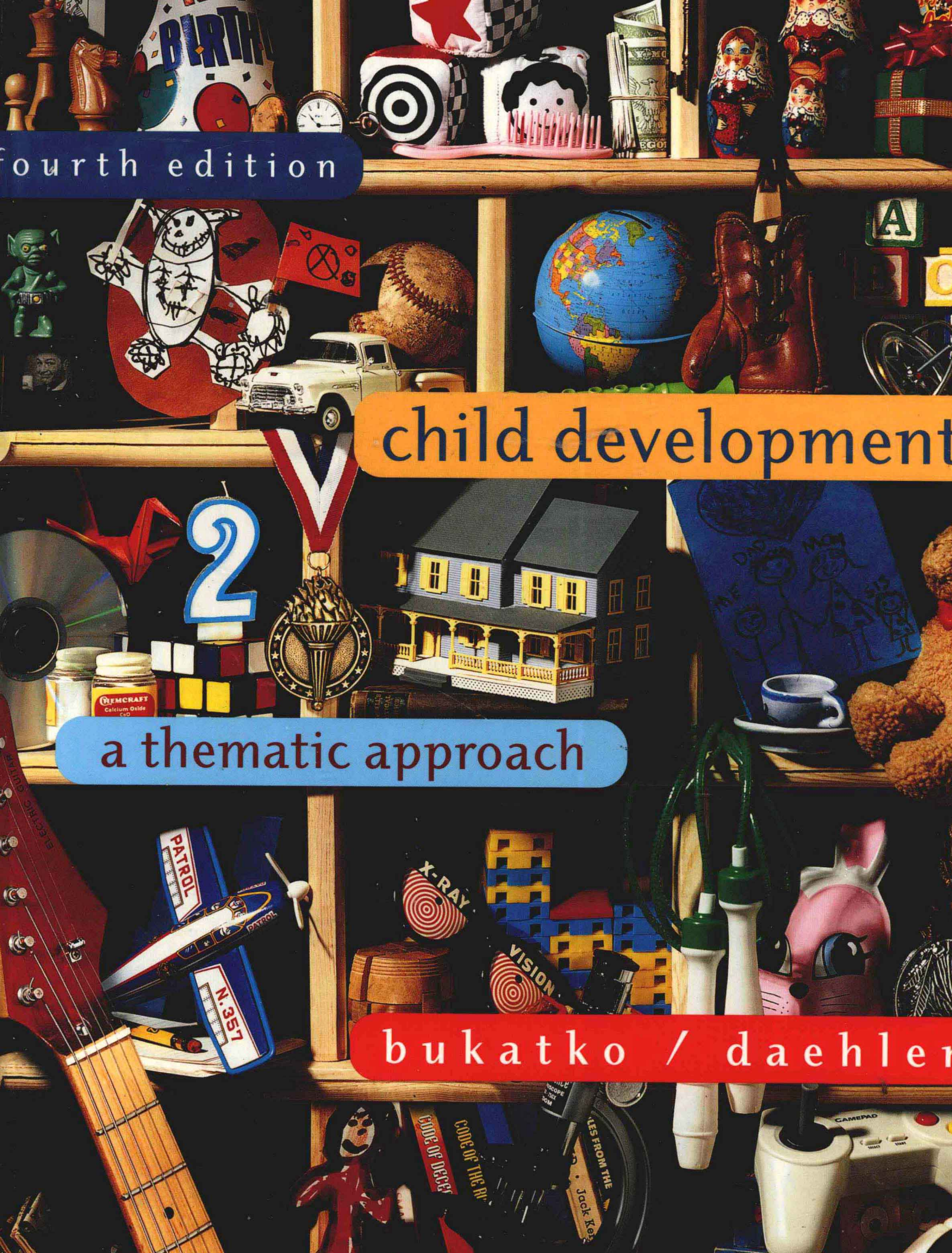
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FOURTH EDITION

Child Development

A THEMATIC APPROACH

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Houghton Mifflin Company Boston New York

To Don and Nicholas
D. B.

