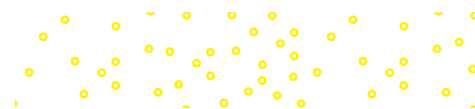


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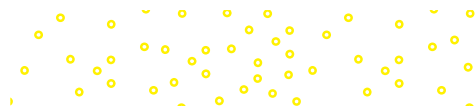




EXPERIENCE
**Human
Development**

FIFTEENTH EDITION

Diane E. PAPALIA
Gabriela MARTORELL





EXPERIENCE HUMAN DEVELOPMENT, FIFTEENTH EDITION

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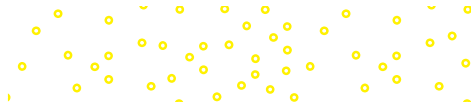
Erika Stone/Katrina Doerner

Diane E. Papalia As a professor, Diane E. Papalia taught thousands of undergraduates at the University of Wisconsin–Madison. She received her bachelor’s degree in Psychology from Vassar College and both her master’s degree in Child Development and Family Relations and her PhD in Lifespan Developmental Psychology from West Virginia University. She has published numerous articles on cognitive development from childhood through old age and is a Fellow in the Gerontological Society of America. She is especially interested in intelligence in old age and factors that contribute to the maintenance of intellectual functioning in late adulthood.



Gabi Martorell

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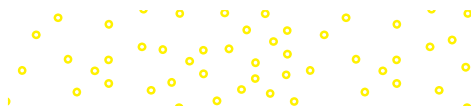
To Charles Robert Zappa, with love.

—Diane E. Papalia

To my parents. Sorry about the teen years.

Love you mountains.

—Gabi Martorell



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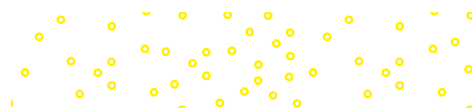
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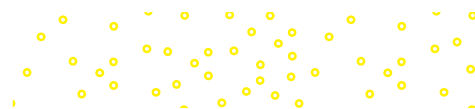
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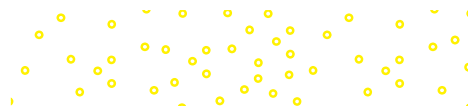
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chapter-by-chapter changes

This is a chapter-by-chapter list of topics that are new to this edition or have been substantially revised or updated.

1 The Study of Human Development

- New information on gatekeeping of scientific thought and research disparities
- Expanded discussion of the concept of childhood across time periods and cultures
- Expanded discussion of and updated statistics on extended families
- New information and updated statistics on single-parent families
- Updated and expanded statistics on global poverty rates
- New information on the influence of COVID-19 on global poverty
- New information on the influence of climate change on global poverty
- New information on the influence of COVID-19 on US poverty rates
- New key terms: individualism and collectivism
- New section on ethnicity and race
- Updated statistics on US demographic trends
- Inclusion of COVID-19 as an example of normative history-graded influences
- New Research in Action feature on intersectionality and inequity in human development

2 Theory and Research

- Expanded discussion of positive and negative reinforcement and punishment
- New examples provided for and more discussion of negative reinforcement, negative punishment, and positive punishment
- Expanded discussion of differences between quantitative and qualitative research designs
- New example study provided for cross-sectional design
- New example study provided for longitudinal design
- Expanded section on research issues
- New section on diversity in scientific research

- New Research in Action on diversity in psychological research
- New section on the open science movement and the reproducibility crisis
- New section on research ethics

3 Forming a New Life

- New section on cultural beliefs about conception
- New Research in Action on indigenous motherhood
- New section on assisted reproduction technologies
- Updated global and US statistics on multiple births
- Expanded discussion of genetic and chromosomal abnormalities
- Updated statistics and information on Down syndrome
- Revised section on genetic influences on physical health
- Revised section on genetic influences on psychopathology
- New section on cultural beliefs about prenatal development
- New section on perceptual and cognitive development in fetuses
- New information on traditional beliefs about pregnancy
- Updated global statistics on poverty and malnutrition during pregnancy
- New information on folic acid deficiency and anencephaly and spina bifida in Chinese babies
- New example provided for cultural differences in exercising while pregnant
- Updated statistics on opioid use during pregnancy
- New information on cultural barriers to interventions for alcohol use during pregnancy
- Updated statistics on smoking during pregnancy

- New/expanded sections and updated statistics on marijuana, cocaine, and methamphetamine use during pregnancy
- New information on the effect of COVID-19 on global vaccination campaigns
- Updated statistics on measles in the United States
- New information on the influence of COVID-19 on pregnancy outcomes
- Expanded and revised section on maternal emotional state during pregnancy
- Updated global and US statistics on maternal age
- Updated information on disparities in prenatal care

- New information on COVID-19 and breastfeeding
- New section on solid foods
- New section on infant obesity
- New section on malnutrition in infancy and toddlerhood
- New Research in Action on disparities in the use of prenatal care
- New information on hearing in fetuses
- New information on updated motor milestones
- Expanded information on hand control in infancy and toddlerhood
- Expanded information on ethnic and cultural influences on motor development

4 Birth and Physical Development during the First Three Years

- Expanded information on childbirth, culture, and change
- Updated statistics on global and US maternal mortality rates, postneonatal death rates, and complications of pregnancy
- Updated statistics and information on cesarean sections
- Updated information on doulas
- New section on childbirth and the COVID-19 pandemic
- Expanded information on cultural differences in infant sleep schedules
- Updated statistics on low-birth-weight and preterm babies
- Revised and updated information on risk factors for and predictors of low birth weight
- Revised and updated information on long-term outcomes of prematurity
- New information on global incidence of stillbirth and updated statistics and information for the United States
- Updated information on racial and ethnic disparities in infant mortality
- New Window on the World on infant sleep customs across cultures
- Updated statistics on accidental deaths in infancy
- Updated statistics and research on global and US levels of immunizations
- New information on vaccine hesitancy
- New information on vaccines and COVID-19
- New information on international variations in vaccine acceptance
- Expanded information on breastfeeding

5 Cognitive Development during the First Three Years

- Revised section on conducting research with infants
- New information on cultural differences in HOME inventory relevance and application
- New information on common infant-parent games across cultures
- New information on overimitation
- New information on pictorial representation in infancy and toddlerhood
- Expanded research on cultural differences in learning from books
- New information on differences in picture books in Japan and the United States
- New information on infant understanding of tablet computers and cell phones
- New information on the influence of video calls and interactive media on young children
- New information on cultural differences in scale error
- Revised information on perceptual and attentional processes
- Expanded information on the influence of television on toddlers' development
- New section on cross-modal transfer
- Expanded description of the violation-of-expectations paradigm
- New information on cultural differences in explicit memory systems
- Reorganized and revised section on language development
- New information on the importance of joint attention to language development
- New section on cultural differences in perceptual attunement

- New information on tonal languages
- New information on cultural differences in the use of gestures
- Expanded information on learning nouns and verbs across different languages
- New Research in Action on the strengths-based approach to language development across cultural groups
- New information on socioeconomic differences in language development
- New information on child-directed speech in tonal languages

- New research on sibling relationships across cultures
- New research on cultural differences and commonalities in peer relationships
- Updated statistics and information on working mothers
- New section on cultural variations in early childcare
- Updated statistics and information on child maltreatment
- Expanded research on cultural influences on child maltreatment

6 Psychosocial Development during the First Three Years

- Revised section on early emotional development
- New research on cross-cultural patterns of infant cry duration
- Revised section on self-conscious emotions, altruistic helping, and empathy
- New section on cultural influences on temperament
- Revised section on the mother's role with expanded content on cultural differences
- Expanded research and information on cultural differences in the father's role
- Revised, updated, and expanded information and research on sex differences in infants and toddlers
- Section on developing attachments reorganized, updated, and revised
- New research on cross-cultural differences in separation anxiety
- New information on cross-cultural research on social referencing
- New research on toddlers' responses to own- versus other-race faces
- New research on cultural differences in the rouge task
- Expanded information on verbal indicators of the development of the self
- New research on neural correlates of self-recognition
- New Research in Action on cultural considerations in the diagnosis of autism
- New section on cultural influences on self-regulation
- New research on cultural differences in eliciting compliance from toddlers
- Revised information on sibling relationships

7 Physical and Cognitive Development in Early Childhood

- Updated statistics on bodily growth and change
- Expanded research on sleep patterns across cultures
- New information on cultural factors related to sleep patterns
- New section on sleep disturbances
- New research on correlates of and cultural influences on sleep disturbances
- New section on bed-wetting
- Revised section on the development of motor skills
- New research on the cross-cultural differences in motor development
- New research on cultural influences on handedness
- New statistics on global and US obesity and overweight
- New information on the influence of COVID-19 on overweight and obesity in children
- New Research in Action on the health risks of screen time during COVID-19
- Updated global and US statistics on food insecurity and malnutrition
- Updated global and US statistics on deaths and accidental injuries
- Sections on socioeconomic status and race/ethnicity revised and updated
- New information on the influence of the COVID-19 pandemic on health care coverage
- Updated global and US statistics on homelessness
- New information on the influence of COVID-19 on homelessness
- Revised section on knowledge about thinking and mental states

- Revised, updated, and expanded section on individual differences in theory of mind development
- New section on cultural differences in theory of mind development
- New section on metamemory
- New section on executive functioning
- New cross-cultural research on parental influences on memory
- New research on the influence of television on cognitive development
- New information on the relationship between poverty and language development
- Revised section on pragmatics and social speech
- New research on the influence of technology and media on emergent literacy
- New section on cultural differences in early education
- Revised section on preschool

8 Psychosocial Development in Early Childhood

- New section on race and self-concept
- New Research in Action on BIPOC children's exposure to violent media
- New section on cultural differences in self-concept
- New section on disability and self-concept
- Revised and expanded section on developmental changes in self-esteem
- New section on cultural influences on self-esteem
- New research on cultural differences in mindset
- New section on cultural influences on emotion regulation
- New research on the importance of emotional understanding
- New information on gender as a binary concept and biases in research on gender
- New section on variations in gender identity development
- New key terms: transgender and intersex people
- New information on historical and anthropological evidence of transgender people
- New information on the influence of being gender atypical on peer relationships
- Revised, updated, and expanded introduction to play

- Revised, updated, and expanded section on gender and play
- Expanded research on cross-cultural differences in play
- New section on corporal punishment
- Updated statistics and research on corporal punishment
- New research on cross-cultural differences in disciplinary methods
- New section on cultural differences in parenting styles

9 Physical and Cognitive Development in Middle Childhood

- Updated statistics on physical development in middle childhood
- Updated statistics and revised information on dental health
- Updated statistics and information on eating habits in children
- Expanded information on snoring and sleep apnea
- New section on cross-cultural research on physical activity
- New research on recess across different countries
- Updated statistics on participation in organized sports
- New section on the influence of COVID-19 on physical activity
- Revised and updated statistics on overweight and obesity in middle childhood
- New information on COVID-19 in children and the influence of comorbidities
- Updated statistics on incidence and prevalence of chronic medical conditions
- New international statistics on asthma and updated US statistics
- New international statistics on diabetes and updated US statistics
- New international statistics on hypertension and updated US statistics
- Updated statistics on accidental injuries in middle childhood
- New research on neurological changes associated with Piagetian task performance
- New section on cultural influences on Piagetian task performance
- New section on metamemory

- New research on genetic influences on brain development
- New research on global literacy rates
- Revised and updated information on educational reform
- New research on class size in different countries
- New section on charter schools and homeschooling
- New section on the influence of COVID-19 on education
- New Research in Action on educational access in the age of COVID-19
- Revised and updated section on computer and internet use in classrooms, including new information on COVID-19
- Updated statistics on intellectual and learning disabilities and ADHD

10 Psychosocial Development in Middle Childhood

- Revised, expanded, and updated section on emotional development
- New research on cultural influences on emotional development
- New Research in Action on racial socialization in Black American families
- New section on cultural differences in family dynamics
- New section on family conflict
- Updated statistics on childcare arrangements for working families
- New research on the influence of COVID-19 on employment and family processes
- Updated statistics and research on poverty
- New research on the influence of COVID-19 on poverty rates
- Updated statistics on US and global family structure
- Updated statistics on US and global divorce rates
- New research on divorce in foraging and indigenous cultures
- New section on adjusting to divorce
- Revised section on outcomes of divorce
- Updated US statistics on one-parent families
- Updated US and global statistics on cohabitation
- Updated US and global statistics on gay and lesbian parents

- Updated US and global statistics on adoption
- Revised, expanded, and updated section on peer groups
- New research on peer groups in hunter-gatherer cultures
- New research on the influence of cultural norms on sociometric popularity
- Revised and updated section on aggression and bullying
- Expanded and updated research on cyberbullying
- New section on outcomes of aggression
- Updated statistics and research on disruptive conduct disorders
- Updated statistics and research on anxiety disorders
- Updated statistics and research on childhood depression
- New section on the influence of COVID-19 on child mental health

11 Physical and Cognitive Development in Adolescence

- Revised and updated section on puberty and sexual maturity
- New Research in Action on LGBTQ+ identity development
- New research on historical evidence of and secular trends for pubertal timing
- New research on racial and ethnic variations in pubertal development
- Updated US and global statistics on physical activity in adolescence
- Updated US statistics on sleep duration in adolescence
- Updated US and global statistics on overweight and obesity
- New research on psychological consequences of overweight and obesity
- Updated US and global statistics on anorexia
- Updated US and global statistics on bulimia
- Updated US and global statistics on binge-eating disorder
- New section on diversity and eating disorders
- Updated statistics on US trends in drug use
- New section on alcohol
- Updated US and global statistics on alcohol use in adolescence
- New research on cultural influences on drinking patterns in adolescence

- Updated US statistics on marijuana use and legalization
- Updated US and global statistics on tobacco use
- New research on risk factors for tobacco use in adolescence
- New research and information on e-cigarettes
- New research and information on vaping
- Updated US and global statistics on depression
- New research on the influence of COVID-19 on depression rates
- Updated US and global statistics on death in adolescence
- Revised and updated section on deaths from vehicle accidents
- Updated statistics and research on US and global suicide
- New section on homicide in adolescence
- New research on the influence of social media on the imaginary audience
- New section on culture, religion, and moral reasoning
- Updated statistics on global high school graduation rates
- New section on technological influences on schooling and academics
- New section on the influence of race and ethnicity on academic achievement
- Updated US and global statistics on dropping out of high school
- New section on gender and career choice

- Revised, updated, and expanded section on sexually transmitted infections
- Updated US and global statistics for sexually transmitted infections: human papillomavirus, herpes, hepatitis B, human immunodeficiency virus, chlamydia, and gonorrhea
- New section on viral sexually transmitted infections
- New section on bacterial sexually transmitted infections
- Updated US and global statistics on teen pregnancy and childbearing
- Updated research and information on abstinence-only and comprehensive sexual education programs in the United States
- New Research in Action on LGBTQ+ inclusivity in sexual education
- New section on female genital mutilation
- New section on child marriage
- New research on cultural differences in parent-teen relationships
- New research on the influence of COVID-19 on employment
- Updated statistics on social media and electronics usage in adolescents
- New research on the influence of social media usage on romantic relationships
- Revised and updated section on intimate partner violence
- New research on intimate partner violence in same-sex relationships
- New research on cultural differences in juvenile delinquency

