



2024 RELEASE NOTES

McGraw Hill GO

- New and Updated Content -
Santrock, *Children*

Release Overview: This release includes updates to the core text. The core updates focus on updated framework around gender, race/ethnicity, and culture in child development.

READING CONTENT

Chapter	Content Changes
Chapter 1 - Introduction	<ul style="list-style-type: none"> • New Connecting with Diversity box highlighting ongoing discussions regarding preferred terminology for describing ethnic and racial groups and how this terminology will be addressed throughout the chapters • Section on sociocultural contexts and diversity sets the stage for the rest of the book in situating development within cultural contexts that encompass race, ethnicity, and socioeconomic status • Updated content on discrimination and prejudice experienced by ethnic minority children and youth (Clauss-Ehlers, Roysircar, & Hunter, 2021) • New research indicating that pride in one’s ethnic identity group and exploration of ethnic identity have positive outcomes (Sladek, Umaña-Taylor, & others, 2020; Umaña-Taylor & Hill, 2020) • New research on socioeconomic differences in access to opportunities and effects of socioeconomic status on development during childhood and adolescence (Mayo & Wadsworth, 2020; Peverill & others, 2021) • Recent conceptualizations of gender identity and development • Content on the role of gender in child development around the world • Updated demographic data related to poverty (OECD, 2021; Semega & others, 2020) and how the COVID-19 pandemic exacerbated socioeconomic disparities (Perry & others, 2021) • Inclusion of recommendations related to dual-language learning (Diaz-Rico, 2020) • Strategies for minimizing bias related to gender, race/ethnicity, and culture in the study of child development
Chapter 2 – Biological Beginnings	<ul style="list-style-type: none"> • Revised key terms and definitions throughout the chapter to align with the latest theory and evidence on biological factors in child development and functioning, including correcting all terminology with regard to genetic-associated sex (binary genetic male and female) • Revised key terms and definitions throughout the chapter to align with the latest theory and evidence on biological factors in child development and functioning, including correcting all terminology with regard to genetic-associated sex (binary genetic male and female)
Chapter 3 – Prenatal Development	<ul style="list-style-type: none"> • Discussion of factors that affect fetal growth around the world (Papageorgiou & others, 2018) • Content on cultural beliefs about pregnancy

	<ul style="list-style-type: none"> • Inclusion of a global review of 55 studies linking smoking during pregnancy to low birth weight (Di & others, 2022)
Chapter 4 – Birth	<ul style="list-style-type: none"> • Description of cultural differences in typical childbirth settings and attendants • Coverage of the differences across countries in rates of cesarean delivery • Discussion about cross-cultural variations in the incidence and causes of low birth weight • Inclusion of a recent study showing the benefits of increasing partner support to decrease postpartum depression in sexual minority women (Marsland, Treyvaud, & Pepping, 2022)
Chapter 5 – Physical Development in Infancy	<ul style="list-style-type: none"> • Updated data on rates of breast feeding and formula feeding practices with infants in the United States from the Centers for Disease Control and Prevention (2022), along with revised recommendations for breast feeding in all countries and economic and sociocultural contexts, based on ongoing policy development of the World Health Organization (2021) • Inclusion of results from the largest comprehensive longitudinal study to date of nutritional effects on subsequent child development across eight low- and middle- income countries, showing beneficial effects of combined good nutrition, nurturing caregiving, and adequate socioeconomic resources (McCormick & others, 2019) • Substantial revision showing the latest data and policy recommendations regarding infant malnutrition in low- and middle-income countries and low-income communities within high-income countries (FAO, IFAD, UNICEF, WFP, & WHO, 2022; Nisbett & others, 2022; World Health Organization, 2023), including latest results from the positive effects of infant and maternal nutrition programs for low-income families in the United States (Testa & Jackson, 2021).
Chapter 6 – Cognitive Development in Infancy	<ul style="list-style-type: none"> • Major updates to Connecting with Diversity box, addressing countering the “deficit” thinking in prior research on socioeconomic status and infants’ development (Florit & others, 2021; Masek & others, 2021)
Chapter 7 – Socioemotional Development in Infancy	<ul style="list-style-type: none"> • Updated evidence regarding individual differences in maternal and paternal caregiving behaviors and infant attachment security (Fourment, Espinoza, Ribeiro, & Mesman, 2022; Luby, 2020; Thompson, 2021), including results showing that sensitivity in parenting was related to secure attachment in infants in Colombia, Mexico, Peru, and the United States (Posada & others, 2016) • Latest evidence from social neuroscience perspectives of the role of nervous and endocrine systems in attachment in infancy (Hannan & others, 2023; Storey, Alloway, & Walsh, 2020), including results from a recent study of first-time fathers in Japan showing changes in their brain functioning and hormone levels during their partner’s pregnancy and after the birth (Diaz-Rojas & others, 2023) • Revision of description of family systems theories and definitions (Perez-Brena & others, 2022) and expansion of inclusive terminology and language with regard to parent and caregiver sex and gender throughout this and all chapters • Updated information about the Nordic countries’ policies of shared caregiving and workplace leave for mothers and fathers (Greve & Hussain, 2021; OECD, 2022; Thébaud & Pedulla, 2022) • Substantially revised consideration of out-of-home infant child care and the challenges of improving high quality of care and equitable access for low-income and marginalized families, including the positive effects of such high-quality infant care (Hatfield & others, 2021; Haynie & others, 2023; Pilarz, Sandstrom, & Henly, 2022)
Chapter 8 – Physical Development in Early Childhood	<ul style="list-style-type: none"> • New information from a large international team about a set of benchmarks for children’s overall physical activity, as well as in specific domains such as active play and organized sports and in specific settings such as at home and in school (Aubert & others, 2022)