To June, and to Curtis and Angela, Joshua, and Renée
M. W. D.

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Preface

When we wrote the first edition of this text almost a decade ago, we had some very explicit goals in mind. Given the vast amount of information about child development gathered by researchers, how do we as teachers help students understand the most important aspects of that process? Given the tendency for researchers to hone in on very specific aspects of child development, how do we give students a meaningful sense of the child as a whole being? Those goals have become even more important to us in this fourth edition, largely because technology has created more of an information explosion than ever before. Certainly, the Internet has become a vast storehouse for material about child development. In addition, it has become increasingly common for other forms of media—television, magazines, and newspapers—to cover various aspects of the psychological growth of children. The availability of so much information has sharpened yet another important teaching goal for us—to help students refine their critical-thinking skills so they can become educated consumers in our "information age." Finally, we remain as committed as always to presenting the story of child development from the perspective of scientific theory and research. We believe that it is important for students to be well grounded in the scientific approach to studying children, and for them to carry this approach with them as they continue to learn about children after they leave our classes.

A Thematic Approach

To meet the goals just described, we have continued to uphold our commitment toward providing a comprehensive, topically organized, up-to-date picture of development from conception through adolescence. Most important, we draw students' attention to the themes that replay themselves throughout the course of development, the fundamental issues that resurface continually and that provide coherence to the seemingly disparate research findings. These themes, we believe, can serve as frameworks to help students understand and remember the multitude of facts about child development. They can also serve as organizational ideas for lectures or for questions that instructors pose on examinations or other assignments. We highlight the following six themes throughout our discussion of child development:

- What roles do nature and nurture play in development?
- How does the sociocultural context influence development?
- How does the child play an active role in development?
- Is development continuous or discontinuous?
- How prominent are individual differences in development?
- How do the various domains of development interact?

By drawing out these themes, we hope to stimulate readers to think about the process of development, or to question why development proceeds as it does. We believe that when students engage in this sort of reflection, they will become more adept critical thinkers. We also believe that they will be more likely to appreciate the ramifications of theory and research for applied issues such as parenting practices, education, and social policy for children, which are ultimately concerns for us all.

Organizational Changes and Updated Coverage

In revising this text, we have tried to pay attention to important emerging themes and concepts in the research literature. One area in which there has been a particularly substantial growth of knowledge is emotional development. Thus, Chapter 11 has been extensively revised. New research on the brain and development is included in several chapters. In addition, we are delighted to say that there is now more research on children from different ethnic and cultural backgrounds available. We have made a deliberate effort to include these cross-cultural studies throughout the text. Finally, in an effort to provide an up-to-date portrait of contemporary research, this edition includes approximately seven hundred new references.

Information on a number of key topics has been added throughout the book, including the following:

- A new discussion of the "overlapping waves" perspective in development, as well as dynamic systems theory (Chapter 1)
- Discussion of cultural psychology as a distinctive area of study (Chapter 2)
- An introduction to genomic imprinting and consideration of "general genes" as influences on many kinds of disorders (Chapter 3)
- Information pertinent to ectopic pregnancy and a more extensive discussion of assisted reproduction (Chapter 4)
- Additional information about emerging technologies for assessing neuronal development and brain functioning (Chapter 5)
- New neuropsychological findings on language development (Chapter 7)
- Extended discussion of domain specific versus domain general development (Chapter 8)
- New ideas about the development of memory including fuzzy trace theory (Chapter 9)
- Expanded treatment of emotion regulation (Chapter 11)
- Further consideration of children's beliefs about the malleability of traits and how criticism and praise affect a sense of learned helplessness (Chapter 12)
- Discussion of posttraumatic stress disorder in victims of child abuse (Chapter 14)
- Additional material on single parent families, the consequences of divorce, and maternal employment (Chapter 14)
- Additional material on the nature of children's friendships (Chapter 15)
- Additional material on children's use of computers and other new technologies (Chapter 16)