12 Psychosocial Development in Adolescence

- New section on identity development in sexual-minority youth
- New section on cultural differences in identity formation
- Updated US statistics on sexual orientation
- Revised, updated, and expanded section on origins of sexual orientation
- Updated US statistics on sexual behavior in adolescence
- New key term: sexting
- New research on sexting
- New section on correlates to adolescent sexual activity
- Updated US and global statistics for contraceptive use in adolescence

13 Physical and Cognitive Development in Emerging and Young Adulthood

- New research on cross-cultural differences in emerging adulthood
- Updated US and global statistics on health
- New research and information on the risks and consequences of COVID-19 infection in emerging adulthood
- New Research in Action on rheumatoid arthritis in young adults
- Updated US and global statistics on preventable diseases
- Updated US and global statistics on obesity and overweight
- New section on food insecurity

- Updated US statistics on physical activity levels in young adults
- New Window on the World on internet addiction
- Revised and updated section on sleep in emerging adulthood
- Updated US and global statistics on smoking in young adulthood
- New research on global health care expenditures resulting from smoking
- Updated US and global statistics on alcohol use
- New section on the influence of race and ethnicity on health
- New section on health care access
- Revised and updated section on relationships and health
- Updated US and global statistics on alcoholism
- Updated US statistics on drug use
- Updated global statistics on depression
- New research on cross-cultural differences in premarital sex and contraceptive use
- New research and statistics on support for gay marriage
- Updated statistics on sexual orientation in emerging adulthood
- Updated US and global statistics on human immunodeficiency virus
- Updated US and global statistics on sexually transmitted infections
- Revised and updated section on perspectives on adult cognition
- Revised, updated, and expanded section on reflective thinking
- New section on the Three Ethics and cross-cultural differences in moral reasoning
- Updated statistics on college participation in emerging adults
- Updated US and global statistics on entering the workforce in emerging adulthood

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Psychosocial Development in Emerging and Young Adulthood

- New section on religious identity formation
- New section on sexual and gender identity formation
- Revised and updated section on trait models of personality
- Updated US and global statistics and information on failure to launch
- New Research in Action on interracial dating

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Physical and Cognitive Development in Middle Adulthood

- New research on anthropological evidence for romantic love across cultures
 - Updated statistics on single life in the United States
 - Updated US and global statistics and information on nonheterosexual relationships
 - Revised and updated section on cohabitation
 - Updated US and global statistics on cohabitation
 - New section on cultural and contextual influences on marriage
 - New research and information on bride price and dowries
 - New research and information on arranged marriages
 - New section on global marriage trends
 - Revised, updated, and expanded section on marriage satisfaction
 - New section on extramarital sexual activity
 - New section on cultural and contextual influences on parenthood
 - New research on cross-cultural differences in work-life balance
 - New section on gender differences in parenting
 - New cross-cultural research on the influence of parenting on marriage satisfaction
 - Updated US statistics on divorce
 - Updated and expanded research on predictors of divorce
 - New research on divorce in same-sex couples
 - Updated US statistics for remarriage and stepparenthood
- Updated US and global statistics on visual impairment
 - Updated US and global statistics on hearing loss
 - Updated US statistics on losses in taste and smell
 - New section on physical fitness
 - New section on infertility
 - Revised and updated section on changes in male sexual functioning
 - Updated US and global statistics on hypertension
 - Updated US and global statistics on heart disease
 - Updated US and global statistics on diabetes
 - New research and information on COVID-19 infections at midlife

- New research on adherence to dietary guidelines, smoking, and vaccination status
- New research and information on health disparities in BIPOC people
- Updated US and global statistics on osteoporosis
- Updated US and global statistics on breast cancer
- Revised and updated section on mental health at midlife
- Updated US statistics on the incidence of depression and depressive symptomatology
- New research and information on COVID-19 and stress responses
- New research on the relationship between personality variables and health
- Updated US statistics on retirement
- New research on the influence of COVID-19 on retirement
- New Research in Action on financial stress at midlife
- Updated US and global statistics on literacy

16 Psychosocial Development in Middle Adulthood

- Revised, updated, and expanded section on change at midlife
- New section on cultural influences on generativity
- New section on culture and personality
- Revised, updated, and expanded section on identity process theory
- New Research in Action on body image and well-being at midlife
- New research on cultural influences on identity processes
- Revised, updated, and expanded section on positive mental health at midlife
- New section on emotional influences on well-being
- New section on religiosity and well-being
- New research on cultural differences in social convoys
- New section on arranged marriages
- Revised and updated section on gay and lesbian relationships
- Updated US and global statistics on cohabitation at midlife
- Updated US and global statistics on divorce at midlife

- New research on divorce in indigenous populations
- Revised and updated section on parenting adolescent children
- New research on helicopter parenting
- New research on the empty nest across cultures
- New section on voluntary childlessness
- Updated US and global statistics on caring for aging parents
- New section on cultural and ethnic differences in caregiving
- Updated US statistics on caregiving for aging parents
- New section on cultural and ethnic differences in grandparenting

17 Physical and Cognitive Development in Late Adulthood

- Updated US and global statistics on aging populations
- Updated US statistics on life expectancy
- New research on the effect of COVID-19 on life expectancy
- Updated US and global statistics on gender differences in mortality rates and life expectancy
- Revised and updated section on regional differences in mortality risk
- New research on COVID-19 and mortality risk
- Revised and updated section on racial and ethnic differences in mortality risk
- Revised, updated, and expanded section on extending the human lifespan
- Updated US and global statistics on visual loss at midlife, including the use of glasses, and cataracts, macular degeneration, and glaucoma
- Updated US and global statistics on hearing loss
- New Research in Action on the psychological consequences of hearing loss
- Updated US statistics on falls in late adulthood
- New section on COVID-19 risk and age
- Updated US and global statistics on chronic health conditions
- Updated US statistics on hypertension, diabetes, arthritis, heart disease, and cancer
- New research on gender differences in disability status
- New section on periodontal disease
- Updated US and global statistics on depression
- Updated US and global statistics on dementia

18 Psychosocial Development in Late Adulthood

- Revised and updated section on personality traits in old age
- New section on well-being in sexual minorities
- Revised and updated section on the influence of religion and spirituality on well-being
- New section on aging and job performance
- Updated US and global statistics on retirement
- Updated US and global statistics on retirement benefits
- New research on the influence of COVID-19 on retirement
- Updated US statistics on Medicare usage and poverty rates in women and BIPOC
- Updated US and global statistics on living arrangements in late adulthood
- New Research in Action on technology and aging-in-place
- Updated US and global statistics on institutional care for the elderly
- New section on elder abuse
- Updated US and global statistics on multigenerational family living arrangements
- New section on LGBTQ+ relationships in late adulthood
- Updated US and global statistics on single living and dating in late adulthood
- Updated US and global statistics on cohabitation in late adulthood
- Updated US and global statistics on childlessness in late adulthood

19 Dealing with Death and Bereavement

- Updated US and global statistics on cause of death
- Revised and updated section on facing death and loss
- New section on near-death experiences
- New research on Prolonged Grief Disorder
- New Research in Action on cultural variations in conceptions of death
- Revised, updated, and expanded section on responses to death across the lifespan
- New section on responses to death in infancy and childhood
- New research on children affected by parental death due to COVID-19
- New section on responses to death in adolescence
- Updated US and global statistics on suicide
- Revised, updated, and expanded section on assisted suicide
- Revised, updated, and expanded section on international variations in end-of-life decisions
- New section on end-of-life options and diversity concerns
- Updated example of the lifelong process of development

guide to diversity, equity, and inclusion

People's experiences shape their understanding of the world, and if most research is carried out within only one frame of reference, we risk misunderstanding or minimizing the influence of diverse experiences and thus misrepresenting human psychology. Thus, information in this text draws on research from a wide variety of journals dedicated to investigating the diversity of human psychology. This includes such journals as the *Journal of Cross-Cultural Psychology*; *Cross-Cultural Research; Psychology and Culture*; *Cultural Diversity and Ethnic Minority Psychology*; *American Psychologist*; *American Journal of Community Psychology*; *American Sociological Review*; *Social Policy Report*; *American Ethnologist*; *Ethnology*; *American Anthropologist*; *Cultural Anthropology*; *Annual Review of Anthropology*; *Psychological Anthropologist*; *International Journal of Intercultural Relations*; *Journal of Intercultural Relations, Learning, and Individual Differences*; *International Journal of Psychological Studies*; *Journal of International Women's Studies*; *International Journal of Psychology*; *International Journal of Behavioral Development*; *Sex Roles*; *GLQ: Journal of Lesbian and Gay Studies*; *Sexualities*; *The Journal of Sexual Medicine*; *Journal of Intellectual Disability Research*; *Journal of Communication Disorders*; *Journal of Attention Disorders*; *Journal of Affective Disorders*; *Journal of Autism and Developmental Disorders*; *Obesity Review*; *Obesity*; *Childhood Obesity*; and *Birth Defects Research*.

Organizations focused on research relevant to diverse populations are also used. This includes the World Bank, the Migration Policy Institute, the Centers for Disease Control and Prevention, the Wilson Sheehan Lab for Economic Opportunity, the Global Nutrition Report, the Guttmacher Institute, the Brookings Institute, and the Pew Research Center.

Last, as follows, studies and researchers representing diverse national and international samples and issues are also included.

1 The Study of Human Development

- Discussion of gatekeeping of scientific thought and the importance of diverse voices for scientific integrity
- Discussion of varying conceptions of childhood and adolescence over cultures, time, and place
- Diversity in family structure, with research from Pew Research Center (2015), Kramer et al. (2019), Kramer (2020), Bradbury et al. (2014), Kinsella & Phillips (2005), and Cohn & Passel (2018)
- Poverty and the disproportionate effect of the COVID-19 pandemic on BIPOC people and low- and middle-income countries, including data collected by Lakner et al. (2021), the World Bank Organization (2022), Han et al. (2021), and Parolin et al. (2021)
- Culture, definition and discussion
- Collectivism versus individualism
- Ethnic group, definition and discussion, with data on demographic changes by Alba (2018), Vespa et al. (2018), and Colby & Ortman (2015)
- Black Lives Matter (BLM) movement
- BIPOC, definition
- Race as an important social category and influence, with research from Yudell et al. (2019) and Ossorio & Duster (2005)
- Ethnic gloss, definition
- Children of immigrant families, highlighting research conducted by Budiman (2020), Budiman et al. (2020), Camarota & Ziegler (2016), the Migration Policy Institute (2020), Capps et al. (2016), Kaiser Family Foundation (2020), Grenier (2014), and Jacobi (2012)
- Intersectionality, definition and discussion
- Discussion of the gender, sexuality, and race/ethnicity pay gap, with research from AAUW (2020), Saenz & Sparks (2020), James et al. (2017), James & Salcedo (2017), and Pedulla (2014)

2 Theory and Research

- Vygotsky's sociocultural theory
- WEIRD (Western, educated, industrialized, rich, and democratic) samples and the importance of including diverse, non-WEIRD samples in psychological research
- Ethnographic studies
- Importance of cross-cultural research for determining universality
- Diversity in research, with information drawn from Roberts et al. (2020), Wu (2020), Swartz et al. (2019), and AlShebli et al. (2018)
- BIPOC psychologists and the scientific enterprise, with research from Settles et al. (2020), Cheon et al. (2020), Carey et al. (2020), DiAngelo (2018), Buchanan et al. (2020), Roberts et al. (2020), and Henrich et al. (2010)

3 Forming a New Life

- Cultural beliefs about conception and fertility, including anthropological and historical data collected by Delaney (1991), Gélis & Morris (1991), Weiner (1988), Meigs & Meigs (1984), Montgomery (1974), DeLoache & Gottlieb (2000), and Bean & Shrestha (2020)
- Indigenous motherhood, with research from Palacios & Portillo (2009), Palacios et al. (2012), Schultz & Noyes (2020), Landers et al. (2017), and Reid (2020)
- Artificial reproductive technologies, with global data collected by the European Society of Human Reproduction and Embryology (2020), Kushnir et al. (2017), and Blencowe et al. (2013)
- Global statistics on multiple births, with research from Heino et al. (2016) and Lim (2011)
- Rates of genetic disorders by race/ethnicity, with research from Mai et al. (2019) and Wang et al. (2015)
- Down syndrome, with information from the Centers for Disease Control and Prevention (2021), Mai et al. (2019), Smith et al. (2020), Ruiz-Gonzalez et al. (2019), Lukowki et al. (2019), O'Leary et al. (2018), and de Graaf et al. (2015)
- Cultural beliefs about conception and fertility, including anthropological and historical data collected by Withers et al. (2018), Liamputtong et al. (2005), Choudry (1997), Cosminsky (1982), Pierroutsakos (2000), Okka et al. (2016), Sokoloski (1995), and Maimbolwa et al. (2003)
- Adoption; racial and ethnic diversity in, disabilities and special health care needs, and same-sex parents, with data collected by the

US Department of State (2020) and Kreider & Lofquist (2014)

- Fetal auditory preference for native language and early vocalizations, with research from Pino (2016) and Wermke et al. (2016)
- Folk beliefs about pregnant mothers, with anthropological data collected by Gottlieb (2016)
- Malnutrition, global data and relationship to poverty, conflict, and climate change, with data and research from the World Health Organization (2020), Ritchie & Roser (2017), Martorell & Zogrone (2012), and Berry et al. (1999)
- Working during pregnancy in the Ifaluk, with research from Le (2000)
- Fetal alcohol syndrome, global data, with research from Tsang & Elliot (2017), Popova et al. (2018), Sacks et al. (2015), and Petrenko & Alto (2017)
- Smoking during pregnancy, global data, with research from Reece et al. (2019), Rauh et al. (2004), Froelich et al. (2009), and Mook-Kanamori et al. (2010)
- The influence of maternal emotional state on pregnancy across different countries, with research from Bor et al. (2014), Glover et al. (2018), and Preis et al. (2021)
- Maternal age during pregnancy, global data, with research from the United Nations (2019), OECD Family Database (2019)
- Consequences of prenatal genetic testing across countries, with research from Loane et al. (2013) and Hill et al. (2017)
- Prenatal care around the world, with research from the United Nations (2020), the World Health Organization (2019), UNICEF Millennium Development Goals (2015), and Townsend et al. (2021)

4 Birth and Physical Development during the First Three Years

- Cultural customs and beliefs about childbirth, with research from Lozoff et al. (1988), Behruzi et al. (2013), Yadollahi et al. (2018), Liamputtong (2007), Lozoff et al. (1988), Holmes (1994), Konner & Shostak (1987), Jordan (1993), Barnes (1949), Fontanel & d'Harcourt (1997), Kaewesarn et al. (2003), McGilvray (1982), Gardiner & Kozmizki (2005), Saunders (1997), and Scholten (1985)
- Racial and ethnic disparities in childbirth risk and maternal mortality, with research from Tikkanen et al. (2020), Lu (2018), and the Centers for Disease Control and Prevention (2020)

