Lecture Guides
by Richard O. Straub
to accompany
Berger: The Developing Person Through the Life Span, Eighth Edition

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CONTENTS

Preface iv
Suggestions for Planning a Life-Span Course v
Audiovisual Materials xiii
   Audiovisual Descriptions by Textbook Chapter xiii
   Miscellaneous Worth Videos xlviii
   Film/Video Distributors xlix
   Instructor’s Video Tool Kit for Human Development lii
   Student Video Activities lv
Chapter 1 Introduction 1
Chapter 2 Theories of Development 7
Chapter 3 Heredity and Environment 13
Chapter 4 Prenatal Development and Birth 19
Chapter 5 The First Two Years: Biosocial Development 25
Chapter 6 The First Two Years: Cognitive Development 31
Chapter 7 The First Two Years: Psychosocial Development 35
Chapter 8 Early Childhood: Biosocial Development 41
Chapter 9 Early Childhood: Cognitive Development 47
Chapter 10 Early Childhood: Psychosocial Development 51
Chapter 11 Middle Childhood: Biosocial Development 57
Chapter 12 Middle Childhood: Cognitive Development 63
Chapter 13 Middle Childhood: Psychosocial Development 67
Chapter 14 Adolescence: Biosocial Development 71
Chapter 15 Adolescence: Cognitive Development 75
Chapter 16 Adolescence: Psychosocial Development 79
Chapter 17 Emerging Adulthood: Biosocial Development 85
Chapter 18 Emerging Adulthood: Cognitive Development 89
Chapter 19 Emerging Adulthood: Psychosocial Development 93
Chapter 20 Adulthood: Biosocial Development 97
Chapter 21 Adulthood: Cognitive Development 103
Chapter 22 Adulthood: Psychosocial Development 107
Chapter 23 Late Adulthood: Biosocial Development 111
Chapter 24 Late Adulthood: Cognitive Development 117
Chapter 25 Late Adulthood: Psychosocial Development 123
Epilogue Death and Dying 129
These Lecture Guides may be of help, especially to those of you who are using this edition of Berger: *The Developing Person Through the Life Span* for the first time. They feature a brief preview, “What Have You Learned?” questions from the text, and a detailed guide to what is covered in each chapter of the textbook. Under each major heading, you will find reminders of the relevant materials in the *Instructor’s Resources* that you might want to use during your lectures.

These guides are also available in Word format on the Instructor’s Resources CD-ROM and on the book’s Web site at www.worthpublishers.com/berger. Using this word-processing program you can tailor these materials to your specific needs, adding your own notes and anything else you find useful in preparing for your class. If you have suggestions for improving these guides, please let me know.

Richard O. Straub
The Instructor's Resources that accompany Kathleen Berger's developmental texts provide general suggestions and instructions for projects, PowerPoint presentations, and audiovisual materials. These Lecture Guides provide information relevant to instructors teaching from *The Developing Person Through the Life Span*, Eighth Edition.

**ORGANIZING YOUR COURSE**

Course length and the number of hours that instructors spend with their students can vary widely from school to school. If time does not allow coverage of the entire text:

1. You may have students skim certain sections of the book, emphasizing general principles and deemphasizing details. The first two chapters can be skimmed without jeopardizing the students' ability to understand the rest of the text. You can ask your students to read them quickly without trying to remember every detail. However, you should probably advise them to concentrate on two topics in Chapter 1: the five developmental principles that are useful for understanding any age of human life and the steps of the scientific method. You should also alert them to two charts in Chapter 2 that will be useful for later reference: the chart of Freudian and Eriksonian stages and the chart of Piagetian periods of development. The Epilogue on "Death and Dying" can also be omitted.

   Alternatively, if most of your students are preparing for a specific field or career, you may want to emphasize one of the domains over the others. For example, students planning teaching careers might be told to concentrate on the cognitive chapters and skim the biosocial chapters; future nurses might be given opposite instructions.

2. You can omit portions of the life span from your course; the chronological organization of the text makes it easy to eliminate a section or sections, such as adulthood (Chapters 20, 21, 22) or late adulthood (Chapters 23, 24, 25), without harming the integrity of the content. However, if you decide not to assign these chapters, you might suggest that the students read them after the course is over.

3. Within each chapter, you may decide to omit certain materials from required reading. For example, you can tell your students that the A Case to Study features are not required reading. The topics covered are intended to be interesting and reinforcing, but they are not crucial. (Note that Test Bank questions related to extraneous box material are labeled as such, so you can easily omit them from your exams.)

   If you teach a twelve-week course, you might want to use one of the following class schedules. Schedule A covers all 25 chapters plus the Epilogue of *The Developing Person Through the Life Span*. It is fairly fast-paced, so you will want to omit specific topics and charts and emphasize more general principles. Schedule B omits the first two chapters and the last four (a practice you might choose if your school has a separate course in gerontology) but includes time for class presentation or discussion of student projects.

<table>
<thead>
<tr>
<th>Week</th>
<th>Schedule A</th>
<th>Schedule B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapters 1 and 2</td>
<td>Chapters 3 and 4</td>
</tr>
<tr>
<td>2</td>
<td>Chapters 3 and 4</td>
<td>Chapters 5 and 6</td>
</tr>
<tr>
<td>3</td>
<td>Chapters 5 and 6</td>
<td>Chapters 7 and 8</td>
</tr>
<tr>
<td>4</td>
<td>Chapters 7 and 8</td>
<td>Chapters 9 and 10</td>
</tr>
<tr>
<td>5</td>
<td>Chapters 9 and 10</td>
<td>Student reports</td>
</tr>
<tr>
<td>6</td>
<td>Chapters 11, 12, 13</td>
<td>Review and midterm exam</td>
</tr>
<tr>
<td>7</td>
<td>Review and midterm exam</td>
<td>Chapters 11, 12, 13</td>
</tr>
<tr>
<td>8</td>
<td>Chapters 14, 15, 16</td>
<td>Chapters 14, 15, 16</td>
</tr>
<tr>
<td>9</td>
<td>Chapters 17, 18, 19</td>
<td>Chapters 17 and 18</td>
</tr>
<tr>
<td>10</td>
<td>Chapters 20, 21, 22</td>
<td>Chapters 19 and 20</td>
</tr>
<tr>
<td>11</td>
<td>Chapters 23, 24, 25</td>
<td>Chapters 21 and 22</td>
</tr>
<tr>
<td>12</td>
<td>Epilogue and review</td>
<td>Student reports</td>
</tr>
<tr>
<td></td>
<td>Final exam</td>
<td>Final exam</td>
</tr>
</tbody>
</table>

*If time is no problem, you can cover each topic in greater detail, asking students to spend more...*
Suggestions for Planning a Life-Span Course

A project is included for each course, and time is allotted for class presentation or discussion of the results.

Schedule B is designed for a two-semester sequential course, but with completion of the first semester a prerequisite for the second semester. Time is allotted for one project which may cover any part of the life span.

THE SYLLABUS

On the first day of class, students should receive a syllabus containing vital information about the course: what will be covered, what will be expected of them, and how they will be graded. This helps them plan their time to meet course requirements. The syllabus also protects you; if questions arise over course requirements, policies, or due dates, you have made a clear statement from the start.

Writing a Syllabus

The syllabus should contain six parts. Some suggestions for each part are provided below.

Course Description. This should be a paragraph or two describing the material covered in the course and your general instructional goals.

Requirements. This part should include (1) brief descriptions of required projects; (2) descriptions of the types of questions that will be asked on exams; and (3) information on methods of curving grades, contribution of each assignment to total course grade, and an indication of those factors—that will be taken into account.

Calendar. Reading assignments, dates of examinations, and due dates of projects and papers should be specified.

Exams. The test format you select will, of course, be determined by your teaching methods and goals, as well as by the students' abilities. Many instructors find that a combination of question formats works best in testing students' understanding of the facts and concepts in this course; some find it useful to tell
students about the essay questions in advance. An extensive test-item file containing 3,800 multiple-choice, true-false, and fill-in-the-blank questions, as well as essay questions (including answer guidelines), is available from Worth Publishers. The Test Bank is also available on CD-ROM for Windows and Macintosh systems.

Other Resources. Some instructors include sample examination questions, a list of suggested readings, and/or weekly class outlines with a set of learning objectives.

Where appropriate, students should be aware that a Study Guide is available. The Study Guide for the Berger text has been designed to help students improve their study methods, writing skills, and objective test-taking abilities.

Policies. You should explicitly state your policies on attendance (if not included as part of the grading criteria), make-up exams and late papers, and other special rules, such as noise or smoking policies.

A partial sample syllabus follows, as a guide.

SYLLABUS

Course: Human Development
Instructor: Rick Straub
Office: 000 Phone: 555-1234
Office Hours: 10:00–12:00 Monday, Tuesday, Thursday


Course Description

Overview. The development of the individual is an exciting process, beginning with the rapid metamorphoses of cells at conception and continuing through intricate changes of growth and aging. The study of development is also intriguing because each of us, and everyone we care about, is constantly developing. This course therefore embraces both scientific discoveries and personal insights.

It is important to remember that each of us analyzing the developing individual is only human, and thus our interpretation of behavior and change is filtered through our own biases. So that you may identify biases where they occur, we will spend time becoming familiar with the major theories of human development and the terms these theories use, paying special attention to the research that supports or contradicts each perspective. Critical thinking, as well as mastery of the material, is a goal of this course.

Probably no other field of study more abounds with free advice than child rearing, yet much of this advice has been handed out in ignorance of the available experimental data and/or established techniques for objective testing. We will work to develop skills for evaluating the views and advice you will continue to hear long after you close your books. To that end, the course will include an individualized project to help you compare and contrast the perspectives taken by the experts.

Objectives. At the end of the semester, you should be able to:

1. Describe development—including biosocial, cognitive, and psychosocial—as an ongoing set of processes, involving both continuity and change, by giving examples from the literature.
2. Analyze different developmental events from the perspectives of the major theories of development—cognitive, learning, humanistic, and psychoanalytic—and recognize those theories when used by others to analyze events.
3. Explain how research contributes to the understanding of development and evaluate and use research findings to investigate a topic of interest to you.
4. Recall important developmental concepts and be able to recognize and apply these concepts in various situations.
5. Formulate relevant questions about developmental processes and events and use standardized techniques for gathering objective answers to these questions.

Requirements

Classroom Activity. The use of lecture time will vary, depending on the learning objectives. For example, lectures may be used for clarifying text material or introducing new material, for discussing how to identify and apply principles or theories, and for films on special topics.

Project. In an area of study as vast as human development, it is hard to focus as a class on specific topics, age groups, or views that may concern you. This project has been developed to give you an opportunity to explore an area of special interest, while at the same time developing the skills set out in the learning objectives. (A detailed project description would follow.)

Calendar. (Here you would insert dates of reading assignments, projects, and exams.)

Grading. The final course grade will be a weighted average of the following:
All quizzes: % Midterm exam: %
Final exam: % Book report and project: %
ExamS. Exams will cover material discussed both in the textbook and in class. Exams I and II will be non-cumulative; that is, they will test only the material covered in the specific segment of the course indicated in the syllabus. The format will be multiple choice, short answer, and essay, and each exam will take about one hour. Part of the exam will be drawn from lectures and discussions. Exam III, the final exam, will be cumulative: questions will be drawn from all material that has been covered in the course.

Study Guide. The Study Guide that accompanies the textbook is recommended but not required. Students who feel they need guidance and practice to help them master text material are urged to purchase and use the Study Guide.

Policies. There will be no make-up exams without a medical excuse or permission by the instructor given at least one week prior to the exam. The instructor retains the right to require a written medical excuse. Assignments should be turned in on time; late assignments will receive lower scores.

The following lists of classroom debates, critical thinking activities, Internet activities, and observational activities specify the appropriate text chapter for each item. Because the Instructor’s Resources are intended for use with all of Kathleen Berger’s texts, materials are divided by topic, not chapter number. To help you find the relevant chapter, use the Contents for these Lecture Guides to find the topic of interest.

CLASSROOM DEBATES

Have students rank their top five topics from the following list of classroom debates.
CLASSEOzm DEBATES

Pick 5 of the following topics you would be willing to debate and rank them by placing a number from 1 (most preferred debate topic) to 5 (least preferred, but acceptable) in the blank next to each topic.

__________ “Resolved: Cognitive development is most accurately characterized as a continuous process, rather than as occurring in a sequence of stages.” (Chapter 2)

__________ “Resolved: Embryonic stem cell research should be outlawed.” (Chapter 3)

__________ “Resolved: All prospective parents at risk as carriers of abnormal genes should be subjected to mandatory genetic testing.” (Chapter 3)

__________ “Resolved: A fetus has the same moral and legal rights as its mother.” (Chapter 4)

__________ “Resolved: The increasing medicalization of birth is harmful to both mothers and their babies.” (Chapter 4)

__________ “Resolved: Language development is the product of conditioning.” (Chapter 6)

__________ “Resolved: Attending day care centers during the first three years of life is psychologically damaging to children.” (Chapter 7)

__________ “Resolved: A quality preschool education advances social and cognitive development beyond that of preschoolers who remain at home.” (Chapter 9)

__________ “Resolved: Parents are not responsible for the differences among their children.” (Chapter 10)

__________ “Resolved: Children with learning disabilities should be mainstreamed.” (Chapter 11)

__________ “Resolved: Today’s parents are too ________________.” (Chapter 16)

__________ “Resolved: Alcoholism and the abuse of other drugs is hereditary.” (Chapter 17)

“Resolved: Males and females are socialized to approach moral questions in different ways.” (Chapter 18)

__________ “Resolved: The multidimensionality of intelligence makes Standardized IQ testing obsolete.” (Chapter 21)

__________ “Resolved: Men and women are born into immutable gender roles.” (Chapter 22)

__________ “Resolved: Divorce Laws Should Be Changed to Make Marriages More Difficult to Dissolve” (Chapter 22)

__________ “Resolved: Research on cognitive decline supports mandatory retirement laws.” (Chapter 24)

__________ “Resolved: Euthanasia and physician-assisted suicide should be legalized.” (Epilogue)
CRITICAL THINKING ACTIVITIES

Following is a list of the Critical Thinking Activities and the chapters in which they appear.


<table>
<thead>
<tr>
<th>Critical Thinking Activity</th>
<th>Textbook Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breast Feeding and Intelligence</td>
<td>1</td>
</tr>
<tr>
<td>Theories</td>
<td>2</td>
</tr>
<tr>
<td>The Genetic Counselor</td>
<td>3</td>
</tr>
<tr>
<td>Medical Attention</td>
<td>4</td>
</tr>
<tr>
<td>The Effects of Biosocial Experiences on Cognitive and Psychosocial Development</td>
<td>5</td>
</tr>
<tr>
<td>Language Development: Nature, Nurture, or Interaction?</td>
<td>6</td>
</tr>
<tr>
<td>Early Temperament Style and Later Adjustment Problems</td>
<td>7</td>
</tr>
<tr>
<td>Designing a Toy</td>
<td>8</td>
</tr>
<tr>
<td>Preoperational Thought in Adulthood</td>
<td>9</td>
</tr>
<tr>
<td>Gender Roles and Stereotypes</td>
<td>10</td>
</tr>
<tr>
<td>Obesity and Weight Loss</td>
<td>11</td>
</tr>
<tr>
<td>Information Processing</td>
<td>12</td>
</tr>
<tr>
<td>Moral Reasoning Dilemma</td>
<td>13</td>
</tr>
<tr>
<td>Early and Late Maturation</td>
<td>14</td>
</tr>
<tr>
<td>Eating Disorders on the Internet</td>
<td>14</td>
</tr>
<tr>
<td>Is Tracking Effective?</td>
<td>15</td>
</tr>
<tr>
<td>Identity Statuses: Four Cases</td>
<td>16</td>
</tr>
<tr>
<td>Gender Differences in Depression</td>
<td>17</td>
</tr>
<tr>
<td>Thinking in Emerging Adulthood</td>
<td>18</td>
</tr>
<tr>
<td>Trends in the Age of Marrying and Becoming a Parent</td>
<td>19</td>
</tr>
<tr>
<td>Substances-Related Disorders on the Internet</td>
<td>20</td>
</tr>
<tr>
<td>Devising an Intelligence Test</td>
<td>21</td>
</tr>
<tr>
<td>The 25th High School Reunion</td>
<td>22</td>
</tr>
<tr>
<td>Ageism, the Young-Old, and the Old-Old</td>
<td>23</td>
</tr>
<tr>
<td>Personal Wisdom During Late Adulthood</td>
<td>24</td>
</tr>
<tr>
<td>Frailty During Late Adulthood</td>
<td>25</td>
</tr>
<tr>
<td>Grief</td>
<td>Epilogue</td>
</tr>
</tbody>
</table>

INTERNET ACTIVITIES

Following is a list of the Internet Activities and the chapters in which they appear.

<table>
<thead>
<tr>
<th>Internet Activity</th>
<th>Textbook Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cloning</td>
<td>3</td>
</tr>
<tr>
<td>Cystic Fibrosis</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Teratology</td>
<td>4</td>
</tr>
</tbody>
</table>
### OBSERVATIONAL ACTIVITIES

A listing of the observational activities follows.

<table>
<thead>
<tr>
<th>Observational Activity</th>
<th>Textbook Chapter</th>
<th>Developmental Domain/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I: The Beginnings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pregnancy's Impact on Expectant Parents</td>
<td>4</td>
<td>Methods</td>
</tr>
<tr>
<td><strong>Part II: The First Two Years</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Sampling of Newborn Behavior</td>
<td>5</td>
<td>Methods</td>
</tr>
<tr>
<td>Gross-Motor-Skill Development in the Infant Attachment</td>
<td>5</td>
<td>Biosocial Development Psychosocial Development</td>
</tr>
<tr>
<td><strong>Part III: The Play Years</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Motor Skills</td>
<td>8</td>
<td>Biosocial Development</td>
</tr>
<tr>
<td>Preoperational and Concrete Operational Thinking</td>
<td>9</td>
<td>Cognitive Development</td>
</tr>
<tr>
<td><strong>Part IV: The School Years</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classification and Seriation</td>
<td>12</td>
<td>Cognitive Development</td>
</tr>
<tr>
<td>Gender Roles and Aggression on TV</td>
<td>13</td>
<td>Psychosocial Development</td>
</tr>
</tbody>
</table>
### Observational Activity

<table>
<thead>
<tr>
<th>Textbook Chapter</th>
<th>Developmental Domain/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part V: Adolescence</strong></td>
<td></td>
</tr>
<tr>
<td>Adolescence Now and Then</td>
<td>14</td>
</tr>
<tr>
<td>Adolescent Peer Relationships</td>
<td>16</td>
</tr>
<tr>
<td><strong>Part VI: Emerging Adulthood</strong></td>
<td></td>
</tr>
<tr>
<td>Physical Stereotyping in the Media</td>
<td>17</td>
</tr>
<tr>
<td>Describing the Development of a Developmental Psychologist</td>
<td>18</td>
</tr>
<tr>
<td>The “Right Time” for Life Events</td>
<td>19</td>
</tr>
<tr>
<td><strong>Part VII: Adulthood</strong></td>
<td></td>
</tr>
<tr>
<td>How Long Will You Live?</td>
<td>20</td>
</tr>
<tr>
<td>Sexism in Medicine</td>
<td>20</td>
</tr>
<tr>
<td><strong>Part VIII: Late Adulthood</strong></td>
<td></td>
</tr>
<tr>
<td>Media Images of Aging</td>
<td>23</td>
</tr>
<tr>
<td>Recording a Life Story</td>
<td>25</td>
</tr>
</tbody>
</table>
Audiovisual Materials

Audiovisual Descriptions by Textbook

Chapter 1  Introduction

Child Development  (60 min., Films for the Humanities and Sciences)
This videotape program consists of one- to five-minute segments covering a wide range of topics that include genetic counseling, newborn behavior, child abuse and maltreatment, learning disabilities, and adolescent depression and suicide.

Contexts of Development  (30 min., RMI Media Productions)
Beginning with a description of the child’s biological makeup, this film demonstrates how the interplay of the social, economic, and cultural contexts influences all aspects of development.

The Creation of Childhood  (25 min., Insight Media)
This program explores the origins of childhood as a separate stage of development. Tracing the history of the study of child development, it asks whether childhood is a biological phenomenon or a social creation.

The Developing Child series  (Magna Systems, Inc.)
Designed for educators, health-care professionals, and parents, this series consists of 32 modules, averaging 30 minutes in length, that focus on specific development issues from childhood through adolescence.

Development  (33 min., CRM/McGraw Hill)
The growth of the child from birth to adolescence is shown through a series of illustrations of developmental research, including Kagan’s research on infant cognitive development, Ainsworth’s Strange Situation test of attachment, and Parke’s “resistance to temptation” experiment. The film also includes some naturalistic observations of children at each major stage of development. This movie could be used in the first week of the course to illustrate various methodologies and ethical issues, as well as to raise some of the interesting issues within human development. As examples of the latter, Rhoda Kellogg makes a provocative statement in favor of nursery schools but against day care, and Elizabeth Douvan talks about our culture’s failure to channel adolescent energy. The film is a good introduction to issues that will be explored in depth later in class.

Ethics and Scientific Research  (30 min., Insight Media)
This award-winning video explores ethical issues faced by scientists, focusing specifically on scientific misconduct. One intriguing segment discusses the case of a researcher who falsified findings on psychotropic drugs.

