

CHILD PSYCHOLOGY

A CONTEMPORARY VIEWPOINT
FOURTH EDITION



E. MAVIS HETHERINGTON
ROSS D. PARKE

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Fourth Edition

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CHILD PSYCHOLOGY A Contemporary Viewpoint

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ABOUT THE AUTHORS

E. Mavis Hetherington is a professor of psychology at the University of Virginia. She was trained as a developmental psychologist and as a clinical psychologist at the University of California at Berkeley where she obtained her Ph.D. She is a past President of Division 7, the Developmental Psychology Division of the American Psychological Association, and of the Society for Research in Child Development and the Society for Research in Adolescence. She has been editor of *Child Development*, associate editor of *Developmental Psychology*, and currently is associate editor of the *Journal of Abnormal Child Psychology*. She has authored and edited many books in the area of child development, two of the most recent being *The Separate Social World of Siblings* with David Reiss and Robert Plomin and *Family Transitions* with Phillip Cowan. Her research interests are in the areas of childhood psychopathology, personality and social development, and stress and coping in families. She is well known for her work on the effects of divorce, one-parent families, and remarriage on children's development.

Ross D. Parke is a professor of psychology and director of the Center for Family Studies at the University of California, Riverside. He is a past President of Division 7, the Developmental Psychology Division of the American Psychological Association. He has been editor of *Developmental Psychology* and associate editor of *Child Development*. Professor Parke is author of *Fathers* and editor of *The Family, Review of Child Development Research, Volume 7*, and most recently is co-editor of *Family-Peer Relationships: In Search of the Linkages* with Gary Ladd and *Children in Time and Place* with Glen Elder and John Modell. His research has focused on early social relationships in infancy and childhood. He is well known for his early work on the effects of punishment, aggression, and child abuse and for his work on the father's role in infancy and early childhood. His current work focuses on the links between family and peer social systems.

To John and Barbara and our children:

Grant, Eric, and Jason

Gillian, Timothy, Megan, Sarah, Jennifer, and Zachary

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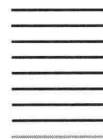
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number of theoretical orientations are represented, but in varying degrees depending on the topic introduced for discussion. For example, biological factors predominate in our coverage of genetics and early development. These same factors, however, also receive attention in our discussion of other topics, such as language, sex typing, and psychopathology. Similarly, while social factors predominate in our coverage of the family and peers, we are equally concerned with cognitive, behavioral, and biological issues. While cognitive factors are the primary focus of the section on intellectual and language development the social dimension always plays a prominent role. This approach to theoretical material reflects the discipline's increasing recognition of the interplay among biological, cognitive, and social factors in children's development and reflects the fact that development in all domains is multiply determined.

3. **PROCESS ORIENTATION**—*Child Psychology, 4/e*, features a special emphasis on the processes of development. Within each topic, we stress the processes that are responsible for changes in the child's development. As a result, the student knows not only the content of development and what changes take place across chronological age but will also understand the processes underlying development as well. This process focus is the distinguishing feature of child psychology in the last two decades and continues to be the organizing orientation for understanding development in the 1990s.
4. **RESEARCH ORIENTATION**—Because we present child psychology as a scientific discipline, this text illustrates and discusses the research methodology utilized by psychologists in the field. By doing this, we ensure students' understanding of the methodological approaches unique to child psychology. In order to reflect recent methodological advances, *Child Psychology, 4/e*, includes new approaches in sampling and the use of naturalistic field studies and laboratory studies for understanding development. This revision also features a greater emphasis on observational strategies and innovative usage of parental reports in order to better understand children's behavior.
5. **THE APPLIED-BASIC RELATIONSHIP**—Some instructors like a basic research focus while others prefer an applied approach. We think that this is an unnecessary and artificial distinction. Instead, we have attempted to show how basic information about the processes of development can assist in understanding a wide range of real-life problems and vice versa. Examples abound throughout the text. Social learning theory and basic research on imitation have helped us better understand the effects of TV on children's cognitive and social development, as illustrated in several chapters (Chapters 1 and 14, for example). In similar fashion, theories of early mother-infant attachment have clear implications for understanding the effects of day care. Child abuse, school desegregation, and computers in the classroom are other examples of applied topics that are highlighted in this edition. Chapter 17, which discusses the development and treatment of psychopathology and deviant behavior in children, provides extensive illustrations of the linkage between basic and applied research. Teachers and students will find fascinating examples throughout *Child Psychology, 4/e*, that demonstrate the dynamic interplay between basic and applied research.