- Childbirth in developing countries, with research from Sines et al. (2007) and the World Health Organization (2019)
- Cesarean childbirth, global data, with research from Betran et al. (2021) and Sobhy et al. (2019)
- Doulas, racial, ethnic, and socioeconomic disparities, with research from Kozhimannil et al. (2016), Strauss et al. (2015), and Bryant et al. (2010)
- Infant sleep schedule variations across cultures, with research from Broude (1995), Konner (2017), Mindell et al. (2013), Grandner et al. (2016), and Mindell et al. (2010)
- Low birth weight and outcomes, global data and comparisons, with research from Blencowe et al. (2019), the World Health Organization (2019), Martin et al. (2019), Molitoris et al. (2019), Ostermann et al. (2022), and Giscombe & Lobel (2005)
- Stillborn births, global data, with research from Hug et al. (2020) and Dongawar et al. (2020)
- Stillborn births, racial and ethnic data, with research from Gregory et al. (2018) and McDorman & Gregory (2015)
- Infant mortality, global data, with research from UNICEF (2021) and United Health Foundation (2021)
- Infant mortality, racial, ethnic, and regional differences, with research from Kamal et al. (2019), Ely & Driscoll (2020), Singh & Stella (2019), Lorch & Enlow (2016), Creanga et al. (2017), and Liu & Glynn (2021)
- Infant sleep customs across the world, with research from Konner (2017), Barry & Paxson (1971), Morelli et al. (1992), Colson et al. (2013), Bombard et al. (2018), and Marinelli et al. (2019)
- Accidental deaths, racial and ethnic disparities, with research from the Centers for Disease Control and Prevention (2021) and Hauck et al. (2011)
- Vaccinations, global data, with research from the World Health Organization (2020, 2021)
- Vaccination hesitancy, global research from Machingaidze & Wiysonge (2021)
- Indigenous beliefs about teething in infancy, with research from Fontanel & d'Harcourt (1997), Garve et al. (2016), and Elgamri et al. (2018)
- Breastfeeding, global data, with research from the World Health Organization (2021) and Global Breastfeeding Collective et al. (2018)
- Breastfeeding, racial, ethnic, and socioeconomic differences, with research from McKinney et al. (2016), Dinour & Szaro (2017), Bentley et al. (2003), Dagher et al. (2016), and Hurley et al. (2008)

- Obesity in infancy, racial and ethnic differences, with research from Fryar et al. (2018), Isong et al. (2018), and the World Health Organization (2021)
- Malnutrition, global data and discussion, with research from the World Health Organization (2021), UNICEF (2021), US Department of Agriculture (2022), and Martorell (2016)
- Parental leave, disparities, with research from Jou et al. (2018), Plotka & Busch-Rosnagel (2018), Neckermann (2017), Armenia & Gerstel (2006), and Vohra-Gupta et al. (2020)
- Enriched environments and interventions for children with special needs, with research from Guzzeta et al. (2011), Cue & Dierssen (2020), and Morgan et al. (2013)
- Cultural programming of taste perception, with research from Cooke & Fildes (2011), Ventura & Worobey (2013), Dunn & Lessen (2017), and Paroche et al. (2017)
- Calibration of auditory processes as a function of exposure to native language and music, with research from Minagawa-Kawai et al. (2010), Virtala et al. (2013), and Soley & Hannon (2010)
- Hearing loss in infancy, global data, with research from Shibani Kanungo & Patel (2016)
- Infant visual categorization of own-race and other-race faces, with research from Liu et al. (2015) and Xiao et al. (2013, 2018, 2018)
- Ethnic and cultural influences on motor development, with research from Kelly et al. (2006), Mendonça, et al. (2016), Karasik et al. (2015), Venetsanou & Kambas (2010), Hopkins & Westra (1990), Lancy (2015), Krige (1965), Higgins (1985), Edwards & Liu (1995), Kaplan & Dove (1987), Mendonca et al. (2016), WHO Multicentre Growth Reference Study Group & de Onis (2006), and Ertem et al. (2018)

5 Cognitive Development during the First Three Years

- HOME inventory and the appropriateness of its use across different cultures, with research from Bradley et al. (1996), Fernald et al. (2017), Bradley et al. (2001), Nahar et al. (2012), Straus (2010), and Ember & Ember (2005)
- Differences in imitative abilities in infants cross-culturally, with research from Goertz et al. (2011) and Buttelmann et al. (2013)
- Cross-cultural evidence of overimitation in children, with research from Hoehl et al. (2019)
- The effect of cultural experiences on learning from picture books in toddlers, with research from Walter (2012) and Callaghan et al. (2012)

- Cross-cultural differences in picture book content, with research from Kuwabara et al. (2020)
- Holistic versus analytical styles of visual processing, with research from Buchtel & Norenzayan (2009)
- The influence of culture on explicit memory, with research from Kolling et al. (2016), Goertz et al. (2011), Graf et al. (2014), and Graf et al. (2012)
- The social constructivist approach and guided participation, with research from Ball (2003), Göncü et al. (2000), Rogoff et al. (1999), Rogoff et al. (1993), and Weisberg et al. (2016)
- Acoustic differences in infant cries from different cultures, with research from Mampe et al. (2009), Wermke et al. (2016), and Manfredi et al. (2019)
- Perceptual commitment to native language in toddlers, with research from Kuhl (2014), Byers-Heinlein et al. (2010), Kuhl et al. (1992), Gervain & Mehler (2010), Kuhl & Rivera-Gaxiola (2008), Tsao et al. (2004), and Kuhl et al. (2005)
- Cultural differences in perceptual development in tonal and nontonal languages, with research from Singh & Fu (2016), Yeung et al. (2013), Tsao (2017), Liu & Kager (2014), and Krishnan et al. (2010)
- Infant responses to lullabies from different cultures, with research from Bainbridge et al. (2021)
- Cultural differences in gesture use in toddlers, with research from Kwon et al. (2018), Iverson et al. (2008), and Salomo & Liszkowski (2013)
- Noun and verb learning in different languages, with research from Bornstein et al. (2004) and Imai et al. (2008)
- Language and sign development in deaf children, with research from Lederberg et al. (2013), Petitto & Marentette (1991), Petitto et al. (2001), Hoffmeister & Wilbur (2017), and Kuhl (2010)
- Bilingual language development, with research from Petitto & Kovelman (2003), Hoff (2006), and Barac et al. (2014)
- Code switching, with research from Genesee et al. (1995) and Yow et al. (2018)
- Strengths-based approach to bilingualism, with research from Buchanan et al. (2021), Shieffelin & Ochs (1986), and Adamson et al. (2021)
- The role of social interaction in language learning, with research from Kuhl & Riverra-Gaxiola (2008)
- Language development in children from different socioeconomic statuses, with research from Fernald & Weisleder (2015), Pace et al. (2017), and Barbu et al. (2015)

- Child-directed speech across cultures, with research from Kuhl et al. (1997), Kitamura et al. (2001), Cooper & Aslin (1990), and Ferguson (1964)
- Child-directed speech in tonal languages, with research from Kitamura (2014)
- Cross-cultural differences in linguistic environments, with research from Cristia et al. (2019), Polak (2012), and Richman et al. (2010)
- Reading to children across different cultures

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- Cross-cultural responses to infant cries, with research from Bornstein et al. (2017)
- Universality of infant cries across cultures, with research from Wolke et al. (2017) and Barr et al. (1991)
- Collaborative activities and cultural transmission, with research from Hoehl et al. (2019), Tomasello & Moll (2010), Stengelin et al. (2019), and Nielson et al. (2014)
- Cultural belief systems and their effect on infant temperament, with research from Putnam & Gartstein (2017)
- Cultural influences in the interpretation of infant temperament style, with research from Montiroso et al. (2011), Cozzi et al. (2013), Sung et al. (2015), Farkas & Valloton (2016), Gartstein et al. (2016), Gartstein et al. (2010), and Dragan et al. (2011)
- Cultural beliefs about language in infants, with research from DeLoache & Gottlieb (2000)
- Infant care in foraging or pastoralist cultures, with research from Lancy (2015) and LeVine & LeVine (2016)
- Maternal care in hunter-gatherer cultures, with research from Lancy (2015), Hill & Hurtado (1996), LeVine & LeVine (1988), and Konner (2017)
- The influence of child mortality rates on childcare in hunter-gatherer and agricultural cultures, with research from LeVine (1994) and Hewlett et al. (1998)
- Paternal infant care patterns across cultures, with research from Konner (2017), Menon (2001), Lancy (2015), Jankowiak (1992), and Hewlett (1992)
- Cultural factors affecting father involvement, with research from Hewlett & Macfarlan (2010) and Barry & Paxson (1971)
- Variations in who fills the paternal role across cultures, with research from Engle & Breaux (1998) and Townsend (1997)

- Sex differences in empathy, with research from Hoffman (1977) McClure (2000), Rennels & Cummings (2013), Zahn-Waxler et al. (1993), and McHarg et al. (2019)
- Sex differences in aggression, with research from Chaplin & Aldao (2013), Baillargeon et al. (2007), and Moller & Serbin (1996)
- Discussion of innate and socialization influences on gender-role preferences for toys, with research from Alexander et al. (2009), Davis & Hines (2020), Jadva et al. (2010), LoBue & DeLoache (2011), Weisgram et al. (2014), and Lamminmaki et al. (2012)
- Differences in processing of visual information in toddler boys and girls, with research from Quinn & Liben (2014), Wilcox et al. (2012), Lourenco et al. (2011), and Newcombe (2020)
- Gendered treatment of infants, with research from Reby et al. (2016), Mondschein et al. (2000), Brown et al. (2015), Snow et al. (1983), Lamb (1981), Lewis & Lamb (2003), Kelley et al. (1998), Lindsey et al. (2010), and Leaper et al. (1998)
- Cultural influences on infant-parent play styles, with research from Lamb et al. (1982), Roopnarine et al. (1993), Tronick et al. (1992), and Roopnarine & Davidson (2015)
- The universality of infant attachment, with research from Mesman et al. (2016) and van IJzendoorn & Sagi (1999)
- Emergence and patterns of separation anxiety and stranger anxiety across different cultures, with research from Ainsworth et al. (1978), Kagan (1976), Chisholm (2017), Lester et al. (1974), Jacobson & Wille (1984), and Sagi et al. (1991)
- Cultural influences on the development of interactional synchrony, with research from Kärtner et al. (2010)
- Discussion of possible cross-cultural influences on social referencing, with research from Fawcett & Liszkowki (2015)
- The development of own-race face preferences in infants and toddlers, with research from Kelly et al. (2005), Kelly et al. (2007), Liu et al. (2015), Xiao et al. (2018), Quinn et al. (2016), and Lee et al. (2018)
- Cultural values and varying timelines of self-recognition across cultures, with research from Kärtner et al. (2012), Broesch et al. (2011), Keller et al. (2005), and Keller et al. (2004)
- Cultural variations in the “terrible twos,” with research from Mosier & Rogoff (2003)
- Cultural considerations in the diagnosis of autism, with research from Matson et al. (2011), Stoll et al. (2021), Harrison et al. (2017), Rea et al., (2019), Fong et al. (2017), and Wright (2019)

- Cultural values and their influence on the development of self-regulatory capacity, with research from LeCuyer & Zhang (2015), Feldman et al. (2006), and Jaramillo et al. (2017)
- Beliefs about the independent and interdependent views of the self and their influences on socialization processes, with research from Trommsdorff et al. (2012) and Rothbaum & Wang (2010)
- Cultural beliefs about the role of confrontations and conflict on child socialization processes, with research from Levine & Levine (2016)
- Cultural differences in infant care and sibling attachment, with research from LeVine & LeVine (2016), Samuels (1980), Stewart (1983), and LeVine et al. (1994)
- Cultural beliefs and their influence on peer relationships, with research from Chen et al. (2014), Chen et al. (2006), Gray (2011), Lew-Levy et al. (2018), and Hay et al. (2018)
- Consequences of COVID-19 on maternal employment, with research from Bateman & Ross (2020) and the US Bureau of Labor Statistics (2021)
- Cultural variations in early childcare, with research from UNICEF (2019), Roopnarine (2011), Tobin et al. (1989), Tobin (2005), and Hess & Azuma (1991)
- Global estimates of child maltreatment, with research from the World Health Organization (2020)
- Cultural conceptions of what constitutes abuse or neglect, with research from the International Society for the Prevention of Child Abuse and Neglect (2008) and Stoltenborgh et al. (2013)
- Cultural differences in rates of physical abuse and conceptions of what constitutes abuse, with research from Viola et al. (2016) and Korbin & Spilsbury (1999)
- Cultural values associated with child abuse, with research from the World Health Organization (2020), Lansford et al. (2015), and Celis (1990)

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- Variations in sleep patterns and sleep disturbances in children across cultures, with research from Broude (1995), Jenni & O'Connor (2005), Mindell et al. (2013), Jeon et al. (2021), and Sadeh et al. (2011)
- Sleep disturbances in children from Asian and Western countries, with research from Sadeh et al. (2011)

- Cultural variations in motor activity and their influence on motor development, with research from Chow et al. (2001), Victora et al. (1990), and Bardid et al. (2015)
- Cultural differences affecting motor development, with research from Chow et al. (2001) and Al-Naquib et al. (1999)
- Obesity and overweight, global data, with research from the World Health Organization (2021) and Chung et al. (2016)
- Obesity and overweight and variations by race/ethnicity and socioeconomic status in the United States, with research from Hales et al. (2017), Ogden et al. (2010), and Skinner et al. (2018)
- Effect of COVID-19 on overweight and obesity in children from urban and low-income homes, with research from Rundle et al. (2020), Conti (2020), Tandon et al. (2012), and Ribner et al. (2021)
- Food insecurity, with research from the Federal Interagency Forum on Child and Family Statistics (2021).
- Undernutrition across the globe, including wasting, stunting, and hidden hunger, with research from the World Health Organization (2021), UNICEF (2021), Martorell et al. (2010), and Liu et al. (2003)
- Socioeconomic differences in allergy risk for children across cultures, with research from Loh & Tang (2018) and Uphoff et al. (2015)
- Accidental injury and death, global data, with research from UNICEF (2021), Thakrar et al. (2018), Murphy et al. (2021), and Sengoelge et al. (2011)
- The influence of socioeconomic status and poverty on health care access and utilization, with research from Murray et al. (2013), the Federal Interagency Forum on Child and Family Statistics (2021), Keisler-Starkey & Bunch (2020), Bundorf et al. (2021), Fry-Bowers (2021), and McMorrow et al. (2020)
- BIPOC access to health insurance and health care, with research from Alker & Roygardner (2019), Artiga et al. (2020), and Bernstein et al. (2021)
- Relationship of race/ethnicity and chronic health conditions in children, with research from Isong et al. (2018), Urquhart & Clarke (2020), Mayer-Davis et al. (2017), the Federal Interagency Forum on Child and Family Statistics (2021), and Cheng & Goodman (2015)
- Poverty, homelessness, and consequences for children, with research from the National Coalition for the Homeless (2020), Gultekin et