	<ul style="list-style-type: none"> • New nutritional guidelines from within the U.S. (Dallacker, Hertwig, & Mata, 2018) and globally (World Health Organization, 2020) • Updated international statistics on the prevalence of overweight and obesity during childhood (World Health Organization, 2021) • Discussion of the findings on how structural racism and barriers to health care have contributed to health disparities in the United States (Goyal & others, 2020) • Discussion of a longitudinal study showing that children who lived in high-poverty neighborhoods were more likely to be exposed to lead, which in turn led to lower vocabulary skills (Wodtke, Ramaj, & Schachner, 2022) • Coverage of the state of children’s illness and health globally
Chapter 9 – Cognitive Development in Early Childhood	<ul style="list-style-type: none"> • Updated information about Head Start and Early Head Start child care preschool programs for low-income children in the United States, including evidence of its impact on subsequent child development outcomes (Administration for Children and Families, 2023; Slater & others, 2021) • Revised coverage of three controversies in early childhood education regarding curriculum, universal access, and priorities for school readiness (Cascio, 2023; Morrison & others, 2022) and how these controversies intersect with socioeconomic and family policy • Newly updated Connecting with Careers box introducing Rakaya Humphries, Head Start/Early Head Start program director in Tennessee, whose vocation and work support the healthy development and learning of hundreds of low-income children
Chapter 10 – Socioemotional Development in Early Childhood	<ul style="list-style-type: none"> • Inclusion of research on discipline strategies used in different cultural contexts (Fung, Li, & Lam, 2017) • New conceptualizations and research on gender identity (Best & Puzio, 2019; Erickson-Schroth & Davis, 2021; Halim & others, 2017; Li, Kung, & Hines, 2017; Spencer & others, 2021) • Discussion of gender stereotypes in different cultural contexts (Koenig, 2018) • Updated demographics of families with half siblings and stepsiblings (Knop, 2020) • Contemporary research on child development in different family structures, including families with divorced or remarried parents and LGBTQ parents (Raley & Sweeney, 2020; Roper, Fife, & Seedall, 2020; Walker & Taylor, 2021) • Inclusion of an analysis of 72 reviews of the literature concluding that parents’ sexual orientation is not related to their children’s sexual orientation (Schumm & Crawford, 2019) • Section on cultural, ethnic, and socioeconomic variations in parenting • New research showing that parental monitoring varies across cultures in ways that are related to cultural expectations regarding adolescent autonomy and how much control parents should have over adolescents’ decisions and activities (Soenens & Vansteenkiste, 2020) • Coverage of parenting in immigrant and ethnic minority families
Chapter 11 – Physical Development in Middle and Late Childhood	<ul style="list-style-type: none"> • Inclusion of evidence of a large longitudinal study in Spain showing the benefits of organized sports participation on a wide range of developmental outcomes in middle and late childhood (Menescardi & others, 2023) • Addition of evidence from the largest meta-analysis to date spanning many countries and cultural contexts, showing the important role of increasing nutritious food options in schools for supporting children’s weight management (Pineda, Bascunan, & Sassi, 2021) • Updated background, evidence, and policies regarding all major categories of developmental and learning disabilities in childhood (Astle & others, 2022; Condition of Education, 2022; Hallahan & others, 2023) • Revised sections about attention deficit hyperactivity disorder (ADHD) and autism spectrum disorders (ASD) regarding

