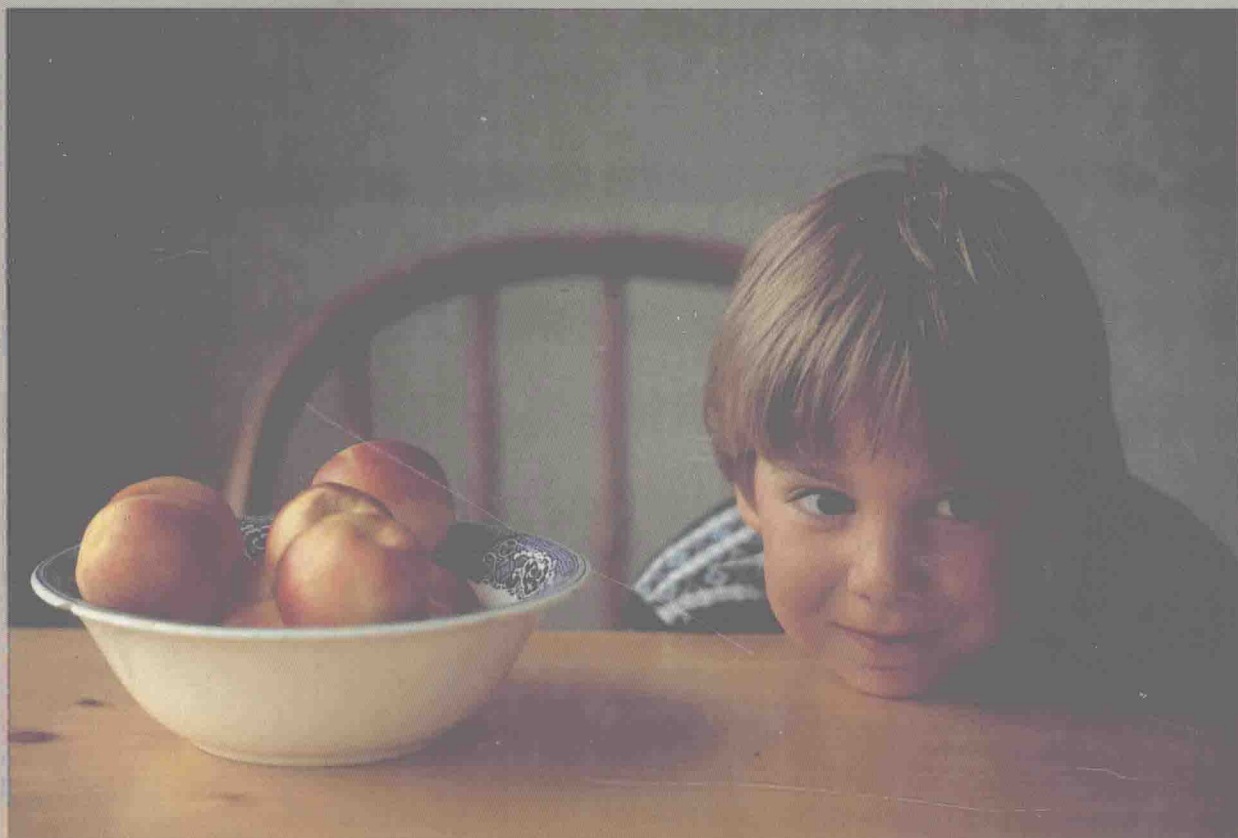


Elizabeth Hall  
Michael Lamb  
Marion Perlmutter



# Child Psychology Today

SECOND

S E C O N D E D I T I O N

# CHILD PSYCHOLOGY TODAY

Elizabeth Hall

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Random House



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# CHILD PSYCHOLOGY TODAY

SECOND EDITION

# A B O U T T H E A U T H O R S

ELIZABETH HALL is the co-author of *Developmental Psychology Today* (4th ed.), of *Sexuality* (both published by Random House), and of *Adult Development and Aging*. Before she turned to college textbooks, she was Editor-in-Chief of *Human Nature*, a magazine about the human sciences. She was on the staff of *Psychology Today* from the magazine's inception in 1967 and was Managing Editor of that magazine at the time she left to start *Human Nature*. As a science writer, Ms. Hall has interviewed many prominent psychologists, including Jean Piaget, Erik Erikson, Jerome Bruner, B. F. Skinner, Jerome Kagan, Sandra Scarr, and Bruno Bettelheim. She has also written a number of books for children; two of them, *Why We Do What We Do: A Look at Psychology* and *From Pigeons to People: A Look at Behavior Shaping*, received Honorable Mention in the American Psychological Foundation's National Media Awards.

