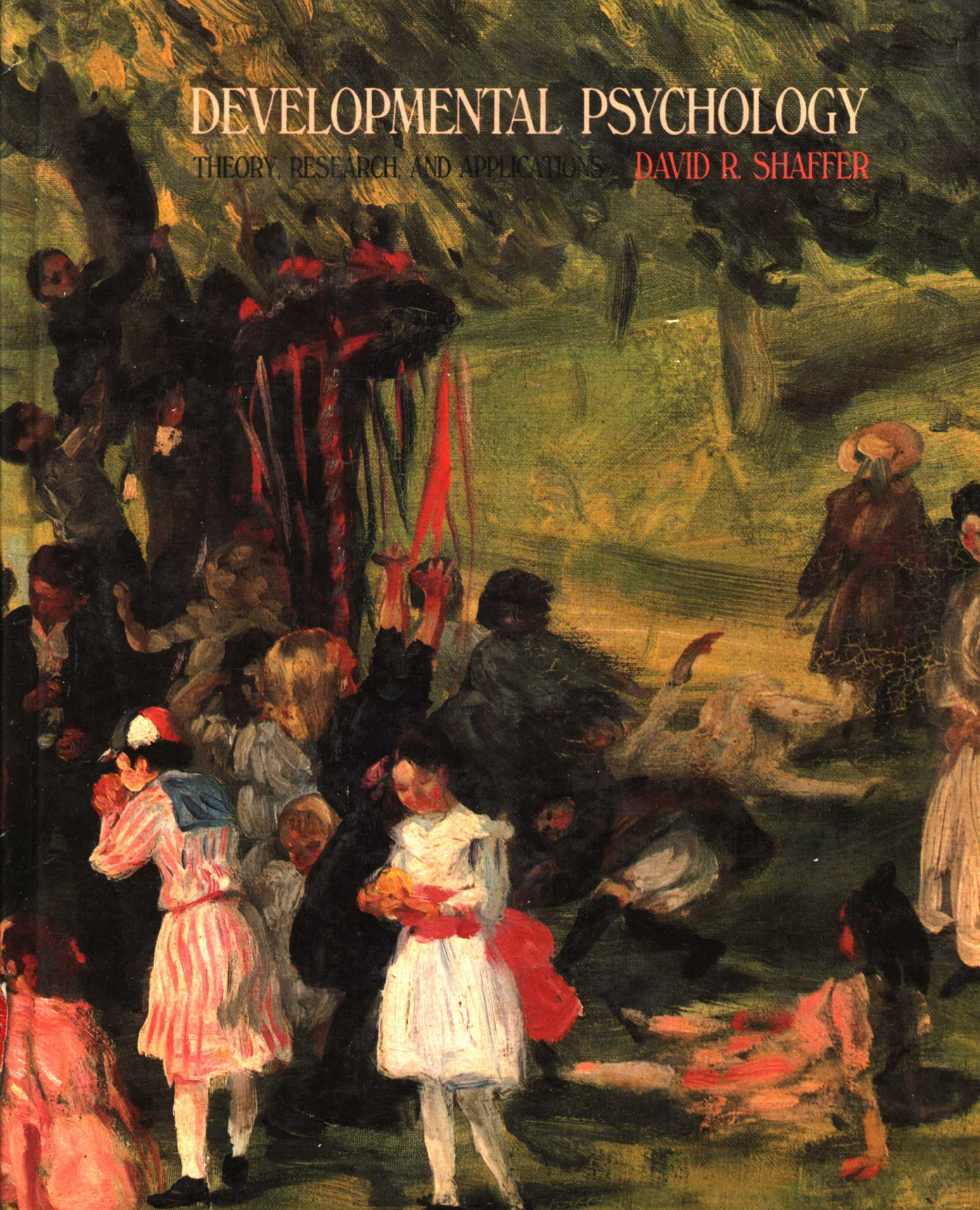


# DEVELOPMENTAL PSYCHOLOGY

THEORY, RESEARCH AND APPLICATIONS    DAVID R. SHAFFER







# *DEVELOPMENTAL PSYCHOLOGY*

*THEORY, RESEARCH, AND APPLICATIONS*

*DAVID R. SHAFFER* 

UNIVERSITY OF GEORGIA



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## PREFACE

My purpose in writing this book has been to produce a current and comprehensive overview of developmental psychology that reflects the best theories, research, and practical advice that developmentalists have to offer. Throughout my 12 years of teaching, I have longed for a substantive introductory text that is also interesting, accurate, up to date, and written in clear, concise language that an introductory student can easily understand. At this level, a good text should talk “to” rather than “at” its readers, anticipating their interests, questions, and concerns and treating them as active participants in the learning process. In the field of developmental psychology, a good text should also stress the processes that underlie developmental change, so that students come away from the course with a firm understanding of the causes and complexities of human development. Last but not least, a good text is a relevant text—one that shows how the theory and research that students are asked to digest can be applied to a number of real-life settings. The present volume represents my attempt to accomplish all of these objectives.

