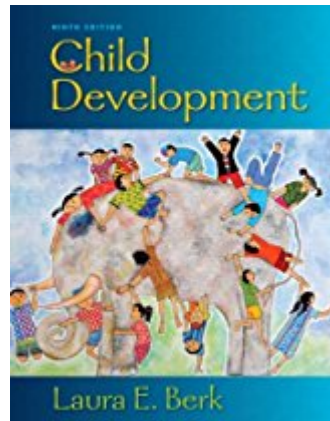


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About the Author Laura E. Berk is a distinguished professor of psychology at Illinois State University, where she has taught child and human development to both undergraduate and graduate students for more than three decades. She received her bachelor's degree in psychology from the University of California, Berkeley, and her master's and doctoral degrees in child development and educational psychology from the University of Chicago. She has been a visiting scholar at Cornell University, UCLA, Stanford University, and the University of South Australia. Berk has published widely on the effects of school environments on children's development, the development of private speech, and recently, the role of make-believe play in development. Her research has been funded by the U.S. Office of Education and the National Institute of Child Health and Human Development. It has appeared in many prominent journals, including Child Development, Developmental Psychology, Merrill-Palmer Quarterly, Journal of Abnormal Child Psychology, Development and Psychopathology, and Early Childhood Research Quarterly. Her empirical studies have attracted the attention of the general public, leading to contributions to Psychology Today and Scientific American. She has also been featured on National Public Radio's Morning Edition and in Parents Magazine, Wondertime, and Reader's Digest. Berk has served as research editor of Young Children and consulting editor of Early Childhood Research Quarterly. Currently, she is associate editor of the Journal of Cognitive Education and Psychology. She is a frequent contributor to edited volumes

on early childhood development, having recently authored chapters on the importance of parenting, on make-believe play and self-regulation, and on the kindergarten child. She has also written the chapter on development for *The Many Faces of Psychological Research in the Twenty-First Century* (Society for the Teaching of Psychology), the article on social development for *The Child: An Encyclopedic Companion*, the article on Vygotsky for the *Encyclopedia of Cognitive Science*, and the chapter on storytelling as a teaching strategy for *Voices of Experience: Memorable Talks from the National Institute on the Teaching of Psychology* (Association for Psychological Science). Berk's books include *Private Speech: From Social Interaction to Self-Regulation*, *Scaffolding Children's Learning: Vygotsky and Early Childhood Education*, *Landscapes of Development: An Anthology of Readings*, and *A Mandate for Playful Learning in Preschool: Presenting the Evidence*. In addition to *Child Development*, she is author of the best-selling texts *Infants, Children, and Adolescents* and *Development Through the Lifespan*, published by Pearson. Her book for parents and teachers is *Awakening Children's Minds: How Parents and Teachers Can Make a Difference*. Berk is active in work for children's causes. In addition to service in her home community, she is a member of the national board of directors and chair of the Chicago advisory board of Jumpstart, a nonprofit organization that provides intensive literacy intervention to thousands of low-income preschoolers across the United States, using college and university students as interveners. Berk is a fellow of the American Psychological Association, Division, 7: Developmental Psychology.

Customer Reviews Most helpful customer reviews 2 of 2 people found the following review helpful. A Solid Childhood/Adolescent Developmental Psychology Book By B. Tyburski I used this textbook for my Childhood/Adolescent developmental psychology class that I took this past semester, and overall it was a pretty good book. I read the majority of this book, and pretty much every subject was well covered except for a few certain areas that my professor generally filled in extra notes for during lecture. The tone the author takes with this book is a nice breath of fresh air - instead of focusing on being completely formal in her writing, Berk tries to lighten up the mood by introducing personal anecdotes and other language that makes this subject more approachable. For the most part, when she does this, it succeeds. But I would almost have liked if she had used it more because certain parts of the book do seem to drag on (although this seems almost necessary with the pure amount of subject matter covered). This isn't the BEST textbook I've ever used, but it is certainly a very decent example of how to write an approachable and useful psychology textbook. 4 stars. 0 of 0 people found the following review helpful. It is easy to understand By Andrea I purchased this book for a Child Development Course. It is easy to understand, while reading, and highlight concepts clearly but in depth. This book is loose-leaf, which I personally didn't have a problem with, but make sure you also purchase a binder to place the pages in. 1 of 1 people found the following review helpful. More than just a textbook By Lauren E. King This was a book I needed for a class, but aside from that I learned SO MUCH!!! Such a good into book - very clear, great examples, perfect amount of detail. I loved the cross-cultural comparisons, not just within North America, but this book talks about how children grow up all over the world! Really interesting, I'm keeping this textbook instead of selling it back, I love it that much See all 119 customer reviews...

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