	<p>prevalence, causes, and interventions to support development (Hallahan, Kauffman, & Pullen, 2023; Hudry & others, 2022; Ivanov & others, 2022)</p> <ul style="list-style-type: none"> • Inclusion of recent sources and information regarding the policies and practices in schools for assessment, evaluation, and implementation of inclusive education plans to support learning and development of all children with a wide range of disabilities (Etscheidt & others, 2023; Kauffman & others, 2022)
<p>Chapter 12 – Cognitive Development in Middle and Late Childhood</p>	<ul style="list-style-type: none"> • Addition of findings from a recent study of bilingual school-age children showing a link between working memory improvements with better math problem solving (Swanson, Arizmendi, & Li, 2021) • Revised emphasis on the importance of family relationships, stories, and narratives for transmitting and supporting memory development that is consistent with the child’s cultural context (Wang, 2021) • Revised information about metalinguistic strategies for learning that develop across childhood, including emphasis on pragmatics involving culturally defined appropriate language use (Gleason & Ratner, 2023; Nadasdi, 2021) • Updated Connecting with Diversity box emphasizing methods for supporting bilingual children’s English language learning (Herrell & Jordan, 2020; Tao & others, 2021) • Expanded revision on background and evidence regarding culturally distinct definitions of intelligence and efforts to reduce or eliminate bias in intelligence assessments (Ang, Ng, & Rockstuhl, 2020; Gonthier, 2022) • Updated definitions of and educational approaches for “gifted” students, including efforts to address underrepresentation of minoritized children in gifted programs in the United States (Bucaille & others, 2022; Sternberg, Ambrose, & Karami, 2022; Wright, Ford, & Moore, 2022) • Addition of theory and evidence regarding the negative effects of exposure to racial and ethnic discrimination on children’s achievement and learning, and approaches that families and communities can take to tackle this in a new Connecting with Research box (Lash, Akpovo, & Cushner, 2022; Whaley, 2020) • Updated results from international assessments of over 70 countries to understand cultural differences in educational practices that promote or impede children’s and adolescents’ academic achievement (Gomendio, 2023)
<p>Chapter 13 – Socioemotional Development in Middle and Late Childhood</p>	<ul style="list-style-type: none"> • Inclusion of the largest study to date, a meta-analysis of 15 studies and almost 23,000 children, regarding COVID-19 pandemic impacts on school-age children’s emotional problems in numerous countries around the world (Kumar Panda & others, 2021) • Revised background on moral development and prosocial behavior in childhood, including evidence of consistency of prosocial behavioral development in many cultures (Callaghan & Corbit, 2018; Misch & Dunham, 2021) • Substantially revised description of theory and research on gender group and individual differences and similarities in childhood, including examination of the brain and nervous system, cognition, emotions, and behavior (Brandes & others, 2021; Eliot & others, 2021; Grabowska, 2020) • Updated examination of the impact of educational environments (including same-sex education settings) and exposure to gender bias and discrimination on gender differences in academic and socioemotional functioning in childhood (Denessen & others, 2020; Herr, Grant, & Price, 2020) • Updated data on the prevalence of children and youth who identify as transgender, and evidence regarding the particular challenges transgender youth face in regard to bullying and discrimination (Potter & others, 2021; Sherman & others, 2020)

	<ul style="list-style-type: none"> Substantially revised description of peer bullying and its effects, including description of cross-cultural similarities in these patterns, across middle and late childhood Major update to examination of race, ethnic, and socioeconomic status bias and discrimination in educational systems and schools, their influences on children's learning and socioemotional well-being, and interventions that seek to reduce and eliminate such experiences (Banks, 2020; Cushner, McClelland, & Safford, 2022; Jarvis & Okonofua, 2020; Le Menestrel & Duncan, 2019)
Chapter 14 – Physical Development in Adolescence	<ul style="list-style-type: none"> Inclusion of a research review of 30 studies in different countries around the world concluding that the age at which breast development began in girls had declined by almost three months per decade since the 1970s (Eckert-Lind & others, 2021) Coverage of the development of sexual identity Addition of a new study on how gender differences in body perceptions are often exacerbated by heavy social media use (Harriger, Thompson, & Tiggemann, 2023) Discussion of ethnic and racial differences and similarities in adolescents' sexual experiences Updated data on adolescent pregnancy and birth rates in the United States and globally (UNICEF, 2022; World Bank, 2023) Coverage of cross-cultural differences in adolescent pregnancy New Connecting with Careers profile on Terrance Weeden, a pediatrician whose clinical and research interests include LGBTQ+ health care and eradicating disparities in health care among youth in underserved communities New information from the World Health Organization (2022) that in many countries, there is a large unmet need for contraceptives, including condoms to help prevent transmission of HIV and other sexually transmitted infections New information on the need for comprehensive sexuality education programs that include information on how to communicate with a partner about consent, sexual history, pregnancy, and sexually transmitted infections, as well as addressing the needs of LGBTQ adolescents (Grasso & Trumbull, 2023) New Connecting with Careers profile on Bonnie HalpernFelsher, university professor in pediatrics and director of community efforts to improve adolescents' health, who also coordinates the STEP-UP program (Short-Term Research Experience for Underrepresented Persons) in which she has personally mentored and supervised 22 to 25 middle and high school students every year since 2007 New research on family risk factors for eating pathology as well as eating disorders in boys and sexual minority youth (Breton, Juster, & Booji, 2023; Cao & others, 2023; Potterton & others, 2020)
Chapter 15 – Cognitive Development in Adolescence	<ul style="list-style-type: none"> Current prevalence of religious affiliations around the world (Jensen, 2021; Pew-Templeton Global Religious Future Project, 2022) Contemporary research on how individuals perceive and navigate the intersectionality of their identities, including their religious identity (Azmitia & others, 2023; Martin, ButlerBarnes, & Hope, 2023; Shen & others, 2023) Updated research on poverty and barriers to learning (Lampert & others, 2020) Cross-cultural comparisons of secondary schools Updated demographics related to school dropout (National Center for Education Statistics, 2023)
Chapter 16 – Socioemotional Development in Adolescence	<ul style="list-style-type: none"> Section on cultural and racial/ethnic identity New research on the major factors in identity narratives (McLean & others, 2020) Inclusion of a longitudinal study of more than 5,000 young people finding that greater identity synthesis (as opposed to confusion) was related to greater life satisfaction (Hatano & others, 2022) New Connecting with Careers profile on Anna Boyer-Chadwick, academic advisor, whose university's counseling program has won national awards as a model for Latinos' academic success