Although this book is a rigorous and research-oriented portrayal of developmental psychology, the word *applications* in the title is not a misnomer. Throughout the text, I have illustrated how information gleaned from theory and basic research has helped us to understand and, in many cases, to solve a variety of real-life problems. For example, the laws of genetics are discussed in terms of both their broad implications for human development and their contributions to the treatment and prevention of hereditary disorders. I’ve shown how basic research on observational-learning processes has furthered our understanding of personality development, while also suggesting a number of very useful strategies for treating phobic reactions, reducing racial and ethnic prejudices, and promoting children’s intellectual development. Theory and research on parent/infant attachment are discussed in terms of their relevance to emotional development as well

as of their implications for the structuring of orphanages, nursery schools, and day-care centers. Many other contemporary issues and practices such as home birthing, maternal employment, mainstreaming, compensatory education, grade retention, single parenting, stepparenting, and child abuse are examined from both a theoretical and a practical perspective. In summary, I have tried to write a book that is both rigorous and applied, one that challenges students to think about the fascinating process of human development, to share in the excitement of our young and dynamic discipline, and to acquire a knowledge of developmental principles that will serve them well in their roles as parents, teachers, nurses, day-care workers, pediatricians, psychologists, or in any other capacity by which they may one day influence the lives of developing persons.

---

### *Philosophy*

Certain philosophical views are inherent in any systematic treatment of a field as broad as developmental psychology. My philosophy can be summarized as follows:

- ***I believe in theoretical eclecticism.*** This book will not attempt to convince its readers that any one theoretical viewpoint is “best.” The psychoanalytic, behavioristic, cognitive-developmental, and ethological viewpoints (as well as several less-encompassing theories that address selected aspects of development) are all treated with respect.

- ***The best information about human development comes from systematic research.*** To teach this course effectively, I believe that one must convince students of the value of theory and systematic research. Although there are many ways to achieve these objectives, I have chosen to contrast modern developmental psychology with its “prescientific” origins and then to discuss and illustrate the many methodological approaches that researchers use to test their theories and an-

swer important questions about developing children and adolescents. I've taken care to explain why there is no one "best method" for studying human development, and I've repeatedly stressed that our most reliable findings are those that can be replicated using a variety of methods.

• ***I favor a strong process orientation.*** A major complaint with many developmental texts (including some best sellers) is that they describe human development without explaining why it occurs. My own process orientation is based on the belief that students are more likely to remember what develops and when if they know and understand the reasons that these developments take place.

• ***Human development is a holistic process.*** Although individual researchers may concentrate on particular topics such as physical development, cognitive development, or the development of moral reasoning, development is not piecemeal but *holistic*: human beings are at once physical, cognitive, and social creatures, and each of these components of "self" depends, in part, on the changes that are taking place in other areas of development. This holistic perspective is a central theme of modern developmental psychology—and one that is emphasized throughout the text.

• ***A developmental psychology text should be a resource book for students—one that reflects current knowledge.*** I have chosen to cite a fair number of very recent studies and reviews to ensure that my coverage (and any outside reading that students may undertake) will represent our current understanding of a topic or topics. However, I have tried to avoid the tendency, common in textbooks, to ignore older research simply because it is older. In fact, many of the "classics" of developmental psychology are prominently displayed throughout the text to illustrate important breakthroughs and to show how our knowledge about developing persons gradually builds on these earlier findings and insights.

### ***Organization and Content***

There are two traditional ways of presenting human development. In the *chronological*, or "ages and stages," approach, the coverage begins at conception and proceeds through the life cycle, using ages or chronological periods as the organizing principle. By contrast, the topical approach is or-

ganized around areas of development and follows each from its origins to its most mature forms. Each of these presentations has its advantages and disadvantages. On the one hand, a chronological focus highlights the holistic character of development but may obscure the links between early and later events within each developmental domain. On the other hand, a topical approach highlights developmental sequences and processes but at the risk of failing to convey that development is a holistic enterprise.

