would definitely recommend this text.”**

*- Jill Urban Bollis, Ivy Valley Community College*

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“I continue to use Dr. Berk’s textbook, *Infants, Children, and Adolescents*, in my child development course because **it provides the best coverage of relevant, up-to-date information in an engaging, easy-to-follow format**. In particular, I find that the vignettes presented throughout the text bring the topics to life for the students, and help them see how the domains of development are truly interconnected. My students are training to be educators, and we are constantly looking for practical, “real life” applications of the information presented in the text - the “Applying What We Know” sections have been particularly helpful in this regard.”

“What really sells me on this textbook - besides the wonderful coverage of recent research and the

**beautiful artwork and photographs - is the way Dr. Berk attends to the impact of culture/ethnicity and socioeconomic status on development.** The text incorporates a multicultural approach throughout the text, with examples and special topics presented in each chapter. As future teachers, I believe my students must be aware of these factors in order to be competent professionals working with students from a variety of backgrounds.”

- **Sara M. Hegerty**, *School of Education, Marquette University*

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**“Our students have been successful in learning about child growth and development through the use of the Berk text. It meets instructional needs for both the professors and students.“**

“There are many features that are beneficial to instructors and students . . . [It is] **both student and instructor friendly**. Features that have been successful to learning are the highlighted terms within the chapter, learning outcomes stated at the beginning of the chapter, colorful pictures/charts, both real and graphic, and the ‘Ask Yourself’ sections throughout the chapter for greater retention and review. Our department has a strong belief of connecting theory with practice and the Berk text supports that belief in the ‘Applying What We Know’. I also use the case studies for real-world/life application of content. The end of the chapter features: ‘Summary’, ‘Important Terms and Concepts’ and the FYI for further help are helpful in studying for tests and subject comprehension.”

**“The supplements for both students and instructors are the main reason I chose the text.** The previous text our department used had very little to support instruction. The Berk text is rich in its instructional materials. The supplements for the students promote understanding of content. The PowerPoint CD, observation program with its video clips and guide add another dimension to comprehension.”

- **Margaret Ellis**, *Houston Community College, Central Campus*

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**“I have used this text for over ten years. I chose Laura Berk's text, *Infants Children and Adolescents* because it is very well written and engaging. It does a great job of covering all important topics for child psychology! Students have told me that they enjoy reading the book.** We use it here at Anne Arundel Community College for on-line and other distance learning courses as well as traditional sections.”

- **Jack P. Shilkret**, *Anne Arundel Community College*

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“I chose to use the Berk text for my child development class because **it is the most comprehensive text on the market. Without question, the Berk text does an excellent job integrating current research with both modern and traditional theories in developmental psychology.** In particular, the Berk text does a good job covering biological and neuroscience issues in ways that are readable and student friendly. “

“In addition, the Berk text is **particularly good at integrating issues of culture/diversity throughout** the text rather than just covering these issues as an after thought. “

“Finally, I think **the Berk text has features that students really appreciate**. The stories at the beginning of each chapter grab the attention of students and help prepare them for the material that follows. The chapter summaries are excellent and the "Ask Yourself" questions help students to review and take the knowledge that they have learned one step further. Plus, many of the boxed sections, such as the ones on social issues, help make students aware of the practical applications of developmental psychology. “

“I have used other texts in the past and haven't found one that does as good of job as Berk does at staying up with and covering current research in developmental psychology.”

- **Debbie Laible, Lehigh University**

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“I am using the Berk 6th edition, because I have used the Berk book for over ten years and it has **consistently provided a more comprehensive approach to Child Development than its competitors. I have always been impressed with the attention to detail** and the student oriented approach to instruction. I feel confident that **Laura E. Berk has continued her degree of excellence in her preparation and expansion of concepts and current trends** in her new edition.”

- **Laura E. Fiorenza, West Chester University**

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**“Laura Berk continues to write developmental textbooks in a manner that engages the college student in developmental concepts, theories, and empirical research.** By breaking down the complexities of child development research into smaller and more understandable components, telling 'stories' that demonstrate the findings, and then integrating the pieces into a seamless whole, Dr. Berk makes the material accessible to college students regardless of their academic strengths and at all levels of scholarship. The textbook engages college students in the field of child development.”

“Dr. Berk **continues to incorporate the extant literature on child development** into new ...

#### About the Author

Laura E. Berk is a distinguished professor of psychology at Illinois State University, where she has taught child and human development to both undergraduate and graduate students for more than three decades. She received her bachelor's degree in psychology from the University of California, Berkeley, and her master's and doctoral degrees in child development and educational psychology from the University of Chicago. She has been a visiting scholar at Cornell University, UCLA, Stanford University, and the University of South Australia.

Berk has published widely on the effects of school environments on children's development, the development of private speech, and most recently, the role of makebelieve play in development. Her research has been funded by the U.S. Office of Education and the National Institute of Child Health and Human Development. It has appeared in many prominent journals, including *Child Development*, *Developmental Psychology*, *Merrill-Palmer Quarterly*, *Journal of Abnormal Child Psychology*, *Development and Psychopathology*, and *Early Childhood Research Quarterly*. Her empirical studies have attracted the attention of the general public, leading to contributions to *Psychology Today* and *Scientific American*.

Berk has served as research editor for *Young Children* and consulting editor for *Early Childhood Research Quarterly* and the *Journal of Cognitive Education and Psychology*. She is a frequent contributor to edited volumes on early childhood development, having recently authored chapters on the importance of parenting, on make-believe play and self-regulation, and on the kindergarten child. She has also written the chapter on development for *The Many Faces of Psychological Research in the Twenty-First Century* (Society for the Teaching of Psychology), the chapter on social development for *The Chicago Companion to the Child*, the article on Vygotsky for the *Encyclopedia of Cognitive Science*, and the chapter on storytelling as a teaching strategy for *Voices of Experience: Memorable Talks from the National Institute on the Teaching of Psychology* (Association for Psychological Science). Berk's books include *Private Speech: From Social Interaction to Self-Regulation*, *Scaffolding Children's Learning: Vygotsky and Early Childhood Education*, and *Landscapes of Development: An Anthology of Readings*. In addition to *Infants, Children, and Adolescents*, she is author of the best-selling texts *Child Development* and *Development Through the Lifespan*, published by Allyn and Bacon. Her book for parents and teachers is *Awakening Children's Minds: How Parents and Teachers Can Make a Difference*.

Berk is active in work for children's causes. In addition to service in her home community, she is a member of the national board of directors of Jumpstart, a nonprofit organization that provides early literacy intervention to thousands of low-income preschoolers across the United States, using college and university students as interveners. Berk is a fellow of the American Psychological Association, Division, 7: Developmental Psychology.

## Users Review

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