6. DIVERSITY IN DEVELOPMENT—In this fourth edition, we have increased our coverage of the diverse ethnic, racial, and cultural groups that characterize our own highly heterogeneous society as well as in societies around the globe. Our increased focus on Vygotskian theory with its strong emphasis on the role of culture in development provides a framework for understanding how culture and development interact. Recent research on schooling in Japan, China, and the United States is highlighted in our exploration of achievement (Chapter 11), while cross-cultural differences in temperament are explored in chapters on biological development and infancy (Chapters 4 and 5). In our exploration of childhood psychopathology (Chapter 17), we examine how mental illness is treated and defined differently in different cultures.

Child Psychology, 4/e, has been completely rewritten to feature the most recent developments in research and theory. We have included new information in every chapter. The following chapter-by-chapter list gives specific examples of new areas of coverage:

Chapter 1: THEMES AND THEORIES. Our range of theories is extended with new sections on information processing and Vygotskian theory in the opening chapter.

Chapter 2: METHODS OF CHILD PSYCHOLOGY. Several new features are added—a new section on sampling and a discussion of the value of national representative samples for research on children. Greater coverage of the designs that combine laboratory and field approaches are included. Our discussion of ethical issues is expanded as well.

Chapter 3: THE BIOLOGICAL BASES OF BEHAVIOR. New material on the effects of nonshared environment is highlighted in our discussion of behavior genetics.

Chapter 4: PRENATAL BIRTH AND DEVELOPMENT. The impact of cocaine on the fetus and young infant as well as recent studies of the impact of AIDS on development are included.

Chapter 5: INFANCY: THE EMERGENCE OF SENSATION, PERCEPTION, AND LEARNING. New developments in the emergence of expectations in very young infants as well as recent studies of the bimodal perception continue to underscore the remarkable achievements of the young infant.

Chapter 6: BRAIN DEVELOPMENT: PHYSICAL MATURATION AND MOTOR SKILLS. Recent advances in the emergence of motor skills such as reaching, stepping, and walking that have been guided by a dynamics systems theory viewpoint are given extensive coverage in this edition. New work on the impact of timing of onset of puberty in adolescence is highlighted as well.

Chapter 7: EMOTIONAL DEVELOPMENT. The explosion of new studies of cross-cultural and cross-generational perspectives on infant-parent attachment as well as recent studies on the controversial effects of day care on infants and children are included. A new section focuses on the development of children's cognitive understanding of emotions.

Chapter 8: LANGUAGE AND COMMUNICATION. Recent work on the role of critical periods on second-language learning reflects the continuing interest in the biological basis of language. New studies on motherese and

pragmatics underscore the contribution of early social interactions between parent and child to the emergence of language. The emergence of meaning is given expanded focus in this edition as well.

Chapter 9: THEORIES OF COGNITIVE DEVELOPMENT. In this new chapter we focus on alternative theoretical approaches to cognition. Piaget, of course, continues to receive in-depth coverage, but some of the recent work on object permanence that challenges Piaget's classic findings are highlighted. Information processing approaches receive extensive attention as a major approach to cognitive development in the 1990s. Two new theoretical viewpoints make their debut in this edition. Case's neo-Piagetian theory is described and Vygotskian theory—a major influence in current research—is given a major role in this fourth edition.

Chapter 10: PROCESSES OF COGNITIVE DEVELOPMENT. Recent work on analogies, problem solving, prospective memory, and children's "theory of mind" are new highlights of this edition. The interplay between social and cultural factors in cognitive development is given increased attention, especially in studies from a neo-Vygotskian perspective. Recent cross-cultural studies of mathematics among poor young street vendors are examined.

Chapter 11: INTELLECTUAL DEVELOPMENT AND ACHIEVEMENT. In this chapter, new views on multiple intelligences are explored as well as new work on achievement that emphasizes the role of children's theories of intelligence and their attributional styles.

Chapter 12: THE FAMILY. This fourth edition continues to emphasize diversity and change in contemporary families with new work on maternal employment, divorce and stepparenting, job loss, and family violence. A new section examines the impact of war on children and families.

Chapter 13: PEERS AND FRIENDS. Recent evidence of the long-term effects of early rejection by peers is highlighted as well as recent studies of loneliness in children. New studies of children's friendships, the links between families and peers, and research on group hierarchies are included.

Chapter 14: SCHOOLS, TECHNOLOGY, AND TELEVISION. New work includes studies of how teaching style interacts with children's cultural backgrounds as well as recent studies on cooperative learning. Computers in the classroom are given expanded coverage. A new section on television highlights the impact of TV advertising on children's behavior, the impact of TV on children's time use, and the educational benefits of TV.

