

CHILD DEVELOPMENT

Its Nature and Course

Third Edition



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Child Development

Its Nature and Course

Third Edition

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CHILD DEVELOPMENT

Its Nature and Course

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Advisor's Foreword

URIE BRONFENBRENNER

This is an unusual developmental text, for it accomplishes that rare, dual feat of translating science into life, and life into science. The achievement is no accident. As the authors note in their preface, their work represents the fulfillment of a dream to produce a new kind of textbook in child development—one that would illuminate contemporary knowledge in developmental science by making it manifest in human lives.

And that is exactly what this book has done. It is first and foremost an excellent textbook—solid in its science, comprehensive in its coverage, and remarkably balanced in its treatment of controversial issues. But the book's most distinctive feature is the way in which these riches are conveyed. For this textbook also tells a story—three stories, in fact. It begins with the anticipated birth of three rather different children in three rather different families, each living in three rather different everyday worlds. The authors then trace the psychological development of the three children, and also their parents, as the families move through time and space.

This view of development as a process of progressive interaction between an active, growing organism and its environment constitutes the second hallmark of this somewhat unusual text. When this volume was first conceived, the aim was to produce a textbook that would reflect the significant advances taking place in research on human development. These advances are the result of a convergence in theory and research design that involves a threefold focus: 1) a view of

the child as a dynamic agent that not only responds to but actively interprets, shapes, and even creates its own environment and development; 2) an expansion of the research process beyond the laboratory into the real-life settings, and broader social contexts, in which children live and grow; 3) a conception of development as the progressive reorganization of psychological functioning in which cognitive, emotional, and social processes are treated not as separate domains but as interrelated aspects of a complex living being in an equally complex world.

In preparing the new edition of their outstanding text, the authors have accomplished a difficult feat—surpassing the already excellent. Moreover, they have done so not merely in the conventional way of updating research. Rather, in keeping with the exciting developmental principles that inform the book as a whole, they have aspired to, and achieved, a new level of integration that keeps pace with current dynamic trends in both science and society. Beyond the new facts, the book introduces the reader to new ways of thinking in such areas as prenatal development, linguistics, psychopathology, cognition, issues of gender, peer relationships, and cultural differences—in each instance pointing up implications for policy, practice, and—especially—everyday life. The result is to enhance still further the distinctive quality that has won the respect and affection of both teachers and students—a text that combines the best in science with the best in story-telling.

Preface

Several years ago at a meeting of the Society for Research in Child Development, a group of developmental psychologists was convened to discuss the kind of textbook that was needed for the child development course. Despite the diversity of perspectives represented by the group (Urie Bronfenbrenner, Shirley Feldman, Tiffany Field, Marion Gindes, Scott Paris, and Alan Sroufe), there was notable agreement that certain key developmental ideas were not well represented in existing texts. In particular, the systematic and integrated nature of development, the mutual influences of child and context, and the way previous development influences current development seemed not to be fully conveyed. It was felt that these ideas were well established in the field but had proved difficult to build into a textbook. Facts often are easier to present than principles, and facets of development are easier to convey than the nature of development itself.

Beyond the belief that a child development text organized around coherent principles could and should be written, the working group believed that instructors shouldn't have to choose either a text that was authoritative *or* a text that was readable and engaging. A multifaceted view of development and a solid treatment of research and theory can be presented effectively to undergraduates by organizing material around a core set of themes within a chronological format and by presenting the material in a way that captivates the students. To do so, this text introduces three families and follows them throughout the book. These families,

which are fictionalized composites of research case histories, serve as a device to illustrate graphically the role of context, the systematic interplay between child and environment, and the coherence of development. The families provide a way of showing how various influences come together to determine both normative development and individual development. They let us bring life to the complex facts, research findings, and theories about child development. They also help students develop a clear understanding of the concepts of causality, continuity, and change.

The book is organized around principles and themes of development, which are reinforced continually in different ways. The developmental principles under consideration are order, continuity, and directionality. The major themes highlighted are the role of context, the issue of continuity versus change, the interplay between social/experiential and cognitive and/or maturational aspects of development, and the contrast between individual and normative development. These principles and themes provide a framework for the presentation of the facts and theories of developmental psychology and a means of unifying the disparate aspects of development.

FEATURES OF THIS BOOK

This thematic orientation inspired a number of features in the book. First we adopted a chronological format. This seemed to be the most suitable

way to illustrate the orderly, organic, and integrated nature of development and to underscore our other themes and principles. Like other chronological texts, this one has cognitive and social/emotional chapters within units that cover particular developmental periods. There also are several unique chapters.