- al. (2020), the Federal Interagency Forum for Child and Family Statistics (2021), and Bassuk et al. (2015)
- Racial/ethnic disparities and poverty in children's exposure to environmental pollutants, with research from the Federal Interagency Forum on Child and Family Statistics (2020)
- Global health in the first five years of life, with research from UNICEF (2021, 2020, 2015) and Hug et al. (2018)
- The influence of COVID-19 on the jobless rates in low-income families, with research from the Children's Defense Fund (2021) and Mitchell (2021)
- Exposure to environmental pollution in African American children, children living in poverty, and children living in urban or agricultural centers, with research from the Federal Interagency Forum on Child and Family Statistics (2021)
- Blood lead levels in BIPOC children, with research from the Federal Interagency Forum on Child and Family Statistics (2021)
- The relationship between socioeconomic status and early number skills, with research from Siegler (2009) and Aragon-Mendizabal et al. (2017)
- Religion and children's beliefs about magic, with research from Corriveau et al. (2015) and Woolley & Cox (2007)
- The influence of bilingualism on theory of mind development, with research from Schroeder (2018)
- Variations and similarities in theory of mind development in children across cultures, with research from Devine & Hughes (2014), Oberle (2009), Avis & Harris (1991), Callaghan et al. (2005), Liu et al. (2008), Mayer & Trauble (2013), Shahaeian et al. (2014), Wellman et al. (2006), and Devine & Hughes (2014)
- Formal schooling and theory of mind development, with research from Vinden (1999), Hughes et al. (2014), and Lecce & Hughes (2010)
- Language variations and their influence on theory of mind, with research from Lee et al. (1999) and Kobayashi et al. (2007)
- Parental cultural beliefs and their influence on theory of mind development, with research from Hughes et al. (2018), Nisbett (2004), and Fu et al. (2008)
- Cross-cultural variations in parental elaborative styles and their influence on children's autobiographical memory, with research from Fivush & Haden (2006) and Nelson & Fivush (2004)

- Secular trends in children's IQ in industrialized countries, with research from Flynn (1984, 1987), Sundet et al. (2004), Teasdale & Owen (2008), and Trahan et al. (2014)
- The influence of socioeconomic status and poverty on IQ, with research from Strenze (2007), Falk et al. (2021), Jensen et al. (2014), Jung et al. (2018), Kim-Cohen et al. (2004), and Hanscombe et al. (2012)
- The effect of social services in different countries on heritability estimates of intelligence, with research from Turkheimer et al. (2003) and Tucker-Drob & Bates (2016)
- Socioeconomic status and language development, with research from Hart & Risley (2003) and Fernald et al. (2013)
- Gender differences in conversational style in children, with research from Leman et al. (2005) and Cook-Gumperz & Symanski (2001)
- Speech and language delays, with research from Black et al. (2015), McLaughlin (2011), Sunderaj & Kanhere (2019), Anne et al. (2017), Franken et al. (2012), Mountford & Newbury (2019), Adani & Capanec (2019), and Rice et al. (2008)
- Global data and discussion on cultural variations in preschool for young children, with research from UNICEF (2019), Rentzou et al. (2019), Roopnarine (2011), Tobin et al. (1991), and Tobin et al. (2009)
- The influence of compensatory preschool programs on poor and BIPOC children, with research from the Administration for Children and Families (2019), Ludwig & Phillips (2007), Puma et al. (2012), McCoy et al. (2017), Schweinhart (2007), Reynolds et al. (2011), Brooks-Gunn (2003), Zigler & Styfco (2001), and Dietreichson et al. (2020)
- Correlates of repeating kindergarten, with research from Winsler et al. (2012), Malone et al. (2006), and Mendez et al. (2015)

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- Race and self-concept, with research from Clark & Clark (1965), Byrd et al. (2017), and Spencer (2010)
- The influence of racism on health, academic achievement and well-being, with research from Saleem et al. (2020), Carter et al. (2017), and Benner et al. (2018)
- BIPOC children's exposure to violent media, with research from Nieman (2003), Costello & Klein (2019), Prot et al. (2017), and Dennis (2014)
- Differential socialization parental practices for children of BIPOC status, with research from Hughes et al. (2006)
- The influence of the collectivism-individualism dimension on the understanding of the self, with research from Oyserman et al. (2002) and Wang et al. (2010)
- Variations in descriptions of the self and pictures drawn by children from different cultures, with research from Wang (2004), Gernhardt et al. (2014), DeMaree & Morrison (2012), Rübelling et al. 2011, and Gernhardt et al. (2016)
- The impact of disability status on global and domain-specific self-concept, with research from Chapman (1988), Hall & Hill (1996), Shields et al. (2006), Miyahara & Piek (2006), Fox (2002), and Bear et al. (2002)
- The influence of collectivism-individualism on self-esteem in children, with research from Harwood et al. (2001), Miller et al. (2002), Stevensen et al. (1990), Heine et al. (1999), and Luo et al. (2013)
- Gender differences in self-esteem across cultures, with research from Zeigler-Hill & Myers (2012), Bleidorn (2016), Tropp & Wright (2003), and Wang & Ollendick (2001)
- Mindset and cultural differences in parenting beliefs and their relationship to academic achievement, with research from Shimahara (1986), Stigler & Stevenson (1994), and Ng et al. (2019)
- How cultural values influence the expression of emotions, with research from Fung et al. (2018), Heikamp et al. (2013), Camras et al. (2006), and Furukawa et al. (2012)
- White, cisgender bias in early work on gender and sexuality, with research from Zosuls et al. (2011)
- Gender differences in physical activity, academic and cognitive tasks, and language use, with research from Archer (2004), Baillargeon et al. (2007), Pellegrini & Archer (2005), Nielson et al. (2011), Miller & Halpern (2014), Ardila et al. (2011), Nisbett et al. (2012), Spelke (2005), Lauer et al. (2019), Miller & Halpern (2014), Halpern et al. (2007), Bornstein et al. (2004), Eriksson et al. (2012), Wallentin (2009), Rutter et al. (2004), Leaper & Smith (2004), and Voyer & Voyer (2014)
- The influence of gender roles on gender development, with research from Iervolino et al. (2005) and Campbell et al. (2004)
- Brain differences as a function of gender, with research from Ruigrok et al. (2014), Polunina & Byrun (2017), Zaidi (2010), Kaczurkin et al. (2019), and Nguyen et al. (2019)

- Hormonal influences on gender development, with research from Roselli (2018), Auyeng et al. (2009), Eisenegger et al. (2011), Turanovic et al. (2017), Pasterski et al. (2011) and Berenbaum et al. (2012)
- Key terms: transgender, intersex and gender dysphoria
- Historical and cross-cultural reports of transgender identity, with research from Zucker (2017), Denny (1996), Martin & Vorhees (1975), Devereux (1937), Towle & Morgan (2002), and Goel (2016)
- Biological variations associated with being transgender, with research from Leinung & Wi (2017), Diamond (2013), Heylens et al. (2012), and Nguyen et al. (2019)
- “Bathroom bills” and transgender people, with research from Maza (2014) and the Office for Justice Programs (2014)
- The influence of traditional gender-role beliefs and household division of labor on children, with research from Kollmaver et al. (2018), Ruble et al. (2006), Sandnabba & Ahlberg (1999), Fagot et al., (2000), Tenenbaum & Leaper (2002), Dawson et al. (2016), and Halpern & Perry-Jenkins (2016)
- The influence of same-sex parents on gender-typing of children, with research from Goldberg et al. (2012) and Goldberg & Garcia (2016)
- Gender atypicality and risk of bullying, with research from Weber et al. (2019), Zosuls et al. (2016), and Lee & Troops-Gordon (2011)
- Social learning theory as an explanatory tool for the role of cultural influences on gender, with research from Skinner (1989) and Spinner et al. (2018)
- Children’s storybooks and gender stereotypes, with research from McCabe et al. (2011), Hamilton et al. (2006), Anderson & Hamilton (2005), and Fitzpatrick & McPhearson (2010)
- Children’s textbooks and gender stereotypes, with research from Deckman et al. (2018), Islam & Asadullah (2018), Incikabi & Ulosoy (2019), Incikabi & Ulusoy (2019), and Concorda (2018)
- Television and the transmission of cultural attitudes on gender, with research from Collins (2011), Eisend (2010), Wallis (2011), Martin (2017), Sink & Mastro (2017), and Kimball (1986)
- Movies and the transmission of cultural attitudes on gender, with research from Smith et al. (2010), Aley & Hahn (2020), England et al. (2011), and Coyne et al. (2016)
- Research and discussion on gender segregation in young children across cultures,

- with research from Smith (2005), Lew-Levy et al. (2018), and Martin et al. (2011)
- Gender segregation and gender differences in play, with research from Bjorklund & Pellegrini (2002), Goble et al. (2012), Cote & Bornstein (2009), Fabes et al. (2003), and Pellegrini & Archer (2005)
- How gender and cultural salience influence children’s play styles, with research from Hilliard & Liben (2010)
- Developmental changes and cultural differences in sex-typed toy preferences, with research from Pasterski et al. (2011), Golombok et al. (2008), and Todd et al. (2018)
- The influence of cultural values on beliefs about the importance of play, with research from Parmar et al. (2004), Izumi-Taylor et al. (2010), and Bordrova & Leong (2005)
- The relationship between cultural values, children’s behavior, and peer acceptance, with research from Chen (2012), Rogoff (2003), Farver et al. (1995), Burrige (1957), and Boyette (2013)
- Harsh parenting and its influence on aggression and externalizing behaviors across cultures, with research from Gershoff et al. (2010) and Gershoff et al. (2010)
- Corporal punishment across cultures, data and discussion, with research from Runyan et al. (2010), Human Rights Watch (2014), Ripoll-Nunez & Rohner (2006), Heekes et al. (2020), Lansford & Dodge (2008), Xu et al. (2000), Parker & Horowitz (2015), Ellison & Bradshaw (2009), Renteln (2010), Gershof et al. (2012), Berlin et al. (2009), Gershoff et al. (2010), and Straus (2010)
- Differential use of corporal punishment for BIPOC and children with disabilities in school, with research from the US Department of Education (2017)
- Cultural differences in children’s differing interpretations of and responses to disciplinary methods, with research from Scharf & Goldner (2018) and Olsen et al. (2002)
- Discussion of biased aspects of Baumrind’s parenting styles typology
- Children’s varied interpretations of parenting strategies as a function of cultural values, with research from Zhao (2002), Chao (1994), Chao (2001), Varela et al. (2004), Baumrind (1971), McLeod et al. (1994), Dornbusch et al. (1987), Steinberg et al. (1994), and Pinquart & Rubino (2018)
- Discussion of China’s one-child policy and the implications for only children, with research from Feng et al. (2016), Hesketh et al. (2005),

Yang et al. (1995), Falbo & Hooper (2015), Falbo (2012), and Falbo & Poston (1993)

- Discussion of age segregation versus mixed-age play across cultures, with research from Neyfakh (2014), Rogoff (2003), Gray (2011), Maynard (2002), Odden & Rochat (2004), and Reese (1998)

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- Global statistics and data on dental health, with research from the World Health Organization (2017)
- US statistics and data on dental health, with information on racial and ethnic disparities and research from the Centers for Disease Control and Prevention (2021) and the US Department of Health and Human Services (2020)
- Cross-cultural data on habits and factors contributing to obesity/overweight in children, with research from Monzani et al. (2019), Shriver et al. (2018), Piernas & Popkin (2010), Park et al. (2010), Cairns et al. (2013), Andreyeva et al. (2011), and Bragg et al. (2020)
- Fast-food consumption, race/ethnicity and overweight/obesity, with research from Vikraman et al. (2015)
- The influence of race/ethnicity and poverty on compromised sleep, with research from El-Sheikh et al. (2010) and Beebe (2011)
- Physical activity trends across cultures and features of modern life contributing to its decline, with research from Fühner et al. (2021), Tomkinson & Olds (2007), Tremblay et al. (2016), Manyanga et al. (2018), Gwynn et al. (2010), and Shepherd et al. (2007)
- Cross-cultural research on recess in primary schools, with research from Grao-Cruces et al. (2020)
- Poverty and organized sports participation, with research from The Aspen Institute (2021) and Duke et al. (2003)
- The differential impact of COVID-19 on BIPOC children, with research from The Aspen Institute (2021), Dunton et al. (2020), Bates et al. (2020), Rundle et al. (2020), and Francisco et al. (2020)
- Obesity in low-, middle- and high-income countries, with research from the World Health Organization (2021)
- The influence of urban versus rural and immigration status on physical inactivity,

with research from Johnson & Johnson (2015), the Council on Sports Medicine and Council on School Health (2006), and Singh et al. (2013)

- Increased risk of developing multisystem inflammatory disorder after COVID-19 infection in BIPOC children, with research from Shekerdemian et al. (2020) and Yasuhara et al. (2021)
- Global asthma prevalence and racial/ethnic disparities, with research from the World Health Organization (2021), Ferrante & Grutta (2018), Akinbami (2006), and the Federal Interagency Forum on Child and Family Statistics (2021)
- Global diabetes prevalence and racial/ethnic disparities, with research from Patterson et al. (2019), the Centers for Disease Control and Prevention (2020), Farsani et al. (2013), and Dabalea et al. (2014)
- Global hypertension prevalence, with research from Song et al. (2019), Bucher et al. (2013), and Rosner et al. (2013)
- Cultural influences on Piagetian task performance, with research from Mishra (2001), Dasen (1974, 1994, 1984), Price-Williams et al. (1969), and Shayer et al. (2007)
- Experience in cultural contexts and mathematical abilities, with research from Guberman (1996), Resnick (1989), and Carraher et al. (1988)
- Information on the Kaufman Assessment Battery for Children; designed for children with various special needs and from diverse groups, with research from Singer et al. (2012)
- Cultural critique of IQ testing, with research from Lynn et al. (2007)
- Data and discussion on racial/ethnic differences in IQ, with research from Neisser et al. (1996), Dickens & Flynn (2006), Ang et al. (2010), Rindermann & Pichelmann (2015), Herstein & Murray (1994), Jensen (1969), Gray & Thompson (2004), Sternberg et al. (2005), Nisbett et al. (2012), and Colman (2016)
- Asian American student achievement and cultural values, with research from Nisbett et al. (2012)
- Varying conceptions of intelligent behavior across different cultures, with research from Grigorenko et al. (2001), Cocodia (2014), Rogoff (2003), Wober (1971), Ellis & Siegler (1997)
- Culture-free and culture-fair intelligence testing
- Tacit knowledge in indigenous cultures, with research from Grigorenko et al. (2004) and Sternberg (2004)