I've chosen to organize this book topically to focus intently on developmental processes and to provide the student with an uninterrupted view of the sequences of change that children experience within each developmental domain. At the same time, I consider it essential to paint a holistic portrait of the developing person. To accomplish this objective, I've stressed the fundamental interplay among biological, cognitive, social, and ecological influences in my coverage of *each and every facet of development*. So even though this text is topically organized, students will not lose sight of the whole person and the holistic character of human development.

***Content.*** The book is divided into five major parts, each of which is introduced by a brief opener. Part One presents an orientation to the discipline and the tools of the trade, including a thorough discussion and illustration of research methodologies (Chapter One) and a succinct review of psychoanalytic, behavioristic, cognitive-developmental, and ethological theories of development (Chapter Two). An important feature of this coverage is my analysis of the contributions and the limitations of each research method and each of the major developmental theories.

Parts Two through Five focus on the major themes, processes, and products of development, including *Biological Foundations of Development* (Part Two), *Language, Learning, and Cognitive Development* (Part Three), *Social and Personality Development* (Part Four), and *The Ecology of Human Development* (Part Five). A few of the highlights that distinguish my coverage from that found in other texts are:

- A contemporary treatment of theory and research in behavior genetics in Chapter Three.
- A thorough consideration of social and environmental influences on physical development in Chapter Five.

- An entire chapter (Chapter Six) on perceptual development that traces the growth of perceptual abilities *throughout childhood and early adolescence* and discusses the many social and ecological influences on this important cognitive process.
- A truly developmental perspective on learning in Chapter Seven.
- Piaget's theory of language acquisition in Chapter Eight.
- An even-handed critique of both the Piagetian and the information-processing approaches to cognitive development in Chapter Nine.
- An updated analysis and evaluation of compensatory education in Chapter Ten.
- A new look at parent/infant bonding in Chapter Eleven.
- Extensive coverage of the development of self-knowledge and its relation to social cognition and personality development in Chapter Twelve.
- A contemporary view of psychological androgyny in Chapter Thirteen.
- A thorough coverage of moral development in Chapter Fourteen that includes Gilligan's theory of sex differences in moral reasoning and an in-depth analysis of the development of patience and self-control.
- Treatment of the family as a *social system* in Chapter Fifteen, including father and sibling influences as well as the impact of ecological variables (for example, subculture and neighborhood) and important events such as divorce and remarriage.
- A current assessment of the developmental implications of schooling, covering practices such as ability grouping, peer tutoring, and grade retention in Chapter Sixteen.
- Consistent attention to cross-cultural research. Not only do students enjoy learning about the development of people in other cultures, but the cross-cultural literature also helps them to see how human beings can be so much alike and, at the same time, so different from one another.
- Discussions throughout the text, at the most relevant junctures, of the various abnormalities and behavior problems in order to illustrate the relations between normal and atypical patterns of development.

In my experience, such a presentation leads to less "stigmatizing" of those individuals who are

in some way atypical, without compromising the amount of material that one can present on the causes, consequences, and treatment of developmental problems and disorders.

---

### *Writing Style*

My goal has been to write a book that talks directly to its readers and treats them as active participants in an ongoing discussion. I have tried to be relatively informal and down to earth in my writing style and to rely heavily on questions, thought problems, and a number of other exercises to stimulate student interest and involvement. Most of the chapters were "pretested" on my own students, who red-penciled whatever wasn't clear to them and suggested several of the concrete examples, analogies, and occasional anecdotes that I've used when introducing and explaining complex ideas. So, with the valuable assistance of my student-critics, I have attempted to prepare a manuscript that is substantive and challenging but that reads more like a story than like an encyclopedia.

---

### *Special Features*

Among the features I've included to make the book more interesting and the material easier to learn are the following:

- **Boxes.** Each chapter contains a number of boxes, done in a second color, that call attention to important issues, ideas, or applications. The aim of these boxes is to permit a closer and more personal examination of selected topics while stimulating the reader to think about the questions, controversies, practices, and policies under scrutiny. Some of the boxes address methodological issues (e.g., research ethics), whereas others focus on theoretical and empirical controversies (e.g., Can apes acquire language?), practical concerns (e.g., fathers as custodial parents), applications (e.g., improving children's social skills), and policy decisions (e.g., mainstreaming). All the boxes were carefully selected to reinforce central themes in the text.
- **Outlines and chapter summaries.** Outlines at the beginning of each chapter provide the student with a preview of what will be covered. Each chapter concludes with a succinct sum-

mary that allows the student to quickly review the chapter's major points.