In Part One, there is a distinctive chapter (2) on contexts, which not only brings together information about the various levels and kinds of influence on the developing child (e.g., the roles of biological factors, family influence, and culture) but sets the stage for considering the interaction of child and environment throughout the text. There is a separate two-chapter section on toddlerhood (Part Three), which spans the transition from infancy to childhood. The last chapter (15), on developmental psychopathology, focuses on abnormal behavior as developmental deviation. Not only is this chapter fascinating to students, it is also a vehicle for reinforcing the relationships among the major themes in the text and for once again relating material on normative development, individual development, and context to the experiences of the three families. Preceding each chronological unit is a vignette about our three families; these vignettes introduce the basic issues for each developmental period and carry themes forward from section to section. Each unit concludes with an epilogue, in which cognitive and social aspects are interwoven and in which the family stories and the research are brought together.

FAMILY VIGNETTES

Our family vignettes begin with the conception of three children, each in a different set of circumstances. One child is born into a white working-class family where there are two daughters and a son is strongly desired. The second child is born to a teenager abandoned by her boyfriend, and rejected by her own single mother. The third child is an unplanned but welcome addition to an inner-city, extended black family. The families represent a moderate degree of diversity; for example, none of the children is handicapped and none of the families is from a third world culture. With such a strategy we thought we could illustrate the subtlety as well as the dramatic influence of context and yet keep the stories maximally relevant to students.

Although the family stories are fictionalized, they are drawn from our experience studying hundreds of families longitudinally and conducting research with countless subjects from early infancy through childhood. Our black family was the result of further collaboration with Diana Slaughter and her students at Northwestern University, who developed the characters, scenes, and dialogue as part of a graduate seminar entitled "Developmental Tasks of the Black Child in Urban America." Our families are abstractions from real families grappling with the range of developmental and life issues. Their life stories are drawn from and are consistent with developmental research. The capacities of the children and the issues they are facing at each age are those reported in the literature. Likewise, the contextual influences on individual lives are based on research; for example, the son in one of our families reacts differently than his sisters to their parents' marital breakup—a pattern suggested by the literature on gender differences in the impact of divorce.

As a teaching device the family vignettes serve several purposes. Reading these engaging stories, students will begin to understand major developmental issues, themes, and achievements for a given period. The stories also help make connections between developmental periods, both in normative terms and in terms of individual children.

Perhaps the major content contribution of the vignettes is to convey a systems perspective to students. The concept of a system is hard to explain, but it can be illustrated. The stories will give students a feel for the direct and indirect influence of context on children, the influences of each child's particular developmental history, and the roles of the children in creating their own environments. Child, family, and larger environment adapt to each other in an ongoing process. The text chapters underscore these ideas through the more traditional research and theory presentation, but students will see the workings of systems in the family stories.

Once students have read the vignettes, the content chapters on research and theory will be both more understandable and more relevant to them. The research questions and methods will make sense, and students will be able to see more coherence in the total body of research. The goal is for our questions to be their questions; that is, the presentation of the families should raise the very questions that contemporary researchers are pursuing.

EPILOGUES

The family vignettes were written to convey important themes and critical issues. Then the cognitive and social/emotional chapters in each unit present contemporary research in the context of those themes and issues. Finally, integrative unit summaries, called “Epilogues,” explicitly tie together this material. The epilogues summarize major achievements of the period across domains, review key themes, and apply research findings to the three families’ experiences. Not only does an integrated picture of the child emerge, in a way that students will remember, but cutting-edge issues in the field are also made understandable. The themes of continuity and change and the interplay between child and environment are reworked throughout the book.

ABOUT THE THIRD EDITION

We believe that a new edition should be a new edition. While you will find the same thematic structure in this new edition and the same emphasis on going beyond isolated facts about children’s capacities to an understanding of the nature of development itself, you will also find that every chapter has been revised to reflect current research and emerging trends.

Since the publication of the second edition there has been an outpouring of research on cultural and subcultural diversity in development, early cognitive skills in infants and preschoolers, and the child’s theory of mind. There has also been an explosion of information in the areas of prenatal teratogens, peer relationships in middle childhood, parent–adolescent relationships, gender concept development, and gender differences in development. In addition, important efforts are under way both to apply major research findings in cognitive development (e.g., new work on memory and scripts) to issues in social development and to understand the social context of cognitive development. There is also very new work on the interaction of postnatal brain development and experience and the consequences of this interaction for emotional regulation. Emotional development itself is a very active area of current research. You will find all these new developments amply

covered in this edition, along with other changes which reflect extensive surveying of both students and faculty.