The Ethnic Flaw  (30 min., Insight Media)
Focusing on the experiences of people who have emigrated from their country of birth to a foreign country, Thomas Sowell discusses the impact of culture on the individual. The affirmative-action controversy is also explored, including how it has benefited middle-class African Americans while perhaps impeding progress among lower-income, unskilled African Americans.

Experimental Design  (2 segments, 30 min. each, Annenberg/CPB)
Divided into two segments, this film provides a broad overview of observational studies and experimental studies. Segment 1 focuses on basic principles of experimental design, including randomization, sampling, bias, and replication. Segment 2 focuses on the question of causation in research.

Experiments in Human Behavior  (35 min., Insight Media)
Describing landmark experiments concerned with obedience to authority, cult behavior, and addiction, this program explains research design and differentiates field research, observational studies, surveys, and experimentation.

How Cultures Are Studied  (30 min., Insight Media)
Researcher Napoleon Chagnon describes his seminal studies of the Yanomamo Indians of Venezuela, focusing on the importance of putting aside one’s ethnocentric biases to become an active member of the society being studied. The film also touches on ethical issues in participant observation.

How We Study Children  (24 min., Insight Media)
This film explores observational and experimental methods for studying child behavior, focusing on the strengths and weaknesses of each method.

Infancy Research Methods  (18 min., Insight Media)
This brief video describes four methods for studying the sensory and perceptual capabilities of infants
between one and 12 months of age: preferential looking, eye movements, and habituation. The strengths and weakness of each method are thoroughly assessed.

Observation (18 min., Insight Media)
Particularly relevant to developmental research, this short film describes techniques for observing children, including naturalistic and subjective observation. The film also contains a segment discussing the difficulties and responsibilities faced by researchers who study children.

PsychNow: Interactive Experiences in Psychology (CD-ROM) (Insight Media)
This CD-ROM (Mac/Windows) uses animations, graphics, video clips, and interactive exercises to teach central concepts in psychology. Students can serve as subjects in memory exercises, view film clips of children in different stages of cognitive development, study cross-cultural issues in emotional expression, and investigate many other topics. There is a particularly good module on research methods and critical thinking.

Race: The World's Most Dangerous Myth (60 min., Insight Media)
This program begins by differentiating various social, biological, and geographical categorizations of race. It next discusses genetic differences among races and how social institutions tend to perpetuate racial stereotyping.

Research Methods (30 min., Insight Media)
This film is one of a series of programs created specifically for psychology classes. It discusses the impact of psychological research on society, explains the scientific method and its importance, and presents some archival film footage of research on autistic behavior.

Research Methods for the Social Sciences (33 min., Insight Media)
Focusing on the experimental method, this program differentiates control and experimental groups, independent and dependent variables, and correlational research. It also discusses ethical issues in research.

Social Constructionist Ideas About Research (30 min., Insight Media)
The central idea of this program is that how the choices researchers make—to observe certain subjects and disregard others, for instance—can dramatically affect their understanding of developmental phenomena. Attention-deficit/hyperactivity disorder is used as a model to illustrate the nature of social constructionist research.

21st-Century Sons and Mothers (48 min., Films for the Humanities and Sciences)
This Discovery Channel film presents scientific and anecdotal evidence for the changing dynamics of the mother/son relationship in a cultural and historical context in which single-mother households are on the rise and sons are taking longer to leave the nest. It provides a good vehicle for evaluating the quality of data as a means of answering questions about development and powerfully illustrates the influence of the social context on development and social constructions.

The Way of Science (58 min., Films for the Humanities and Sciences)
“Humans are storytellers,” notes this film’s host Roger Bingham. “We tell stories to feel at home in the universe.” This effort to “feel at home” has given rise to many ways of knowing, including science and mythology, both of which are explored here. The film provides a stimulating introduction to a lecture on the limits of the scientific method as a path to the truth.

Chapter 2 Theories of Development

This film takes behaviorist principles out of the laboratory setting and shows that they have many practical applications. It features six actual situations, including one in which parents work with an autistic child and another in which future dentists learn how to reduce children’s fear of dentistry. Particularly interesting to the more sophisticated student is a discussion of ethical and philosophical questions and the future of behaviorism. The discussion is between Skinner and a dozen well-known behaviorist researchers, including Bijou, Ferster, Hively, and Patterson.

B. F. Skinner on Behaviorism (28 min., RMI Media Productions)
The late eminent behaviorist discusses behavior modification, behavioral technology, the role of reinforcement in shaping human behavior, and the application of principles of learning to larger social concerns.

Childhood Aggression (30 min., Research Press)
In this case study, the parents and teacher of a hostile, difficult child learn to use time-out, tracking techniques, and positive reinforcement for desirable behavior. Specific changes for the better, as well as a general improvement in the milieu, occur. This approach is explained in the film by Gerald Patterson of the Oregon Research Institute.

Cognitive Development (20 min., CRM/McGraw-Hill)
This film, which is best shown after the students have read Chapter 2, begins with a brief review of Piaget’s stages and some of his terminology. It then shows two contrasting kindergartens, one based on “discovery” learning and the other on a strict application of behaviorist principles, as interpreted by Bereiter and Englemann. In class, the instructor and the students can identify comparable types of education for older
children and for adolescents, and then discuss the merits of carefully preprogrammed instruction versus more spontaneous learning. Showing this movie is a good way to help students see that various theoretical ideas can lead to contrasting and controversial applications.

_Contexts of Development_ (30 min., RMI Media Productions)  
(See description under Chapter 1.)

_Culture_ (30 min., Insight Media)  
Taking the viewer to different regions of the United States, this video vividly displays the ways in which different subcultures address individual needs. The societies explored include Chinese settlements in the South, Cajun settlements in Louisiana, and the Native American.

_Erik Erikson: A Life’s Work_ (38 min., Insight Media)  
Working from the perspective of the biopsychosocial model, this film combines biographical information and interviews with Erik Erikson with a thorough description of the theorist’s eight psychosocial crises.

_Freud: The Hidden Nature of Man_ (27 min., Learning Corporation of America)  
Freud’s most significant discoveries about human sexuality and its role in neurotic disorders are dramatically reenacted. The film includes a staged session of analysis in which a woman remembers an incestuous relationship with her father, and Freud gradually realizes that this “memory” is actually part of an unconscious fantasy that is common to many women. The id, ego, and superego are also acted out in two vignettes, as is one of Freud’s childhood dreams and his analysis of it. The movie provides a vivid though somewhat simplistic grasp of basic Freudian ideas.

_How Young Children Learn to Think_ (19 min., Insight Media)  
This brief video conversation with Constance Kamii presents an especially clear and concise explanation of Piaget’s theory of childhood cognition.

_I’m Normal, You’re Weird: Understanding Other Cultures_ (23 min., Insight Media)  
In this entertaining film, a group of aliens prepares to take human form. As they rehearse their new roles, they discover that human behavior has an extensive cultural basis.

_Introduction to Culture and Diversity_ (60 min., Insight Media)  
Beginning by differentiating culture, macroculture, and microculture, this new film considers the various subcultures and religious groups in the United States. A student discussion focuses on the dangers of viewing groups from ethnocentric perspectives.

_Freud: The Hidden Nature of Man_ (30 min., Learning Corporation of America)  
Freud is filmed giving a lecture to a Japanese conference on preschool education. In the first half of the film, Piaget effectively contrasts his views of education with traditional approaches. The second half deals specifically with Piaget’s experiments on reconstructive memory. The film, which is in French with carefully written English subtitles, avoids being boring (as many filmed lectures are) because of Piaget’s enthusiasm and charisma.

_The Latino Family_ (28 min., Films for the Humanities and Sciences)  
In following three generations of one Mexican American family, this film illustrates both the changes and the endurance of traditional Latino family member roles. In doing so, it provides a nice introduction to sociocultural theory.

_Learning_ (30 min., Insight Media)  
This video (1990) reviews the basic principles of Pavlovian and operant conditioning. Highlights include an interview with B. F. Skinner and a segment in which operant conditioning principles are used to help hyperactive children.

_Learning in Context: Probing the Theories of Piaget and Vygotsky_ (31 min., Films for the Humanities and Sciences)  
This program examines three sets of experiments that demonstrate the influence of contextual factors in learning: (1) tasks involving gender-biased instructions; (2) tasks that require cooperation with others; and (3) tasks involving the training of students by peers and adults. The film provides a nice segue for a discussion of the impact of stereotyping on performance, the effects of self-perception on competence, and how different methods of teaching influence student performance.

_Learning: Observational and Cognitive Approaches_ (30 min., Insight Media)  
Profileing pioneering researcher Albert Bandura, this 2001 video explores observational learning, focusing on the cognitive components of modeling. Also discussed are latent learning, cognitive maps, learned helplessness, and instinctive drift. A final segment describes the role of vicarious conditioning in teaching new skills and the use of behavior modification.

_Myths of Childhood: New Perspectives on Nature and Nurture_ (Films for the Humanities and Sciences)  
This series of three, 55-minute films, explores the experiences of children and parents from the United States, Australia, and England. Through home movies, photographs, scenes from television, and interviews with a variety of experts, the series explores the perennial nature–nurture controversy.
*Observational Learning* (23 min., HarperCollins)
Written and narrated by Robert Liebert, who is responsible for some of the best research on the effects of television on children, this film provides a good general introduction to the social learning approach to developmental psychology, as Liebert explains how parents, peers, and the media affect a child's behavior.

*Pavlov: The Conditioned Reflex* (25 min., black and white, Films for the Humanities and Sciences)
This documentary makes a good introduction to behaviorism. Originally produced for Russian television, the film reviews the life and career of Nobel Prize–winning scientist Ivan Pavlov and includes rare footage of Pavlov at work.

*Piaget's Developmental Theory* (Set of three films: *Classification*, 17 min.; *Conservation*, 28 min.; *Formal Thought*, 32 min., Davidson Films)
Piaget's theory, methods of classification, and stages in the development of intelligence are described. This film incorporates many demonstrations of children's thinking at different stages of development and explains how educational programs based on Piagetian principles can help children make transitions from one stage to the next.

*Play: A Vygotskian Approach* (26 min., Davidson Films)
Using enchanting sequences of young children at play, this video reviews the various methods of studying play. These include the Freudian–Eriksonian emphasis on emotional content, the Piagetian emphasis on symbolic representation, the social psychological approach, and, especially, Lev Vygotsky's view of play as a zone of proximal development.

*The Power of Positive Reinforcement* (28 min., CRM/McGraw-Hill)
This film provides a good introduction to the application of principles of operant conditioning to business and industry. Its message is that all workers—from factory workers to executives—are searching for feedback (reinforcement) for their job performance. The effectiveness of positive reinforcement is examined at a 3M plant in California, an amusement park in Minnesota, on members of the Minnesota Vikings football team, and with sanitation department workers in the city of Detroit.

*Sigmund Freud* (17 min., Insight Media)
Using documentary footage, this film takes viewers into Freud's home in Vienna and offers a rare view of Freud's personal world. Narrated by Eli Wallach, it shows Freud's collection of antiquities and points out the parallels between his interests in archaeology and in exploring a person's past to gain insight into his or her personality.

*Social-Cultural Diversity* (30 min., Insight Media)
Developed for classroom teachers, this program explores the role that a student's cultural background plays in his or her learning style and behavior. The effects on students of stereotypes based on culture, socioeconomic status, and gender are also discussed.

*Street Children of Africa* (52 min., Films for the Humanities and Sciences)
This captivating film explores a tragic worldwide phenomenon: homeless children. Focusing on children in West Africa with no means of support other than what they scrounge from the street, the program invites comparisons with American children and poignantly highlights sociocultural influences on development.

*Theories* (27 min., Magna Systems, Inc.)
One of the modules from the Developing Child Series, this film reviews the major developmental theories: cognitive, behaviorist, sociocultural, social learning, and psychoanalytic. Specific theorists discussed include Piaget, Vygotsky, Skinner, Erikson, Freud, and Gesell.

*Vygotsky's Developmental Theory: An Introduction* (30 min., Davidson Films)
Hosted by psychologist Elena Bodrova, this film introduces the life and theory of the seminal Russian theorist who increasingly is being cited in developmental research today. The program focuses on four integral concepts: children construct knowledge; learning leads to development; development cannot be isolated from its social context; and language plays a key role in development.

*Young Dr. Freud* (99 min., Films for the Humanities and Sciences)
This film portrays the early scientific life and discoveries of Freud and shows the excitement and frustrations he experienced as a scientist and theorist. It also places Freud's work in historical context, making many of his ideas easier to understand. The movie was originally produced by Austrian and German television and is in German with English subtitles.

**Chapter 3 Heredity and Environment**

*Adoption and Assisted Reproduction: A Look at the Children* (26 min., Films for the Humanities and Sciences)
Shifting social norms and increasing medical options have redefined traditional concepts about reproduction and parenting. This program focuses on several case studies: a couple who underwent in vitro fertilization, surrogate motherhood, a single woman who chose to be artificially inseminated, and a bachelor who adopted a child. The program emphasizes the impact of various types of parenthood on children.

*The Baby Makers* (43 min., CRM/McGraw-Hill)
This film, produced by CBS, explains many of the methods of fertilization (including surrogate mother-
hood and “test-tube” babies). It also explores the ethical questions raised by these methods. At times, the treatment seems to skirt the deeper questions in favor of newsworthy footage, but that allows you to probe more deeply during class discussion.

**Blueprint for Life** (30 min., RMI Media Productions)
This program discusses the mysteries of genes and charts the evolution of the zygote into the fully formed infant. Graphic footage illustrates how teratogens endanger the developing individual.

**Body Doubles: The Twin Experience** (50 min., Films for the Humanities and Sciences)
This visually stunning HBO documentary discusses the vital contribution of the study of twins in developmental psychology. Tracing the history of twin research from Josef Mengele to the University of Minnesota Twin Research Center, the film presents a balanced treatment of both sides of the nature–nurture controversy.

**The Developing Child: Conception and Heredity** (15 min., Magna Systems)
This brief video module provides a concise overview of the beginning of life. Topics explored include cellular duplication, genetic abnormalities and diseases, the determination of sex, mechanisms of heredity, and genetic counseling.

**The Ecology of Development** (30 min., Insight Media)
Profiling children in twelve families in five countries, this program explores how genetic and environmental factors influence development in every domain. Working from an ecological, or systems theory, perspective, the video considers the influence of family and peer relationships, schooling, history, and culture on development.

**Heredity and the Environment: Blueprints for a Baby** (29 min., Magna Systems, Inc.)
One of the modules from the Developing Child Series, this film describes conception, the function of genes and chromosomes, and the earliest days in the life of the developing person. Graphics and animation are also used to explain the determination of sex, how traits are inherited, the interaction of genes and environment, and the impact of genetic and chromosomal abnormalities on the developing fetus. An overview of the field of genetic counseling is also provided.

**How Life Begins** (46 min., University of Southern California Film Library)
This film provides an extraordinary look at the beginning of life, from conception to birth, throughout the animal kingdom. One theme is the miraculous nature of prenatal development; another is the common ground humans share with other animals. Originally an *ABC News* special, the film won critical acclaim for both its photography (magnificent) and its narrative.

**Innocent Addicts** (27 min., Pyramid Media).
This short video presents the true stories of twelve mothers who are recovering from substance abuse. Their stories form a backdrop for an exploration of the issues surrounding drug use during pregnancy.

**Life’s Greatest Miracle** (57 min., Time Life Video, NOVA)
This biological view of conception—including male and female anatomy and the actual moment of fertilization inside the woman—and prenatal development was filmed by justly famous Swedish photographer Lennart Nilsson. The film might provide good background information if you want to emphasize the importance of preventing unwanted pregnancy before it occurs.

**Pregnancy After 35** (22 min., Polymorph Films)
This film considers the physical and emotional aspects of pregnancy during the later childbearing years. It shows that although pregnancy after 35 should be planned carefully—including amniocentesis and good medical care—it can be a joyful experience. Misconceptions about pregnancy after 35 abound, and this film will help clear them up.

**Sickle-Cell Anemia** (22 min., Filmmakers Library)
Sickle-cell anemia is carefully explained, from its origins as a defense against malaria in Africa to its tragic outcome in the lives of many African Americans. Included is the story of a close-knit African American family with six children, three of whom have sickle-cell anemia. The mother explains that neither she nor her husband knew that they were carriers until their children were born.

**Chapter 4 Prenatal Development and Birth**

**After the Baby Comes Home** (19 min., Films for the Humanities and Sciences)
This brief film explores steps new parents can take to prepare for the various potential stresses associated with bringing a baby home, including postpartum depression, marital stress, physical exhaustion, and sibling reactions.

**Birth at Home** (14 min., Filmmakers Library)
This film is unusual in many ways. It shows a home birth in Australia, assisted by a midwife who uses massage and herbal medicine. The actual birth occurs as the woman is on her hands and knees. The baby is born with the umbilicus around the neck and initially appears to be in danger of anoxia. The midwife resuscitates him and all seems well by the end of the film. This is a fascinating and provocative film, even for those who are familiar with the usual birth process.

**Birth Without Violence** (21 min., black and white, New Yorker Films)
The film shows a Leboyer birth, with Leboyer himself as the obstetrician. As soon as the baby emerges, he is
placed on the mother’s abdomen and caressed, first by Leboyer and then by the mother. After several minutes, the umbilicus is cut and the infant is placed in the warm bath. This is an awe-provoking, even eerie film: the black-and-white footage in dim light (one of Leboyer’s prescriptions) with no narration creates a strong visual message.

As a teaching tool, this movie is best shown after the students know what a standard delivery involves for the infant (measuring, weighing, suctioning, identification, Apgar rating, etc.) and the reasons for it. Certainly, the standard birth takes less time for the hospital staff and may allow medical problems to be spotted more quickly. Since there is no commentary with the film, you might want to add your own, pointing out things students might otherwise miss—for instance, the birth cry is spontaneous and short (no need for a slap), the reflexes are already functioning (this newborn sucks his finger moments after birth), the head is somewhat misshapen (a natural consequence of the birth process), and the newborn’s breasts are somewhat enlarged (again normal, the temporary result of hormones produced as part of the birth process).

David with Fetal Alcohol Syndrome (45 min., Films for the Humanities and Sciences)
This film provides a unique, personal look at David Vandenbrink, a seemingly bright and articulate 21-year-old man, who suffers from fetal alcohol syndrome. The teratogenic cause of David’s condition went undiagnosed for the first 18 years of his life, causing confusion and pain for both him and his adoptive family.

DES: The Timebomb Drug (27 min., Filmmakers Library)
The DES story is told by the drug manufacturers, doctors, consumer advocates, and mothers and their children (both sons and daughters) who were affected by it. Among the points that can be highlighted in class discussion is the difficulty of conducting research on teratogens and the consequent need for caution in using any drug during pregnancy. Class discussion can be supplemented by information on Acutan, a drug taken by many young women to treat acne. According to some estimates, hundreds of babies with birth defects have been born because women took this drug while pregnant.

Developmental Phases Before and After Birth (28 min., Films for the Humanities and Sciences)
Stunning photography is used to probe physical development from the fetal period through the first year of life.

Fetal Alcohol Syndrome and Other Drug Use During Pregnancy (19 min., Films for the Humanities and Sciences)
This brief film profiles an 8-year-old boy born with fetal alcohol syndrome. Beginning with a clear description of how alcohol passes through the bloodstream into the bloodstream of the fetus, the program describes the common characteristics of children born with this disorder, including learning disabilities, cognitive handicaps, and behavioral problems. The program also takes a brief look at babies who are born addicted to crack cocaine.

Fetal Alcohol Syndrome: Life Sentence (24 min., Films for the Humanities & Sciences)
This brief film explores the wide-ranging symptoms of FAS, including learning disabilities, poor judgment, and antisocial behavior. It also discusses a controversial study, which suggests that maternal drinking may explain why 1 out of every 4 prison inmates is a victim of FAS.

Having a Mentally Handicapped Baby (50 min., Films for the Humanities and Sciences)
This poignant program explores the joys and sorrows faced by families with a handicapped baby. It also addresses some of the numerous difficult decisions parents face, including whether to terminate a pregnancy, day-to-day problems coping with a special-needs child, and whether to give up a handicapped child to foster parents or an institution.

Life’s Greatest Miracle (57 min., Time Life Video, NOVA)
(See description under Chapter 3.)

Nature’s Child: Biological Growth (60 min., RMI Media Productions)
This film explores the many influences of biological processes on behavior and prenatal development. It also describes the three stages of labor, the birth process, and possible complications of birth, including prematurity and anoxia.

Newborn (28 min., Filmmakers Library)
Three of the most highly respected neonatal researchers—T. Berry Brazelton, Lewis Lipsitt, and Louis Sander—are shown testing newborns. The impressive array of newborn reflexes, sensory abilities, and learning potential is demonstrated. Probably even more important, these neonatal abilities are put into context, showing the infants able and willing to respond to their parents. Thus, the film goes beyond the clinical test procedures and captures some of the warmth that is possible in the parent–newborn relationship.