- Second-language learners in US school systems, with research from the Federal Interagency Forum on Child and Family Statistics (2021), the National Center for Education Statistics (2017), Padilla et al. (1991), Crawford (2007), and Krashen & McField (2005)
- English-immersion approaches and bilingual education
- Historical, regional, and gender differences in literacy rates across the globe, with research from the UNESCO Institute for Statistics (2017)
- Gender differences in school achievement, with research from Voyer & Voyer (2014), Halpern et al. (2007), Freeman (2004), Scheiber et al. (2015), Camarata & Woodcock (2006), Reilly et al. (2015), Lindberg et al. (2010), Else-Quest et al. (2010), and Nisbett et al. (2012)
- Indirect influences of socioeconomic status on academic achievement, with research from Kena et al. (2014), Johnston et al. (2015), Reardon (2011), and Paschall et al. (2018)
- The influence of growing up in poverty on brain development, with research from Hackman et al. (2010), Blair & Raver (2016), and Hair et al. (2015)
- Racial/ethnic gaps in school achievement, with research from Lee & Reeves (2012), the National Center for Education Statistics (2007, 2021), and Hernandez & Macartney (2008)
- Class size across different countries and student populations, with research from the Organisation for Economic Co-Operation and Development (2013, 2021), Nandrup (2016), Zyngier (2014), and Watson et al. (2013)
- Variations in philosophy and implementation of charter schools
- Statistics on homeschooling, including outcomes, and racial, ethnic, and religious differences, with research from White et al. (2021), Betts & Tang (2016), Berends (2015), Clark et al. (2015), National Center for Education Statistics (2008), and Redford et al. (2016)
- The influence of COVID-19 on disadvantaged and BIPOC students, with research from the Legal Information Institute (2021), the National Institutes of Health (2021), Poletti & Raballo (2021), Dunn et al. (2020), Graves et al. (2021), UNICEF and the International Telecommunications Union (2020), Friedman et al. (2021), Allen et al. (2020), McKinsey & Company (2021), Fraiman et al. (2021), and Kahambing (2021)
- Differential access of BIPOC and poor children to educational technology, with research from Common Sense Media (2020)

- Differential access to educational technology, global data, with research from the Organisation for Economic Co-Development and Learning (2021)
- Causes, interventions, and outcomes for children with intellectual disabilities, with research from the American Psychiatric Association (2013), Zablotsky et al. (2015), Olusanya et al. (2020), and Woodruff et al. (2004)
- Gender differences in dyslexia, with research from Arnett et al. (2017)
- Racial/ethnic and gender differences in prevalence for ADHD, with research from the Centers for Disease Control and Prevention (2020) and Xu et al. (2018)
- Identifying and assessing gifted children, with research from McClain & Pfeiffer (2012) and the National Center for Education Statistics (2018)
- Educating gifted children, with research from Vogl & Preckel (2014)

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Psychosocial Development in Middle Childhood

- Differences in the development of industry across cultures
- The transmission of cultural values in parental socialization efforts, with research from Friedlmeier et al. (2011)
- The influence of cultural values on emotional experience, with research from Hareli et al. (2015) and Cole et al. (2002)
- The expression of guilt, shame, and pride as a function of culture, with research from Furukawa et al. (2012), Cole et al. (2002), and Cole et al. (2006)
- “The Talk” and racial socialization in Black families, with research from Anderson et al. (2021) and Jones & Neblett (2016)
- Socialization of aggression via cultural messages about important values, with research from Mayer & Mayer (1970), Chagnon (1968), Kulick (1997), and Lancy (2015)
- Differential consequences of parenting style as a function of cultural values, with research from Pinquart (2016, 2017, 2017), Pinquart & Fischer (2021), Pinquart & Kauser (2018), Rudy & Grusec (2006), Kordi & Baharudin (2010), Soenens & Beyers (2012), Halgunseth et al. (2006), Domenech Rodriguez et al. (2009), Kazemi et al. (2010), Garcia & Garcia (2009), and Calafat et al. (2014)
- Discussion on bias in research on maternal employment

- Differential consequences of the COVID-19 pandemic on maternal employment, with data from the US Bureau of Labor Statistics (2021), Alon et al. (2021), and Zamarro & Prados (2021)
- Data and discussion on direct and indirect influences of poverty on child outcomes, with research from the Federal Interagency Forum on Child and Family Statistics (2020), Chadry & Wimer (2016), Morris et al. (2017), and Yoshikawa et al. (2012)
- The influence of COVID-19 on BIPOC and female-headed households, with research from Chen & Thompson (2021) and Parolin (2021)
- Demographic changes in family structure, global data, with research from the Organisation for Economic Co-Operation and Development (2021)
- Variations in family structure and their influence on child outcomes, with research from the Federal Interagency Forum on Child and Family Statistics (2020), Brown (2010), and Artis (2007)
- Divorce rates, global and US data and discussion, with research from Wang & Schofer (2018), the Organisation for Economic Co-Operation and Development (2021), Amato (2014), Cherling (2010), Centers for Disease Control and Prevention (2021), Jones (2015), and Clark & Brauner-Otto (2015)
- Divorce in foraging and agrarian cultures, with research from Lancy (2014), Howell (2017), Jones et al. (2017), Marlowe (2010), Enwereji (2008), Greaves & Kramer (2018), and Hurtado & Hill (1996)
- US statistics on single-parent families, including variations in race and ethnicity, with research from Kramer (2019) and Hemez & Washington (2021)
- Child outcomes in single-parent families, with research from Brown (2010), Duriancik & Goff (2019), Lerman et al. (2017), Heiland & Liu (2006), Craigie et al. (2012), Waldfoegel et al. (2010), and Bjarnason et al. (2012)
- Global cohabitation rates across countries, with research from the Social Trends Institute (2011)
- Cohabiting and socioeconomic variables, with research from the US Census Bureau (2021), Manning (2017), Mather (2010), and Kroeger & Smock (2014)
- Cultural issues related to marriage norms and cohabitation, with research from Pelletier & Schnor (2017)
- Gay and lesbian parents, global and US data, with research from the Pew Research Center (2019), Gates (2015), and the US Census Bureau (2021)
- Gay and lesbian parents and child outcomes, with research from Golombok et al. (2013), Meezan & Rauch (2005), Pawelsi et al. (2006), Biblarz & Stacey (2010), Perrin et al. (2013), Fedewa et al. (2015), Manning et al. (2014), and Schumm & Crawford (2019)
- Racial/ethnic demographics of adopted children over time, data and discussion, with research from Brodzinsky & Pinderhughes (2002) and the US Department of Health and Human Services (2020)
- International and transracial adoption, with research from Vandivere et al. (2009), Budiman & Lopez (2017), Bosch et al. (2003), Palacios & Brodzinsky (2010), and Lee et al. (2006)
- Sibling care across cultures, with research from Cicirelli (1994), Hafford (2010), and Weisner (1993)
- Immigrant children and the reduction of prejudice, with research from Nesdale (2011), Tropp et al. (2014), Tezanos-Pinto et al. (2010), Cameron et al. (2006), van Zalk & Kerr (2014), Beelmann & Heinemann (2014), and Jones & Rutland (2018)
- Gender-typed styles of children's play, with research from Rose & Rudolf (2006), McHale et al. (2004), Rose & Smith (2018), Oberle et al. (2010), and Rose & Asher (2017)
- Gender segregation in play in indigenous and agrarian cultures, with research from Lew-Levy et al. (2017) and Messing (1957)
- Bullying, global data and discussion, with research from UNESCO (2019, 2017) and Richardson & Hiu (2018)
- Risk factors for victimization across cultures, with research from Hodges et al. (1999), Veenstra et al. (2005), Nansel et al. (2001), Schwartz et al. (2000), Boulton & Smith (1994), Olweus (1995), Berger (2007), Bacchini et al. (2015), Van Geel et al. (2014), Centers for Disease Control and Prevention (2021), and UNESCO (2019)
- Cross-cultural research on violent media and video game exposure and aggressive behavior, with research from Anderson et al. (2017), Anderson et al. (2010), Anderson et al. (2003), Gentile (2011), Huesmann (2007), Ferguson (2015), and Gentile (2017)
- Mental health consequences of the COVID-19 pandemic on children from different cultures, with research from Polancyzk et al. (2015), Van Lancker & Parolin (2020), Orgiles et al. (2020), Jiao et al. (2020), Rojas-Flores et al. (2017), and Putnam et al. (2013)

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Physical and Cognitive Development in Adolescence

- Adolescence as a social construction
- Puberty and LGBTQ+ identity development, with research from Lopez (2013), Hall et al. (2021), Hanckel et al. (2019), Munro et al. (2019), Newcombe & Mustanski (2010), Bouchev & Furman (2003), Harper et al. (2016), Ghosh (2020), Garg & Volerman (2021), and Robertson (2014)
- Gender differences in the adolescent growth spurt, with research from Susman & Rogol (2004) and Gans (1990)
- Secular trend for age at puberty, with research from Doe et al. (2019), Arthur et al. (2016), Lewis et al. (2016), and Papadimitriou (2016)
- Cross-cultural differences in age at puberty, with research from Anderson et al. (2003), Euling et al. (2008), Meng et al. (2017), Pathak et al. (2014), and Garenne (2020)
- Factors associated with earlier or later pubertal development across countries, with research from Soliman et al. (2014), Slyper (2006), and Tremblay et al. (2014)
- Factors associated with earlier or later pubertal development in boys and girls, with research from Anderson et al. (2003), Lee et al. (2007), Davison et al. (2003), Li et al. (2017), Shaitlin & Kiess (2017), Reinehr & Ross (2019), Busch et al. (2020), and Wang (2002)
- Life stressors and early puberty in girls, with research from Maisonet et al. (2010), Belsky et al. (2007), Ellis et al. (1999), Mendle et al. (2006), Tither & Ellis (2008), Belsky et al. (2015), Ellis & Del Giudice (2014), and Bleil et al. (2013)
- Variations in pubertal timing by race/ethnicity, with research from Biro et al. (2013), Biro & Wein (2010), Cabrera et al. (2014), Papadimitriou (2016), and Herman-Giddens et al. (2012)
- Cross-cultural tendency for teens' risk-taking, with research from Duelle et al. (2018)
- Trends in adolescent physical activity, global data, with research from the World Health Organization (2020), Guthold et al. (2020), Elgar et al. (2015), and Rossi et al. (2021)
- Data on and variations in physical activity in US teens by gender and age, with research from Guthold et al. (2020), Merlo et al. (2020), and Kann et al. (2018)
- Adolescent overweight and obesity prevalence, global data, with research from the World Health Organization (2021), UNICEF (2019), Benthon et al. (2017), and Murray & Ng (2017)
- Adolescent overweight and obesity prevalence, US data and racial/ethnic and socioeconomic differences, with research from the Centers for Disease Control and Prevention (2020), Ogden et al. (2018), and Delamater et al. (2013)
- Racial/ethnic and gender differences in body satisfaction and their influence on eating disorders, with research from Loth et al. (2015), Berge et al. (2015), Buccianeri et al. (2016), and Gillen & Lefkowitz (2012)
- Eating disorders in BIPOC, data and discussion, with research from Cheng et al. (2019), Beccia et al. (2019), Sonnevile & Lipson (2018), Becker et al. (2003), Uri et al. (2021), and Lee-Winn et al. (2014)
- Eating disorders in sexual minorities, with research from McClain & Peebles (2016), Meneguzzo et al. (2018), Simone et al. (2020), Diemer et al. (2015), and Nagata et al. (2020)
- Alcohol use, global and US data and correlates, with research from the World Health Organization (2019), Kuntsche et al. (2017), and Dir et al. (2017)
- Adolescent tobacco use, global and US data, with research from Eriksen et al. (2013) and Gabhainn & Francois (2000)
- Greater risk from smoking for African American teens, with research from Moolchan et al. (2006)
- Peer influences on smoking in collectivistic and individualistic cultures, with research from Liu et al. (2017)
- Global data on depression, with research from the World Health Organization (2020)
- Gender differences in adolescent depression, with research from Breslau et al. (2017), Birmaher et al. (1996), Hankin et al. (2007), Al Omari et al. (2020), Baird et al. (2020), and Tang et al. (2021)
- Adolescent death, global and US data, with research from the World Health Organization (2021) and Heron (2021)
- Seat belt usage and race/ethnicity, with research from Yellman et al. (2020)
- Adolescent suicide, global data, with research from the World Health Organization (2021)
- Race/ethnicity and suicide risk, with research from Curtin (2018)
- Suicide risk and sexual minorities, with research from Caputi et al. (2017), Toomey et al. (2018), and Herman et al. (2014)
- Firearm deaths in the United States and other countries, with research from Heron (2018), Cunningham et al. (2018), Blum & Qureshi (2011), and the AAP Committee on Injury and Poison Prevention (2000)

- Disparities in adolescent firearm deaths by race/ethnicity and gender, with research from Price & Khubchandani (2017) and the Centers for Disease Control and Prevention (2020)
- The influence of culturally relevant activities on formal reasoning skills, with research from Gardiner & Kozmitzki (2005), Hollos & Richards (1993), and Retschitzki (1989)
- Gender-based critique of Kohlberg's moral development theory, with research from Gilligan (1982, 1993) and Jaffee & Hyde (2000)
- The three ethics of moral development across cultures, with research from Shweder et al. (1997)
- Variations in developmental trajectories of the three ethics as a function of culture, with research from Jensen (2011)
- Religious influences on moral development, with research from Jensen (1998, 2011), Fahmy (2018), and Scuipac et al. (2020)
- Cultural differences in the socialization of morality in girls, with research from Flannagan et al. (1998)
- Prosocial behavior and well-being, cross-cultural data, with research from Aknin et al. (2013) and Chan et al. (2014)
- Graduation rates across Organisation for Economic Co-operation and Development (OECD) countries, with research from OECD (2008) and the National Center for Education Statistics (2019)
- Motivations for academic achievement in different countries, with research from Larson & Wilson (2004)
- Social and economic barriers to education in developing countries
- Cross-cultural variations in math and reading scores for girls and boys, with research from OECD (2019)
- Brain differences in boys and girls and their interaction with academic achievement, with research from Halpern et al. (2007), Ingalthalika et al. (2014), Ruigrok et al. (2014), and Luders et al. (2014)
- Trends in gender disparities in higher educational degrees awarded to men and women, with research from Hyde & Mertz (2009) and Okahana & Zhou (2017)
- Race/ethnicity and high school graduation rates, data and discussion, with research from Garcia-Coll et al. (1996), Irwin et al. (2021), and Benner & Graham (2009)
- High school achievement across countries and between boys and girls, with research from Psacharopoulos & Patrinos (2018), the World Bank (2018), and van Lancker & Parolin (2020)

- US high school drop-out rates and race/ethnicity, with research from Irwin et al. (2021)
- Gender, discrimination, and career choice, with research from Chervan et al. (2017), Eccles (2004), the Organisation for Economic Co-Operation and Development (2021), Funk & Parker (2018), and Wang et al. (2013)
- Non-college-bound students, with research from Bozick & DeLuca (2011) and the National Research Council (1993)

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Psychosocial Development in Adolescence