New Feature

An important addition to the fourth edition is a new feature entitled "Examining Research Methods." In selected chapters, we provide a close-up examination of a particular research strategy, using a contemporary study as a case example. Our purpose here is two-fold. First, we wish to highlight the diverse and creative research methodologies that have been particularly useful in illuminating the process of development—strategies such as habituation, the microgenetic approach, and cross-cultural studies. We particularly want to remind students that, as they read about the hundreds of studies that are described in this book, there are fundamentally sound and interesting methods that underlie the summaries of results they

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read. Second, we believe that an analysis of methodologies can be a useful way to help students develop their critical-thinking skills; therefore, each example of this feature includes questions for students' thoughts and possibly for class discussions.

Retained Features

In keeping with our overall goals and objectives, we have retained several features from previous editions of this book.

Key Themes in Development Within each chapter, some or all of the six developmental themes previously identified serve to organize and provide coherence for the material. We see these themes as pedagogical tools designed to help students discern the importance and interrelatedness of various facts, and as vehicles for instructors to encourage critical analysis among students. The themes are highlighted for students in several ways.

1. The themes most immediately relevant to a chapter are listed at its start.
2. Indicators in the margins of the chapter point to discussions of each key theme.
3. Each chapter closes with a brief synopsis of how the key themes are illustrated in the domain explored by the chapter.

Students and instructors may, of course, find additional instances of the six themes we have identified. They may also locate new and additional themes. We encourage readers in this search for integration and coherence in the vast material that constitutes the scientific study of child development.

Chronology Charts From our own experience as teachers who have adopted a topical approach to child development, we know that students often get so immersed in the information on a given topic that they lose sense of the child's achievements over time. Consequently, we include one or two Chronology Charts in most chapters that summarize the child's specific developmental achievements at various ages. We caution students that these figures are meant only to give a picture of the overall trajectory of development, a loose outline of the sequence of events we expect to see in many children. Nonetheless, we believe that these guidelines will give students a sense of the patterns and typical timing of important events in the child's life, and that they will serve as another organizing device for the material presented in each chapter. For comparative and review purposes, students can locate all the Chronology Charts by consulting the list on the inside front cover.

Controversy: Thinking It Over Important questions about development often do not have clear-cut answers. In the real world, however, decisions must frequently be made about children and their families in the face of conflicting research findings or theoretical beliefs. Should children serve as eyewitnesses in courts of law? Should sex preselection be permitted? A special feature found in each chapter considers questions such as these to help students critically assess the opposing positions that experts take, and to appreciate some of the applied implications of developmental theory and research. The controversies can serve as the foundation for debate and extended discussion in the classroom. In keeping with this objective, we have framed the Controversy sections in open-ended ways, concluding with questions designed to stimulate critical thinking among students. A full list appears on the inside front cover.

Research Applied to Parenting/Education We designed one of the most popular features from our previous edition to identify some of the implications of research that extend beyond the laboratory. In doing so, our goal was to help students think about questions and concerns that typically affect parents and teachers in their

concept of values, moral development. Chapter 13 discusses the most recent ideas on gender development, including substantial treatment of gender schema theory.

In the final portion of the text, we consider the most important external forces that shape the path of child development—family, peers, as well as schools and media. Chapter 14 adopts a family systems approach to emphasize how various family members continually influence one another. Chapter 15 is entirely dedicated to the influence of peers and covers the expanding research on this topic. Chapter 16 considers the special influence of schools on child development along with other powerful aspects of contemporary culture—computers and television.

Ancillaries

This edition is accompanied by notably more ancillary resources for both instructors and students. In addition to a revised Test Bank, Study Guide, Instructor's Resource Manual, and transparency set, several new components round out the package. They include a text web site, a student CD-ROM, PowerPoint slides, Lecture Starter videoclips, course materials for the leading online learning platforms, and a reader. We have continued to play an active role in the development of the supplements package. For more information on any of the following components, contact your Houghton Mifflin sales representative.