The Newborn (30 min., Insight Media)
This film examines physical and social development in the newborn. The newborn’s physical appearance, physiological functioning, and reflexes are discussed, and the Apgar scale and Gestational Age Test are explained. On-camera demonstrations show newborns imitating adult movements.
One for My Baby (Fetal Alcohol Syndrome) (28 min., AIMS)
This film portrays the tragedy of fetal alcohol syndrome by interviewing doctors and parents of FAS children. The film dramatically emphasizes the importance of avoiding risk factors in pregnancy, even though most fetuses born to drinking mothers are unaffected in any obvious way. In addition to convincing your future mothers to avoid alcohol, this film can be used in the same way as the one titled Pregnancy: Caring for Your Unborn Baby.

Pediatric Brain Development: The Importance of a Head Start (13 min., Films for the Humanities and Sciences)
Hosted by ABC newswoman Diane Sawyer, this short film reports on neural development in the brain during fetal development and early childhood. PET scans (explained by UCLA's Michael Phelps, inventor of the technology) are used to illustrate the long-term effects of sensory stimulation and deprivation, early language development, and the possible connections between premature birth and attention deficit disorder.

Pregnancy After 35 (22 min., Polymorph Films)
(See description under Chapter 3.)

Pregnancy and Birth: Caring and Preparing for the Life Within (26 min., Magna Systems, Inc.)
Part of the Developing Child Series, this module takes a contemporary look at pregnancy and birthing, focusing on how technological advances have affected both.

Pregnancy and Substance Abuse (28 min., Films for the Humanities and Sciences)
This program follows several couples through pregnancy and early prenatal development of children exposed to various addictive drugs. Former U.S. Surgeon General C. Everett Koop discusses the impact of cigarette smoke on the developing child. Michael Dorris, author of The Broken Cord, discusses his experiences raising a son with fetal alcohol syndrome.

Pregnancy: Caring for Your Unborn Baby (20 min., AIMS)
The importance of good nutrition and avoiding drugs during pregnancy is emphasized, especially through footage of a two-pound malnourished premature infant. This film is not appropriate for all classes; the points made are so obvious that the film may come across as “preachy” to more sophisticated groups. For them, however, you might ask what can or should be done to ensure fetal well-being in all pregnant women, or you might ask whether the film overstates the role of the individual woman and understresses the role of society. The need for an ecological, or systems, approach to development will probably become obvious.

Prenatal Development (30 min., Insight Media)
Focusing on physical development from conception to birth, this film dramatically illustrates the effects of drug use on a developing fetus. Ultrasound “photography” shows a fetus responding to a variety of sensory stimuli, including music. The film closes with the baby’s birth.

Prenatal Development: A Life in the Making (26 min., Magna Systems, Inc.)
This film traces the story of life, from a one-celled zygote into a fully functioning human being 266 days later. Each of the three stages of prenatal development is fully described, along with the impact of environmental factors on the developing person.

Prenatal Diagnosis: To Be or Not to Be (45 min., Filmmakers Library)
This film demonstrates the use of amniocentesis, fetoscopy, and ultrasound in prenatal diagnosis. A couple who lost one child to Tay-Sachs disease are shown rejoicing when amniocentesis reveals that their second child is a healthy, normal girl. Other, more difficult examples of prenatal decision making are shown—for instance, in Down syndrome and spina bifida, the outcome of the disease is less clear than in Tay-Sachs disease, making the parents’ and doctor’s jobs more difficult. The ethical dilemmas inherent in genetic testing are made clear.

The Process of Birth (23 min., Films for the Humanities and Sciences)
This excellent video explores how different cultures and individuals view the process of birth, including where it should occur, who should be in attendance, and how long infants should be breast-fed.

Psychological Development Before Birth (22 min., Films for the Humanities and Sciences)
This film discusses high-tech methods of determining the well-being of the fetus and the beginnings of sensory-motor responsiveness to environmental stimuli. It also explores how mothers-to-be prepare themselves for having a baby.

Right from the Start (55 min., Prime Time School Television)
This videocassette focuses on the importance of early contact between mother, father, and newborn. The research of various experts—Harlow, Spitz, and Bowlby, for example—is cited to prove the importance of bonding, and Klaus and Kennell’s research is described in detail. The opposite position is not fairly represented, so bonding is probably overstressed here. However, film clips of parents and newborns and Brazelton’s wise words on parent-newborn interaction make this film worth showing.
XX Audiovisual Materials

Some Babies Die (54 min., University of California Extension Media)
This documentary follows a family coping with the death of their newborn and the counseling process that encourages them to acknowledge their baby’s life and death, to grieve, and then to proceed with their lives. Narrated by Dr. Elisabeth Kübler-Ross, the film contrasts this family's experiences with those of a woman who was not permitted to see any of her three stillborn children and who, after many years, has not yet gotten over her grief and depression.

The Story of Eric (34 min., Centre Films)
A birth story that gives proper recognition to the father's role during pregnancy and birth, this film shows the parents-to-be learning the Lamaze method and then using that knowledge to have an exhilarating birth experience. The movie can be considered propaganda for the advantages of prepared childbirth with minimal medical assistance. However, unless students already understand that birth can be a joyful family event, this movie is well worth showing. The only drawback is that students might believe that every birth can be like this one; as a result, those who have cesareans and/or need more medical assistance when they give birth may feel that they have failed. You can point out that the basic principles (involvement of the father, preparation for birth) hold true, no matter what the actual balance between nature and hospital.

Teenage Pregnancy (26 min., Films for the Humanities and Sciences)
By following several teenagers through the births of their children, this film offers a sobering look at the realities of this worldwide problem.

39, Single, and Pregnant (18 min., Filmmakers Library)
In contrast to the optimistic view presented in Pregnancy After 35, this film is the story of a 39-year-old woman who encounters difficulties. She is single, wants to become a mother, and is delighted to be pregnant. As the film follows her pregnancy and the first years of motherhood, the serious implications of parenthood are revealed. While this woman loves her baby, the social and financial problems that she encounters prove more worrisome in reality than she anticipated. This film helps students see that “having a baby” means a lot more than the biology of conception and birth.

Understanding Pregnancy (30 min., Magna Systems)
Focusing on relatively recent developments in pregnancy and birth, this program explores the stages of labor, medical monitoring and intervention, and various birthing situations.

Chapter 5 The First Two Years: Biosocial Development

A Baby's World (3 volumes, 60 min. each, Insight Media)
This three-part series provides a detailed depiction of the remarkable process by which helpless infants develop biologically, cognitively, and socially, into walking, thinking, and talking human beings.

Birth of a Brain (33 min., CRM/McGraw-Hill)
This film shows the development of the brain from the fetal period through infancy. Two features make it particularly interesting. First, it uses moving pictures to show the development of neurons, dendrites, and axons in the brain as maturation occurs. The striking images of this process help students visualize the crucial prenatal and postnatal periods of development.

Second, it uses only one infant, from birth to about 8 months, to illustrate brain development. Beginning with her Lamaze birth—a useful review of Chapter 4—we watch as the infant becomes more capable of coordinated motor movements and early language, and of interaction with her parents and her older sister (who is, predictably, jealous).

The interaction of biological and psychological factors is apparent throughout the film. For example, the narrator stresses the importance of avoiding toxins (both postnatally, in the form of “chemical pacifiers,” as well as prenatally) and providing proper nutrition and stimulation to allow the brain to develop normally. This film includes material that can easily serve as a springboard for many of the topics in this chapter as well as Chapters 6 and 7.

Bottle Babies (26 min., University of Michigan Media)
This film exposes some of the adverse effects of marketing baby formulas in developing Third World countries, including infant disease and malnutrition that may result from the substitution of powdered milk formulas for breast-feedings.

The Brain (50 min., BBC Films)
Using vivid graphics, animation, and three-dimensional models, this spectacular video takes students on a complete tour of the brain.

A Child Grows: The First Year (25 min., Insight Media)
This program outlines the development of motor and cognitive abilities during their first year of life. Special attention is paid to the development of eye-hand coordination and the process by which infants learn to distinguish self from non-self.

Developmental Phases Before and After Birth (30 min., Films for the Humanities and Sciences)
This film describes milestones of physiological and psychological development during the fetal period and the first year of life. A major theme is that these milestones are identical for children throughout the world.
It also examines the impact of the mother-child relationship on child development.

**The Development of the Human Brain** (40 min., Films for the Humanities and Sciences)
This film traces the course of brain development from conception to age 8. After describing brain functions that are already present at birth, it identifies the range of motor and cognitive skills that appear as the brain matures.

**The First 365 Days in the Life of a Child** (13, 28-minute programs, Films for the Humanities and Sciences)
This 13-part series describes normal development of an average healthy child during the first year of life. The series focuses on the research of a group of pediatricians at the University of Munich who systematically observed and filmed five babies for a year. From these observations, the researchers developed a system of developmental tests that measures a baby's most important developmental functions monthly. The first program shows the reactions of the newborn 10 days after birth. Programs 2–13 show the baby at one month, two months, and so on until the first birthday.

**The Growing Infant** (30 min., Insight Media)
**The First Year of Life** (28 min., Films for the Humanities and Sciences)
These two films examine physical growth during infancy, including cephalo-caudal and proximo-distal principles, the relationship between cognitive and physical growth, and the development of vision, hearing, and perceptual abilities. *The Growing Infant* follows one child through several stages of development. *The First Year of Life* explores how newborns see, hear, and make use of skills developed even before birth to interact with their surroundings. The infant's emerging individuality is also discussed.

**Helping Babies Learn** (19 min., Child Development Media)
This brief video presents a discussion of how caregivers can create stimulating environments for infants and toddlers, consisting of developmentally appropriate learning exercises.

**Infancy: Landmarks of Development** (22 min., Magna Systems, Inc.)
This film traces the major landmarks in the development of gross and fine motor skills during the first year. It also discusses influences on the timing of motor development, including nutrition, health care, opportunities for practice, and cultural patterns.

**In the Beginning: The Process of Infant Development** (15 min., Davidson Films)
**Nurturing** (17 min., Davidson Films)
These two movies can be shown together. Both feature Dr. Bettye Caldwell describing infant development. *In the Beginning* shows stages of development in several children, illustrating normal variation in growth rates. *Nurturing* examines the role of the caregiver as an active contributor to optimal growth. Caldwell offers several suggestions for fostering curiosity, exploration, and stimulation.

**Keeping Babies Healthy and Safe** (33 min., Child Development Media)
The first part of this video focuses on how caregivers keep their babies physically healthy, focusing on resistance to illness. The second part discusses the importance of parental monitoring and other ways to keep infants and toddlers safe in the home and elsewhere.

**The Newborn: Development and Discovery** (29 min., Magna Systems, Inc.)
This film discusses the developmental needs of the neonate, focusing on tests that determine the state of sensory, motor, cognitive, and social development. Other issues explored include bonding, breast versus bottle feeding, and the care of high-risk infants.

**Nutrition** (15 min., Magna Systems)
This film presents a concise overview of the importance of good nutrition in each stage of childhood. The food pyramid and nutrient composition of common foods are explained.

**Pediatric Brain Development: The Importance of a Head Start** (13 min., Films for the Humanities and Sciences)
(See description under Chapter 4.)

**Pediatric Neuroscience: Rage of Innocents** (47 min., Films for the Humanities and Sciences)
Taking a strong sociocultural and evolutionary perspective, this film explores the impact of attentive and neglectful caregiving on the emotional and neurological development of the child. Researchers discuss studies demonstrating a biochemical link between early caregiving and the development of brain regions that regulate emotions and the individual's response to stress. It also explores parental nurturing from the perspective of evolutionary biology.

**See How They Move** (28 min., Child Development Media)
Infants from 3 months to 2 years demonstrate the major landmarks of gross motor development: turning, crawling, sitting, and walking.

**Seeing Infants with New Eyes** (30 min., Child Development Media)
This documentary profiles infant specialist Magda Gerber, and her philosophy of raising self-confident, intrinsically motivated infants.
Simple Beginnings? (24 min., Films for the Humanities and Sciences)
This short film explores child development from birth to age 5. An especially interesting feature is the description of three experiments, which test early abilities of infants to recognize faces and motion as well as their short-term memory.

Chapter 6 The First Two Years: Cognitive Development

Baby Talk (60 min., Insight Media)
This video from the Nova series investigates the radical reappraisal of language development that stemmed from the writings of Noam Chomsky. It depicts how researchers monitor fetal response to sound and analyze patterns of crying, cooing, and babbling.

Beginning Language (30 min., Insight Media)
This film examines various theories of early language development, using film clips to document the development of speech. David Premack discusses his work on artificial language in chimpanzees.

Child Language: Learning Without Teaching (20 min., Davidson Films)
Out of the Mouths of Babes (28 min., Filmmakers Library)
There are many films tracing language development; these are two of the best. Child Language is written and narrated by Dr. Eve Clark, with emphasis on the complexities of language that the very young child learns without benefit of formal instruction. Out of the Mouths of Babes is an authoritative and humorous account of the course of language development over the first six years. It is written and narrated by Jill and Peter deVilliers, the language experts often cited in the text.

Cognitive Development (20 min., CRM/McGraw-Hill)
(See description under Chapter 2.)

The Developing Child: The Crucial Early Years (26 min., Films for the Humanities and Sciences)
This interesting film deals with the importance of early experiences in fostering cognitive development in the infant. Its message is that learning begins in the cradle, as the newborn responds to sensory stimulation, and that parents can assist cognitive development by encouraging learning. The film also discusses the controversial issue of IQ testing.

Development of the Child: Cognition (30 min., HarperCollins Media/Pennsylvania State University)
Aspects of cognition—including perception, memory evaluation, reasoning, and hypothesis testing—are examined from a problem-solving point of view. This film also outlines Piaget's developmental stages.

Development of the Child: Infancy (20 min., Harper-Collins Media/Pennsylvania State University)
Jerome Kagan and Howard Gardner show a broad range of infant behavior, from reflexes to object permanence, from attachment to familiar caregivers to fear of unfamiliar adults. Kagan's research on infant attention provides a good illustration of the cleverness of infants, as well as the creativity of the researchers who study them. Kagan's discrepancy hypothesis (that infants are most attentive to sights and sounds that are sufficiently different from the familiar to be interesting but not so different as to be unanalyzable) is demonstrated.

Development of Pre-Verbal Speech (15 min., Insight Media)
This brief video traces speech development in infants from their first cries after birth to the age of one year, when they can use and comprehend single words.

Discovering the Outside World (23 min., Films for the Humanities and Sciences)
This program focuses on the extraordinary development of the individual that occurs during the first nine months. Sleep-waking cycles are described, sensory development is outlined, and the infant's expanding repertoire of communication skills is delineated.

The Discovery Year (52 min., Films for the Humanities and Sciences)
Christopher Reeve hosts this exploration of the first year of life—the discovery year—as babies learn to use their senses, crawl, explore, and finally walk. The program also examines how personality develops at this young age by focusing on how three sets of parents respond to the individual personalities of their infant daughters.

Failures Before Kindergarten (28 min., Films for the Humanities and Sciences)
This adaptation of a Phil Donahue program explores the advantages and disadvantages of educational assessment of very young children. One panelist on the program, Madeline Duncan, describes her experiences as a teacher who held back an entire first-grade class!

First Adaptations (30 min., RMI Media Productions)
This program explores the awesome cognitive capacities of the newborn and infant. Experts chart the infant's developing cognitive abilities as the nervous system matures. Research on the learning abilities of newborns only a few hours old is described.

The First Year of Life (28 min., Films for the Humanities and Sciences)
(See description under Chapter 5.)
Growing Minds: Cognitive Development in Early Childhood (25 min., Davidson Films)
In this video, David Elkind reviews the work of Lev Vygotsky and Jean Piaget, using it—and his own—to examine three aspects of cognitive development: reasoning, visual perception, and language development.

The Infant Mind (30 min., Insight Media)
This film explains and challenges Piaget’s stage theory of development. Several developmentalists explain that infants possess a basic understanding of cause and effect, object permanence, and number earlier than Piaget believed.

Language (30 min., Insight Media)
This film looks at the interaction of nature and nurture in language development, taking the position that language in humans is biologically programmed. The question of whether animal communication qualifies as language is among the many interesting issues addressed.

Language and Thinking (30 min., RMI Media Productions)
This film explores the origins of language in human development. As toddlers are observed, various experts explain the major theories about the brain’s role in processing language during the play years.

Mastering the Tasks of Toddlerhood (25 min., Insight Media)
Depicting toddlers in both home and day-care centers, this film probes the cognitive and emotional development that result from the child’s tasks of developing autonomy and language.

Pre-Verbal Communication (20 min., Filmmakers Library)
This film makes it clear that the language of gestures, facial expressions, and noises provides a rich communication link between mother and infant, long before the infant is able to begin speaking. In this case, a mother and an 8-month-old enjoy a conversation, even though each sees the other on a video screen rather than in person.

Promoting Cognitive, Social, and Emotional Development (22 min., Films for the Humanities and Sciences)
This video discusses the caregiving of infants and young children with special needs. Among the topics explored are the importance of encouraging appropriate caregiving reactions to the child, the need for stimulation and play, and knowing how to communicate with special-needs children.

PsychNow: Interactive Experiences in Psychology (CD-ROM) (Insight Media)
(See description under Chapter 1.)

Tim: His Sensory-Motor Development (31 min., HarperCollins)
This movie follows Tim through the first two years of life, focusing on his performance on a structured set of Piagetian tasks, including tests of object permanence and goal-directed behaviors. The movie helps illustrate the substages of sensory-motor development, including circular reactions. It also provides a good way to contrast methods of assessing cognitive development; although it is clear that mastery of motor skills such as sitting and walking help Tim explore his world, and thereby enhance his cognitive development, they do not in themselves lead automatically to cognitive gains.

Talking from Infancy: How To Nurture and Cultivate Early Language Development (59 min., Child Development Media)
Based on the book Talking from Infancy, this video provides a guide for using language interactively in play and care routines to foster the early development, of language, social, and cognitive development.

Toddlerhood: Physical and Cognitive Development (30 min., Magna Systems)
This film provides a concise overview of the physical growth and motor skill development of toddlers. It also explores language development, memory, and other aspects of cognitive change during this stage of life.

Chapter 7 The First Two Years: Psychosocial Development

And Baby Makes Three (27 min., Filmmakers Library)
This is a film presentation of an important point made in this chapter—that the interaction between mothers, fathers, and babies, each with his or her own personality and needs, makes every family unique in its child-rearing practices. The film documents the experiences of two sets of college-educated parents, one black and one white, and their much-loved 10-month-old children. In one case, the mother decides to quit her job; in the other, the mother decides to continue working. The real differences in these two cases are not in the demographics but in the particular style of the individuals directly involved.

Attachment (24 min., Insight Media)
This video explores research on the development of attachment relationships, focusing on Mary Ainsworth’s Strange Situation Test.

Attachment Theory: The Baby/Caregiver Bond (24 min., Films for the Humanities and Sciences)
This classic video gives an overview of John Bowlby’s attachment theory. The Strange Situation is thoroughly described, along with the impact of day care on attachment and the long-term impact of attachment patterns on individuals and society.
**Babies Are People Too** (27 min., Churchill Films)  
This award-winning anti-child-abuse film for teenage mothers is intended to provide them with a better understanding of infant development during the first two years. The film is designed to make better mothers and better-adjusted babies.

**Benjamin** (42 min., Time Life Video)  
Originally produced by the BBC and aired in North America on public television as part of the Nova series, this film shows the development of Benjamin from birth to 6 months. It emphasizes his responsiveness to social interaction, as his seemingly random movements and noises are actually synchronized with the actions and speech of his parents. One excellent aspect of this film is that it shows the research techniques used to explore parent-child interaction, particularly frame-by-frame analysis of videotaped behavior. The film also reveals the difference in the ways mothers and fathers play with their infants, with fathers tending to be more exciting and mothers more soothing.

**The Child at Twenty-One Months** (28 min., Films for the Humanities and Sciences)  
**The Child at Twenty-Four Months** (28 min., Films for the Humanities and Sciences)  
Following on The First 365 Days in the Life of a Child, this series traces the development of toddlers during the second year of life. The third and fourth programs in this series focus on the gradually increasing independence of children as they learn to dress themselves, handle eating utensils, distinguish objects, and use language.

**The Child: Part III** (29 min., CRM/McGraw-Hill)  
A boy and girl are shown as they grow from age 1 to 2. During this period, we see their language develop from the one- to the two-word stage and their social skills emerge as they model their behavior on that of others. The stubbornness and selfishness typical of this age are well-balanced with the toddler’s interest and involvement with the activities of other people. Again, since this is cinema verité, you should preview the film to know how to prepare your students.

**Developing the Sense of Family** (21 min., Films for the Humanities and Sciences)  
This brief program is part of a major series devoted to the general psychological development of the child. Filmed over a one-year period, in fourteen countries on five continents, this program focuses on the infant’s developing sense of familiarity with his or her surroundings and caregivers.

**Emotional Development of Children** (18 min., Insight Media)  
This short video charts the differentiation of emotions from the first weeks of life to the beginning of formal education.

**Erik Erikson: A Life’s Work** (38 min., Insight Media)  
(See description under Chapter 2.)  
**Fathers** (24 min., Churchill Films)  
Three fathers share their joys and concerns as parents. One father is grappling with the rigorous time commitments of his profession and his intense desire to spend more time with his little daughter. A second father who abandoned his wife when his child was very young is now trying to reconstruct a life with them and a new baby. He struggles with the problem of being a father without being authoritarian. The film portrays his sincere attempts to change himself in order to relate more adequately to his children. A third man mingles fathering with his professional commitments and is shown discussing issues with a colleague as he diapers his little daughter. The importance of being a good father is well articulated by all three men.