Chapter 15: THE DEVELOPMENT OF GENDER ROLES AND GENDER DIFFERENCES. The continuing story of shrinking differences across gender in academic and social outcomes is updated. Expanded coverage is given to recent work on cognitive approaches to gender roles, as well as recent studies of gender segregation.

Chapter 16: MORALITY, ALTRUISM, AND AGGRESSION. The continuing controversy surrounding the Kohlberg-Gilligan debate about male and female differences in moral orientation is updated. New work on the early signs of moral understanding in family disputes is included as well as recent work on social conventions and the emergence of self-control strategies. Our coverage of prosocial development is updated with new studies of prosocial reasoning, empathy, and cross-cultural work on responsibility taking. Finally, new studies on proactive and reactive aggression, the impact of witnessed anger, and new school-based strategies for reducing aggression are highlights of this fourth edition.

Chapter 17: DEVELOPMENTAL PSYCHOPATHOLOGY. New studies of stress and coping as well as recent advances in classification and treatment

update this chapter. Recent work on depression and autism are included in this edition, as well as recent cross-cultural perspectives on developmental abnormalities.

These new areas of coverage provide a current view of basic research and theory on the principal topics of child psychology as well as an up-to-date review of recent trends in socially relevant problem areas.

SPECIAL FEATURES

Child Psychology, 4/e, includes a number of excellent pedagogical features that will enhance student learning and aid instructors in their presentation of important material:

1. Chapter Outlines—A detailed chapter outline will be found at the opening of each chapter. These outlines allow students to become better acquainted with chapter material and assist them as they study from the text.
2. Bulleted Chapter Summaries—At the end of each chapter, we have provided bulleted summaries that reiterate the chapter's key concepts and main ideas. These summaries are excellent study aids for students and useful reference points for instructors.
3. Boxes—Throughout the text, we have utilized boxed material to illustrate timely issues in child psychology. The aim of these boxes—which contain thought-provoking discussions of a particular psychological study or special issue—is to give students some of the flavor of research in child psychology. These boxes also provide in-depth, multidimensional discussions, of a variety of compelling topics such as sex differences in spatial perception, computers in the classroom, the effects of cocaine on infants, learning in the womb, the development of sign language, and the effects of war on children. To highlight the interplay between research and application, some boxes are labeled "*Psychology in Action*." These boxes illustrate how basic research can be applied to helping children.
4. Separate Author and Subject Indexes—We have included separate indexes in this text for authors cited and topics discussed. Both the author and subject indexes will help students and instructors locate related material throughout the text.

SUPPLEMENTS

Child Psychology, 4/e, features a new and innovative ancillary package which is comprised of the following elements:

- Study Guide by Janis Jacobs.
- Instructor's Manual by Janis Jacobs.
- Test Bank by Cynthia Legin-Bucell. Computerized Test Banks for use with IBM and Macintosh computers are also available.
- McGraw-Hill Overhead Transparencies.



In addition, a book of readings, *Contemporary Readings in Child Psychology* (ISBN: 0-07-028437-7), edited by Professors Hetherington and Parke, is available as a companion volume to this text. The readings are organized topically to complement the organization of the text, and brief introductions highlight the main features of each reading. Both original research papers and recent reviews of major topics are included. Its softback format is designed to keep the total cost reasonable for the text-reader combination.

A COMMENT ON THE USE OF THE TEXT: THE SHORT VERSUS THE LONG COURSE

This volume is organized around the one-semester or quarter course. There are ways, however, in which the book can be used for shorter courses. A brief course, for example, might emphasize early development. In this case, one would concentrate on Chapters 1 through 7. Alternatively, a short, cognitively oriented course could use Chapters 1, 2, 8, 9, 10, and 11. Similarly, an instructor with a social orientation might focus on Chapters 1, 2, 12, 13, 14, 15, 16, and 17.

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GLOSSARY

ABAB design A method in which a single person is studied experimentally. The participant serves as his or her own control and experimental condition. "A" represents the normal state and "B" the experimental state. For example, Jane, a toddler in toilet training, is being studied. First, the frequency with which she uses the toilet is recorded. As an incentive, Jane is given a jelly bean for using the toilet. The change in toilet use when Jane is given jelly beans is recorded (condition B). Condition A (no jelly beans) and condition B (jelly beans) are then repeated.

Abnormal A judgment made concerning an individual's behavior. This judgment utilizes one or more of the following criteria: (1) a statistical model, (2) a level of adaptive behavior, and (3) the amount of deviation from the theoretical ideal.

Accommodation (1) A process that involves the adjustment of an individual's schemata to meet environmental demands. (2) The ability to bring objects in the visual field into focus by changing the curvature of the lens.