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books on various aspects of child development, including infant social cognition, social and personality development, fatherhood and family policy, sibling influences, and attachment. He has also published widely in all the major psychology journals. In recognition of his contribution to developmental psychology, Dr. Lamb has received two national awards: The Young Psychologist Award (1976) and the Boyd McCandless Young Scientist Award (1978).

MARION PERLMUTTER is professor of psychology at the University of Michigan and research scientist at its Institute of Gerontology, and Center for Human Growth and Development. She was formerly professor of psychology at the University of Minnesota, where she was also associate director of the Institute of Child Development, and a visiting professor at the Max Planck Institute for Psychological Study in Munich. A developmental psychologist, her major research interests concern cognitive development across the life span. Her research with young children helped change developmental psychology's approach to memory by showing that youngsters' recall is organized and that in their daily lives they demonstrate recall capabilities that escape laboratory inspection. Dr. Perlmutter is the co-author of *Adult Development and Aging*. She edited *Children's Memory* in the *New Directions in Child Development* series, and from 1981 to 1984, she edited the annual volumes in the *Minnesota Symposia on Child Psychology* series. She has published numerous articles on memory development in preschool children and the aging of memory in adults. She has also contributed many chapters to books on cognition and developmental psychology. In 1981, Dr. Perlmutter received the Boyd McCandless Young Scientist Award for Early Contributions to Developmental Psychology, and in 1985, she received the Brookdale Foundation National Fellow award for Excellence and Promise in the Social Sciences.

# P R E F A C E

The success of the first edition of *Child Psychology Today* confirmed the need for a research-based, topic-oriented text that would hold the student's interest. As instructors who use this approach realize, the presentation of the content of development within a topical framework allows us to keep in sight the long-term, continuous processes that are at the heart of developmental psychology. The first edition of *Child Psychology Today* was a response to the need of these instructors, who felt that the chronological approach to child development, with its simultaneous focus on all aspects of every process, made it difficult for students to get a clear picture of the early basis of later development.

As we revised this text, we continued to find that arranging the story of development in a topical manner has many advantages. When a single topic is followed from infancy through adolescence, similarities as well as differences can be discussed without producing a redundant coverage. In addition, by placing the primary focus on aspects of development instead of on agencies of influence (such as the school), our account becomes more coherent and we can probe each area more deeply. Despite the book's depth, it is written with the assumption that students have no prior acquaintance with psychology. Theory, findings, and interpretations are explained clearly so that students at all levels can understand them. For example, our discussion of personality development in infancy (Chapter 12) attempts to show how infancy relates to later development rather than simply treating infancy as a fragmented stage of life. The treatment delves into the important influences on the infant and shows *why* they are important. It looks at the way later personality emerges from infancy.

This second edition of *Child Psychology Today* continues the firm basis in research, the readability, and the focus on processes of development that were the special strengths of the first edition. As with the first edition, our topical approach allows us to explore each topic analytically, focusing on theory. This increased concentration on theory places our discussion of research findings in the context of their implications so that the *whys* of development become clearer. In treating theory, we have again provided a fairly eclectic account, considering a number of perspectives and showing how each is useful and how each can explain certain aspects of development. This book presents the organismic, psychodynamic, and learning theories that have dominated the field of developmental psychology, but it discusses other approaches as well. Ethology, with its emphasis on our common heritage as members of the human species, is presented and given special emphasis in the discussion of attachment. Besides the customary consideration of Piagetian views, the coverage of cognitive development presents a thorough discussion of the increasingly important information-processing approach and its application to all cognitive processes (perception, attention, memory, and thought) as well as its usefulness in explaining such areas of development as sex roles and tendencies toward aggression. Finally, development is approached from the position of dialectical psychology, a view that has been rarely mentioned in introductory textbooks, despite the fact that its influence on developmental research has been growing steadily.

Once again the book's dominant theme is the interaction between heredity and environment. In fact, we have emphasized interaction more

heavily in this edition than in the first. Throughout the text, interaction is stressed on two levels: first, the interplay of cognitive development, heredity, and experience; and second, the interaction between the growing child and other people. Always the stress is on the point that influence continually runs two ways: the child affects parents, siblings, and peers at the same time that these people affect the child. In Chapter 4, for example, we show how a child's temperament may affect the family atmosphere, and in Chapter 16, we present research showing how a child's actions can evoke the kind of discipline a parent uses.

Indeed, throughout the book the emphasis is on research. As students follow the development of each topic area, they are introduced to research that supports the facts presented or the conclusions drawn. They learn not only what researchers in child development know about the development of the child but how they have come to know it and what those findings mean.