**First Feelings** (30 min., Insight Media)  
Focusing on the development of attachment during infancy, this film features interviews with Mary Ainsworth, Jerome Kagan, Alan Sroufe, and Lisa Bridges. Bowlby’s evolutionary theory of attachment and the various biological factors underlying the development of temperament are also discussed.

**First Person: Impressions of Being a Baby** (30 min., Child Development Media)  
Filmed over a two-and-a-half-year period, this film follows the development of several children from birth through the first few years of life. The program documents the foundations for later development provided by secure attachment, early development of social and language skills, and beginnings of the formation of self-image.

**From Here to Self-Esteem: A Roadmap for Parents of Young Children** (30 min., Films for the Humanities and Sciences)  
This video discusses ten specific ways in which parents and caregivers can build self-esteem in children through everyday interactions such as responding to a baby’s emotional needs, helping a child work through his or her own problems, and promoting independence.

**How Relationships Are Formed** (24 min., Films for the Humanities and Sciences)  
Part of an excellent series on the psychological development of the child, this program discusses the infant’s growing need for stimulation and love. Focusing on infants in fourteen countries on five continents, the program demonstrates that infants around the world constantly are discovering new ways of attracting the attention of people in the world around them.

**Individual Differences** (18 min., CRM/McGraw-Hill)  
This movie’s basic theme is that a broad range of human behavior and human characteristics is considered normal: thanks to the interaction of heredity and
environment, no one of us is quite like another. Although this theme is relevant at many points in the course, the film is probably most appropriate during the infancy section. It includes descriptions of some of the tests that help professionals and parents spot infant behavior that may be so far from the norm that further investigation is needed. Among these tests is the Denver Developmental Screening Test.

*Infancy: Self and Social World* (30 min., Magna Systems)

This film picks up where *Infancy: Early Relationships* leaves off, by exploring the child's expanding social world in the first year of life. It begins by examining how, in the first months of life, an infant gradually gains the awareness of being a person separate from his or her mother. A highlight of the program is the exploration of how different cultural belief systems impact the psychosocial development of the child. Infant-caregiver synchrony is also examined.

*Infant Development in the Kibbutz* (28 min., Campus Films)

This is the best of three films produced by Joseph and Jeannette Stone and the Institute for Child Mental Health that show young children in a kibbutz. The film focuses on one 6-month-old boy, who sleeps, eats, and plays with his peers in the infant house (his mother comes daily to provide some of his care, and he also visits his family). For the most part, the film succeeds in conveying the message that the development of kibbutzim babies, cognitively and socially, is healthy and normal.

To use this movie profitably, you should provide some background. Kibbutzim were originally started by European Jews trying to make a homeland in the desert. In order to survive, women as well as men had to work and bear arms. The most efficient way to prepare meals, defend the kibbutz, and raise children was collectively. In addition, according to Bruno Bettelheim, many of the women felt that not every adult is necessarily good at raising children. It made more sense, they thought, for the most skilled and patient among them to be the caregivers.

When placed in context, this movie stimulates much discussion about the “ideal” way to raise children. Some students, especially those who are the parents of toddlers, will notice and appreciate the devotion and stimulation provided by the metapale (the resident caregiver). New mothers are given advice and encouragement, and the setting seems clean, safe, and filled with interesting toys and language-learning opportunities. Other students will protest at the parents’ separation from their children, especially at night. (“Why have them if you don’t want to have them?”) Finally, fathers are seen as particularly uninvolved in the infants’ lives, a fact that the men in your class will probably notice and resent. The film is dated, in interesting ways: an increasing number of kibbutzim now have the children stay with their parents at night, and, in general, parents are spending more time with their young children than they did before. The reason for this change is not that the children suffer from round-the-clock collective care but that the parents want more time with their children.

*John Bowlby: Attachment and Loss* (2 programs, 60 min. each, Insight Media)

Noted attachment researcher John Bowlby discusses his theory of attachment and the research findings that led to its formulation. Using two case studies, Bowlby also describes the consequences of broken attachments. In a particularly interesting segment of program two, Bowlby discusses his collaboration with Sigmund Freud and Mary Ainsworth.

*Life with Baby: How Do the Parents Feel?* (27 min., Filmmakers Library)

A baby is not always a joy, as shown in this film portraying three problem situations: an unwed teenage mother, an isolated young couple, and a couple who frankly admit that the baby interferes with their relationship. This film will help students see that all new parents could probably use help in adjusting to their responsibilities and that the underlying causes of child abuse or neglect are probably present to some degree in many of us.

*Mother–Infant Bonding: One More Way to Mislead Women* (28 min., Films for the Humanities and Sciences)

This adaptation of a Phil Donahue program explores the controversy over whether mothers and infants must be physically close immediately after birth for their relationship to develop properly. One panelist, Diane Eyer, explains why she thinks that the theory of bonding is actually a myth—and another example of how the medical and scientific communities often mislead women.

*Right from the Start* (55 min., Prime Time School Television)

(See description under Chapter 4.)

*The Stress of Separation* (20 min., Filmmakers Library)

Children in a British day-care center are shown reacting to the departure of their parents, sometimes with tears, sometimes quite happily. The purpose of the movie is to show developmental changes in reaction to separation. Additional points that could be raised in class are the variations of attachment and the roles played by the day-care staff and setting.

*Welcome to Parenthood* (15 min., Filmmakers Library)

If you want to begin a class discussion by asking students to list the advantages and disadvantages of parenthood, this might be a good way to kick off the discussion. This film is a candid examination of parenthood, its joys and stresses, through the commentary of teenagers and young adults who have recently become parents, a new mother who wanted children but feels somewhat overwhelmed and resentful in her parental...
role, a father who did not want children but is now delightedly anticipating the birth of his second child, and a two-career family sharing jobs and parenthood. The film emphasizes that one of the most difficult things about being a parent is matching expectations with reality. Many new parents have to admit that they’re not “naturals” at it, an admission that is often difficult to make.

Chapter 8 The Play Years: Biosocial Development

Biological Growth: Nature’s Child (60 min., Insight Media)
Focusing on the nature–nurture controversy, this program examines the relative influences of genes and environment on intelligence, temperament, and personality.

The Brain (23 min., Films for the Humanities and Sciences)
This program describes research on how the brain functions as the center of thinking, learning, memory, emotions, and speech. It presents a particularly effective depiction of how nerve impulses are transmitted and how chemical neurotransmitters enable communication within the brain. It concludes with an examination of the latest techniques for exploring the structure and function of the brain.

Child Abuse (19 min., Films for the Humanities and Sciences)
This film explores sexually and physically abused children through the experiences of a therapist and clinical social worker who deal with sex offenders and their victims. It makes the important point that the child’s social interaction is often an important clue to what has happened behind closed doors.

Child Care: Outdoor Safety (3 films, each 16–19 minutes in duration, Insight Media)
Although primarily intended as vehicles for parent and teacher training, these films illustrate numerous specific aspects of biosocial development and highlight the importance of outdoor safety in preventing accidents—the leading cause of childhood death. Setting up the Rules discusses the importance of outdoor play for childhood development and identifies many common dangers presented by the outdoors. The Playground discusses specific dangers of common playground equipment. Kids on the Go explores various safety issues during field trips.

Childhood Physical Abuse (26 min., Films for the Humanities and Sciences)
This program explores a range of issues concerning the physical abuse of children, including the kinds of adults who are likely to abuse their children, the effects of abuse on children, and how abusive parents can break the cycle of their behavior.

Childhood Sexual Abuse (26 min., Films for the Humanities and Sciences)
Through interviews with psychiatrists, social workers, and law enforcement officials, this program explores the ways in which adult women learn to work out the numerous problems caused by sexually abusive fathers. It also discusses how children can be manipulated into silent acceptance of abuse, the reliability of children in giving eyewitness testimony, and various prevention skills that can be taught to children.

Children of Neglect (30 min., Films for the Humanities and Sciences)
This film profiles the sad, yet often inspiring stories, of children who have been neglected by their parents. Because no one has ever been there for them, such children are remarkably self-sufficient.

Damage: The Effects of a Troubled Childhood (55 min., Films for the Humanities and Sciences)
This film explores whether the roots of adult phobias and psychological disorders can truly be traced to childhood traumas. A variety of experts discuss the controversial notion of repressed childhood memories and the origins of adult depression.

The Development of the Human Brain (40 min., Films for the Humanities and Sciences)
(See description under Chapter 5.)

Foster Care (24 min., Films for the Humanities and Sciences)
Each year, 200,000 abused or neglected children are taken from their homes. This heart-wrenching video profiles the foster care system, as seen through the eyes of three foster children, their parents, social workers, and the judges who must decide their fate.

No More Secrets (24 min., Films for the Humanities and Sciences)
Through riveting case studies of sexually abused children and adults who were abused as children, this program explores the long-term damage that results from childhood sexual abuse.

No One Saved Dennis (14 min., Films for the Humanities and Sciences)
A segment of 60 Minutes hosted by Diane Sawyer, this brief film tells the story of Dennis, who was placed for adoption in the home of a child abuser, in a community of acquiescent family members, social workers, and health professionals who failed to intervene and prevent his death.

Physical Development (21 min., CRM/McGraw-Hill)
This film provides an overview of physical growth from infancy to adolescence. Because it includes information about puberty, it could be shown with Chapter 14; and because it shows how body fat is measured, it is also relevant to Chapter 11. However, it is recommended with Chapter 8 because it highlights
movement education as a way of helping normal children reduce tension and learning-disabled children improve their perceptual-motor skills. The link between movement and perceptual-motor skills may not be as direct as this film indicates, but the theme that physical growth should be accompanied by physical exercise is one almost all developmental psychologists support.

**Preschool Physical Development** (30 min., Insight Media)
This film examines physical development between ages 3 and 6, including development of the skeletal, circulatory, and nervous systems.

**Preschoolers: Physical and Cognitive Development** (30 min., Magna Systems)
This film explores the three domains of development of the child between the ages of 3 and 6 years. The chubby toddler becomes the leaner preschooler whose improved motor coordination enables a variety of new activities. Perceptual development, preschool thinking, and language development are also examined.

**Psychological Maltreatment of Children: Assault on the Psyche** (19 min., Insight Media)
This brief, award-winning film dramatizes the emotional effects of verbal abuse on children. Intended primarily for teacher in-service training, experts analyze each situation portrayed and offer recommendations for intervention.

**Secure Your Child’s Future** (14 min., IFB)
This straightforward film emphasizes the importance of safety seats and seatbelts for young car passengers. The class discussion could begin with the statistics. Then you could ask: Why do all U.S. states require parents to restrain their children in seatbelts? What are the problems associated with such mandates? Ideally, a student who is a parent will volunteer the practical problems of trying to keep children safe at all times, and the class will suggest solutions. The discussion should include recognition of the role of the macro-, exo-, and microsystems, as well as the role of developmental psychology, in helping keep children safe.

**Toward an Understanding of Child Sexual Abuse** (4 films, each 30 min., Insight Media)
*Psychosexual Development of Children* describes the normal range of children’s sexual development and explains the criteria for defining sexual abuse relative to these developmental norms.

*Child Sexual Abuse Dynamics* describes the various categories of sexual abuse and presents legal definitions used in such cases. *Intervention* focuses on the roles of various legal and child protective agencies that have been established to deal with child sexual abuse. *Treatment* explores various models of treatment for sex offenders and discusses the rationale for their treatment.

**Chapter 9 The Play Years: Cognitive Development**

*The Child: Part IV* (28 min., CRM/McGraw-Hill)
Again in a cinema-verité form, with minimal narration, the fourth film in this series shows a 2-year-old and a 3-year-old (Kathy and Ian) as they learn about their world through modeling, trial and error, discovery, and maturation. Viewing this film will help students understand the amazing learning potential of 3-year-olds, and should help focus debate on whether these children should be systematically provided with specific learning experiences or left on their own to explore their environment.

**Child Language: Learning Without Teaching** (20 min., Davidson Films)
(See descriptions under Chapter 6.)

**Cognitive Development** (20 min., CRM/McGraw-Hill)
(See description under Chapter 2.)

**Cultural Bias in Education** (28 min., Films for the Humanities and Sciences)
This program explores the various roadblocks to Latino academic advancement in the United States, including the relationship between standardized testing and cultural diversity, and the catering of early childhood education programs to majority-culture families.

**Developing Language Skills** (30 min., Insight Media)
This film focuses on the ways in which language changes during the preschool years. It also explores the relationship between thinking and language—looking, for example, at how the home environment, including social class, influences language learning.

**Early Childhood Training Series: Path to Math** (15 min., Magna Systems)
This series of five videos presents images of children using their senses of vision, hearing, smell, touch, and taste as they explore their environments and develop rudimentary mathematical concepts. The “path to math” consists of the following steps: (1) One to One Correspondence; (2) Sets and Classification (Seriation and Ordering); (3) Shape, Parts and Wholes; (4) Space and Measurement; and (5) Number and Counting.

**Failures Before Kindergarten** (28 min., Films for the Humanities and Sciences)
(See description under Chapter 6.)

**The Growth of Intelligence in the Preschool Years** (31 min., Davidson Films)
Preschool thinking processes are in evidence when children, aged 3 to 6, are given Piagetian sorting and grouping tasks. This movie is especially useful if students are skeptical of Piaget’s delineations, for it
shows that overall categories such as shape and color are imperfectly used by preschoolers in classification tasks.

*How Does the Mind Grow?* (60 min., RMI Media Productions)
The program begins with an overview of the major perspectives on cognitive development that have been historically significant. Two of these, Piaget's stage theory and information-processing theory, are then explored at length, including a discussion of the strengths and weaknesses of each theory.

*The Impact of the Classroom Environment on Child Development* (18 min., Davidson Films)
This film illustrates how three imaginative preschool teachers created an enriched learning environment for their children out of everyday materials and events. Providing a good antidote to the idea that a wealth of commercially manufactured materials is essential to preschool education, the film is particularly relevant if your class includes a large number of teachers or teachers-to-be.

*Language Development* (32 min., Magna Systems, Inc.)
This video explores the functions of language and literacy from infancy through adolescence. The roles played by adults, society, and the child's culture in stimulating language development is also discussed.

*Life Is But a Dream: Parents Help Language-Delayed Kids* (29 min., Filmmakers Library)
*Milestones: Language for the Young Deaf* (14 min., Filmmakers Library)
Beyond showing steps that parents can take to help hearing-impaired children learn language, both of these films provide good starting points for discussing the language-learning process in general.

*Men in Early Childhood Education* (24 min., Davidson Films)
This film illustrates the sensitivity and value of men as preschool educators. The inescapable point of the film is that men's ideas and presence make the classroom a better place.

*Out of the Mouths of Babes* (28 min., Filmmakers Library)
(See description under Chapter 6.)

*The Preschool Experience: Four Programs* (22 min., CRM/McGraw-Hill)
This film explores the functions of nursery school, day-care centers, and kindergartens, showing how children interact with each other and with teachers in various group settings. Four programs are shown: an Assistance League nursery, which provides care for ten full hours a day; a Montessori school, which emphasizes individual curiosity and independence; the Gesell Nursery School in New Haven, Connecticut; and the Kedren Health Center in central Los Angeles, which tries to prepare children for kindergarten. Good discussion questions related to the film include the following: Are the differences among the four schools determined primarily by the formal goals of each program or by the age and background of the children? Is one type of school best for all children, or are some children better served by certain types of programs, and other children by other programs?

*Preschool Mental Development* (30 min., Insight Media)
Focusing on cognitive development in preschoolers, this film reviews Piaget's stage model and compares it with the behaviorist approach to cognitive development. The Head Start program is described as an example of enriching the child's learning environment.

*The Preschool Parent: Building Confidence and Curiosity* (30 min., Films for the Humanities and Sciences)
This heart-warming video profiles four modern, exceptionally busy families, and their efforts to build confidence and encourage curiosity in their children.

*Preschoolers: Physical and Cognitive Development* (30 min., Magna Systems)
(See description under Chapter 8.)

*Talk to the Animals* (14 min., CRM/McGraw-Hill)
Originally a segment from the CBS program *60 Minutes*, this film shows chimpanzees and gorillas in experimental laboratories in Stanford, California, Oklahoma University, and the Yerkes Primate Center in Atlanta learning to communicate. The film explores possible applications of such research to special children. It also raises some interesting questions about the function and structure of language, as well as about whether the creative use of language can be taught using step-by-step programmed techniques. (Most chimpanzee researchers believe that their animals do use language creatively to express original ideas, but many other scientists remain skeptical.)

*Vygotsky's Developmental Theory: An Introduction* (30 min., Davidson Films)
(See description under Chapter 2.)

*The Wild Child* (85 min., black and white, United Artists)
This film, about the famous nineteenth-century French “wolf boy,” is a work of art (it won first prize at the Cannes Film Festival) as well as a source for much speculation and discussion, if your class schedule allows for such a lengthy film. After the boy was found, he was exhibited in a cage until Dr. Itard persuaded the authorities to allow him to teach the boy. The teaching process is surprisingly behavioral and meets with some success as the boy learns to talk, wear shoes, and act “civilized.”
One way to use this film is to describe the idea of the “critical period” and then show how difficult it is to know what would have happened to this boy if he had been raised in a normal family. One difficulty is that we do not know if the child was essentially normal before he became lost or abandoned. Incidentally, Kipling’s wonderful story about an infant raised by wolves is just that, a story: Children who are too young to find their own food and shelter die.

Chapter 10 The Play Years: Psychosocial Development

Anything You Can Do, I Can Do Better (51 min., Films for the Humanities and Sciences)
In this captivating program, which is part of the Brain Architecture and the Sexes series, researchers debate whether male–female differences in the brain’s architecture can completely explain gender differences in behavior and cognition. To illustrate the arguments being raised, children are observed at play, in the classroom, and in their families.

Brothers and Sisters: Love and Hate (16 min., Insight Media)
This short video explores the complex social interactions between siblings. Birth order, gender, and differences in how parents respond to siblings are also discussed.

The Child: Part V (30 min., CRM/McGraw-Hill)
This film shows the unfolding of personality and individuality that occurs between ages 4 and 6. Children gradually become more competent and social, just as Erikson’s initiative-versus-guilt exposition would predict. The development of confidence is closely tied to the mastery of new skills, a theme throughout the three chapters on the play years.

Children in Families (30 min., Insight Media)
Preschool Personality (30 min., Insight Media)
Social Stereotyping (30 min., Insight Media)
These three titles comprise a series of films on preschool development. Designed to provide parents with practical tools for managing behavioral problems in their children, Children in Families examines various types of family units—nuclear, single-parent, and communal—and how they influence a child’s development.

Preschool Personality explains and compares psychosocial and psychoanalytic theories of personality formation. An animated segment illustrates Erikson’s crisis between initiative and guilt. Dr. Robert Liebert discusses the relationship between television viewing and childhood aggression.

Social Stereotyping takes an in-depth look at the factors that lead to the formation of social stereotypes, especially those that relate to sex roles.

The Differences Between Men and Women (23 min., Films for the Humanities and Sciences)
This film explores the continuing debate regarding the origins of gender differences in social and psychological traits. A particularly effective segment focuses on physiological differences in the female and male brain.

In this brief video, ABC news correspondent Sylvia Chase interviews Judith Harris, author of The Nurture Assumption. The interview focuses on Harris’s controversial theory of child development through adaptation to peer groups. What makes this program particularly effective for use in the classroom is its “point-counterpoint” focus: MIT’s Steven Pinker offers support for the theory and Harvard’s Jerome Kagan discards it for its lack of empirical foundation.

Emotional Intelligence: A New Vision for Educators (40 min., Insight Media)
Daniel Goleman, author of Emotional Intelligence: Why It Can Matter More than IQ, explains how an understanding of EQ can help parents and teachers address such problem behaviors as violence and teen pregnancy.

Emotional Intelligence: The Key to Social Skills (28 min., Films for the Humanities and Sciences)
Taken from the program The Doctor Is In, this video examines innovative teaching techniques designed to help children develop the social skills and emotional intelligence that will help them lead happier lives. Daniel Goleman explains his theory of emotional intelligence.

The Essentials of Discipline (3 programs, 28 min.
each, Films for the Humanities and Sciences)
This three-part series explores the use of discipline during the toddler and preschool years (part 1), between ages 5 and 12 (part 2), and during the teenage years (part 3). Issues in the healthy use of discipline are illustrated with candid footage of real-life disciplinary situations.

Families First (90 min., Films for the Humanities and Sciences)
In this lengthy film, journalist Bill Moyers examines “family preservation services,” an innovative intervention for troubled and vulnerable-to-crisis families that works with family members in the home. The poignant stories of families dealing with real crises, and the caseworkers who strive to keep them together, offer a provocative stimulus for class discussion.

Families Matter (60 min., Films for the Humanities and Sciences)
Journalist Bill Moyers explores why the structure of the traditional family seems to be crumbling in the
United States. Taking a pragmatic approach, experts discuss the various steps needed to restore a hospitable social climate for families in this country.

**The History of Parenting Practices** (20 min., Insight Media)
This program explores the history of parenting and the impact of historical, cultural, and governmental policy influences on how children are raised.