Achondroplasia A congenital abnormal bone growth more commonly seen in the offspring of older fathers.

Adaptability The ability to modify attentional strategies to the demands of specific tasks or situations.

Adaptation The second functional principle, involving the process of assimilation and accommodation.

Adaptive behavior A means of determining the normalcy of behavior. This determination is made based on how functional the behavior is for that individual. Behaviors that decrease the individual's ability to get along in the world are considered abnormal.

Affective disturbances A disorder of mood.

Age of viability The point in fetal development when the fetus has a reasonable probability of survival if birth occurs; this point is at about 28 weeks.

Aggression Behavior that intentionally inflicts harm or injury on another person.

Alert inactivity A state in which the infant's eyes are open and have a bright and shining quality; the infant can pursue moving objects and make conjugate eye movements in the horizontal and vertical planes. The infant is relatively inactive. The face is relaxed, with no grimace.

Allele An alternate form of a specific gene at a particular locus on the chromosome.

Altruism Prosocial behavior such as helping, cooperating, and sharing.

Ambivalent attachment An attachment to the mother wherein the infant shows frequent distress, regardless of whether the mother is present or absent, and shows ambivalence about contact by intermittently seeking and rejecting contact with the mother.

Amenorrhea A condition of menstrual cessation that may strike girls who keep their weight low.

Amniocentesis A prenatal diagnostic procedure in which a needle is inserted into the amniotic sac, which surrounds the fetus, and fluid is removed. This fluid contains cells that have been sloughed off by the fetus. These cells can be examined for the presence of certain chromosomal and metabolic disorders.

Anal stage The second stage in Freud's psychodynamic theory during which the child is concerned with anal-related activities.

Androgen A male hormone.

Concordance rate A measure of the percent of cases in which a particular trait or disorder is present in both members of a twin pair if it is present in at least one member of the twin pair.

Concrete operational period Piaget's third stage of intellectual development, which is characterized by logical reasoning. Consideration in thought is limited to things actually present.

Conditioned response (CR) A response, closely resembling an unconditioned response, that is evoked by a conditioned stimulus after conditioning has occurred.

Conditioned stimulus (CS) A previously neutral stimulus that, by being consistently paired with an unconditioned stimulus, comes to elicit a response.

Conduct disorder A diagnosis defined by a repetitive, persistent pattern of rule violation. This acting out generally occurs in the company of a peer group. This disorder is considered to be socialized, whereas if this acting out is primarily done alone the disorder is said to be undersocialized.

Conservation A belief in the permanence of certain attributes of objects or situations in spite of superficial changes.

Continuity A term to denote aspects of development in cases when each new event or change simply builds upon earlier experiences in an orderly way.

Continuum of caretaking casualty The range of adverse factors in environmental and family situations.

Continuum of reproductive casualty The range of variations in reproductive complications that result in abnormalities in the child.

Conventional level The second level of moral judgment according to Kohlberg, in which morality is a matter of conformity.

Conversational rules Turn-taking, knowing when one is being addressed, and clues concerning the right words for the right situations.

Correlation coefficient (1) A numerical index of how closely two variables are associated with one another. The absolute correlation coefficient indicates the strength of association, whereas the sign of the correlation coefficient indicates the form of association. (2) An estimate of how two measures vary together.

Correlational research A research strategy that involves examining the relationship between two factors. If two factors are correlated, they are systematically related to each other, but it is not possible to determine if one caused the other.

Counterconditioning A method for reducing fear in which the fearful stimuli that typically evoke emotional reactions are presented in conjunction with pleasant activities.

Creole language The second-generation language spoken by the children of speakers of a pidgin language; this language is highly developed and rule-governed in contrast to the pidgin from which it originated.

Critical period A specific period in the child's development when he or she is sensitive to a particular environmental stimulus; the same stimulus coming either before or after the critical period does not produce the same effect in the individual.

Crossing-over A process that occurs during meiosis in which genetic material is exchanged between pairs of chromosomes.

Cross-sectional design A research design that involves comparing different groups of children at different age levels in the same situation.

Cross-section/short-term longitudinal design A research design in which longitudinal data are collected from an original set of subjects while new subjects are added from each age group.

Crying A state in which the individual has crying vocalizations associated with vigorous diffuse motor activity.

Cultural relativism A point of view that, when applied to child development, emphasizes the effects of the cultural setting on children's development.

Cultural universals The viewpoint that certain laws of development apply to all children regardless of culture.

Cumulative continuity Continuity of behavior, particularly maladaptive behavior, maintained by a selection of environments that support the behavior.

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