



Infants, Children, and Adolescents [with MyDevelopmentLab & eText Access Code]

Laura E. Berk, Adena B. Meyers

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This is an updated edition of this text on child development, presenting a cast of characters based on real children and families for each unit. The author actually uses these characters, telling their stories to illustrate the sequence and processes of child development. In addition, this text combines recent scholarship with a pedagogical programme to maximize learning.

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From Reader Review Infants, Children, and Adolescents [with MyDevelopmentLab & eText Access Code] for online ebook

Leigh says

My text for class!

Aiman says

A great book for learning about childhood development!

Emma Bafford says

Read this in college for my Psych 11 class. Great insights and tips for raising a psychologically healthy child.

Catherine says

We used it for a class this summer. Pretty dense, flew through it in 2 weeks.

Joeri says

Yawn..

Ann Hollon says

It could have been an excellent tool of teaching students about infants, early childhood through emerging adolescence. It seems to me as if Berk and Meyers tried to complicate their writing as much as possible integrating different stages of development with throwing in a fact or research statement in conjunction with introducing something new to the students. The fellow students in my class had to have each paragraph translated into a language they could understand. Too much research quoted without clear explanations. It's as if the authors did not write this book with the intention of teaching students but to show the rest of the academic world how "smart" they are in using academic language, invent some more and make it as complicated as possible for students to understand and come away with actually learning something. I came away with an A in the class but most of the students in the class struggled to get a low B and a C. Several withdrew because of the frustration of the book. In all the classes I've taken I've never seen students struggle thus much to learn. This book is for Fellow Professors if Berk and Meyers to read. I would never use this book if I was teaching this subject. I'm sure these women are very talented and good at writing something to be more complicated than it actually is. I recommend simplify their academic language and get rid of their

"invented" words. Students should not need to use a dictionary to understand a textbook like this. Sad indeed to waste such possibility of really relay their knowledge. In relaying this I do acknowledge I loved reading about the conducted research and used the book as a reference book. I did however use other material to learn what I needed to learn in the class, and came away with a very strong A. However, a student should not have to search for other material to learn what they need to, the book requested for the class should suffice. In this case it did not. I would recommend using this book in conjunction with other material but not the main source of instruction.

Amanda S. says

Read for a 300-level Child and Adolescent development class back in 2012. I really enjoyed that class.

bellatuscana bellatuscana says

It's informative in some respects but I question a majority of the studies done in this book. They seem to suggest that children need to reach developmental milestones like tying their shoes by age 6 or choosing a major soon after starting college or they are impulsive / have mental health problems. The studies seem to be backwards - reflecting Laura E. Berk's child development ideas from 30 years ago or Adena B. Meyer's mental illness over diagnosis of preschoolers in Head Start. All in all, I think this book is a good jumping off point for someone who wants to research child development more but many of the ideas should not be taken so seriously as they serve to fit Berk and Meyer's idea of how child development should be, rather than how it really is. Also, a lot of the book does not prepare you for the test in any respect. I tried to make an outline of the stuff in the book but it seemed to be full of mundane facts. The tests reflect hypothetical situations that are no way addressed by the book.

Linnea says

A hetero-normative book that values maternal relationships a lot more than paternal, first and foremost blaming the mother for eventual behavioral problems in children. Doesn't address homosexual and non-hetero relationships, Berk just writes that heterosexual ones are the most common ones and therefore are the only ones worth mentioning. Doesn't address difficulties with gender and sexuality in children enough, not bringing up for example transgender children.

A Americentric book that only takes the perspective of an American middle-class family. A big lack of focus on other ethnicities and cultures, with child-related problems/challenges faced in different countries.

+ The book means that the main goal for child upbringing is producing well-adjusted and well-behaved citizens that fit right in to society's norms. That have OK self-esteem and confidence. Hm. I'd like to believe that there's more to life and upbringing than that...

I'm very disappointed that I had to buy and read this book for my class in Developmental Psychology. It was OK in some aspects, like explaining the theories of Piaget and Vygotsky, but overall not a good book.

PS: I'm a Swedish student, and the "Swedish way of child upbringing" is somewhat different from the

American way.

Emily says

This textbook focuses on the development of children to adolescents. It briefly discusses the beginning of adulthood as well. I really like how much detail is in this text. There is also a nice balance of pictures and graphics to accompany the text. There are great outlines after each chapter and unit which helps to see the highlights of the steps of development.
