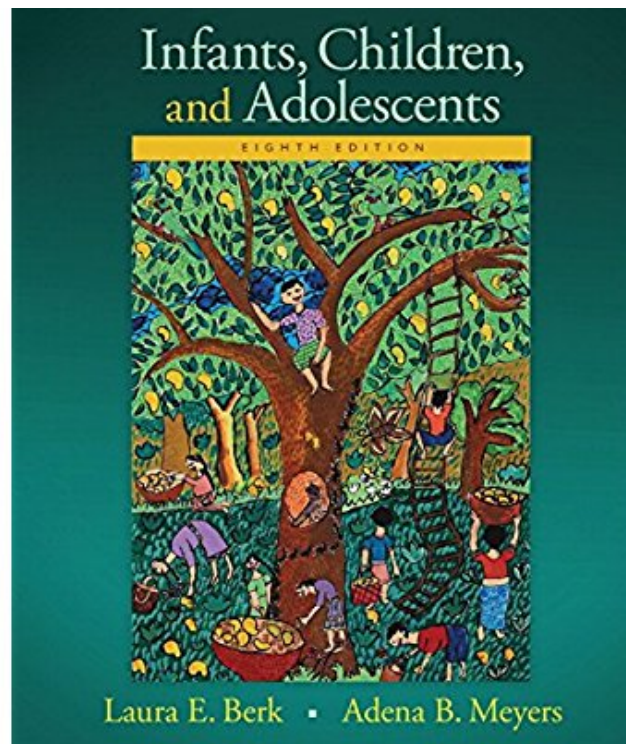


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Synopsis :

Review “Throughout my eight years at Crowder College, I’ve tried out different editions of books for various classes, but one book I have not altered is Berk’s Infants and Children. The information continues to strike a balance between breadth and depth, which is not an easy feat.” Nathan Gandy, Crowder College “I really enjoyed the read. I didn’t catch myself reading the same sentence more than once, like I usually do. The chapter kept me curious and willing to keep reading.” Student, Arizona State University “Berk has made teaching and learning about infants and children a joy with her engaging writing style, pulling me and students into the text. Thank you for a great textbook.” Chance Bell, Florida State University “I really liked the examples used to describe perceptual development. The explanations given, paired with the descriptions of the experiments used, helped me to understand the information in ways I wouldn’t otherwise have been able to.” Student, University of Alabama Birmingham “I have enthusiastically used Infants, Children, and Adolescents for over twenty years. Not only does Berk consistently include the most up-to-date research in each edition, but she presents it in a student-focused, engaging manner. As someone who has taught an extraordinarily diverse set of students in my career, I would recommend this text for any student interested in studying the dynamic process of child and adolescent development.” Michael Hall, SUNY Dutchess “I really enjoyed the Look and Listen feature embedded in the reading itself. I find that relating information to real-life scenarios helps me not only to recall the information, but also aids in critical-thinking skills.” — Student, Kishwaukee College “I have been using this author’s texts in several of my developmental courses for the past 15+ years ...[I] can’t say enough positive words to describe my experience with her textbooks. My students have even commented on how well written the textbooks are and that they can really relate to the applications.” Amy Carrigan-Smith, University of Saint Francis “I am most impressed with how this edition has been updated with more recent cultural information, and not just in the U.S. I also like that it is even more cross-disciplinary.” Diane Cook, University of North Georgia “Berk provides a clear and concise text to introduce topics and make them meaningful to students.” Kristin Watson, Northwest Mississippi Community College “Dr. Berk combines superb scholarship, powerful writing, and a keen sense of organization to produce near perfection . . . Students . . . could not ask for a more informative textbook.” Murray Krantz, Florida State University “Berk carefully and seamlessly introduces culturally diverse research findings to create a holistic and accurate understanding of development and its many nuances.” Maggie Renken, Georgia State University “The research is presented with a great depth of understanding, not watered down or presented superficially, as in many texts, yet is described and structured in a way that helps students construct an overall, personally relevant understanding of development during childhood.” Joan E. Test, Missouri State University “I love the way the narrative keeps the reader’s attention and constantly motivates the information. It is not simply a catalog of facts, but a story about how children develop.” Dara Musher-Eisenman, Bowling Green State University “No other textbook covering child development does so as thoroughly as Berk’s Infants, Children and