This edition also features material on applications of research in the form of a series of new boxes, which appear in Chapters 4–14. Our box material has been carefully selected to underscore important research themes and to illustrate how research findings may be applied to pressing societal issues, such as infants in institutions and intergang conflict.

We hope you will find that this new edition gives you what you expect from a contemporary child development textbook, but also something more. When you look at theoretical coverage you will find information-processing perspectives as well as Piaget’s views; cognitive social learning theory and Bowlby’s attachment theory as well as traditional learning and psychoanalytic theories. You will find traditional topics such as sex-role development and conservation along with newer topics such as inner working models, scaffolding, and scripts. You will find very contemporary material on day care, stress, family conflict, and prenatal teratogens such as AIDS. But beyond this, we hope you will find that we have told a coherent story of the unfolding of development.

A number of people helped make this a high-quality third edition. Mary Marshall helped us with the entire revision. As usual, she did an outstanding job. We would also like to acknowledge the superb efforts of Sherry-Muret Wagstaff and Susan Berry, Department of Pediatrics, University of Minnesota Medical School, who made major contributions to Chapter 3.

In addition, we would like to thank the members of the McGraw-Hill team who were consistently supportive and responsive. First and foremost, we are grateful to Jane Vaicunas, who was not only our editor but our advocate, and to Cecilia Gardner, developmental editor, who worked closely with us every step of the way. Your support was invaluable. We also thank the other members of the McGraw-Hill team who gave us at all times fully competent, professional assistance: Beth Kaufman, associate editor; James Belser, editing supervisor; Inge King, our talented photo researcher; and Suzanne Thibodeau, director of editing and development, who consulted with us throughout the project. It was great to be a part of this team.

SUPPLEMENTS

A complete supplements package is available to instructors and students using *Child Development*, 3d edition. Each component of the package has been thoroughly revised and updated.

Study Guide by Ganie DeHart, State University of New York at Geneseo. For each chapter of the text, the Study Guide provides learning objectives, a chapter summary, review questions, self-tests, and essay questions with suggested answers. A special *How to Study* preface outlines how students can integrate the Study Guide into an overall study program.

Instructor's Manual by Dana Gross, St. Olaf College. This outstanding Instructor's Manual includes learning objectives, chapter summaries, suggested lecture topics with related references, discussion topics and activities, and an updated, comprehensive film and video list.

Test Bank by Thomas Moye, Coe College. The Test Bank includes a balanced mix of factual and conceptual multiple-choice items. Computerized versions of the Test Bank are available for IBM-compatible and Macintosh PCs.

The supplements package for *Child Development* also includes an impressive set of four-color overhead transparencies and special videos.

REVIEWERS

Finally, we wish to thank the thoughtful reviewers who helped us improve the chapters in this edition:

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Robert G. Cooper is professor of psychology at San Jose State University. He has taught undergraduate and graduate classes in developmental psychology and cognitive development for two decades. His professional career has focused on issues in the deve-

lopment of cognitive skills that are particularly relevant in educational settings. His major research in the area of cognitive development, which has been supported by NIMH and NIE, concerns the development of mathematical concepts. Dr. Cooper graduated cum laude from Pomona College in 1968 and received his Ph.D. from the University of Minnesota in 1973. He has published numerous articles, contributed chapters to several books, and has been a consulting editor for numerous journals, including *Developmental Psychology*, *Cognitive Development*, and *Child Development*.



Ganie B. DeHart is assistant professor of psychology at the State University of New York at Geneseo. She has taught undergraduate courses in child and adolescent development, atypical development, applied developmental psychology, and cross-cultural psychology. Her research inter-

ests lie at the intersection of language, cognitive, and social development, especially the roles played by family and school as contexts for children's development. Her publications and conference presentations are in the areas of preschool language development and sibling interaction. Dr. DeHart graduated summa cum laude from Brigham Young University in 1972, received an M.S. in education of exceptional children from The Johns Hopkins University in 1980, and received a Ph.D. from the Institute of Child Development at the University of Minnesota in 1990.

To June

LAS

To Don Faust,
my teacher and friend
RGC

and

To Jim

GBD

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Child Development

Its Nature

and Course