In this edition, we have made several important changes that we believe strengthen the book and help increase the student's understanding of development:

¶ We have reorganized the introductory unit, dropping one chapter in order to get the student into content material more quickly. We have also emphasized developmental psychology's usefulness; for example, we focus on the adjustment of adopted children as an example of the way developmental research can be applied to real human problems (Chapter 2).

¶ We have reorganized the unit on cognitive development, providing a chapter on *The Emerging Mind* (Chapter 7) that parallels the chapter on *The Emerging Self* (Chapter 12) in the personality unit. This chapter gives students a thorough grounding in Piagetian ideas and research before they learn about development of basic cognitive processes—an area in which research is dominated by information-processing approaches. And we have merged the discussions of sensation, perception, and memory into one chapter. In the course of this reorganization, we have compressed the discussion of language into one chapter and inserted it into the unit on

cognitive development. This change establishes students' understanding of basic cognitive processes before they encounter the development of language.

¶ We have reorganized the chapter on development within the family (Chapter 13) to take account of changes in the American family. In addition to discussions of maternal employment, father absence, and divorce, we now cover the effects of increased paternal involvement, maternal absence, living with a stepparent, and the postponement of parenthood until both parents are in their thirties or forties.

*Child Psychology Today* continues to differ from other topical texts in developmental psychology in the topics selected for chapter-length consideration:

¶ An entire chapter on brain development (Chapter 6) discusses traditional views of brain development in the light of new, contradictory research and presents a rigorous treatment of the research in hemisphere specialization.

¶ By allocating a full chapter to intelligence (Chapter 11), we have been able to widen our coverage beyond the traditional psychometric perspective to explore biological, structural, and information-processing views of intelligence. In addition to the expected discussion of what IQ tests can and cannot do, there is an explanation of the links between IQ and school success, success in life, and creativity—and *why* the link appears when it does. There is also a lengthy treatment of the way heredity, health, nutrition, and environment interact to affect both intelligence and IQ scores.

¶ A chapter on sex-role development (Chapter 15) allows us to place sex roles within the context of the life span, showing how their influence alternately tightens and loosens.

¶ A chapter on social cognition (Chapter 17) shows how understanding of others and of society grows naturally out of self-concept and the separation of self and world. We have heavily revised this chapter to take account of the massive research conducted over the last four years, much of it calling into question some of the earlier assumptions of developmental psychologists. Our reorganization of the section of self-



understanding in terms of Piaget's developmental stages emphasizes the way that the study of social cognition weaves together strands of development that are usually seen separately.

¶ A chapter on language provides a full account of the increased emphasis on the role of pragmatics in children's speech, which reveals the intimate connection between language acquisition and social interaction.

¶ A chapter on self-control and morality gives us an opportunity to view moral development, aggression, and prosocial behavior in terms of the development of self-control.

Just as important as which chapters are singled out for special consideration is the way the text handles abnormal development and developmental controversies.

¶ Consistent with this book's emphasis on process, we consider aspects of abnormal development in the context of topical areas. Physical development provides a framework for the discussion of handicapped children; brain development provides a framework for the discussion of hyperactivity and developmental dyslexia; basic cognitive processes, a framework for the discussion of autism; family influence, a framework for the discussion of child abuse; peer relationships, a framework for the discussion of social isolation; and sex-role development, a framework for the discussion of gender disturbances.

¶ Current controversy in the field is met with a frank discussion that presents a balanced accounting of the evidence. For example, Chapter 4 presents two major controversies in the field of early development. The discussion of neonatal imitation considers the implication of such imitation (if newborns *do* imitate) alongside the problems of replicating this research. The review of research on early contact and bonding shows that the process may affect human development, but that its existence has yet to be established.

Covering the development of both sexes in the face of a sexist language can be a problem. We have chosen to eliminate the emphasis of our English language on the male by using plural subjects as often as possible and at other times have resorted to the admittedly ungraceful "his

or her," "girl or boy" approach. A further, less obvious but we hope more telling, strike against sexism has been our practice of giving the full name of the researcher whenever experiments are discussed in detail. This is done neither to flatter the investigators mentioned nor to add to the names students must remember, but to point out—without making an issue of it—that men have no monopoly on the field of developmental psychology and that much of the important research has been done by women.

We are deeply indebted to the editorial staff at Random House, whose hard work, attention to detail and enthusiasm helped speed our revision. Our special thanks goes to our editor, Mary Falcon; to Rochelle Diogenes and Alison Husting, who kept drafts and reviews flowing; to Carolyn Viola-John and Bob Greiner, who supervised the editing and production; to Lorraine Hohman, who developed the appropriate design; to Dorothy Sparacino, who assisted with layouts and graphics; to Lisa Haugaard, who caught our grammatical lapses; and to Kathy Bendo, who was always able to find the right photograph.

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