**How Boys and Girls Differ: The First Six Years** (20 min., Insight Media)
This program examines cognitive, social, emotional, and physical differences in boys and girls, discusses the origins of these differences, and explores their meaning for parents and peers.

**In My Country: An International Perspective on Gender** (91 min., Insight Media)
This 2-volume video explores cross-cultural variation in gender roles and gender-role development. It is divided into segments covering topics such as division of household labor, gender differences in discipline, care of the elderly, and attitudes toward homosexuals. It includes interviews with people from Japan, India, China, Sweden, Lebanon, Mexico, England, Zaire, and many other countries.

If your class contains many students who are parents and want practical tips for handling day-to-day problems with their children, this movie might be helpful. It is a clear presentation of behavioral principles, emphasizing appropriate use of positive reinforcement.

**Reward and Punishment** (14 min., CRM/McGraw-Hill)
Very clearly, albeit briefly, this film presents the merits of positive, as opposed to aversive, control procedures for dealing with children. The film is narrated by psychologist and educator James Gardner, who emphasizes affection and attention as powerful and often underutilized social reinforcers.

**Self Identity and Sex Role Development** (33 min., Magna Systems, Inc.)
This video explores sex role behavior and development as seen in the play of young children. It also presents an overview of cultural and social influences on the development of gender identity.

**Sex Roles: Charting the Complexity of Development** (60 min., Insight Media)
Beginning with an in-depth examination of sex-role myths, this program explores various theories of sex-role development, especially in terms of the relative importance each places on biological and psychosocial factors. It also investigates the impact of gender stereotypes on child development, focusing on academic achievement and peer relationships.

**T. Berry Brazelton: The Changing Family and Its Implications** (50 min., Films for the Humanities and Sciences)
Brazelton’s books and programs on child-rearing have had a tremendous impact on several generations of American parents. In this film, Dr. Brazelton focuses on the challenges faced by working parents.

**Chapter 11 The School Years: Biosocial Development**

**ADD Children** (28 min., Aquarius Productions)
This short program examines the controversial issue of whether too many children are incorrectly being diagnosed with attention-deficit disorder. Focusing on who is being diagnosed and the differences between effective and ineffective treatments, the video follows several ADD children over the course of a day at home, at school, and off and on Ritalin.

**ADHD: What Can We Do?** (45 min., Insight Media)
The companion to ADHD: What Do We Know?, this film focuses on techniques for managing the disorder in the home and classroom. The use of behavior modification techniques, such as positive and negative reinforcement, token economies, and time-out, is also discussed.

**ADHD: What Do We Know?** (35 min., Insight Media)
The etiology and prevalence of ADHD are outlined, along with the ways the disorder is manifested and its long-term outcome. A 6-year-old, an adolescent, and a man in his 20s discuss how the disorder has affected their lives.

**All About Attention-Deficit Disorder** (Part 1: 108 min.; Part II: 85 min.)
In the first installment of this highly recommended two-part film, Dr. Thomas Phelan uses clinical examples to outline the most prominent symptoms of ADD and their effects on home, school, and social life. Part II traces the developmental course of the disorder, examines ways to diagnose its occurrence, and looks at various forms of treatment, including medication, behavioral management, and counseling.

**Asperger’s Syndrome: Autism and Obsessive Behavior** (29 min., Films for the Humanities and Sciences)
This BBC production takes a thorough look at Asperger’s syndrome. Described first in 1940, this condition makes everyday social interactions particularly difficult. The program profiles the symptoms of the syndrome and its impact on its victims and family members; it also takes an in-depth look at the role of abnormalities of the frontal cortex in the disorder.
Adapting to the environment. The program charts ry, and identity as examples of the restless brain scientist Susan Greenfield, who views learning, memory, and identity as examples of the restless brain adapting to the environment. The program charts brain development from infancy through adulthood and explores its remarkable plasticity, as revealed by its ability to reorganize after damage.

*Hidden Handicaps* (23 min., CRM/McGraw-Hill)

*Specific Learning Difficulties in the Classroom* (23 min., Davidson Films)

With footage from actual classroom interactions, these films show the behavioral manifestations of the common learning disabilities, particularly dyslexia, found in “normal” children. Both stress the importance of early detection and patient, individualized remediation. *Hidden Handicaps* was originally produced for ABC television and hence is intended for a general audience; *Specific Learning Disabilities* is intended for educators and is more specific as well as more current. The emphasis on a historical perspective provides a good introduction to this topic.

*In a Class of His Own* (26 min., Films for the Humanities and Sciences)

This program covers a year in the life of Grahame, an exceptional child who startled his parents by reading from the newspaper at 2 years of age. Although his parents were determined to foster his remarkable cognitive abilities in every way, Grahame did not do well in school. The film focuses on the often frustrating problems schools, teachers, and parents face in dealing with a child who does not fit the intellectual mold.

*Intelligence* (30 min., Insight Media)

Focusing on the difficulty psychologists have had in defining and assessing intelligence, this short film traces the history of IQ tests, describes several failures in their development, and considers what intelligence tests really measure. Arguments as to whether IQ tests measure aptitude or achievement (as critics claim) are presented. The issue of the stability of intelligence is also considered.

*Intelligence: A Complex Concept* (20 min., CRM/McGraw-Hill)

This movie uses an interesting technique to explore the question of the nature of intelligence: random people on the street are asked to define intelligence. Their answers are diverse and sometimes surprising. The movie then presents the types of answers given by psychological theories—from the dynamic, stage-oriented, process approach of the Piagetians to the more staid, chronological, product approach of traditional intelligence testing. The difficulty of constructing a valid and reliable test is explained, and a variety of tests are shown, each with different strengths and weaknesses.

A good introduction to the movie would be to have your students give their definitions of intelligence, partly to see how, if at all, their answers differ from those of the people on the street. A possible follow-up to the movie would be to ask the students (individually or in groups) to devise an intelligence test.

*Autism: A World Apart* (29 min., Insight Media)

Recommended by numerous educational groups, this documentary uses interviews with families and experts to explore various issues related to autism, including the problems it creates for families, its possible causes and treatments, and the advantages and disadvantages of mainstreaming.

*Autism: Diagnosis, Causes, and Treatments* (53 min., Films for the Humanities and Sciences)

Built around several case studies of children, this video differentiates high- and low-functioning autism and examines the role of genetics, neurological diseases, and immune system disorders as possible factors in autism. The last segment describes Applied Behavior Analysis, multisensory stimulation, nutrition, and other interventions in treating autism.

*Childhood Depression* (19 min., Films for the Humanities and Sciences)

This brief film profiles a mother and her 3-year-old son, both of whom have depressive disorders, focusing on how genetic disorders and chemical imbalances can lead to depression.

*A Conversation with David Wechsler* (55 min., Insight Media)

David Wechsler, developer of the WAIS and WISC, discusses his research and the development of his widely used scales.

*Coping with Attention-Deficit Disorder in Children* (24 min., Films for the Humanities and Sciences)

This film explores the causes, symptoms, diagnosis, and treatment of ADHD.

*Day by Day: Raising the Child with Autism* (60 min., Insight Media)

Focusing on the coping skills and practical strategies used by parents of autistic children, this film offers a realistic look into the daily lives of a low-functioning child with no language and a difficult, overly active child with some language.

*The Diagnosis and Treatment of Attention-Deficit Disorder in Children* (27 min., Films for the Humanities and Sciences)

Taken from *The Doctor Is In* series, this program focuses on the controversial subject of how a diagnosis of attention disorder is made. The video follows several ADD children at home and school, both on and off medication and discusses the best, and worst, environments for ADD children.

*Growing the Mind: How the Brain Develops* (50 min., Films for the Humanities and Sciences)

This program focuses on the views of renowned neuroscientist Susan Greenfield, who views learning, memory, and identity as examples of the restless brain adapting to the environment. The program charts
It's Cool to Be Smart (23 min., CRM/McGraw-Hill)
This film examines several programs for gifted children, all of which show children learning skills, developing talents, and exploring ideas that are unusual for children their age. Since the teacher's role is also discussed, this movie might be particularly helpful if your class contains many present or future teachers.

Before showing the film, you might ask if it is “cool” to be average, or even “dumb,” too. The American debate about whether special programs for gifted children in fact work to the detriment of other children is still alive, although this film (produced by ABC) emphasizes only one side of the question. Indeed, one can wonder whether some gifted students, especially the dancers and musicians, are losing some of the joys of childhood as they accelerate their talents.

LD = Learning Differences (60 min., Insight Media)
This program examines how specific educational handicaps affect learning and addresses the controversial question of whether learning-disabled students should be integrated into a regular school setting. It also identifies early signs of learning differences and explains how ADD and ADHD affect learning.

Learning Disabilities (19 min., Films for the Humanities and Sciences)
The point is clearly made that not every normal-looking child is a normal learner. This film focuses on a 9-year-old dyslexic boy who was becoming emotionally disturbed because his parents, teachers, and friends did not recognize or understand his problems. Now in a special classroom, he seems to be functioning much better. This film would be a good starting point to discuss common learning disabilities and how people cope with them. Undoubtedly some of your students will recognize that they are in some way disabled. Most will acknowledge that they had to discover their own coping methods.

Learning Disabled (25 min., Films for the Humanities and Sciences)
In this brief video, students and educators from Trillium High School for the learning disabled discuss the advantages and disadvantages of special education.

Lilly: A Story About a Girl Like Me (14 min., Polymorph Films)
This film was made by the mother of a 10-year-old Down syndrome child to show her daughter’s daily life. Decidedly upbeat, the film demonstrates how much a special child can do and learn when aided by a favorable home environment. You should point out that not all Down syndrome children have Lilly's intellectual potential. Of course, unless home care is attempted, it is hard to know how much a particular child can learn in that milieu.

Mainstreaming in Action (26 min., Insight Media)
This award-winning video takes the viewer into actual public school classrooms to watch teachers work with handicapped students in a mainstreaming environment. The teachers offer frank commentary and valuable insights into the practicality of mainstreaming and the controversial issue of socialization versus academic learning.

Fright: Inside the World of the Learning Disabled (28 min., Insight Media)
Through profiles of several individuals, this video illustrates the frustration, embarrassment, and shame that the learning disabled frequently experience. It also examines alternative educational techniques that may be helpful to those with learning disabilities.

Physical Development (21 min., CRM/McGraw-Hill)
(See description under Chapter 8.)

Physical Development in the Middle Years (30 min., Insight Media)
This film examines physical development between the ages of 6 and 12, emphasizing the wide range of individual differences in physical and motor skill development. The impact of nutrition on development is also discussed.

Prodigies: Great Expectations (52 min., Films for the Humanities and Sciences)
This documentary examines the advantages and disadvantages of gifted young people who, although intellectually mature, are still physically and emotionally immature.

A School for Robin (55 min., Filmmakers Library)
This poignant, realistic film provides a longitudinal look at a preschool that attempts to bring Robin, shown from ages 3 to 7, out of his autistic shell within a mainstream context. Underlying themes are the importance of play, social interaction, and language development during early childhood. Among the several reasons you might want to show this film is that the school itself is wonderful, with a caring, well-trained interracial staff and with fine teaching materials and lots of space. At the end of three years of effort, Robin is much better—but on his way to a special class.

The Special Child: Maximizing Limited Potential (26 min., Films for the Humanities and Sciences)
Dyslexia: Diagnosis and Prognosis (26 min., Films for the Humanities and Sciences)
Dyslexia: Disabled or Different? (26 min., Films for the Humanities and Sciences)

These films examine a variety of developmental problems. The Special Child covers the possible causes and forms of treatment for Down syndrome, autism, problems of neurological control, and disordered speech.
Physicians, psychologists, and therapists demonstrate how a special child's developmental potential is measured and the steps taken to help him or her reach it.

The two films on dyslexia provide an overview of the symptoms, causes, diagnosis, and treatment of the various disorders falling under this heading. *Dyslexia: Disabled or Different?* focuses on learning-disabled children in the public school system and how teachers, parents, and children work together to overcome developmental barriers.

*Understanding Autism* (24 min., Films for the Humanities and Sciences)
This documentary focuses on the various support services that are available for autistic people outside the home. It examines a high-functioning autistic adult and poignantly portrays the struggles of the parents of autistic children.

*A Video Guide to (Dis)Ability Awareness* (25 min., Aquarius Productions)
President Clinton opens this realistic examination of the lives of the disabled. The award-winning video consists of a series of candid interviews with people who have a wide range of physical and developmental disabilities.

*Who Will Teach the Water to Swim?* (25 min., Films for the Humanities and Sciences)
This provocative program follows two teachers who work at different schools in the Netherlands and chronicles the many problems they face in teaching autistic children.

**Chapter 12 The School Years: Cognitive Development**

*Children of the Tribe* (28 min., National Film Board of Canada)
This film discusses child-rearing in Japan, showing how both teachers and parents reflect the emphasis on early achievement within a nurturant setting.

*The Child's Mind* (30 min., Insight Media)
This program describes the concrete operational stage of Piaget's theory, and the information-processing theory of cognitive development. Memory capacity, creativity, and metacognition are also examined. In particularly interesting segment, developmentalist David Elkind contrasts a child's and an adult's conception of morality.

*Cognitive Development* (20 min., CRM/McGraw-Hill)
(See description under Chapter 2.)

*Cognitive Development* (60 min., Films for the Humanities and Sciences)
This carefully crafted video takes a critical look at Piaget's theory of cognitive development. The film begins by describing Piaget's stages of cognitive development from birth to 12 years old, illustrating typical behaviors at each stage. Research findings that conflict with Piaget's ideas are then examined. The video concludes with an exploration of Jerome Bruner's views on cognitive development and a discussion of new research on the topics of metacognition and theory of mind.

*Concrete Operations* (30 min., Davidson Films)
Using structured interviews with children between 4 and 9 years of age, David Elkind illustrates Piaget's characterization of concrete operational thinking. The film also examines the development of transitive thinking, reversibility, the construction of the unit concept, and criticisms of Piaget's theory.

*Culture and Education of Young Children* (16 min., Insight Media)
This brief film explores cultural differences in childhood development as they relate to education. Carol Phillips explains how educational differences in childhood development can be designed to instill respect for cultural diversity.

*The Elementary Mind* (30 min., Insight Media)
This program focuses on Piaget's concrete operational stage of cognitive development. Featuring interviews with Robert Sternberg and Rochel Gelman, it also explores concept learning in middle childhood, childhood memory strategies, and the controversy over intelligence testing.

*False Memories* (52 min., Films for the Humanities and Sciences)
Produced by the Discovery Channel, this film explores the processes by which the brain processes, stores, and retrieves new memories and, on occasion, goes awry. Elizabeth Loftus's work on the malleability of memory is discussed, along with several case studies of induced recollections of sexual abuse in children.

*Going to School in Japan* (24 min., Insight Media)
This brief program takes an in-depth look at the actual school experience of Japanese children. Classroom size and structure, teaching styles, and competition among students are several of the topics explored.

*Japan's Toughest School: Nine Days of Hell* (18 min., Insight Media)
This short film takes the viewer to the equivalent of an academic “boot camp” used by some Japanese parents to prepare their children (during school vacation) for the rigors and potential stresses of the Japanese school system. As the title suggests, the video questions whether this approach is truly beneficial to Japanese children.

*Language Development* (30 min., Magna Systems)
This film explores the functions of language (including reading and writing) from infancy through adolescence. Highlights include an examination of social and cultural factors in literacy.
Learning Without School (26 min., Films for the Humanities and Sciences)
This program profiles 11-year-old Hoppie, whose parents decided that putting their exceptional son through conventional schooling was more likely to hamper than to foster his intellectual development.

Middle Childhood: Growth and Development (30 min., Magna Systems)
This film provides a concise overview of biosocial and cognitive development between 6 and 10 years of age. Topics explored include growth, physical coordination in sports and games, language development, characteristics of thinking, and self-concept.

Middle Childhood: Sense of Industry (30 min., Magna Systems)
Following Erik Erikson’s model of psychosocial development, this film analyzes middle childhood as the time when children learn the skills their society values. It also explores the impact of parents and teachers in helping children develop a sense of industry, focusing on topics such as the use of discipline, school curricula, and classroom environments.

Multicultural Education: Valuing Diversity (120 min., Insight Media)
In this rather lengthy but excellent lecture, Dr. James Romero of the University of Oklahoma discusses how teachers can create a classroom climate in which diversity is valued.

Social-Cultural Diversity (30 min., Insight Media)
(See description under Chapter 2.)

Success: The Marva Collins Approach (30 min., Media Five)
Marva Collins is a black teacher in Chicago who, fed up with the attitude and bureaucracy of the public system, started her own school for ghetto children. Although her school closed in 2008 due to lack of funding, there are now five schools using her teaching methods: three in Chicago; one in Cincinnati, Ohio; and one in Milwaukee, Wisconsin. This film is a hymn to her success. (Note that her critics, who are not portrayed here, say that some of her claims are deceptively exaggerated.) This film can be a springboard for a discussion of what makes a “good” elementary school.

Chapter 13 The School Years: Psychosocial Development

All in a Summer Day (25 min., Learning Corporation of America)
This film about jealousy and forgiveness in school-age children is based on a science-fiction story by Ray Bradbury. A group of children live on a rainy planet where the sun shines only once every nine years. As they prepare for their first sunny day, one of them—once an earthing—tells of the beauty of the sun. They are envious of her and so lock her up so she can’t enjoy the rare sunny day. When the day is over, she is tearful, they are penitent, and she forgives them—a happy ending not in the original story. This fable can be an interesting way to start a discussion of peer pressure, being different, and the emotional life of school-age children. An interesting question to raise: Which is harder to believe, a planet without sun or children who feel penitent and forgiving as quickly as these do?

Children, Enfants, Niños (24 min., National Film Board of Canada)
This film has some wonderful footage of children around the world, playing, eating, working, laughing. It has no narration, thus allowing the instructor to comment on the universalities in the childhood experience, as well as the cultural and geographical differences. If your college has the facilities to make it possible, you might assign your students the task of viewing and reviewing this film, and writing a narrative for it.

Children of Poverty (26 min., Films for the Humanities and Sciences)
This program profiles a representative sample of American children who are living in poverty—all in homes headed by single women. The program vividly illustrates the impact of poverty on children and their mothers, and focuses on the daily struggle to find safe shelter, food, and of trying to nurture self-esteem in impoverished children.

The Child’s Personality (30 min., Insight Media)
This film discusses the increasingly important role of the peer group in personality development during middle childhood. The development of independence, the self-concept, and achievement motivation are also examined, as is the subject of child abuse.

Close Harmony (30 min., Learning Corporation of America)
Winner of a 1982 Oscar as the best documentary, Close Harmony shows the interaction between a group of elementary school students and senior citizens who join together to perform a concert. It is easy to see why this event became significant for all involved and to admire the teacher who made it happen. A possible topic for discussion is: Are there any ways such contact can be arranged in your community? What problems would be involved?

Counseling Children (60 min., Insight Media)
Using vignettes, therapist Mary Bradford Ivey demonstrates an ecological intervention with troubled children, focusing on the family and community.

Dreamspeaker (75 min., Filmakers Library)
An emotionally disturbed boy runs away from society to the forests of Vancouver, where he is found by an Indian shaman. The holy man helps him work through his hostilities and slow his readiness to react violently to frustration. The film is visually and emo-
tionally appealing and has won several awards. The interesting question, of course, is: How valid is the portrayal of the process of rehabilitation? Your students should be able to discuss this question on the basis of their newly acquired knowledge along with their long-standing opinions.

*The Essentials of Discipline* (3 programs, 28 min each, Films for the Humanities and Sciences)  
(See description under Chapter 10.)

*Eye of the Storm* (25 min., ABC)  
When Martin Luther King, Jr., was assassinated in 1968, a third-grade teacher in an all-white school in Iowa decided to teach her children about prejudice. An ABC news team filmed the project. The teacher began by treating all her blue-eyed students as a privileged group; after a few days, she reversed the process, treating children with brown eyes as the privileged ones. The film reveals the children from both groups to be amazingly susceptible to the idea that they are superior to those of different eye color. They display enmity for their “inferiors” and even perform their schoolwork markedly better when they are given privileges such as being first in the lunch line. At the end, the teacher explains the purpose of the experiment, and all the children become friends again. This movie has become a classic, because it uncovers the universal wish of humans to consider themselves superior, as well as showing the courageous effort of one teacher to nip prejudice in childhood.

*Friends and Foes: Peers in Development* (60 min., RMI Media Productions)  
Peer influence, both positive and negative, is the subject matter of this film. The changing nature of friendship as children grow older, the impact of conflict and negotiation, and the consequences of inadequate peer relationships are also discussed.

*Kids and Stress* (28 min., Films for the Humanities and Sciences)  
This highly recommended program examines the effects of stress on children. Among the more serious consequences discussed are sleep and eating disturbances, alcohol and drug abuse, depression, and suicide. The film also discusses the important psychological and social buffers that help kids help themselves avoid the negative impact of potential stressors.

*Middle Childhood: Social and Emotional Development* (30 min., Magna Systems, Inc.)  
Part of the *Developing Child* series, this module investigates a variety of issues in social and emotional development: development of the sense of self; family relationships during middle childhood; growth in social cognition; the impact of divorce and two-career families on children; the blended family; and the function of the peer group.