- Religious identity formation, with research from Lippman & MacIntosh (2010)
- Gender differences in identity processes over time and across cultures, with research from Fischer (1981), Hodgson & Fischer (1979), Kroger (2003), Årseth et al. (2009), Beyers & Seiffge-Krenke (2010), and Kerpelmen et al. (2012)
- Identity development in and outcomes of sexual minority youth, with research from Bregman et al. (2013), Ryan et al. (2010), Baiocco et al. (2016), and Rosario et al. (2011)
- Transgender identity development processes, with research from Flores et al. (2017), Meerwijk & Sevelius (2017), Boskey (2014), Diamond et al. (2011), and Grossman et al. (2005)
- Contextual factors in and outcomes of racial and ethnic identity formation, with research from Phinney (1998), Yip et al. (2006), Phinney & Ong (2007), French et al. (2006), Syed & Juan (2012), Portes et al. (2000), Umana-Taylor et al. (2009), Smith & Silvia (2011), and Rivas-Drake et al. (2014)
- Influence of perceived discrimination on racial and ethnic identity formation, with research on Benner & Kim (2009), Greene et al. (2006), Myrick & Martorell (2011), and Brody et al. (2006)
- Cultural socialization practices, definition and discussion of influence on ethnic identity formation, with research from Juang & Syed (2010), Hughes et al. (2006), and Else-Quest & Morse (2015)
- Individualism-collectivism, the stability of the self, and self-construal, with research from Markus & Kitayama (1991), Dhawan et al. (1995), Rhee et al. (1995), Trafimow et al. (1991), Dabul et al. (1995), and Ma and Schoeneman (1997)

- LGBTQ+ prevalence, including racial and ethnic US data, with research from the Guttmacher (2019), Glick et al. (2015), Brown (2017), and Kann et al. (2018)
- Biological correlates of sexual orientation, with research from Blanchard (2017), Bogaert (2006), VanderLaan et al. (2015), Skorska et al. (2017), Grimbos et al. (2010), Bao & Swaab (2010), Savic & Lindstrom (2008), Savic et al. (2005), Berglund et al. (2006), Safron et al. (2017), and Safron et al. (2018)
- LGBTQ+ risks for negative outcomes, with research from Kann et al. (2018), Mongelli et al. (2019), and Morgan et al. (1993)
- Transgender risks for negative outcomes, with research from Goldblum et al. (2012), Johns et al. (2019), Borgogna et al. (2018), Grossman et al. (2011), Grossman & D'Augelli (2007), and Grossman et al. (2005)
- Variations in sexual behavior across different cultures, with research from Liang et al. (2019)
- Gender and race/ethnicity differences in sexual behavior in US adolescents, with research from the Centers for Disease Control and Prevention (2020, 2017), Guttmacher Institute (2018), Habel et al. (2018), Remez (2000), Madigan et al. (2018), Patchin & Hinduja (2019), Houck et al. (2014), Burrus (2018), Meade & Icovic (2005), and Mori et al. (2019)
- Religiosity, peer group norms, and sexual behavior, with research from Haglund & Fehring (2010), Vasilenko & Espinosa-Hernandez (2019), Abma et al. (2010), and Landor et al. (2011)
- Contraceptive availability across countries, with research from Sully et al. (2020)
- Sexually transmitted infections, global data and causes, with research from the World Health Organization (2021) and Advocates for Youth (2010)
- Vaccines and HPV risk, global data, with research from Chibweshwa & Stringer (2019)
- HPV, HIV, and other sexually transmitted infections, global and US data, with research from the Centers for Disease Control and Prevention (2022, 2021, 2020, 2014), UNAIDS (2021, 2013), the World Health Organization (2021), and Rowley et al. (2019)
- Teen pregnancy, sexual assault, abortion, and childbirth in developing and developed countries, with research from the World Health Organization (2020)
- Global variations in teen pregnancy and abortion rates, with research from the

- Guttmacher Institute (2013), Lindberg et al. (2016), and Sedgh et al. (2015)
- Teen pregnancy, US data and discussion, with research from Ventura et al. (2014), Hamilton et al. (2021), and Kost et al. (2017)
- Racial/ethnic and socioeconomic influences on teen pregnancy, with research from Hamilton et al. (2021), Nash & Dreweke (2019), Centers for Disease Control and Prevention (2019), Madigan et al. (2014), and Fasula et al. (2019)
- Sexual education and contraceptive access across different cultures, with research from Fonner et al. (2014) and Santelli et al. (2017)
- LGBTQ+ inclusivity in sexual education, with research from Santelli et al. (2017), Rabbitte (2020), SEICUS (2021), Keiser et al. (2019), and Proulx et al. (2019)
- Female genital mutilation, with research from the World Health Organization (2022)
- Child marriage, global data and discussion, with research from the United Nations Population Fund (2022)
- Variations in adolescent discretionary time use by culture, with research from Larson & Verma (1999), Verma & Larson (2003), Larson & Wilson (2004), Larson (2001), Rideout et al. (2010), Fredericks & Eccles (2010), and Sharp et al. (2015)
- Cultural differences in individuation processes, with research from Dwairy & Achoui (2010), Bornstein & Putnick (2018), Giordano et al. (1993), Hardway & Fuligni (2006), and Telzer & Fuligni (2009)
- Cultural findings on the link between family climate and adolescent disclosure, with research from Yau et al. (2009) and Yun et al. (2016)
- Outcomes of poverty and maternal unemployment, with research from Han et al. (2010), Bauer et al. (2012), Morrissey (2013), Kalil & Ziol-Guest (2005), Brand & Thomas (2014), and Sobelewski & Amato (2005)
- Single mothers and challenges of COVID-19, with research from Taylor et al. (2021) and Whittle et al. (2020)
- Sibling care across cultures, with research from Weisner et al. (1977) and Maynard (2004)
- Sexting across cultures, with research from Madigan et al. (2018)
- Internet use by LGBTQ adolescents, with research from Korchmaros et al. (2015)
- Cyberbullying, global data, with research from Brochado et al. (2017)

- Existence of romantic love across cultures, with research from Jankowiak & Fischer (1992)
- Intimate partner violence (IPV), global data, with research from Coll et al. (2020) and UNICEF (2021)
- The prevalence of IPV as a function of race/ethnicity and gender, with research from the Centers for Disease Control and Prevention (2021), Halpern et al. (2003), and Vagi et al. (2015),
- The prevalence of IPV as a function of sexual orientation or gender identity, with research from Edwards et al. (2015), Halpern et al. (2003), Reuter et al. (2017), and Black et al. (2011)
- Poverty and disadvantaged communities as a risk factor for antisocial behavior, with research from Piotrowska et al. (2015), Macmillan et al. (2004), Rekker et al. (2015), Odgers et al. (2015), Chung & Steinberg (2006), Stewart & Simons (2010), Slatterly & Meyers (2014), Criss et al. (2017), and Odgers et al. (2009)
- The influence of culture on antisocial tendencies in youth, with research from Murray et al. (2018)
- Treatment programs for behaviorally disturbed youth, with research from Piquero et al. (2016), Reynolds et al. (2011), Yoshikawa (1994), Loeber et al. (2003), Tolan et al. (2003), Petrosino et al. (2013), Petittclerc et al. (2013), and Dodge et al. (2006)

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Physical and Cognitive Development in Emerging and Young Adulthood

- Historical changes in the patterns of adulthood, with research from Lundberg & Pollack (2014) and Daugherty & Copen (2016)
- Cultural differences in entry into adulthood, with research from Arnett (2014), Crocetti et al. (2015), Zhong & Arnett (2014), and Buhl & Lanz (2007)
- Global data on causes of death, with research from Blum & Nelson-Mmari (2004)
- Racial/ethnic, regional, and socioeconomic differences in health in the United States, with research from Perreira et al. (2019), Braveman et al. (2010), and Caldwell et al. (2016)
- Rheumatoid arthritis, consequences of, and hidden disability, with research from Wasserman (2011), Valeras (2010), Josefsson & Gard (2010), Nikolaus et al. (2010), Lapsley et al. (2002), and Evans et al. (2013)

- Global data on preventable diseases, with research from the World Health Organization (2021) and Afshin et al. (2019)
- Global data on obesity and overweight in adults, with research from UNICEF/WHO/World Bank Group (2019)
- Global data and information on food insecurity, with research from the World Health Organization (2021)
- US data and information on food insecurity, with research from Nagat et al. (2019) and Arenas (2019)
- Stress levels across different races/ethnicities, with research from the American Psychological Association (2021)
- Gender differences in reported stress and coping strategies in college students, with research from Crăciun (2013), Nolen-Hoeksema & Aldao (2011), and Broughan et al. (2009)
- Global data and discussion on internet addiction, with research from Meeker (2018), Cash et al. (2012), Cheng & Li (2014), Kuss et al. (2014), Su et al. (2019), Blachnio et al. (2019), Seabra et al. (2017), Bozoglan et al. (2013), Chung et al. (2019), Laconi et al. (2018), and the United Nations (2018)
- Global data on smoking prevalence and health and economic consequences, with research from the World Health Organization (2021) and Goodchild et al. (2018)
- US data on smoking prevalence rates across racial/ethnic groups, with research from Centers for Disease Control and Prevention (2020, 2021)
- Effectiveness of smoking cessation campaigns across different cultures/countries, with research from the World Health Organization (2021)
- US data on prevalence rates for alcohol use across racial/ethnic groups and genders, with research from Wallace et al. (2005) and the National Institute on Alcohol Abuse and Alcoholism (2021)
- Socioeconomic status, education, and health, with research from Williams et al. (2016), National Institute for Health Statistics (2020), Lago et al. (2018), SAMHSA (2020), Mohai et al. (2009), and Bellinger (2008)
- Disparities in health and health care access for BIPOC, with research from Zimmerman & Anderson (2019), Williams et al. (2016), Kirk et al. (2006), NCHS (2017), Williams (2012), Caraballo et al. (1998), Magesh et al. (2021), and Hooper et al. (2020)

- Influence of discrimination and systemic racism on health, with research from Williams et al. (2019), Smedley et al. (2003), Van Ryn et al. (2011), and White & Borrell (2011)
- Global data on the importance of relationship to health across countries, with research from Santini et al. (2015)
- Global data on alcoholism, with research from the World Health Organization (2018)
- Global data on depression, with research from Moreno-Agostino et al. (2021)
- Global and US data on gender differences in depression, with research from Salk et al. (2017), Salk et al. (2016), Gorman (2006), and Franconi et al. (2007)
- Global variations in sexual behavior and attitudes, with research from the Pew Research Center (2014, 2017) and Chamie (2018)
- Support for marriage equality and religious affiliation, with research from Daugherty & Copen (2016) and Pew Research Center (2019)
- US prevalence of homosexuality, bisexuality, and transgender status, with research from Copen et al. (2016), Flores et al. (2017), Meerwijk & Sevelius (2017), Pew Research Center (2013), and Grov et al. (2006)
- Global data on HIV status with research, from the World Health Organization (2021, 2019) and Marcus et al. (2020)
- Sexually transmitted infections across racial and ethnic groups in the United States, with research from the Centers for Disease Control and Prevention (2019)
- Campus diversity and cognitive and academic consequences, with research from Bowman (2010, 2013), Antonio et al. (2004), Bowman (2010), Fischer (2008), Gurin et al. (2003), and Zhang (2004)
- Shweder's three ethics of moral values across cultures, with research from Shweder et al. (1997), Guerra & Giner-Sorolla (2015), Haidt et al. (1993), Jensen (1998), and Jensen (2011)
- Historical access to college educations for women and BIPOC, with research from Harper et al. (2009) and Conway (1974)
- Postsecondary enrollment rates across countries, with research from the Buchman & DiPrete (2006), Sen et al. (2005), and McFarland et al. (2019)
- Gender differences in majors and postgraduation employment, with research from Funk & Parker (2018), Wang & Degol (2017), McFarland et al. (2019), Halpern

et al. (2007), Miller et al. (2015), and Pew Research Center (2018)

- Socioeconomic status, race/ethnicity, and access to college, with research from Cahalan et al. (2018), Dey & Hurtada (1999), and Hamilton & Hamilton (2006)
- College graduation rates by race/ethnicity, with research from McFarland et al. (2019) and Montgomery & Cote (2003)
- Wage disparities as a function of degree obtained, with research from the McFarland et al. (2019) and Hamilton & Hamilton (2006)
- Cross-cultural data on economic self-sufficiency, with research from Bell et al. (2007)
- Gender gap in earning, with research from the National Center for Education Statistics (2019) and the US Bureau of Labor Statistics (2021)

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Psychosocial Development in Emerging and Young Adulthood

- Paths to adulthood characterizing common US trajectories, with research from Arnett (2014), Scales et al. (2016), Oesterle et al. (2010), Oesterle et al. (2011), Boden et al. (2008), Dariotis et al. (2011), Assini-Meytin & Green (2015), Driscoll (2014), Gomez-Scott & Cooney (2014), Mitchell & Syed (2015), Eliason et al. (2015), and Schulenberg et al. (2005)
- Identity processes and cultural context, with research from Berman et al. (2011), Cheng & Berman (2012), and Schlegel (2013)
- Ethnic identity development in minority adults, with research from Phinney (2003), Tajfel (1981), and Phinney (2006)
- Benefits of an achieved and positive ethnic identity, with research from Rivas-Drake et al. (2014), Rivas-Drake et al. (2014), Smith & Silva (2011), Yip (2014), Phinney (1989), Phinney et al. (1997), Phinney et al. (2007), and Schwartz et al. (2013)
- Global data and discussion of religious identity formation, with research from Pew Research Center (2018), Koenig et al. (2008), Benson et al. (2012), Smith et al. (2010), and Smith & Snell (2009)
- Data and discussion on sexual and gender identity formation, with research from Savin-Williams (2011) and Morgan (2013)
- Cultural influences on sexual identity formation, with research from Floyd & Bakeman (2006), Halpern & Kaestle (2014), and Eliason (1995)