PsychAbilities Web Site Numerous useful and innovative teaching and learning resources support this book on Houghton Mifflin's Psychology web site, which can be accessed by pointing to the Houghton Mifflin homepage at http://college.hmco.com and going to the College Division's Psychology page. There you will find a series of interactive NetLab exercises, ACE self-quizzes, and Internet links for students, plus PowerPoint slides and materials from the Instructor's Resource Manual for instructors.

Instructor's Resource Manual The Instructor's Resource Manual, revised by Danuta Bukatko, contains a complete set of chapter outlines and learning objectives, as well as lecture topics, classroom exercises, demonstrations, and handouts. It also features recommended readings, videos, and Internet sites.

Test Bank The Test Bank, revised by Laura L. Mitchell of the University of Massachusetts, Amherst, includes nearly two thousand multiple-choice items. Each is accompanied by a key that provides the learning objective, text page on which the answer can be found, type of question (Fact, Concept, or Application), and correct answer. Because we are committed to the idea that students should be encouraged to engage in critical thinking about child development, we have retained a set of essay questions for each chapter and a concluding set of essay questions that might constitute part of a cumulative final examination in the course.

Computerized Test Bank All test items are available on disk in PC or Macintosh formats. The test generation software allows instructors to edit questions as well as integrate their own test items.

PowerPoint Slides The PowerPoint slides are available on the Psychabilities web site or on disk. They include most of the transparency images as well as additional slides prepared by Danuta Bukatko.

Transparencies A revised set of color transparencies includes tables and figures from the textbook as well as material from outside the text's illustration program.

Child Development Lecture Starter Videoclips This series of brief videoclips compiled by Danuta Bukatko provides short examples of developmental phenomena related to prenatal development, early infant abilities and behaviors, infant perception

and learning, infant socioemotional development, language development, and cognitive development.

Online Learning Resources Instructors and students may now obtain instructional and study material related to this text in the form of Blackboard course cartridges and WebCT Courselets.

Multimedia Policy For information on a variety of additional videos and multimedia products available to adopters, contact your Houghton Mifflin representative.

Student CD-ROM A new CD-ROM accompanies every copy of the student text. It provides students with study outlines for each chapter, and ACE self-quizzes, and interactive NetLab exercises.

Study Guide The Study Guide, revised by Marvin Daehler, contains the same set of learning objectives that appears in the Instructor's Resource Manual and the Test Bank. In addition, each chapter of the Study Guide includes a detailed study outline, a key terms section, and a self-quiz consisting of thirty multiple-choice questions. An answer key tells students not only which response is correct but also why each of the other choices is incorrect.

Child Development in Context: Voices and Perspectives This innovative reader by David N. Sattler, Geoffrey P. Kramer, Virginia Shabatay, and Douglas A. Bernstein features personal narratives taken from popular and literary authors covering concepts, issues, and topics related to child development. Concept guides, critical-thinking questions, and research questions promote analysis of the articles. Featured authors include Brian Hall, Anne Lamott, Frank McCourt, Annie Dillard, Russell Baker, Richard Rodriguez, and Nora Ephron, among others.

Acknowledgments

Our students at Holy Cross and the University of Massachusetts continue to serve as the primary inspiration for our work on this text. Each time we teach the child development course, we see their enthusiasm and appreciation for what we teach, but we also find that, from them, we learn how to communicate our messages about developmental processes more effectively.

We also appreciate the insightful comments and criticisms provided by the reviewers for this text. Their classroom experiences have provided a broader perspective than our own, and we believe our book has become stronger because of their valued input. We would like to express our thanks to the following individuals who served in this capacity for this edition:

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Danuta Bukatko

Marvin W. Daehler

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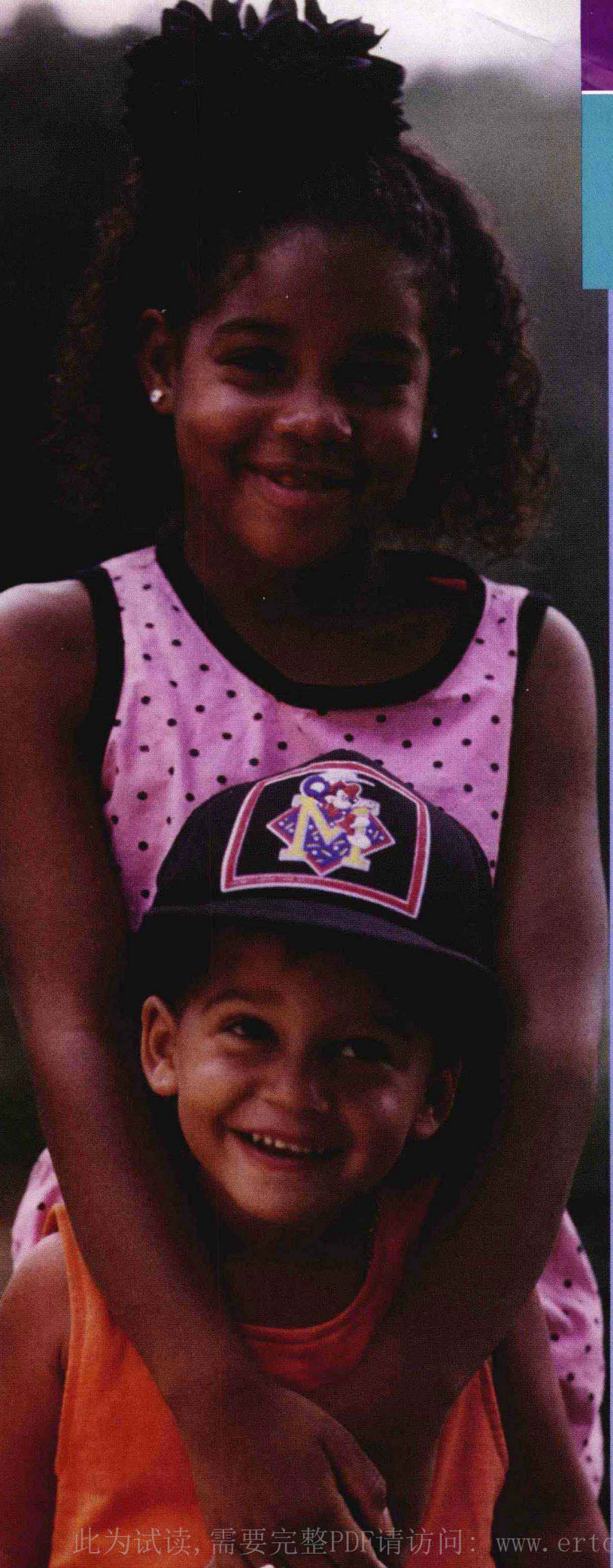

CHAPTER 1

Themes and Theories

WHAT IS DEVELOPMENT?

SIX MAJOR THEMES IN DEVELOPMENTAL PSYCHOLOGY

What Roles Do Nature and Nurture Play in Development?
How Does the Sociocultural Context Influence Development?
How Does the Child Play an Active Role in Development?
Is Development Continuous or Discontinuous?
How Prominent Are Individual Differences in Development?
How Do the Various Domains of Development Interact?

LEARNING THEORY APPROACHES

Behavior Analysis
Social Learning Theory
Learning Theory and Themes in Development

COGNITIVE-DEVELOPMENTAL APPROACHES

Piaget's Theory
Piaget's Theory and Themes in Development

INFORMATION-PROCESSING APPROACHES

Information-Processing Approaches and Themes in Development

PSYCHOSOCIAL APPROACHES

Freud's Psychosexual Theory of Development
Erikson's Psychosocial Theory
Psychosocial Theory and Themes in Development

CONTEXTUAL APPROACHES

Ecological Systems Theory
Vygotsky's Sociohistorical Theory
Dynamic Systems Theory
Ethological Theory
Contextual Approaches and Themes in Development

WHAT DEVELOPS?

CONTROVERSY: *Should Child Rearing Be Regulated?*

CHAPTER RECAP

Summary of Topics

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