*Moral Development* (two programs, 28 min. each, Insight Media)  
This two-part series explores the concepts of morality and moral intelligence. Part one examines the principal theories of moral development, including psychoanalytic, sociobiology, social learning, and cognitive theories. Part two explores how moral reasoning develops from early infancy through adolescence, focusing on the important roles played by parents, peers, schools, and society.

**Chapter 14 Adolescence: Biosocial Development**

*Adolescence* (30 min., Insight Media)  
This film is a very basic introduction to the key developmental issues and concepts of adolescence. Experts discuss the physical, psychological, and social changes that force the individual to make the transition from childhood to adulthood. This film could be shown before Chapters 14–16 are assigned.

*Adolescence: Current Issues* (2 segments, 32 and 24 min., Magna Systems)  
This two-part series offers a realistic look at the challenges facing teenagers today. Part 1 examines the challenges of pregnancy, sexually transmitted diseases, sexual abuse, and alcohol and substance abuse. Part 2 examines the subjects of depression, suicide, delinquency, violence, runaways, and dropouts.

*Adolescence: Physical Growth and Development* (30 min., Magna Systems, Inc.)  
This video addresses the onset of puberty, focusing on reasons for timing variations among individuals and the impact of early or late maturation on males and females. It also explores the increasing openness of discussion and acceptance of sexual activity among teenagers, bringing out new dangers of sexually transmitted diseases (including the HIV virus) and pregnancies. The film also touches on the use of tobacco, alcohol, and other drugs by teens.

*Adolescence: The Winds of Change* (30 min., HarperCollins)  
In this film, adolescents frankly discuss the biological and social changes they are experiencing, and developmental psychologists John Conger, David Elkind, and Jerome Kagan provide comments. A series of candid scenes highlight the importance of parental attitudes and social conditions in molding adolescent behavior, as the adolescents either follow or reject their adult models. Since political and cultural conditions make each generation of adolescents somewhat different from the others, a good discussion question to ask the class is: How typical do you think the adolescents in this movie seem, and how accurate are the experts?

*Adolescent Development* (30 min., Insight Media)  
This program charts the changes in each of the three
domains of development that mark the transition from childhood to adulthood.

**Adolescent Physical Development** (30 min., Insight Media)
This film describes the physical changes that accompany puberty and discusses their psychological impact. The psychological effects of early and late maturation, menarche, and feelings about physical appearance are also explored.

**Anorexia and Bulimia** (19 min., Films for the Humanities and Sciences)
**Eating Disorders** (26 min., Films for the Humanities and Sciences)
These two films cover the biological, social, and emotional problems of the estimated 6 million people who have eating disorders. It describes the typical personality profiles of the likeliest patients, shows how anorexia and bulimia develop, and details various possible treatments. In *Anorexia and Bulimia*, a nutritionist demonstrates the extremes to which people with these disorders commonly go and the possible effects of eating disorders on the cardiovascular and central nervous systems. *Eating Disorders* profiles the personalities of patients with eating disorders and illustrates the symptoms, development, and successful treatment of anorexia. A particularly interesting segment highlights steps that are being taken by some schools to forestall the development of such problems.

**An Anorexic’s Tale: The Brief Life of Catherine**
(80 min., Films for the Humanities and Sciences)
This docudrama profiles Catherine Dunbar and her seven-year battle with anorexia nervosa. Based on the story told by her mother and her own diaries, the program traces Catherine’s decline from age 15, when she was obsessed by her weight, became addicted to laxatives, and eventually died weighing only 40 pounds.

**Bulimia** (12 min., CRM)
This film describes the binge/purge cycles and the motivations associated with bulimia, which is estimated to affect 30 percent of college women. Several victims of this eating disorder, including Jane Fonda, are interviewed. Treatment is also discussed.

**Dieting: The Danger Point** (20 min., CRM/McGraw-Hill)
Dieting is viewed by this movie as a potentially fatal epidemic to which American teenage girls are especially susceptible. Partly through the words of adolescent girls themselves, the egocentrism and personal fables of adolescents are shown to lead to dire consequences, including the doublethink of the anorexic who, despite her emaciation, believes she is too fat.

**Eating Disorders: The Hunger Within** (42 min., Films for the Humanities and Sciences)
An estimated 11 million people in America suffer from eating disorders. In this film, ABC News correspon-
dent Lynn Sherr visits a Canadian counseling center that has achieved remarkable success in restoring hope and health to sufferers of anorexia and bulimia.

**Explosions: Biosocial Development During Adolescence** (30 min., Insight Media)
This film examines how the physical changes of puberty influence an adolescent’s sense of self. A particularly interesting segment focuses on how different cultural ideas about appearance can produce anxiety, stress, and negative peer pressure.

**Killing Us Softly—Advertising’s Image of Women** (30 min., Cambridge)
A powerful film that discusses how advertising reflects and perpetuates sexist cultural stereotypes of women. Jean Kilbourne provides an engaging and insightful analysis of media advertisements that at first glance appear to be harmless. In her analysis it becomes clear, however, that the media’s portrayal of women is often extremely damaging.

**Male Rape** (42 min., Films for the Humanities and Sciences)
Produced by the BBC, this documentary explores sex abuse against males. Members of “Survivors,” a counseling support group for men who have been sexually abused, discuss how the fear of being labeled homosexual prevents many victims from disclosing their victimization.

**Puberty** (18 min., Films for the Humanities and Sciences)
This new film presents a brief, but thorough overview of the physical, emotional, and sexual metamorphosis that takes place in girls and boys during puberty. In addition to outlining the neural and hormonal sequence of events that trigger puberty, and describing the development of the primary and secondary sex characteristics, this BBC documentary discusses some of the social challenges teens face in weathering this stage of the life cycle.

**Self-Image and Eating Disorders: A Mirror for the Heart** (24 min., Films for the Humanities and Sciences)
This short film analyzes the preoccupation many women have with their body image, explaining that when this preoccupation leads to a loss of self-esteem, it often manifests itself in an obsession with food and diet. Thus, the film takes the view that eating disorders are not about food but rather are a reflection of an inner turmoil fueled by social norms for attractiveness. The program also analyzes the impact of eating disorders on the victim’s family and friends and discusses various therapies for treating these disorders.

**Teen Challenges** (30 min, RMI Media Productions)
This program presents experts’ and teenagers’ views of teenage pregnancy, eating disorders, and other problems often faced by adolescents.
Teenage Mind and Body (30 min., Insight Media)
This video charts biosocial and cognitive development during adolescence, focusing on differences between teenagers’ abilities and interests and their parents’ expectations. David Elkind discusses Piaget’s final stage of development—formal operations—and Lawrence Kohlberg’s theory of the development of moral reasoning.

Teenage Pregnancy (26 min., Films for the Humanities and Sciences)
This brief, award-winning film follows several teenagers through the births of their children and early days of parenthood. It provides a sobering look at how teenage pregnancy dramatically changes lives and limits options.

Teens: What Makes Them Tick? (43 min., Films for the Humanities and Sciences)
In this ABC News special, correspondent John Stossel discusses the various biological and cognitive changes that occur during adolescence to make these years unique in the life span. Also discussed is the social hierarchy among teens (influencers, conformers, passives, edge kids) that leads to the development of teenage fads.

Chapter 15 Adolescence: Cognitive Development

Adolescence: A Case Study (20 min., CRM/McGraw-Hill)
This film shows us Angie, a 17-year-old junior in a large California high school—in math and literature classes, primping in front of a mirror, and in a group of girls flirting with a group of boys. All these scenes are used to elucidate adolescent cognitive development, from the hypothetical to the most egocentric. Given adolescent self-consciousness, some of the scenes appear too staged. However, the moments when Angie is asked to explain herself (“Who am I? Well, I’m a Gemini, so I change a lot, and my moon is in Pisces so I fall in love easily”) authentically reflect the poignancy of adolescence. Angie is also idealistic and aware of her roots (her parents came from Mexico), characteristics typical of many adolescents.

John Flavell and Joseph Church comment on some of the cognitive developments highlighted by the movies. Church makes the radical suggestion that adolescence is perhaps the worst time for formal education as high schools and colleges now offer it. This view could be used to start a discussion of the function of school for adolescents.

Adolescence: Cognitive and Moral Development (30 min., Child Development Media)
This video describes the changes in adolescent thinking and moral reasoning that accompany puberty. Among these are increasingly sophisticated logical and abstract reasoning abilities, limited by adolescent egocentrism. The video also touches on adolescents’ receptivity to their culture, including the models they see at home, in school, and in the media.

Adolescent Cognition: Thinking in a New Way (30 min., Insight Media)
Hosted by David Elkind, this video uses the theories of Piaget, Erikson, and Goffman to discuss the changes in cognition that occur during adolescence.

American Schools: Catching Up to the Future (30 min., Insight Media)
This video probes the perennial question of what’s wrong with American education. Willard Daggett discusses his belief that American schools need to be more skill-based in order to prepare students for success in today’s information-based, high-tech society.

A Day in the Life of a Teen (25 min., Insight Media)
This interesting film is one of a series depicting the world through the eyes of a toddler, a preschooler, a child, and a teenager. Throughout the film expert commentary provides a conceptual framework for understanding cognitive development through adolescence.

Dealing with Diversity in the Classroom (23 min., Insight Media)
This short program analyzes the diverse population of students in today’s classroom. It examines how educational goals have shifted from “melting pot” assimilation to cultural pluralism and explains how teachers organize culturally diverse classrooms in order to make all students feel welcome.

Education in America (16–30 min, Insight Media)
This series of three videos discusses the evolution of education in America. Focusing on the 17th and 18th centuries, Part 1 (16 min.) takes the viewer to actual locations of dame schools, Latin grammar schools, church schools, and pauper schools. Focusing on the 19th century, Part 2 (16 min.) discusses the development of free public school systems. It also highlights the change to secular education, the rise of teacher education schools, and the influence of American textbooks. Focusing on developments during the first half of the 20th century, Part 3 (30 min.) discusses the effects of the industrial revolution on education, the appearance of the junior high school, and the modern testing movement.

Formal Thought (32 min., Davidson Films)
Adolescents are seen demonstrating logical and systematic procedures as they grapple with various tests of formal operational thought. For many classes, watching this film will bring home the fact that not all adults can master these problems as well as some of the brighter adolescents can.
xxxviii  Audiovisual Materials

Going to School in Japan (24 min., Insight Media)  
(See description under Chapter 12.)

Inside Britain: Education (20 min., Insight Media)  
This brief film explores the history and evolution of the British educational system and provides another interesting cross-cultural contrast to education in the United States.

The Middle School (30 min., Insight Media)  
Using classroom visits and interviews with leading educators, this video explores why middle schools were created and the key features of successful middle school programs.

Pressure-Cooked Kids (28 min., Films for the Humanities and Sciences)  
This highly recommended film explores the escalating pressures faced by contemporary teenagers and what can be done to teach them how to handle stress in their early years so that they can better cope when they are adults.

Restoring Respect and Responsibility in Our Schools (44 min., Magna Films)  
Profiling the work of Thomas Lickona, a leader in the Character Education Movement, this video provides a compelling argument for the role of schools in the development of student respect and responsibility. The program outlines specific classroom strategies and schoolwide curricula for creating a healthier climate in today's schools.

Shortchanging Girls, Shortchanging America (19 min., Insight Media)  
Through interviews with educators, business executives, and developmentalsists, this program explores the devastating effects of gender bias in American education. The program focuses specifically on the loss of self-esteem among girls and illustrates how they often are steered away from science and math curricular tracks.

Social-Cultural Diversity (30 min., Insight Media)  
(See description under Chapter 2.)

Teenage Mind and Body (30 min., Insight Media)  
(See description under Chapter 14.)

(See description under Chapter 14.)

Chapter 16 Adolescence: Psychosocial Development

The Addicted Brain (26 min., Films for the Humanities and Sciences)  
This award-winning film analyzes the biochemistry of the brain, focusing on the mechanisms of “runner's high,” thrill-seeking, and OCD.

Adolescence: Current Issues (30 min., Child Development Media)  
(See description under Chapter 14.)

Adolescence: Social and Emotional Development (30 min., Child Development Media)  
This video focuses on the adolescent's search for identity, noting that in the course of this search, teenagers may be in several different identity statuses at the same time. The importance of friends and the larger peer group in offering support and status is also highlighted.

Adolescent Personality Development (30 min., Insight Media)  
This film examines the adolescent's search for identity, the development of independence, and the exploration of sexuality during a sometimes tumultuous stage of life. The theories of personality proposed by G. Stanley Hall, Margaret Mead, Sigmund Freud, and Erik Erikson are discussed.

Alcohol and the Family: Breaking the Chain (25 min., Films for the Humanities and Sciences)  
This video analyzes the signs of alcoholism, focusing on how family members, coworkers, and friends can intervene. It also discusses the impact of alcoholism on the children of alcoholics and provides an overview of various therapies for treating the disease.

Among Equals (57 min., Insight Media)  
This program explores the crucial importance of the peer group for adolescent psychosocial development. The topics explored include identity formation, moral development, gender differences, friendship, and the emergence of intimate relationships.

The Buzz Is Not for You: Teenage Drinking (30 min., Films for the Humanities and Sciences)  
The first part of this documentary on the persistent problem of teenage drinking focuses on its disruptive effects on development. In the second part, various interventions for helping teens avoid peer pressure to drink are described. Interviews with teenagers, law enforcement officers, educators, and developmentalists explore the wide range of issues related to alcohol abuse by adolescents.

The Cliffs (15 min., Films for the Humanities and Sciences)  
This brief minidrama tells the story of Robbie, who, after breaking his usual pattern of getting drunk every weekend, discovers that drinking responsibly allows him to be in control and enjoy life more.

Breaking the Cycle of Violence (2 volumes, 30 min. each, Insight Media)  
The program focuses on the causes and prevention of youth violence. It features the commentary of community leaders and educators such as Archbishop
Desmond Tutu, Reverend Jesse Jackson, Paul Houston, and Ed Zigler.

**Building on Adolescent Experience** (95 min., Insight Media)
This video profiles Matthew Selekmann’s solution-oriented therapy approach to working with a mother and her angry adolescent daughter.

**Childhood’s End: A Look at Adolescent Suicide** (28 min., Filmakers Library)
A documentary look at three adolescents who tried to commit suicide. Two of them, both girls, reflect on the reasons behind their attempted suicides. The third, a boy, was “successful” and is represented by his two best friends, who wonder what they could have done to help. This film distinguishes the hype about suicide—for example, the little-known fact that suicide is much more common among the elderly—from the reality—every time an adolescent tries to kill him- or herself, it is a tragic sign that our social support system has failed.

**Coping with Peer Pressure** (15 min., Films for the Humanities and Sciences)
This brief film helps teen viewers learn to cope with peer pressure by realistically examining the consequences of their actions. A teenager who was nearly led astray by peers because of her low self-esteem is profiled.

**Cultural Identity Development** (64 min., Insight Media)
Although lengthy, this film presents a probing look at five levels of minority development. It also discusses how clinical psychologists and counselors incorporate an understanding of each client’s cultural identity into their treatment.

**Dealing with Teens: A Guide to Survival** (52 min., Films for the Humanities and Sciences)
Taking a practical approach, this film offers suggestions for discussing a variety of issues with adolescents: dating, sexual activity, emotions, and substance abuse. Hosted by actor Howard Heseman, the program also presents a list of warning signs for caregivers concerned about their teen’s behavior.

**The Development of Self** (60 min., Insight Media)
This program explores the development of the self-concept and self-esteem through research using the Perceived Competence Scale for Children, which measures self-concept in the areas of scholastic performance, athletic competence, popularity, and appearance. It also examines how self-esteem is affected by puberty and various clinical disorders associated with low self-esteem.

**Drugs and Sex** (16 min., Magna Systems)
This short film focuses on the difficulties many parents have in discussing sex and drugs with their children and offers practical examples of how to do so in a manner that builds trust and resiliency.

**Drugs: Uses and Abuses** (8 segments, 20–34 min. each, Films for the Humanities and Sciences)
This eight-part series takes a look at the history, medicinal and illegal use, and developmental impact of sedatives (part 1), narcotics (part 2), stimulants (part 3), hallucinogens (part 4), inhalants (part 5), THC (part 6), PCP (part 7), and steroids (part 8).

**Everything to Live For** (52 min., Films for the Humanities and Sciences)
The dramatic opening of this film points out that suicide is second only to automobile accidents as the cause of death in adolescence. This documentary profiles four adolescents: two who attempted and “failed” at suicide, and two who succeeded. Family members and the surviving “failures” talk openly about the presumed causes of the drastic measures.

**Gifted Adolescents and Suicide** (26 min., Films for the Humanities and Sciences)
An adaptation of a Phil Donahue program, this video profiles two couples who lost their intellectually talented 17-year-olds to suicide. The program focuses on the need to recognize the pressure of expectations on overachievers.

**Girls in America: Identity and Adolescence** (2 parts, 57 min. each, Corporation for Public Broadcasting)
This award-winning two-part series investigates the struggle of today’s teenage girls to establish identities that reflect their own hopes and perceptions rather than social stereotypes. Program One, “Run Like a Girl,” probes many of the challenges of adolescence, including body image, dating, bulimia, parents’ divorce, and teen pregnancies. Centered on the world of competitive sports, the female athletes discuss their search for identity and self-esteem while resisting the social expectations of others. Program Two, “Smile Pretty,” centers on the competitive world of the beauty ant. Teenage girls from a variety of ethnic and racial backgrounds discuss the allure of antry, modeling, and their struggle for identity.

**Good Girl** (45 min., Filmakers Library)
This film examines the psychological and sociological aspects of adolescence by showing the daily activities and thoughts of a young girl growing up in America in the 1950s. Particularly interesting is her sexual development in an era when there were only two kinds of girls, good and bad.

**Inhalant Abuse: Breathing Easy** (24 min., Films for the Humanities and Sciences)
Inhalant abuse is a particularly troubling form of addiction because inhalants are readily available, produce a rapid drug “high” that quickly leads to tolerance and dependence, and can cause permanent damage to the brain in a very short time. This program
analyzes adolescent drug abuse, focusing on the psychological and environmental factors that lead to abuse. Interviews of former inhalant users are particularly effective in illustrating the variables involved in addiction.

Kids Under the Influence (58 min., Films for the Humanities and Sciences)
This award-winning program focuses on alcohol—the number-one drug problem among teenagers. Topics covered include physical and psychological disorders caused by alcohol abuse, the influence of peer and advertising pressure, legal issues, and various approaches to correcting this widespread social problem.

My Bodyguard (96 min., Films Incorporated)
Breaking Away (99 min., Films Incorporated)
Two touching, amusing, insightful movies about friendship between adolescent boys. The first is about "tough guys" in Chicago, the latter about the efforts of four Kansas boys to win a bicycle race. Since they are full-length films that were successful in movie theaters, they are a splashy, expensive way to set off the discussion on adolescent psychosocial development. Depending on your students and your budget, however, they may be well worth it. For instance, Breaking Away is filled with examples of a father's difficulty in understanding his son's attempt to find an identity—a humorous and touching example of the differing goals and needs of the two generations and their attempts to bridge the gap. (This film is also useful for Chapters 14 and 15).

The Neglected Generation (30 min., Insight Media)
Focusing on the often-ignored subject of child neglect, this video begins by noting that half of all American teenagers suffer from a lack of parental monitoring that seriously increases their risk of developmental problems. The final segment explores the roles that families, communities, and governments can play in the primary prevention of adolescent problems.

The Next Generation (57 min., Films for the Humanities and Sciences)
Taken from Bill Moyers five-part series on addiction, this program looks at community and family interventions designed to prevent drug abuse. One program works by teaching parents who are heroin addicts how to repair the damage their drug abuse has caused to their families. Another targets high-risk teens with intensive counseling provided during school.

Obsessions: The Biological Basis of Addiction (55 min., Insight Media)
This program examines the causes and treatment of various addictions, focusing on the interaction of nature and nurture in the origins of all obsessive behaviors. Russell Sachs discusses the ways addictions to drugs, alcohol, gambling, food, work, and sex, can negatively affect the individual and his or her family.

Pretty Colors: Inside America's Rave Culture (66 min., Films for the Humanities and Sciences)
This gritty film follows Sarah and Stacey, two bored teenagers who have embraced L.A.'s underground rave scene to escape their dysfunctional families. Note: Some language in this film may be objectionable.

Preventing Delinquency: The Social Developmental Approach (28 min., Filmakers Library)
Funded by the United States Department of Justice, this film explains the role parents, peers, school, and community can play in preventing delinquency. Providing the young person with legitimate sources of esteem, status, and achievement can make the delinquent path appear less attractive. Thus, prevention, rather than punishment, and a systems approach, rather than one that focuses on the "bad" boy, are highlighted.

Reviving Ophelia (38 min., Media Education Foundation)
Reviving Ophelia, by clinical psychologist Mary Pipher, was one of the most talked-about books when it was first published. In this award-winning program, the author discusses the challenges facing young persons today, especially resisting the influence of the media and popular culture in shaping their identities. She also offers concrete ideas for girls, boys, parents, and teachers to help free girls from these "toxic influences." A study guide is also available.