- Transgender identity development, with research from Diamond et al. (2011), Katz-Wise et al. (2017), Connolly et al. (2016), Bockting (2014), Connolly et al. (2016), Katz-Wise et al. (2017), and Riggle et al. (2011)
- Barriers to intimacy for people with disabilities, with research from English et al. (2018)
- Gender differences in identity status achievement, with research from Kahn et al. (2014) and Boden et al. (2010)
- Cultural and historical differences in the timing of the social clock, with research from Arnett (2010) and Martin et al. (2021)
- Racial and ethnic differences in the receipt of assistance from parents, with research from Country Services Financial Security Index (2018)
- Cultural differences in the establishment of a separate household for young adults, with research from Arnett (2015), Lennartz et al. (2016), Victor (2015), Seiffge-Krenke (2016), and Jackson et al. (2020)
- Gender differences in friendships, with research from Hall (2011), Rosenbluth & Steil (1995), Helms et al. (2003), and Bowman (2009)
- Fictive kin relationships in single, unmarried, gay or lesbian, or unconventional adults, with research from Muraco (2006), Casper et al. (2016), and Demir et al. (2018)
- Interracial dating, with research from Livingston & Brown (2017), Gillmer (2017), Johnson & Kredier (2013), Ranzini & Rosenbaum (2020), and Brym & Lenton (2020)
- Evidence of romantic love across cultures, with research from Jankowiak & Fischer (1992)
- Global data on single adulthood, with research from Geist (2017) and UN Women (2019)
- Global data on the legalization of and support for same-sex marriage, with research from Saez (2011), Human Rights Campaign (2022), Poushter & Kent (2020), Council on Foreign Relations (2017), and Flores (2019)
- US data on the legalization of and support for same-sex marriage, with research from Cooperman et al. (2016), Neidorf & Morin (2011), McCarthy (2021), the Pew Research Center (2019), Riggle et al. (2010), and Walker & Taylor (2021)
- Relationship dynamics and quality of same-sex relationship, with research from Farr et al. (2010), Kurdek (2005, 2006), Roiman et al. (2008), Balsam et al. (2017), and Pope et al. (2010)
- Global cohabitation prevalence rates and information, with research from Lopez-Gay et al. (2014), Organisation for Economic Co-operation and Development (2016), United Nations (2011), Lesthaeghe (2010), Raymo et al. (2015), Treas et al. (2014), Yu & Xie (2015), Dominguez-Folgueras & Castro-Martin (2013), and Le Bourdais & Lapierre-Adamcyk (2004)
- Differences in cohabitation rates across racial and ethnic American emerging adults, with research from Manning (2013), Gurrentz (2018), and Horowitz et al. (2019)
- Global data on country income level and marriage rates, with data from Anukriti & Dasgupta (2017)
- Bride price and dowry transactions, with research from Conteh (2016), Dean (2018), Corno & Voena (2016), and Diamond & Smith et al. (2008)
- Arranged marriage, with research from Anukriti & Dasgupta (2017), Regan et al. (2012), Myers et al. (2005), Buunk et al. (2010), Bejayan et al. (2015), Levine et al. (1995), Allendorf & Ghimire (2013), and Naito & Geilen (2005)
- Gender differences in marriage attitudes in American adults, with research from Parker & Stepler (2017), Wang & Parker (2014), Murray-Close & Heggeness (2018), and Cohn & Fry (2010)
- Age at first marriage across different countries, with research from UNICEF (2021), Geist (2017), and Corselli-Nordblad & Gereoffy (2015)
- Age at first marriage in American adults across time, gender, and ethnicity, with research from Cohn et al. (2011), Wang & Parker (2014), Horowitz et al. (2019), Cohen (2016), and Kiersz (2017)
- Gender equity and marriage (Geist 2017)
- Wedding traditions across the world, with research from Smithsonian (2014), Monger (2013), Lacey (1969), Chesser (1980), Bingyao (2017), and Dundes (1996)
- Gender differences in underlying factors for marriage satisfaction, with research from Lavee & Ben-Ari (2004), Sullivan et al. (2010), and (Wilcox & Nock (2006)
- Cross-cultural differences in attitudes about extramarital sex, with research from Poushter (2014)
- Global data on parenthood, with research from Roser (2017) and the Organisation for Economic Co-operation and Development (2021)
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- US LGBTQ+ parenthood prevalence rates, with research from Gates (2015) and the US Census Bureau (2019)
- The gender gap and employment, with research from Murray-Close & Heggeness (2018)

- Individualism/collectivism, parenthood, and well-being across cultures, with research from Haar et al. (2014) and Glass et al. (2016)
- Historical changes in the labor force participation rates for mothers with children, with research from the US Bureau of Labor Statistics (2021), Bianchi et al. (2006), and Livingston (2018)
- Gender differences in time spent with children, with research from Livingston & Parker (2019), Parker & Wang (2013), Yeung et al. (2001); and across different countries, with research from Craig & Mullan (2011), García-Mainar et al. (2011), and Oshio et al. (2013)
- Cultural differences in the decline in marriage satisfaction following parenthood, with research from Onyishi et al. (2012)
- Gender differences in divorce risk, with research from Killewald (2016), Ruppanner et al. (2018), Sayer et al. (2011), Amato (2010), and Martin & Parashar (2006)
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- Midlife as a social construct, with research from Cohen (2012) and Lachman (2004)
- Midlife in traditional and indigenous cultures, with research from Menon (2001)
- Global data on visual impairment, with research from Fricke et al. (2018) and Bernald et al. (2020)
- Racial/ethnic and gender differences in hearing loss, with Ozmeral et al. (2016) and Goman & Lin (2016)
- Racial/ethnic and gender differences in loss of taste and smell, with research from Liu et al. (2016) and Ajmani et al. (2017)
- Average age at menopause across different countries, with research from Monteleone et al. (2018)
- Racial and socioeconomic variations in hot flashes in menopausal women, with research from Col et al. (2009) and Avis et al. (2015)
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- Incidence of erectile dysfunction across countries, with research from McCabe et al. (2016)
- Global data on hypertension, with research from the World Health Organization (2021)
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- Correlates of ethnicity and their influence on health, with research from Smedley & Smedley (2005), Mode et al. (2016), and Rodriguez et al. (2019)
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- Gender differences in health, with research from Murphy et al. (2021), the World Health Organization (2019), Warraich & Califf (2019), Goldin & Lleras-Muney (2019), Hara et al. (2015), Mahalik et al. (2013), Courtenay (2011),

National Center for Health Statistics (2018), Cleary et al. (2004), Addis & Mahalik (2003), Seidler et al. (2016), Siegel et al. (2015), and Maranon & Reckelhoff (2013)

- Prevalence of osteoporosis across different countries, with research from Salari et al. (2021)
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- Global data on literacy rates, with research from UNESCO (2017) and Rampay et al. (2016)

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- Cultural differences in generativity across countries, with research from Hofer et al. (2008), Au et al. (2019), and de Espanes et al. (2015)
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- Well-being in BIPOC and immigrants, with research from Ryff et al. (2004), Horton & Schweder (2004), Yamaguchi et al. (2016), and Ferrari et al. (2015)
- The influence of religiosity on well-being across different cultures, with research from Green & Elliot (2010), Hayward & Elliot (2014), Lipka & McClendon (2017), Zuckerman (2009), Weber et al. (2012), Galen & Kloet (2011), Van Cappellan et al. (2016), and Caldwell-Harris et al. (2011)
- Influence of culture and gender on social network size, with research from Wrzus et al. (2013) and Schwartz & Litwon (2018)
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- Internalization of negative stereotypes and relationship quality in gay and lesbian adults, with research from Perales & Baxter (2018),

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- The influence of marriage on health in gay and lesbian partners, with research from Liu et al. (2021), Wight et al. (2013), Chen & van Ours (2018), Ponce et al. (2010), Carpenter et al. (2018), and Downing and Cha (2020)
- Relationship stability in gay and lesbian couples, with research from Rosenfeld (2014)
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- The influence of marriage on health across different countries, with research from Tatangelo et al. (2017), Umberson et al. (2013), Kaplan & Kronick (2006), Wang et al. (2020), Robles et al. (2014), Chung & Kim (2014), Robarbs et al. (2012), and Rendall et al. (2011)
- Global data and information on cohabitation, with research from the Organisation for Economic Co-operation and Development (2016), Odimegwu et al. (2018), Pereira (2005), Amato (2014), and Perelli-Harris et al. (2017)
- Global data on divorce, with research from Wang & Schofer (2018) and the World Population Review (2021)
- The influence of socioeconomic status on divorce risk, with research from Kaplan & Herbst (2015), Jalovaara (2003), Esping-Anderson (2016), Coulter & Thomas (2019), Dew (2011), Archuleta et al. (2011), Dew et al. (2012), Wilmoth & Koso (2002), and Lin et al. (2017)
- Divorce in indigenous cultures, with research from Bird-David (1987), Kira & Hewlett (2018), Marlowe (2004), and Jones et al. (2017)
- Parenting across cultures, with research from Chang & Greenberger (2012), Cohen & Bocos (2016), and Delveccio et al. (2016)
- Racial/ethnic differences in leaving the nest, with research from Fingerman et al. (2011)
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Parker & Patten (2013), Parker (2012), Alburez-Gutierrez et al. (2021), National Institutes of Health (2007), Ren & Treiman (2014), and the American Psychological Association (2007)

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- Global data on aging, with research from the United Nations (2019), the World Health Organization (2018), and He et al. (2016)
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- Global data on visual impairment, including cataracts, macular degeneration, and glaucoma, with research from the World Health Organization (2021), Lee & Afshari (2017), Pascolini & Mariotti (2012), Mitchell et al. (2018), and Tham et al. (2014)
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- Cross-cultural data on personality change in late adulthood, with research from Costa et al. (2019)
- Cross-cultural variations in developmental patterns of well-being, with research from Barger et al. (2009), Steptoe et al. (2015), and Oishi & Kesebir (2015)
- Well-being in sexual minorities, with research from Van Wagenen et al. (2013), Rice et al. (2019), Frederick-Goldsen et al. (2011), and Abatiell & Adams (2011)
- Religiosity, culture, and well-being, with research from Pew Research Center (2018, 2015), Marshall (2019), Koenig (2012), Seybold & Hill (2001), Bjørkløf et al., 2013, Green & Elliot (2010), Taylor et al. (2017), Chatters et al. (2015), and Ai et al. (2013)
- Religiosity, race/ethnicity, and well-being, with research from Tabak & Mickelson (2009), Hill et al. (2005), Park et al. (2018), Krause (2004), Ellison et al. (2017), and Ellison et al. (2008)
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- The US Age Discrimination in Employment Act, with research from Landy (1994), Neumark (2008), and Chou & Choi (2011)
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- Financial concerns at retirement and poverty, with research from the Social Security Administration (2021), the Federal Interagency Forum on Aging-Related Statistics (2020), Larrimore et al. (2018), Administration on Aging (2020), Semega et al. (2017), and Sawicki (2005)
- Living arrangements across cultures, with research from Kinsella & Phillips (2005)
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van Lierop (2020), Charness et al. (2018), and Yu et al. (2019)

- Cross-cultural and historical data on living with adult children, with research from the World Health Organization (2021), Bongaarts & Zimmer (2002), Hank (2007), and Kinsella & Phillips (2005)
- Global data on institutionalization of the elderly, with research from the World Health Organization (2019), Kinsell & Velkoff (2001), and Martikainen et al. (2009)
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- Racial/ethnic differences in intergenerational care, with research from Cohn & Passel (2018) and Dunifon et al. (2014)
- Gender differences in widowhood, with research from Andrew et al. (2018), the Federal Interagency Forum on Aging-Related Statistics (2020), Nihtila & Martikainen (2008), and Shor et al. (2012)
- Gender gap in divorce and remarriage, with research from Livingston (2014), Bulcroft & Bulcroft (1991), and Tucker et al. (1993)
- Global data on single life in old age, with research from Kinsella & Phillips (2005)
- LGBTQ+ relationships in old age, with research from Fredriksen-Goldsen & Muraco (2010), Reid (1995), Friend (1991), Kim & Fredriksen-Golden (2016), Goldsen et al. (2017), Orel (2004), Knochel et al. (2011), Rawlings (2012), and Addis et al. (2009)
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- Immigrants and living with adult children, with research from Glick & Van Hook (2002)
- Global data on sibling relationships, with research from Viana et al. (2013)

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- Commonalities in the response to death across cultures, with research from Parkes et al. (2015), Bechert & Quandt (2013), and Lobar et al. (2006)
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- Cultural changes in attitudes toward death and dying, with research from McCue (1995)
- Global data on the terminal drop, with research from Johansson et al. (2004), Singer et al. (2003), Rabbitt et al. (2002), and Small et al. (2003)
- Rates of cognitive decline and education, with research from Bendavan et al. (2017)
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- Terror management theory and cultural worldviews, with research from Juhl & Routledge (2016) and Burke et al. (2010)
- Cultural variations in the conception of death, with research from Vlok & de Witt (2012) and Bang (2015)
- Racial/ethnic differences in the number of children who experienced the COVID-19–related death of a caregiver, with research from Hillis et al. (2021)
- Cross-cultural differences in children's understanding of death, with research from Barrett & Behne (2005), Harris (2011), Astuti & Harris (2008), Gimenez & Harris (2005), and Hopkins (2014)
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- Global data on gender differences in outcomes of becoming widowed, with research from Streeter (2020) and Lloyd-Sherlock et al. (2015)
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et al. (2017), Kinsella & Velkoff (2001), and Kang & Ahn (2014)

- Global statistics on suicide, with research from the World Health Organization (2021)
- Gender differences in suicide risk, with research from Curtin et al. (2016), the World Health Organization (2021), and Nock et al. (2008)
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- International and cultural variations in end-of-life options and decisions, with research from Steck et al. (2013), Bosshard et al. (2005), van der Heide et al. (2003), Bilsen et al. (2007), Pomfret et al. (2018), Bulmer et al. (2017), Stack & Kposawa (2011), Verbakel & Jaspers (2010), and Emanuel et al. (2016)
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preface

EXPERIENCE THE Human Side

Experience Human Development helps students experience the human side of development by exposing them to culture and diversity, immersing them in practical application, and helping them study smarter through personalized learning and reporting. *Experience Human Development* takes a practical approach to research and recognizes that just as people develop in their own way, your students also learn in their own ways.

Diversity, Equity, and Inclusion

In response to requests from faculty like you, substantial space has been devoted to addressing issues of diversity, equity, and inclusion. When relevant, each chapter includes current US statistics drawn from census data and national governmental databases, including not just major population trends but also demographic and statistical information on ethnic and racial groups. In many cases, information on global statistics, trends, and cultural differences has been included as well.

Additionally, each chapter includes a Research in Action and a Window on the World feature. In the Research in Action features, a diverse group of young psychology scholars have been commissioned to discuss research on topics influenced by race, ethnicity, gender, sexual orientation, age, religion, disability, socioeconomic status, political orientation, and so forth. (For a complete list of scholars and topics, see pages lv-lix.) In the Window on the World features, a cross-cultural issue of interest is addressed from a global perspective. These research-based features address a wide variety of topics, including, for example, factors affecting access to education during the COVID-19 pandemic and cultural differences in beliefs about conception and fertility.

Other forms of diversity have also been included. For example, the influence of socioeconomic status is highlighted for topics such as low birth weight, health outcomes, tested IQ, and family relationships. Information is also included on people with disabilities and on different family structures, including LGBTQ+ parents, stepparents, divorced parents, and families in which adults remain single by choice.

A complete list of diversity, equity, and inclusion topics can be found on pages xxvii-xlix.

of Development

Paired with McGraw Hill Education **Connect**, a digital assignment and assessment platform that strengthens the link between faculty, students, and course work, instructors and students accomplish more in less time. Connect Psychology includes assignable and assessable videos, quizzes, exercises, and interactivities, all associated with learning objectives. Interactive assignments and videos allow students to experience and apply their understanding of psychology to the world with fun and stimulating activities.



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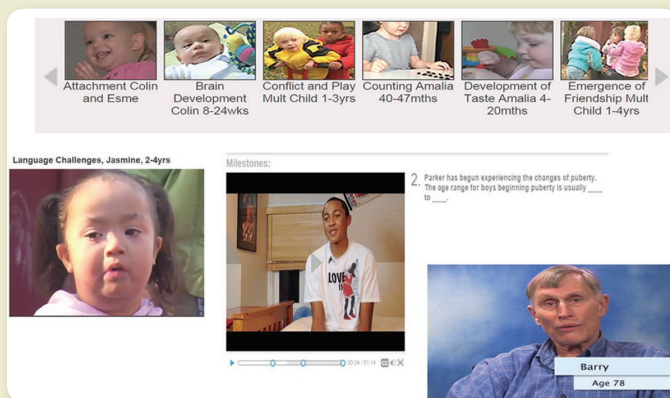
SmartBook is now optimized for mobile and tablet and is accessible for students with disabilities. Content-wise, it has been enhanced with improved learning objectives that are measurable and observable to improve student outcomes.