Adolescents in terms of research reviewed and incorporated, exemplary photos, and instructor resources.” Kate Fogarty, University of Florida “There is excellent coverage of diversity, and delicate but appropriate discussions on apparent differences between various socioeconomic groups and cultures.” Stuart Marcovitch, University of North Carolina Greensboro “Instead of reporting cut-and-dry research findings, the chapters also include applied information relevant to everyday lives in different cultures and ethnic statuses. The colorful tables and pictures not only attract attention, but also [offer the] best illustrations.” Hui-Chin Hsu, University of Georgia “I find most valuable the relevance, currency and integration of research throughout the text, with an interesting and entertaining narrative that makes the research results come alive for beginning students in child development.” Joan E. Test, Missouri State University “Although I have been teaching Child Development for more than 40 years, I found myself learning new concepts from Dr. Berk’s insightful presentation [with] the best research literature on virtually every topic, excellent organization and sequence, and Dr. Berk’s captivating writing style.” Murray Krantz, Florida State University “I am impressed by the “Ask yourself” sections; this is the exact way in which I try to encourage my students to approach the material, and I particularly appreciate the emphasis on evidence-based answers rather than opinions.” Janet J. Boseovski, University of North Carolina Greensboro “I was very impressed with the attention to diversity issues.” Dara Musher-Eisenman, Bowling Green State University “The text does an excellent job of simplifying complex cognitive phenomena in a way that makes them easy to understand. The text makes clear connections that illustrate how developmental research informs—or can inform—education and child-rearing practices.” Maggie Renken, Georgia State University “Empirical studies and their findings are woven into the prose efficiently and with clarity. Classic theories are presented along with more cutting-edge research.” Sarah Kollat, Pennsylvania State University “Berk’s books on child development are the quintessential texts for all serious students of child development.” Dominic Gullo, Drexel University

About the Author Bestselling author Laura Berk is joined by new coauthor Adena Meyers. “Our distinct areas of specialization make us a great team for coauthoring,” says Berk. Berk and Meyers’ teaching, research and practical experience bring tremendous expertise and insight to this new edition. Berk and Meyers are faculty colleagues in the Department of Psychology at Illinois State University. They have collaborated on numerous projects, most recently coauthoring the chapter on make-believe play and self-regulation for the Sage Handbook of Play and Learning in Early Childhood. Laura E. Berk is a distinguished professor of psychology at Illinois State University, where she has taught child, adolescent, and lifespan development 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. Berk has been a visiting scholar at Cornell University, UCLA, Stanford University, and the University of South Australia. She has published widely on effects of school environments on children’s development, the development of children’s private speech, and the role of make-believe play in development. She has been featured on National Public Radio’s Morning Edition and in Parents Magazine, Wondertime, and Readers’ Digest, and has contributed to Psychology Today and Scientific American. In addition to *Infants, Children, and Adolescents*, Berk’s best-selling texts include *Child Development*, *Development Through the Lifespan*, and *Exploring Lifespan Development*, published by Pearson. Her other books include *Private Speech: From Social Interaction to Self-Regulation*; *Scaffolding Children’s Learning: Vygotsky and Early Childhood Education*; *Awakening Children’s Minds: How Parents and Teachers Can Make a Difference*; and *A Mandate for Playful Learning in Preschool: Presenting the Evidence*. Berk is active in work for children’s causes. She recently completed nine years of service on the national board of Jumpstart for Young Children and currently serves on the governing board of the Illinois Network of Child Care Resource and Referral Agencies. She is a fellow of the American Psychological Association, Division 7: Developmental Psychology. Adena B. Meyers is a professor of psychology and member of the school psychology faculty at Illinois State University. She received her bachelor’s degree in women’s studies from Brown University and her doctoral degree in clinical-community psychology from the University of Illinois at Urbana-Champaign, and is a licensed clinical psychologist. Meyers’ areas of specialization include contextual influences on child and adolescent development, with an emphasis on family-, school-, and community-based interventions that promote children’s social and emotional functioning. She has served as a consultant to the Collaborative for Academic, Social, and Emotional Learning (CASEL), and as a supervisor of mental health consultants working in Head Start preschool settings. She also supervises clinicians providing mental health services to elementary and secondary school students. Meyers’ publications have focused on school-based consultation; adolescent pregnancy, parenthood, and sexual development; school-based preventive interventions; and the role of pretend play in child development. Her clinical interests include therapeutic interventions related to stress and trauma and mindfulness-based stress reduction. She has taught a wide variety of courses, including introductory psychology, child and adolescent development, human sexuality, introduction to women’s studies, and statistics for the social sciences. [Read more](#)

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