Running on Empty: Teens and Methamphetamines (27 min., Films for the Humanities and Sciences)
This video probes the growing abuse of methamphetamine by teenagers. It begins by discussing the nature of the drug, and its effects on the body and central nervous system. It then traces the cycle of drug abuse, beginning with the extreme euphoria associated with initial use, and ending with the crushing lows that often lead to chronic depression.

Suicide: The Teenager's Perspective (26 min., Films for the Humanities and Sciences)
Each year nearly half a million teenagers attempt suicide. This film deals with the tragedy of adolescent suicide and attempts to educate viewers so that they will recognize the signs of impending suicide in others. Jim Wells, a nationally recognized expert on teenage suicide, provides some unique insights.

Teenage Relationships (30 min., RMI Media Productions)
Focusing on social and emotional development during adolescence, this engaging video features views of high school students on peer relationships, sexual activity, and other pertinent issues.

Teenage Suicide (19 min., Films for the Humanities and Sciences)
A documentary that examines the increase in teenage suicide, this film explores some of the reasons behind
the increase and identifies behavior patterns that are considered to be warning signs alerting family and friends to possible problems.

**Teen Depression** (16 min., Films for the Humanities and Sciences)
This brief film chronicles the lives of several teenagers diagnosed with clinical depression, analyzing how they became aware of their disorder, how it has changed their lives, and how they have been helped through therapy. Experts also explain the psychological and chemical symptoms, causes, and treatments for depression.

**Teen Suicide: Sara’s Diary** (14 min., Magna Systems)
Based on a true story, this poignant film examines the subjects of depression, suicide, and bullying. The subject of much teasing and bullying in her school, Sara makes an unsuccessful attempt at suicide. Afterwards, her main tormentor discovers her diary and learns that Sara was really no different that anyone else in the school.

**Teens in Turmoil** (26 min., Films for the Humanities and Sciences)
This program examines what it’s like to be a teenager in North America today, taking the position that growing up is harder and more dangerous today than ever before. It describes a high-school crisis prevention program and two distinct approaches to handling troubled adolescents: tough-love and improved parent-child communication.

**Violence Prevention: What Every Parent Should Know** (28 min., Magna Systems, Inc.)
Divided into three sections, this video discusses how children today view violence and the various intervention strategies that have been applied. The first section, “Crisis Avoidance,” presents basic social tools middle and high school students can use to avoid violent confrontations. The second, “Conflict Resolution,” explores how students can use social skills to settle their differences nonviolently. Finally, “Problem Solving” focuses on how parents can work with their children to respond to troubling situations and ensure their safety.

**Who Am I? Psychosocial Development During Adolescence** (30 min., Insight Media)
Focusing on Erik Erikson’s views of adolescence, this film depicts how adolescents strive to adopt adult roles and forge their identities.

**Woman’s Talk 5: Sex Education** (18 min., Corinth)
Questions from preschoolers through adolescents are used to illustrate the parents’ role in providing sex education. While the film is pretty basic, it could be a good springboard for uncovering some of the embarrassment and misinformation that most adults bring to discussions with their children about sex. As a follow-up, the class might be divided into small groups and individuals asked to tell how their parents treated the subject. Or one student might role-play a blunt, curious child, with another student playing the parent trying to cope.

**Youth Terror: The View from Behind the Gun** (Part I: 29 min., Part II: 19 min., CRM/McGraw-Hill)
Originally an ABC News Closeup, this film interviews young criminals, attempting to explore the reasons, attitudes, and background factors that led to their crimes. It focuses on the serious delinquent who has been arrested several times. To keep this film in perspective, you might point out that less than 1 percent of American teenagers are arrested for serious crimes; on the other hand, more than a third of all the arrests for serious crimes in the United States involve people under age 18. In fact, if a person is ever going to be arrested for committing homicide, that arrest, statistically speaking, is more likely to occur at age 15 than at any other age. You might ask your students to think about two questions as they view the film: In what ways are the young people shown here similar to other teenagers who do not become crime statistics? What can be done to prevent future generations of young people from repeating the mistakes of the young people shown here?

**Chapter 17 Emerging Adulthood: Biosocial Development**

**The Addicted Brain** (26 min., Films for the Humanities and Sciences)
(See description under Chapter 16.)

**Adult Children of Alcoholics: A Family Secret** (52 min., Films for the Humanities and Sciences)
In this poignant film, adult children of alcoholic parents speak out about how their parents’ disease has impacted their lives, beginning with childhood nightmares and continuing into their present-day problem behaviors. The latter include marrying alcoholic spouses, abusing other drugs, gambling, and other addictive behaviors.

**Altered States: A History of Drug Abuse** (57 min., Films for the Humanities and Sciences)
This captivating film traces the history of drug use in America from the days when the earliest immigrants developed an addiction for tobacco, through Prohibition, and up to the present day. It explores how drugs of choice have changed over time and documents the cultural, social, and political factors involved in drug use and addiction.

**Brain Architecture and the Sexes** (51 min. each, Films for the Humanities and Sciences)
This modularly organized series examines biological influences on male–female differences in every domain of development. Each module lasts approximately 51

Depression Disorders (29 min., Insight Media)
This two-part program provides a thorough overview of major depressive disorder (MDD). Part 1 explores the symptoms of MDD and examines biological theories of the disorder. Part 2 uses interviews with individuals suffering from depression to explore the role of life events and stress in MDD. Various treatments are described, including cognitive therapy, medication, and electroconvulsive shock.

Exploring Psychological Disorders (CD-ROM, Insight Media)
Using video clips of actual client and patient interviews, this CD-ROM provides an overview of the criteria of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) used to diagnose clinical cases. It also includes information on how biological, social, cultural, and psychological factors interact in contributing to psychological disorders.

Factors in Healthy Aging (28 min., Films for the Humanities and Sciences)
This brief film examines the ongoing study of Harvard University graduates and factors that predict health as a person ages. These include nutrition, smoking, alcohol use, personality, and heredity.

No More Shame: Understanding Schizophrenia, Depression, and Addiction (21–24 min., Films for the Humanities and Sciences)
These three programs discuss the biological, psychological, and cultural aspects of schizophrenia, major depressive disorder, and addiction. Each disorder is brought to life through the eyes of real people suffering from the disorder as a panel of experts discusses the underlying causes, prevention, and available treatments.

Postpartum Depression and the Yates Killings (22 min., Films for the Humanities and Sciences)
Filmed just prior to the arraignment of Andrea Yates, who was charged with drowning her five children, this ABC News program explores postpartum depression. A panel of experts outlines the warning signs and discusses treatment options.

Chapter 18 Emerging Adulthood: Cognitive Development

Moral Development (20 min., CRM/McGraw-Hill)
The film begins with a re-creation of Milgrim’s famous experiment on obedience and then explores the relationship between level of moral reasoning (as Kohlberg defines it) and willingness to shock the victim. As one might expect, research has shown that subjects who resisted the orders to continue shocking the “learner” in the original experiment were more likely to reason at a higher stage. However, the film points out that some people at the highest stages also delivered maximum shocks, so the correlation between moral thought and behavior is by no means perfect. Then narrator David Rosenhan explains the social learning approach to moral development, again using the same experimental manipulations that Milgrim did.

Socialization: Moral Development (22 min., HarperCollins)
This film explores the major theories of morality and re-creates several classic experiments addressing such questions as: What is the source of morality? Is it learned? Are ideas of good and evil universal?

Chapter 19 Emerging Adulthood: Psychosocial Development

Careers and Babies (20 min., Polymorph Films)
Four women, two with children and two without, discuss the reasons for their respective decisions with regard to having children. The movie illustrates the pros and cons of this question and shows that child-rearing has become more a matter of personal decision than the inevitable consequence of adult sexual expression.

Clinical Dilemmas in Marriage: The Search for Equal Partnership (44 min., Insight Media)
Family therapist Betty Carter discusses her multi-contextual framework for marital assessment and intervention. Analyzing two case families, Carter discusses the importance of understanding the life cycle of each family and its particular sociocultural sphere in improving relationships.

Gender and Relationships (30 min., RMI Media Productions)
This film explores the complexities of human emotional interactions and attachments. Based on research findings, the film includes such subjects as the nature of love, what makes sexual behavior “normal” or “abnormal,” and male-female differences in sexual attitudes and behavior.
Love, Love Me, Do: How Sex Differences Affect Relationships (51 min., Films for the Humanities and Sciences)
(See description under Chapter 17, under Brain Architecture and the Sexes.)

Portrait of a Family (30 min. each, RMI Media Productions)
This modularly organized series examines various aspects of intimacy, marriage, and families. Each module consists of three or four 30-minute programs. Modules 2 and 3 are appropriate for this chapter. Modules 4–6 would be more appropriate with Chapter 22. Module 2, “Forming Relationships,” explores various aspects of choosing partners, forming intimate relationships, sexuality, and the impact of AIDS and other sexually transmitted diseases on psychosocial development. Module 3, “The Marriage Partnership,” examines a kaleidoscope of issues concerning marriage, including how the beliefs and expectations individuals bring into a marriage influence its development, communication, conflict resolution, and marital violence. Module 4, “The Family Established,” focuses on the everyday lives of married couples, discussing such issues as the social and personal impact of two-career marriages, financial difficulties, and child rearing. Module 5, “The Family in Transition,” examines changing family situations, from the transition to parenthood, to midlife changes, retirement, and the loss of a spouse. Module 6, “The Family Extended,” explores the special challenges of remarriage, stepfamily living, and aging relationships.

Chapter 20 Adulthood: Biosocial Development

Adulthood (30 min., Insight Media)
This brief film introduces the major theories of adult development and describes the major transitions of this age, including leaving home, parenthood, career selection, and retirement.

The American Alcoholic (54 min. [2 parts], CRM/McGraw-Hill)
Produced by NBC news, this film explains alcoholism and provides data about its existence in our society. It includes interviews with alcoholics who openly describe their problem. It is a useful film to show if you emphasize recognition, prevention, and treatment of adult health problems.

An Easy Pill to Swallow (28 min., National Film Board of Canada)
This film describes, and critiques, our cultural tendency to rely on mood-altering prescription pills rather than self-help and psychological techniques to cure our illnesses. A fact mentioned in the film is that almost a third of all North American prescriptions are for such drugs. A fact not emphasized is that the modal recipient of such prescriptions is a middle-aged woman.

Development of the Adult (25 min., HarperCollins)
This film introduces the viewer to contemporary research on development in adulthood through interviews with Bernice Neugarten, Roger Gould, and Daniel Levinson, as well as Paul Costa and David Gutman. Among the themes explored are the influence of biological and cultural clocks and the differences in male and female adult development. For instance, the midlife crisis is presented as a possible rather than an inevitable event, dependent in part on one’s sex, career, social status, and cognitive set.

Factors in Healthy Aging (28 min., Films for the Humanities and Sciences)
Harvard University’s longitudinal study of aging is the subject matter of this film. The impacts of diet, smoking, drinking, family history, and personality on aging are highlighted.

The Future of Aging (55 min., Insight Media)
This program examines research into the biological and psychological mechanisms of aging. Leading researchers discuss a variety of attempts to reverse the effects of aging, including hormone replacement therapy and genetic engineering. The program ends with a discussion of the social implications of increased longevity.

Menopause: Passage to Paradise (24 min., Films for the Humanities and Sciences)
This film explores the experience of menopause through the eyes of a group of older women who have experienced it. Some describe their experience as a milestone without incident, while others describe it as an extremely difficult and stressful time. The husband of one woman speaks openly about how his wife’s difficult menopause has affected him.

Sexuality and Aging (60 min., Insight Media)
Through interviews with elderly persons, gerontologists, and sex researchers, this film explores myths and facts about sexuality in the later years of life. Age-related physiological changes that affect sexuality are also described.

Women’s Health (27 min., Aquarius Productions)
This video explores the male bias of medical research and how the shortage of research dedicated to women has reduced the effectiveness of treatment of various diseases. Medical experts provide an illuminating indictment of the politics of medicine.

Chapter 21 Adulthood: Cognitive Development

Intelligence (30 min., Insight Media)
IQ Testing and the School (60 min., RMI Media Productions)
Beginning with a historical perspective on how intelligence has been defined, these films describe the origins, intended uses, varieties, and failures of tradi-
M I: Intelligence, Understanding, and the Mind (50 min., Into the Classroom Media)
Hosted by Howard Gardner, this program examines how outdated views of the human mind continue to dominate our views regarding intelligence. Gardner begins by discussing the cognitive revolution of the 1950s, focusing on the research of Herbert Simon, Jean Piaget, and Noam Chomsky. The major thrust of the program is Gardner's explanation of his theory of multiple intelligences.

Multiple Intelligences (50 min., Into the Classroom Media)
Harvard psychologist Howard Gardner outlines his theory of multiple intelligences. As he does so, he reviews the flawed history of intelligence testing and puts forth his principal goal for education—the “attainment of genuine understanding.” He explains why “understanding,” which he defines as the ability to apply knowledge to new situations, is often undermined by traditional educational emphases.

Chapter 22 Adulthood: Psychosocial Development

Am I Wife, Mother . . . or Me? (31 min., LCA)
Excerpted from the feature movie I Love You, Goodbye, this film takes a critical look at the changing role of women in society. Hope Lange plays a 36-year-old wife and mother who is dissatisfied with her roles as wife and mother. Seeing herself as merely a chauffeur for her children and an audience for her egocentric husband, she leaves to begin a new life. With outstanding acting by Lange and Earl Holliman, the film is an excellent stimulus for classroom discussion.

The Broken Heart (28 min., Films for the Humanities and Sciences)
Developmentalists and health psychologists are discovering that many chronic diseases, accidents, and even auto fatalities are more common among those whose family life is disrupted or nonexistent. This specially adapted Phil Donahue program explores the link between loneliness and isolation and illness, depression, and death.

Clinical Dilemmas in Marriage: The Search for Equal Partnership (44 min., Insight Media)
(See description under Chapter 19.)

Development of the Adult (29 min., HarperCollins)
(See description under Chapter 20.)

The Human Animal: Family and Survival (52 min., Films for the Humanities and Sciences)
Hosted by Phil Donahue, this film begins with the sobering statistic that less than 5 percent of American households fit the profile of the traditional nuclear family. It goes on to explore the specific challenges of various family structures in contemporary America.

Leaving Home: A Family in Transition (25 min., Direct Cinema Ltd.)
A family of four daughters is filmed as three of the daughters leave home, each to pursue a different life. The feelings of all family members are explored as the daughters go. The mother discusses “the empty nest” and her changing role, while the daughters assert their desire to be considered adults in their childhood home. They question whether one ever completely becomes an adult in the eyes of one’s parents. These transitions are compared with changes the father had to face some twenty years earlier when he left his parents in Israel to come to the United States. This film provides an excellent springboard for discussion.

Midlife Crisis (30 min., RMI Media Productions)
Paula Hardin, author of What Are You Doing With the Rest of Your Life?, joins psychotherapist James Ellis in a discussion of whether or not there is a midlife crisis.

Parenting Our Parents (26 min., Films for the Humanities and Sciences)
This film addresses an important issue for the “sandwich generation”—care of aging parents. As the size of the elderly population increases, the forecast is for a society of the old caring for the very old. Various ways of coping with the stress of caring for aging parents are also examined.

Portrait of a Family (30 min. each, RMI Media Productions)
(See description under Chapter 19.)

The Sandwich Generation: Caring for Both Children and Parents (28 min., Films for the Humanities and Sciences)
Phil Donahue and Hugh Downs join a group of elderly Americans who don’t want their adult children to be burdened with their care, and a group of adults at midlife, several of whom resent the burdens of the “sandwich generation” and several of whom consider it a privilege and responsibility.
Chapter 23  Late Adulthood: Biosocial Development

Age-Related Sensory Losses: An Empathic Approach  
(15 min., University of Minnesota)  
As an individual ages, the body undergoes physiological changes in eyesight and hearing that make social interactions problematic. This presentation explores the positive and not-so-positive adjustments of a family to their grandmother’s aging changes. Although family interactions are portrayed, the film is also refreshingly didactic as key points are highlighted and discussed through narration.

Ageless America  
(52 min., Films for the Humanities and Sciences)  
This film addresses a number of issues in the aging of America, including care for the elderly, why women live longer than men, the “sandwich generation” of adults with responsibility for aging parents and young children, and the problems of aging itself.

Aging  
(25 min., Indiana University)  
This film begins with the question, “What is it like to be old with life stretching out in back of you?” Although the problems of aging are honestly portrayed, the film emphasizes that aging is not all negative. Several myths or stereotypes regarding the aged are explored, among them: the aged are isolated from, and neglected by, their families; the aged are ill; retirement is bad, and the aged sicken because it brings feelings of worthlessness; the aged are rigid and reactionary. The activity theory of aging and the disengagement theory are discussed, with the conclusion that neither theory is valid by itself. A brief summary is given of the Kansas study of adult life.

Aging: The Methuselah Syndrome  
(57 min., Michigan Media)  
Taken from the Nova series, this film reports on research on the causes of aging and includes segments on progeria, metabolism, the immune system, the “genetic clock,” the effects of anti-oxidants and underfeeding on aging, and the findings of the Baltimore Longitudinal Study on aging.

The Aging Process  
(19 min., Films for the Humanities and Sciences)  
This brief film explores the effects of aging on the human mind and body and discusses the cellular damage and genetic clock theories of aging. The program also addresses the lifestyle habits that affect longevity, including exercise, proper diet, and moderate drinking.

Aging Well  
(18 min., Films for the Humanities and Sciences)  
This brief program explains why the current cohort of older adults is living longer than their parents did and staying healthier. It discusses medical advances that have increased life expectancy and explores several emotional issues of aging, including the death of one’s spouse, loneliness, and the need for generativity.

Chronobiology: The Time of Our Lives  
(58 min., Films for the Humanities and Sciences)  
This program examines the nature and biological evolution of our bodies’ biological clocks. In addition to comparing our internal timekeepers with those found in the animal kingdom, it looks at ways in which researchers are experimenting with “resetting” human biological clocks.

Factors in Healthy Aging  
(28 min., Films for the Humanities and Sciences) 
(See description under Chapter 20.)

The Gift of Aging  
(30 min., Aquarius Productions)  
This film examines the positive aspects of aging and the wisdom of the aged that can help people of all ages. It profiles several older adults who are aging successfully, including Cosmopolitan editor Helen Gurley Brown and a 77-year-old couple who embody the spirit of volunteerism.

Growing Old: Something to Live For  
(15 min., CRM/McGraw-Hill)  
The basic message of this short film is that old age should and can be a wonderful time of life. One of the reasons it isn’t so enjoyable for more people more of the time is the prejudice against aging that many younger people hold. Several active and alert older people, among them Margaret Mead and a leader of the Gray Panthers, express their views. The movie is an effective counter to stereotypic views of old age. However, since this is a movie with a message (it was originally written and produced by ABC news), the sadder facts of old age, especially for people who are ill, poor, and/or lonely, are not emphasized. You might ask your class to consider the accuracy of the overall point of view portrayed by the film, and you yourself might prepare for the discussion after the film by providing some statistics on the status of older people.

Growing Older and Better  
(28 min., Films for the Humanities and Sciences)  
Another in the Phil Donahue series on human development, this program asks whether the fountain of youth is just around the corner—or has it already been discovered? The show features a young-old 104-year-old; actress Estelle Getty, who started her professional career at age 60; and Dr. Stuart Berger, who describes various anti-aging strategies.

How to Live Longer . . . Better  
(25 min., Films for the Humanities and Sciences)  
This program discusses lifestyle changes, with an emphasis on exercise, that are an important element
in extending the life span. The need for both social involvement and good medical care is also discussed.

How to Live Past 100 (19 min., Films for the Humanities and Sciences)
This brief film examines the lives of several centenarians in seeking to determine the reasons for their increasing number in America today. It also looks at the most common health hazards for the elderly, the relationship between activity level and longevity, and whether or not intelligence declines with age.

Man Immortal: The Human Cell and Eternal Life (53 min., Films for the Humanities and Sciences)
This program explores several paradoxes in the science of aging, including children with Hutchinson-Gilford Progeria Syndrome, who age at many times the normal rate, and cancer cells, which can survive indefinitely. From there, the program discusses the latest research on aging, life extension, and the possibility of human immortality.

Never Stay Die: The Pursuit of Eternal Youth (60 min., Films for the Humanities and Sciences)
This fascinating HBO production examines the various ways Americans find to spend billions of dollars annually to beat back the ravages of time. Among the techniques examined are plastic surgery, the Pritikin diet and lifestyle, European health spas, megavitamin supplementation, and cryonic suspension. The program also explores progeria, the genetic disease that dramatically accelerates the rate of aging.

Symptoms of Aging (28 min., Films for the Humanities and Sciences)
Focusing on primary aging, the programs examines loss of muscular strength, declining visual acuity, and coronary disease risk factors; it also discusses ways in which older adults can preserve their fitness.

The Wit and Wisdom of Aging (26 min., Films for the Humanities and Sciences)
Norman Cousins, himself a survivor of “terminal” cancer, discusses humor and the will to survive as potent medicines for the terminally ill. Cousins’s work with other terminal patients who “refused to die” is described.

Chapter 24 Late Adulthood: Cognitive Development

Aging and Saging (24 min., Films for the Humanities and Sciences)
This film examines various cultural perspectives on aging, beginning with the message that American culture reveres youth; as a result, the elderly are expected to drop out of public life, so they will not remind the young of their own mortality. In a powerful segment, the program takes viewers to a weekend Elder Circle at the Omega Institute, a human potential center that seeks to help the elderly redefine themselves as role models of healthy and graceful aging.