APPLY CONCEPTS AND THEORY IN AN IMMERSIVE LEARNING ENVIRONMENT

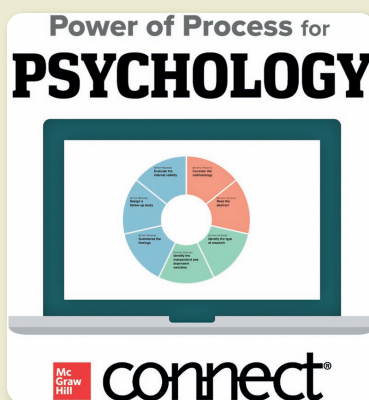
An engaging and innovative learning game, **Quest: Journey through the Lifespan**, provides students with opportunities to apply content from their human development curriculum to real-life scenarios. Students play unique characters of different ages who make decisions that apply key concepts and theories for each age as they negotiate events in an array of authentic environments. Additionally, as students analyze real-world behaviors and contexts, they are exposed to different cultures and intersecting biological, cognitive, and socioemotional processes. Each quest has layered replayability, allowing students to make new choices each time they play—or offering different students in the same class different experiences. Fresh possibilities and outcomes shine light on the complexity of and variations in real human development. This new experiential learning game includes follow-up questions, assignable in Connect and auto-graded, to reach a higher level of critical thinking.

REAL PEOPLE, REAL WORLD, REAL LIFE



At the higher end of Bloom's taxonomy (analyze, evaluate, create), the McGraw Hill **Milestones** video series is an observational tool that allows students to experience life as it unfolds, from infancy to late adulthood. This groundbreaking, longitudinal video series tracks the development of real children as they progress through the early stages of physical, social, and emotional development in their first few weeks, months, and years of life. Assignable and assessable within Connect Psychology, Milestones also includes interviews with adolescents and adults to reflect development through the entire life span.

New to this edition, Milestones are available in a more engaging, WCAG-compliant format. Ask your McGraw Hill representative about this upgrade.



PREPARE STUDENTS FOR HIGHER-LEVEL THINKING

Also at the higher end of Bloom's taxonomy, **Power of Process** helps students improve critical-thinking skills and allows instructors to assess these skills efficiently and effectively in an online environment. Available through Connect, preloaded journal articles are available for instructors to assign. Using a scaffolded framework such as understanding, synthesizing, and analyzing, Power of Process moves students toward higher-level thinking and analysis.

INFORM AND ENGAGE ON PSYCHOLOGICAL CONCEPTS

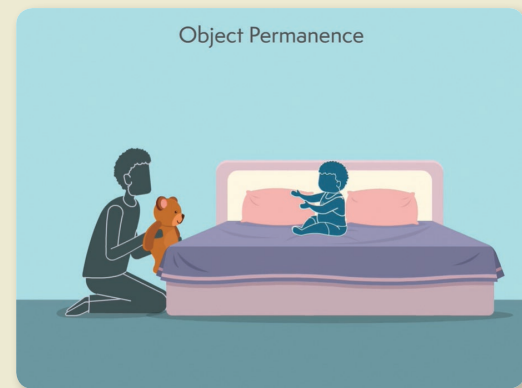
At the lower end of Bloom's taxonomy, students are introduced to **Concept Clips**—the dynamic, colorful graphics and stimulating animations that break down some of psychology's most difficult concepts in a step-by-step manner, engaging students and aiding in retention. They are assignable and assessable in Connect or can be used as a jumping-off point in class. For example, there are Concept Clips on topics such as object permanence and conservation, as well as theories and theorists such as

Bandura's social cognitive theory, Vygotsky's sociocultural theory, Buss's evolutionary theory, and Kuhl's language development theory.

New to this edition, Concept Clips feature a more modern visual style, updated scripts and assessment items, and enhanced accessibility.

At varied levels of Bloom's taxonomy:

- **Newsflash.** Located in Connect, **NewsFlash** is a multimedia assignment tool that ties current news stories, TedTalks, blogs, and podcasts to key psychological principles and learning objectives. Students interact with relevant news stories and are assessed on their ability to connect the content to the research findings and course material. NewsFlash is updated twice a year and uses expert sources to cover a wide range of topics, including emotion, personality, stress, drugs, COVID-19, ableism, disability, social justice, stigma, bias, inclusion, gender, LGBTQ+, and many more.
- **Interactivities.** Assignable through Connect, **Interactivities** engage students with content through experiential activities. New and updated activities include Neurons, Research Ethics, Prenatal Development, Kohlberg's Moral Reasoning, and Gardner's Theory of Multiple Intelligences.



WRITING ASSIGNMENTS

New to this edition and found in Connect, **Writing Assignments** offer faculty the ability to assign a full range of writing tasks to students with just-in-time feedback.

You may set up manually scored assignments in a way that students can:

- automatically receive grammar and high-level feedback to improve their writing before they submit a project to you;
- run originality checks and receive feedback on “exact matches” and “possibly altered text” that includes guidance about how to properly paraphrase, quote, and cite sources to improve the academic integrity of their writing before they submit their work to you.

POWERFUL REPORTING

Whether a class is face-to-face, hybrid, or entirely online, Connect provides tools and analytics to reduce the amount of time instructors need to administer their courses.

Easy-to-use course management tools allow instructors to spend less time administering and more time teaching, while easy-to-use reporting features allow students to monitor their progress and optimize their study time.

- The **At-Risk Student Report** provides instructors with one-click access to a dashboard that identifies students who are at risk of dropping out of the course due to low engagement levels.
- The **Category Analysis Report** details student performance relative to specific learning objectives and goals, including APA outcomes and levels of Bloom's taxonomy.
- The **SmartBook Reports** allow instructors and students to easily monitor progress and pinpoint areas of weakness, giving each student a personalized study plan to achieve success.

The resources listed here accompany *Experience Human Development*, Fifteenth Edition. Please contact your McGraw Hill representative for details concerning the availability of these and other valuable materials that can help you design and enhance your course.

Instructor's Manual Broken down by chapter, this resource provides chapter outlines, suggested lecture topics, classroom activities and demonstrations, suggested student research projects, essay questions, and critical-thinking questions.

PowerPoint Presentations The PowerPoint presentations, now with improved accessibility, highlight the key points of the chapter and include supporting visuals. All the slides can be modified to meet individual needs.

Test Bank and Test Builder Organized by chapter, the questions are designed to test factual, conceptual, and applied understanding; all test questions are available within Test Builder. Available in Connect, Test Builder is a cloud-based tool that enables instructors to format tests that can be printed, administered within a Learning Management System, or exported as a Word document of the test bank. Test Builder offers a modern, streamlined interface for easy content configuration that matches course needs, without requiring a download. Test Builder allows you to:

- Access all test bank content from a particular title
- Easily pinpoint the most relevant content through robust filtering options
- Manipulate the order of questions or scramble questions and/or answers
- Pin questions to a specific location within a test
- Determine your preferred treatment of algorithmic questions
- Choose the layout and spacing
- Add instructions and configure default settings

Test Builder provides a secure interface for better protection of content and allows for just-in-time updates to flow directly into assessments.

Remote Proctoring and Browser-Locking Capabilities Remote proctoring and browser-locking capabilities, hosted by Proctorio within Connect, provide control of the assessment environment by enabling security options and verifying the identity of the student.

Seamlessly integrated within Connect, these services allow instructors to control students' assessment experience by restricting browser activity, recording students' activity, and verifying students are doing their own work. Instant and detailed reporting gives instructors an at-a-glance view of potential academic integrity concerns, thereby avoiding personal bias and supporting evidence-based claims.

Research in Action

In this new edition of *Experience Human Development*, McGraw Hill has partnered with a diverse set of emerging voices in academia. I am grateful to the following graduate students and early career academics for their contributions to an entirely new series of Research in Action features, all focused on issues relevant to diversity in scientific research.

Intersectionality and Inequity in Human Development (Chapter 1)

Kristen Jaramillo is a PhD student at Texas A&M University. Her research interests include diversity and discrimination in the workplace with a focus on how the intersection of multiple identities differentially impacts individuals at work. Upon graduation, she hopes to become a professor in Industrial/Organizational Psychology.



Christine Wright

Broadening the Narrative: Diversity in Psychological Research (Chapter 2)

Nevita George is a doctoral student in the Clinical Health Psychology program at the University of Colorado, Denver. Nevita's interests include amplifying minority voices to responsively address health and health care disparities burdening young women of color, particularly South Asian women. She hopes to continue working with minority youth as a clinical health psychologist in an academic medical setting.



Nevita George

Indigenous Motherhood (Chapter 3)

Alana Egan is a first-year PhD student in the University of Rhode Island's Clinical Psychology program. Her research focuses on health disparities in indigenous populations with a special interest in Native Hawaiians.



Alana Egan



Erica Boucher

Should I Stay or Should I Go? Disparities in the Use of Parental Leave (Chapter 4)

Erica Boucher is a PhD student in the Industrial and Organizational Psychology program at Clemson University. Her research focuses on discrimination and equality issues in the workplace with a primary focus on gender discrimination.



Robert Ewing

Strength versus Deficit: Contextualizing Research in Language Development (Chapter 5)

Marissa Castellana is a Developmental Psychology PhD student at Arizona State University. She studies dual language development in infants and children, examining the role of language input in children's bilingual language learning. She plans to become a professor and improve education policy for children learning English as a second language.



Adrianna E. Crossing

Cultural Considerations in the Diagnosis of Autism Spectrum Disorder (Chapter 6)

Adrianna E. Crossing, MA, a predoctoral intern at Massachusetts General Hospital and Harvard Medical School, is completing their PhD in School Psychology from Michigan State University. Their research interests include critical race theory applications in psychology, evidence-based psychological interventions for children, and social justice training for graduates and early-career professionals in health service psychology.



Sejal Mistry-Patel

Health Risks of Screen Time during COVID-19 (Chapter 7)

Sejal Mistry-Patel is a PhD student in the Cognition and Cognitive Neuroscience program at Texas A&M University. Her work aims to clarify the neurobehavioral trajectories of childhood anxiety risk, with a focus on maternal health, parent-child associations, and environmental contributions. Ultimately, Sejal's goal is to work to enhance positive emotional outcomes for families.

Lights, Camera, Representation: BIPOC Children’s Exposure to Violent Digital Media (Chapter 8)

Kidist Beker is a Clinical Psychology student at the University of Tulsa. She is particularly interested in minority mental health and resiliency. Upon graduation, she seeks to provide mental health services to underserved communities.



Kidist Beker

Compounding Disadvantage: Educational Access in the Age of COVID-19 (Chapter 9)

Timothy Regan is a PhD student in Clinical Psychology at Texas A&M University. He is currently a Psychology Resident at the University of Mississippi Medical Center. His interests include executive functioning, substance use, and technology interventions. His professional goal is to implement computer-mediated interventions for health behavior change in an academic medical setting.



Timothy Regan

“The Talk”: Racial Socialization in African American Families (Chapter 10)

Tahra Cassidy Anglade is a student in the Experimental Psychology MS program at Seton Hall University. Her research interests include exploring racial socialization and racial/ethnic identity as protective factors against racism-related stress/trauma. Tahra will continue her research as a student in Howard University’s Clinical Psychology PhD Program.



Tahra Cassidy Anglade

Who Are You? Puberty and LGBTQ+ Identity Development (Chapter 11)

Jaidelynn Rogers is a PhD candidate in Counseling Psychology at Southern Illinois University Carbondale. Her research interests broadly align with LGBTQ+ themes, relationship satisfaction and couples therapy, and fatphobia and weight stigma research. Jaidelynn hopes to open her own private practice providing LGBTQ+ care, couples therapy, and assessments in the St. Louis area.



Jaidelynn Rogers



Sarah Wheat

LGBTQ+ Inclusivity in Sex Education (Chapter 12)

Sarah Wheat is a PhD student in Experimental Social Psychology at New Mexico State University. Her research focuses on how we learn about sex, specifically on sexual shame and the experiences of LGBTQ+ youth in formal and informal sexual education. Sarah is passionate about undergraduate psychology curriculum development and public policy.



Nelcida Garcia

Hidden Disability: Rheumatoid Arthritis in Young Adults (Chapter 13)

Nelcida Garcia recently earned a Ph.D. in Development Psychology from Florida International University. Her dissertation examined the role of mothers and the home environment on children's early spatial skills. Currently, she works in the Research and Evaluation department of a large nonprofit focused on positive child and youth development and teaches child development courses.



Andri Guarin

Interracial Dating (Chapter 14)

Naquan Ross has an MS from Seton Hall University and is currently in Ohio University's PhD Experimental Psychology program. His research interests are in attraction, emotional regulation, dating, and relationship formation in nonplatonic relationships. His goal is to lead and conduct user experience research around dating to foster better relationships in society.



Baylor Graham

Hard Times: Financial Stress at Midlife (Chapter 15)

Baylor Graham is a doctoral student at Clemson University in the Industrial and Organizational Psychology program. She focuses on Occupational Health Psychology, and her research interests include employee health and well-being, economic stress, work-family interface, and diversity, equity, and inclusion. Her goals include producing impactful research and inspiring others through teaching, mentorship, and worker advocacy.

Body Image and Well-Being at Midlife (Chapter 16)

Samantha Philip is a doctoral student in Clinical Psychology at Texas A & M University. Her research and clinical interests lie at the intersection of weight stigma and health behaviors. Upon graduation, Samantha aspires to work at an academic medical center, where her work will contribute to dismantling weight stigma and diet culture.



Samantha Philip

The Psychological Consequences of Hearing Loss (Chapter 17)

Taylor Roberts attended the Master's in Counseling Psychology program at Tennessee State University. Her research interests include working with adults experiencing individual and interpersonal reactions to stress and trauma such as COVID-19, occupational health, and disability status. In the future, she plans to work primarily with adults in a medium-sized hospital or Veterans Administration medical center.



Taylor Roberts

Technology and Aging in Place (Chapter 18)

Claire Textor is a PhD candidate in Human Factors Psychology at Clemson University. Claire's research centers on human-automation interaction, specifically how individual differences relate to variations in performance and trust. She also conducts research into human-autonomy teaming with a focus on how unethical behavior affects trust. Claire hopes to evaluate, design, and improve systems for human use.



Claire Textor

Cultural Variations in Conceptions of Death (Chapter 19)

Kamal Middlebrook received his MS in Educational Psychology from Georgia State University. Kamal is interested in examining psychometric evidence of educational and psychological measures to determine whether the measures and their interpretations are equitable and relevant to a diverse population. Kamal's goal is to work as a researcher, specializing in research methodology and analysis and survey research.



Kamal Middlebrook

The Fifteenth Edition

In addition, many thanks go to those faculty instructors whose insight and feedback contributed to the development of this new edition of *Experience Human Development*:

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Dana Gross, St. Olaf University

Beth Hentges, University of Houston

Philip Lemaster, Concordia College

Claire Rubman, SUNY Suffolk

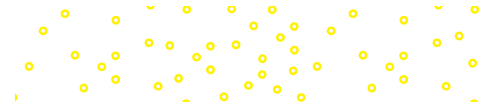
Clayton Ryan, Bunker Hill Community College

Qu'Nesha Sawyer, San Jose State University

Kim Shifren, Towson University

Dan Velisek, Waubonsee Community College

—Gabi Martorell



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