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By Laurence Steinberg, Deborah Lowe Vandell, Marc H. Bornstein

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Editorial Review

About the Author
Laurence Steinberg is the Distinguished University Professor and Laura H. Carnell Professor of Psychology at Temple University. He received his A.B. in psychology from Vassar College in 1974 and his Ph.D. in human development and family studies from Cornell University in 1977. Dr. Steinberg's research has focused on a range of topics in the study of contemporary adolescence, including parent-adolescent relationships, adolescent employment, high school reform, and juvenile justice. Dr. Steinberg is Past-President of the Division of Developmental Psychology of the American Psychological Association and of the Society for Research on Adolescence. He has been the recipient of numerous honors, including the Society for Research on Adolescence Award for Outstanding Contributions to the Study of Adolescence; the Society for Adolescent Medicine's Gallagher Lectureship; and the American Psychological Association's Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society, and the American Psychological Association's Award for Distinguished Contributions to Research in Public Policy. Dr. Steinberg also has been recognized for excellence in research and teaching by the University of California, the University of Wisconsin, and Temple University. He is the author or co-author of several hundred articles on growth and development during the teenage years, as well as several books, including the textbook ADOLESCENCE, (9 editions); YOU AND YOUR ADOLESCENT: THE ESSENTIAL GUIDE FOR AGES 10 TO 25; BEYOND THE CLASSROOM: WHY SCHOOL REFORM HAS FAILED AND WHAT PARENTS NEED TO DO; and THE TEN BASIC PRINCIPLES OF GOOD PARENTING.

Deborah Lowe Vandell is the Chair of the Department of Education at the University of California, Irvine. After receiving her Ph.D. in psychology from Boston University, Dr. Vandell began conducting extensive research on the effects of early child care on children's development, as well as the effects of after-school programs, extracurricular activities and self-care during middle childhood and adolescence. Dr. Vandell has been recognized for excellence in teaching and research by the University of Texas and by the University of Wisconsin. She has served on advisory boards and panels for the National Academy of Science, the National Institutes of Health, the U.S. Department of Education, the Charles Stewart Mott Foundation, and the National Institute for Early Education Research. She works with national, state, and local officials to translate research into effective policies to support children's development.

Marc H. Bornstein serves as Senior Investigator and Head of Child and Family Research at the Eunice Kennedy Shriver National Institute of Child Health and Human Development and Editor of Parenting: Science and Practice. He received his Ph.D. from Yale University, and has since focused on studying aspects of cognitive, emotional, and language development across the lifespan and on parent-child relationships in cross-cultural contexts. He has held academic appointments at several prestigious universities around the world, including Princeton University, New York University, University College London, and the Sorbonne. Dr. Bornstein is the author of several hundred articles on infant development and parent-child relationships as well as the textbooks Development in Infancy and Developmental Science: An Advanced Textbook.

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