Alzheimer’s: Effects on Patients and Their Families (19 min., Films for the Humanities and Sciences)
Alzheimer’s Disease: The Long Nightmare (19 min., Films for the Humanities and Sciences)
Alzheimer’s Disease (28 min., Films for the Humanities and Sciences)
These three films discuss exactly what contemporary researchers know, and what they do not know, about the mechanisms of Alzheimer disease. The first film also discusses the use of drugs that treat the disease by preventing the breakdown of the neurotransmitter acetylcholine and the impact of the disease on the lives of a patient’s family. The second film focuses on the medical side of the disease, describing different types of patient care. The third film is a special Phil Donahue program that shows the ravages of the disease by profiling one couple, she now reduced to childlike helplessness and he to around-the-clock caregiver.

New Views on Alzheimer’s (28 min., Films for the Humanities and Sciences)
Hosted by Phil Donahue, this program focuses on the circumstances of four members of the Sisters of Notre Dame who are subjects in a long-term study of victims of Alzheimer disease.

Understanding Depression: Through the Darkness (24 min., Films for the Humanities and Sciences)
This short program examines the symptoms and treatment of major depression. Profiling three patients, the program examines a variety of issues related to this “common cold” of mental illness, including the social stigma attached to the disorder.

Chapter 25 Late Adulthood: Psychosocial Development

Abandoning the Elderly (16 min., Films for the Humanities and Sciences)
This brief film profiles the news story involving an 80-year-old, wheelchair-bound patient with Alzheimer disease who was abandoned by his family. In the program, his daughter attempts to explain the circumstances that led to this sad story. The program also reports on the increasing trend of “Granny dumping,” brought on by soaring health care costs.

Aging in Japan: When Traditional Mechanisms Vanish (45 min., Films for the Humanities and Sciences)
This program documents a society in flux, in which the traditional mechanisms for looking after the elderly in Japan—who once were revered as the most important members of the family—are beginning to break down. Although today’s cohort of older Japanese workers created the economic miracle of modern Japan, increasingly they are finding that the happy retirement they looked forward to has been replaced
by isolation. Much of this intriguing program was filmed in a Japanese public bathhouse, an ancient institution that has assumed a new role in Japan as a place where increasing numbers of displaced elderly persons congregate.

**Aging in the Future Series** (5 parts, University of Michigan Media Resource Center)

Designed to point out that our traditional approach to the position of the older adult in society is changing, this series of films is hosted by Clark Tibbits of the U.S. Administration on Aging.

**Part I: Work and Retirement** (21 min.)
A fast-paced look at the historical development of retirement in the United States. In brief interviews, older adults discuss the pros and cons of retirement and the importance of continuing to work for as long as possible.

**Part II: Retirement Income Security** (14 min.)
Discusses the concerns of older adults about the economics of late adulthood, including the worry that the Social Security system may fail.

**Part III: Health Maintenance and Care** (11 min.)
This brief film shows older people learning about health and health care as they visit a community geriatric clinic and discuss various health care programs. Also discussed is the need for a national health care policy.

**Part IV: Living Arrangements and Services** (15 min.)
This film briefly traces the historical development of specialized housing and projects future needs based on increased longevity. The problems of living arrangements for older adults—including mounting costs, loneliness, and the various needs involved in maintaining an independent life style—are illustrated.

**Part V: Politics of Aging** (15 min.)
The subject of this film is the increasingly active political role many older adults are taking to protect their interests.

**Aging Well** (18 min., Films for the Humanities and Sciences)
(See description under Chapter 23.)

**Caring for the Elderly** (19 min., Films for the Humanities and Sciences)
**Nursing Home Care** (19 min., Films for the Humanities and Sciences)
These informative films provide an overview of the various methods of care for the aging. The first film identifies issues in elderly care through interviews with social workers, senior-citizen advocates, and nursing home administrators. The second film provides criteria for evaluating nursing homes, describes alternative care for the elderly, tours a well-run nursing home, and profiles a man of 95 who lives actively with a minimal amount of community support.

**Caring for Your Parents** (24 min., Films for the Humanities and Sciences)
This video discusses an increasingly prevalent problem for middle-aged adults: caring for elderly parents while attempting to raise one’s own children and maintain a successful career. Taking a practical approach, it also discusses how to deal with a parent’s advancing helplessness, problem behaviors, and role reversal.

**Close Harmony** (30 min., Learning Corporation of America)
(See description under Chapter 13.)

**Grandma Didn’t Wave Back** (24 min., Films for the Humanities and Sciences)
A “Young People’s Special,” this poignant film tells the story of the love between an aging grandmother and Debbie, her 11-year-old granddaughter. Grandma, who has lived with Debbie’s family since Debbie was five, is getting old now, and the family struggles to adjust.

**To Be Growing Older** (15 min., Indiana University)
This film sympathetically and realistically presents the aging individual as a real person with very hefty problems. These include, among other things, loneliness, failing health and eyesight, and locating appropriate services. The pros and cons of nursing homes are examined, and perspectives are shared on aging by several younger people. Because of its candor, this film is provocative and even disconcerting in places.

**To Be Old, Black, and Poor** (52 min., Films for the Humanities and Sciences)
This poignant film realistically depicts the plight of the elderly African American by chronicling the difficult circumstances of Leonard and Sarah Bass over a six-month period.

**Epilogue**

**The Biology of Death** (29 min., Films for the Humanities and Sciences)
This program covers the current state of scientific knowledge regarding the causes of death and the normal aging process. It also explores cultural and legal end-of-life issues and responses.

**Death: Coping with Loss** (19 min., Indiana University)
Individuals of various ages discuss their feelings about death. Those people who have recently lost a loved one share their reactions toward the death of their child, sibling, or grandparent. The stages of grief and coping
are outlined. Also discussed are the purposes of a funeral. Religious attitudes about an afterlife are presented briefly and without apology.

_The Death Knell of Old Age: The Physical Aspects of Death_ (25 min., Films for the Humanities and Sciences)
This poignant program introduces the viewer to Bob, who, at the age of 87, approaches the final stage of the life cycle. Tracking the final hours of Bob’s life as he quietly dies at home, the program uses 3-D computer animations of cellular damage by free radicals, optic degeneration, spinal nerve damage, and brain failure; endoscopic imaging of degeneration of the heart, blood vessels, bronchi, ears, and stomach lining; and thermal imaging of bodily heat loss illustrate the aging body’s inability to mend itself.

_“Doctor Death”: Medical Ethics and Doctor-Assisted Suicide_ (28 min., Films for the Humanities and Sciences)
This specially adapted Phil Donahue program profiles Michigan pathologist Dr. Jack Kevorkian, who built a “suicide machine” that, at the time of this program, he had used to assist 15 patients in ending their lives. Dubbed “Dr. Death” by the popular media, Kevorkian offers his own beliefs about incurable illness and medical ethics.

_Grieving: Suddenly Alone_ (26 min., Churchill Films)
This film is a dramatization of the course of grief that follows death as a widow experiences shock, denial, guilt, anger, depression, and, finally, acceptance.

_Hospice_ (13 min., Indiana University)
A hospice is a place where many individuals go to die; nonetheless, this film portrays the hospice as a place of hope and peace. Individuals who have placed their loved ones in a hospice are interviewed. Hospice residents themselves also share their feelings. Although the problems and sadness connected with a hospice are not masked, viewing this film is a positive and sensitive experience.

_Letting Go: A Hospice Journey_ (90 min., Films for the Humanities and Sciences)
This excellent HBO production takes an intimate look at three hospice patients: a 9-year-old boy with an incurable brain disease, a 62-year-old man with an inoperable brain tumor, and a 46-year-old woman with lung cancer. In addition to showing how hospice care can help the terminally ill find comfort and peace in the final days of their lives, the program focuses on the decision-making processes of patients, family members, doctors, social workers, and clergy members.

_Living Wills_ (30 min., Films for the Humanities and Sciences)
_Dying Wish_ (52 min., Films for the Humanities and Sciences)
_Medicine and Mercy_ (26 min., Films for the Humanities and Sciences)
These three films explore issues that pertain to dying a “good death.” The first film discusses the concept of living wills and advanced directives for lifesaving care as patients, their families, and doctors present their views about this controversial issue. The second and third films look at the interplay of technology, ethics, and the quality of human life by examining the dilemmas created by advances in medical technology: Should you “pull the plug” on a ventilator that keeps a brain-dead patient alive? Should you take extraordinary measures to resuscitate a patient who will forever live in excruciating pain?

_Saying Goodbye_ (26 min., Films for the Humanities and Sciences)
This program talks to people who have recently survived the loss of a loved one, focusing on how they dealt with their grief. A hospital chaplain and the director of a hospice also provide insights into the bereavement process.

**MISCELLANEOUS WORTH VIDEOS**

Following is a list of relevant videos that are available from other Worth video collections.

**Digital Media Archive, 1st Edition**
Harlow’s Studies on Dependency in Monkeys
Testing Competency in the Newborn
Reflexes in the Newborn
Object Permanence
 Stranger Anxiety
Morelli’s Strange Situation Test
Piaget’s Conservation Test
Erikson’s States of Psychosocial Development
Bandura’s Bobo Doll Experiment
Aging and Memory
Clive Wearing
Chomsky’s View of Language Development
Gleason’s Wug Test
Gender Identity Disorder

**Digital Media Archive, 2nd Edition**
Prenatal Brain Development
Prenatal Animation: Fetal Development
The Strange Situation
Piaget’s Conservation of Number and Conservation of Liquid Tasks
Moral Development: The Heinz Dilemma
In general, film and videocassette distributors are of two types. Some of the companies on this list produce audiovisual materials for sale or rental. Their primary source of income is through sales, so they are usually happy to send free catalogues, provide additional information, or allow a prospective purchaser to preview an item for no charge. Most of the distributors on this list are of that type.

In the area of developmental psychology, the giant of these distributors is CRM/McGraw-Hill, which has visually appealing films on almost every topic. CRM/McGraw-Hill is one of the many companies that are willing to send a print of any of their films or videos for a free preview.

Other distributors simply collect prints of movies produced by someone else and rent them. Since they are not interested in sales, they usually charge for their catalogues and rarely allow free previews. However, their rental fees are usually much lower than those of the original producers. All of the universities on this list are of this type, and many of them have copies of the films listed here.

Addresses

AIMS Media Inc.
626 Justin Avenue
Glendale, CA 91201

American Personnel and Guidance Association
Film Department
1607 New Hampshire Avenue N.W.
Washington, DC 20009

Cambridge Documentary Films
P.O. Box 390385
Cambridge, MA 02139

Campus Film Distributors Corporation
2 Overhill Road. P.O. Box 178
Scarsdale, NY 10583

Churchill Films
662 North Robertson Boulevard
Los Angeles, CA 90069

Corinth Films, Inc.
410 East 62nd Street
New York, NY 10021

CRM/McGraw-Hill Films
674 Via de la Valle
P.O. Box 641.
Del Mar, CA 92014

Davidson Films, Inc.
165 Tunstead Avenue
San Anselmo, CA 94960

Direct Cinema Ltd.
c/o Transit Media Library
P.O. Box 315
779 Susquehanna Avenue
Franklin Lakes, NJ 07417

Filmmakers Library
133 East 58th Street
Suite 703A
New York, NY 10022

Films for the Humanities and Sciences
P.O. Box 2053
Princeton, NJ 08540
132 West 31st Street
New York, NY 10001

Films Incorporated
Northeast: 444 Park Avenue South
New York, NY 10016
Southeast: 476 Plasamour Drive N.E.
Atlanta, GA 30324
Central: 733 Green Bay Road
Wilmette, IL 60091
West: 5625 Hollywood Boulevard
Hollywood, CA 90028
(specializes in movies produced for the paying public, originally shown in movie theaters)

Harcourt Brace Jovanovich
Media Systems
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CHAPTER 1  Introduction
Ethics in Human Research: Violating One's Privacy?

CHAPTER 2  Theories of Development
Bandura's Bobo Doll Study
Understanding Assimilation and Accommodation
Interview with Barbara Rogoff
Interview with Michael Cole
Learning Through Participation
The Work of Harry Harlow
Piaget's Stages of Sensorimotor Intelligence

CHAPTER 3  Heredity and Environment
Brain Development Animation: Prenatal
Behavioral Genetics and Twin Studies
Identical Twins: Growing Up Apart
Infertility and IVF
Prenatal Testosterone: Setting the Stage for Development
Down Syndrome: A Special Family

CHAPTER 4  Prenatal Development and Birth
Prenatal Animation
The Experience of Pregnancy
Sonogram
3-D Ultrasound
Fetal Heartbeat
Preterm Birth
Birth
Apgar Test
Iron Deficiency Anemia
Low Birthweight in India
An Observation of Premature Infants
A Journey Through Birth

CHAPTER 5  The First Two Years: Biosocial Development
Newborn States
Interview with Charles Nelson
Brain Development Animation: Infants and Toddlers
Emotional Expression in Infants
Hothouse Babies
Newborn Senses
Newborn Reflexes
Can Infants Recognize Faces?
Can Babies Count? Lessons from Animals
To Touch and Be Touched: Keys to Development
Motor Milestones of the First Two Years
Nutritional Needs of Infants and Children
Malnutrition and Children in Nepal
A Journey Through Infancy and Toddlerhood
An Observation of Infants and Toddlers
An Observation of Sleep and Arousal in Young Infants
A Journey Through Early Infancy

CHAPTER 6  The First Two Years: Cognitive Development
Piaget's Stages of Sensorimotor Intelligence
Object Permanence
Understanding Neuroscience Methods: ERP Affordances
Research of Karen Adolph
The Visual Cliff
Research of Carolyn Rovee-Collier
Infants' Prespeech Gestures
Learning Language
Chomsky's View of Language Development
Interview with Steven Pinker
Research of Janet Werker
Do Language Skills Differ Between Chimpanzees and Young Children?
Familiarity: Recognizing and Remembering Throughout Development

CHAPTER 7  The First Two Years: Psychosocial Development
Separation Anxiety
Developing Self-Awareness
Are Young Children Self-Aware? Lessons from Animals
Interview with Alexander Thomas
The Strange Situation
Interview with Gilda Morelli
Differences in Mothers' and Fathers' Style of Play in Many Western Cultures
Sibling Wars: Competing for Mom's Attention
Child Care
Best Practices in Child Care
A Typical Day in Early Childhood Education

CHAPTER 8  Early Childhood: Biosocial Development
Hormones and Early Development
Food Preferences and Disgust
Children in China with Iodine Deficiency
Brain Development Animation: Early Childhood
Brain Development Animation: The Process of Myelination
The Childhood Stress-Cortisol Connection
Gross Motor Skills
Fine Motor Skills
Stolen Childhoods
Excising Female Genitals: A Tradition in Burkina Faso
A Journey Through Early Childhood
An Observation of Children During Early Childhood

CHAPTER 9  Early Childhood: Cognitive Development
Memory Development
Age-Related Differences in Autobiographical Memory
CHAPTER 17  Emerging Adulthood: Biosocial Development
Brain Development Animation: Emerging Adulthood
Today's College Students: Psychological Profile of Echo Boomers
A Job Skills Program in the Philippines
Eating Disorders
College Drinking

CHAPTER 18  Emerging Adulthood: Cognitive Development
Labouvie-Vief’s “John and Mary” Story
Interview with Kurt Fischer

CHAPTER 19  Emerging Adulthood: Psychosocial Development
Interview with Catherine Cooper
Homosexuality: Genes Versus Environment
Relationship States
Becoming a Parent
Happiness, Marriage, and Babies

CHAPTER 20  Adulthood: Biosocial Development
Brain Development Animation: Middle Adulthood
Menopause
Breast Cancer

CHAPTER 21  Adulthood: Cognitive Development
Expertise

CHAPTER 22  Adulthood: Psychosocial Development
Parenthood in Middle Age
Marriage in Middle Age
Family Members: Inclined to Help One Another?

CHAPTER 23  Late Adulthood: Biosocial Development
Perceptions and Reality in Older Adulthood
Active and Healthy Aging
Signs of Aging
Brain Development Animation: Late Adulthood
The Old-Old

CHAPTER 24  Late Adulthood: Cognitive Development
Old Age and Multitasking
Alzheimer’s Disease

CHAPTER 25  Late Adulthood: Psychosocial Development
Life Stages/Life Review
Making the Most of Life During Adulthood
Retirement
Elderly in the Workplace: Reassessing Retirement
Volunteering
Long-Term Marriage
Grandparenting
Grandparents as parents
Nursing Homes

EPILOGUE  Death and Dying
Death
Bereavement and Grief

Audiovisual Materials

Audiovisual Materials liii
PART I: BEGINNINGS

Chapter 1: Introduction
What’s Wrong With This Study?
A Case Study on Culture and Development

Chapter 2: Theories of Development
Modeling: Learning by Observation
Assimilation and Accommodation
Mother Love: The Work of Harry Harlow

Chapter 3: Heredity and Environment
Genetic Code
A Case Study of Twins

Chapter 4: Prenatal Development and Birth
Periods of Prenatal Development
Brain Development: In the Beginning
Birth
Teratogens
Prenatal Testing
The Experience of Pregnancy
An Observation of Premature Infants
A Journey Through Birth

PART II: THE FIRST TWO YEARS

Chapter 5: The First Two Years: Biosocial Development
Newborn Sense Experiences
Infant Reflexes
Nutritional Needs of Infants and Children
Newborn States
Brain Development: Infants and Toddlers
A Journey Through Infancy and Toddlerhood
An Observation of Infants and Toddlers
An Observation of Sleep and Arousal in Young Infants
A Journey Through Early Infancy

Chapter 6: The First Two Years: Cognitive Development
Building Better Brains
Language Development in Infancy
The Visual Cliff

Chapter 7: The First Two Years: Psychosocial Development
Attachment Behaviors in the Strange Situation
Child Care: The Best Practices
Self-Awareness and the Rouge Test

PART III: EARLY CHILDHOOD

Chapter 8: Early Childhood: Biosocial Development
Food: Preferences and Disgust
Gross Motor Skills in Early Childhood
Brain Development: Early Childhood
A Journey Through Early Childhood
An Observation of Children During Early Childhood

Chapter 9: Early Childhood: Cognitive Development
Theory of Mind
Language Development in Early Childhood
A Case Study in Speech Development
Language Acquisition in Young Children

Chapter 10: Early Childhood: Psychosocial Development
Children at Play
Stolen Childhoods
A Case Study on Childhood Maltreatment
The Boy Who Was a Girl

PART IV: MIDDLE CHILDHOOD

Chapter 11: Middle Childhood: Biosocial Development
Childhood Obesity
Brain Development: Middle Childhood
A Journey with Children in Middle Childhood
An Observation of Children During Middle Childhood

Chapter 12: Middle Childhood: Cognitive Development
Educating the Girls of the World
ADHD
Thinking Critically About Developmental Science:
Autism
Dyslexia
Achieving Conservation
Motivation and Learning
Moral Reasoning

Chapter 13: Middle Childhood: Psychosocial Development
Bullying
A Case Study About Aggression
Effects of Divorce and Remarriage on Children
A Case Study of the Society (Culture) of Children
PART V: ADOLESCENCE

Chapter 14: Adolescence: Biosocial Development
The Timing of Puberty
Brain Development: Adolescence
A Journey with Adolescents
An Observation of Adolescents

Chapter 15: Adolescence: Cognitive Development
The Balance Scale Problem
Decision Making in Adolescence
Characteristics of Formal Thought

Chapter 16: Adolescence: Psychosocial Development
The Road to Adulthood: Transitions and Rituals
Empathy in Adolescence
A Case Study About Growing Up in Body and Mind
Child Soldiers and Child Peacemakers
HIV/AIDS
Who Am I?
Adolescent Drug Use

PART VI: EMERGING ADULTHOOD

Chapter 17: Emerging Adulthood: Biosocial Development
Brain Development: Emerging Adulthood

Chapter 18: Emerging Adulthood: Cognitive Development

Chapter 19: Emerging Adulthood: Psychosocial Development
Today's College Students
Eating Disorders
The Effects of Psychological Stress
College Binge Drinking
Cheating
Transition to Parenthood
Happiness, Marriage, and Babies: Is There a Secret?

PART VII: ADULTHOOD

Chapter 20: Adulthood: Biosocial Development
Signs of Aging
Menopause
Breast Cancer
Brain Development: Middle Adulthood

Chapter 21: Adulthood: Cognitive Development
Measuring IQ
Development of Expertise
A Case Study in Intelligence

Chapter 22: Adulthood: Psychosocial Development
Romantic Love and the Brain
A Case Study in Sexual Orientation

PART VIII: LATE ADULTHOOD

Chapter 23: Late Adulthood: Biosocial Development
Active and Healthy Aging
Perceptions and Reality in Older Adulthood
85 Plus: Living Independently
Brain Development: Late Adulthood

Chapter 24: Late Adulthood: Cognitive Development
Alzheimer's Disease
A Case Study About Alzheimer's Disease and Twins

Chapter 25: Late Adulthood: Psychosocial Development
Grandparents as Parents
Making the Most of Life During Adulthood

Epilogue: Death and Dying
Bereavement
Preparing to Die