- Coverage of a recent study of immigrant and nonimmigrant adolescents in Greece finding that national identity and friendship networks developed in tandem, with identity influencing friendship choices, and friends influencing identity development (Umaña-Taylor & others, 2020)
- Description of an influential life-span model of ethnic-racial identity describing five dimensions of ethnic-racial identity (Williams & others, 2020)
- New Connecting with Careers profile on Adriana Umaña Taylor, a professor who studies ethnic-racial identity
- New research on adolescents' bicultural or multicultural identities (Ferguson, Iturbide, & Raffaelli, 2020)
- Discussion of flexibility and specific situations in understanding gender identity (Martin, Cook, & Andrews, 2017)
- Updated demographics regarding transgender youth (Herman, Flores, & O'Neill, 2022)
- New Connecting with Careers profile on Stephanie Budge, a psychotherapist and professor who specializes in transgender research
- Inclusion of a five-year longitudinal study of transgender children (Olson & others, 2022)
- Coverage of a review of research on parental autonomy support among Black, White, Latino, and Asian American families concluding that understanding this aspect of parenting needs to be grounded in cultural concepts related to independence and expectations of parents (Benito-Gomez & others, 2020)
- Inclusion of recent research on the importance and functions of friendship in different cultures (Chen, Lee, & Chen, 2018)
- Section on sociocultural contexts of dating
- Inclusion of recent research recognizing fluidity in sexual orientation and gender identity and expression (Diamond, 2021)
- Coverage of a qualitative study of Latino adolescents' perceptions of their parents' roles in their daughters' and sons' romantic relationships (Killoren & others, 2023)
- Current global statistics showing that in 51 percent of countries, boys have more access to primary school education than do girls, and in 76 percent of countries, boys have more access to upper secondary school education than do girls (UNICEF, 2022)
- Coverage of recent research demonstrating that how immigrant youth fare depends on opportunities available in the country of destination, discrimination they might
- experience, their families' socioeconomic status, and a range of other factors (Motti-Stefanidi, 2023)
- Inclusion of a study of over 470,000 youth in Canada finding that both first- and second-generation immigrant youth had lower rates of conduct disorders, ADHD, and mood disorders than nonimmigrant youth (Gadermann & others, 2022)
- Inclusion of a recent study of over 5,000 individuals in 11 countries showing that improvements in aspects of psychosocial maturity involved in decision making in
- emotionally charged situations continued beyond age 18 (Icenogle & others, 2019)
- Current statistics on the national prevalence of mental health problems among adolescents in the United States (Centers for Disease Control and Prevention, 2022) and globally (World Health Organization, 2021)
- Inclusion of research on gender differences in depression (de la Torre & others, 2021; Porter & others, 2021)
- Extensive discussion on why culture is an important context for adolescent development

GENERAL NOTES

Accessibility	McGraw Hill is committed to aligning our digital solutions to WCAG AA standards. Our Voluntary Product Accessibility Templates (VPATs) are available upon request. Any additional questions related to the accessibility of a product can be directed to your Learning Technology Representative, or you may contact us at accessibility@mheducation.com
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