- **Subtitles.** Subtitles are employed *very* frequently to keep the material well organized and to divide the coverage into manageable bites.
- **Vocabulary.** Key terms appear in boldface type to alert the student that these are important concepts to learn.
- **Running glossary.** At the bottom of each right-hand page a running glossary provides on-the-spot definitions for boldface vocabulary items as they appear in the text for the first time (and occasionally a second time if a term reappears in a later chapter and is critical at that point). These glossary items are boxed and done in a second color to command attention.
- **Glossary indexing.** Page references for running-glossary items appear at the end of the book in the subject index. So if students forget a definition, they don't have to search frantically for the page where it originally appeared.
- **Italics.** Italics are used liberally throughout the text to emphasize important points.
- **Illustrations.** Photographs, tables, and figures are used extensively. Although these features are designed, in part, to provide visual relief and to maintain student interest, they are not merely decorations. All visual aids, including the occasional cartoons, were selected to illustrate important principles and outcomes and thereby enhance the educational goals of the text.

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### Supplementary Aids

#### ■ *Instructor's Resource Manual*

For the instructor, there is a comprehensive *Instructor's Resource Manual* that represents far more than a rehash of the text. The manual contains new ideas for lectures, research highlights, questions for class discussion and/or essay exams, suggestions for research projects, and a list of films suitable for class use.

#### ■ *Test-item bank and testing file*

An extensive testing file is available to all instructors who adopt *Developmental Psychology*. The test file for each chapter consists of two different sets of multiple-choice items, five to ten short-answer questions, three to five essay questions, and answers for *all* test items. For those instruc-

tors with access to microcomputers, the test file is also available on floppy disk with some special features that the Brooks/Cole sales representative will describe to the instructor in detail.

#### ■ *Student Study Guide*

A very thorough study guide is also available to help students master the information in the text. The study materials for each chapter include a detailed summary that highlights all important principles and concepts, a programmed Personalized System of Instruction (PSI) review, a preliminary multiple-choice self-test emphasizing concepts, a research digest and drill, and a comprehensive multiple-choice self-test covering concepts, theory, research, and applications. In addition to these more traditional review materials, there are also a number of probing "applications" exercises and conceptual vignettes that challenge students to think about and to apply what they have learned. This study guide should be a particularly helpful learning aid for the students, and I urge the instructor to take a good look at it.

---

### Acknowledgments

So many individuals have assisted me with the planning and production of this text that I could never adequately thank them all. I am especially grateful to my wife, Garnett, who not only tolerated the presence of a cranky author for the first two and a half years of our marriage, while she was completing her doctoral degree, but also contributed substantially to the project by co-authoring Chapter Ten. Without her support and encouragement, this book could not be.

Ignatius J. Toner of the University of North Carolina at Charlotte is more responsible for the appearance of this volume than he realizes. Not only did this trusted friend and colleague convince me that I could produce a developmental text, but he and his wife, Fiona Ritchie, then helped me along by writing a very fine first draft of Chapter Fourteen.

Several other people have prepared helpful materials for use both within and outside the text. I wish to thank Don Baucum of the University of Alabama, who wrote an excellent study guide; Rob Woodson of the University of Texas, who compiled the Test File; Dana Birnbaum of the

University of Maine, who prepared an innovative instructor's manual; Wayne Clark and Cyndie Clark-Heugel, who illustrated the book; Judy Mason, who diligently searched for and found photographs that capture the essence of development; and Frank Keillor, who took most of the part- and chapter-opening photographs.

The quality of any developmental text depends to a large extent on the quality of the pre-publication reviews from developmentalists around the country. Many of my colleagues have influenced this book by contributing detailed and constructive criticisms, as well as useful suggestions, references, and a lot of encouragement. Each of these experts has helped to make the final product a better one, and I thank them all: Martin Banks, University of Texas; Don Baucum, University of Alabama; Jay Belsky, Pennsylvania State University; Keith Berg, University of Florida; Marvin Berkowitz, Marquette University; Dana Birnbaum, University of Maine at Orono; Kathryn Black, Purdue University; Robert Bohlander, Wilkes College; Cathryn Booth, University of Washington; Yvonne Brackbill, University of Florida; Cheryl Bradley, Central Virginia Community College; John Condry, Cornell University; David Crowell, University of Hawaii; Connie Hamm Duncanson, Northern Michigan University; Mary Ellen Durrett, University of Texas at Austin; Beverly Eubank, Lansing Community College; Beverly Fagot, University of Oregon; Larry Fenson, San Diego State University; Harold Goldsmith, University of Texas at Austin; Charles Halverson, University of Georgia; Lillian Hix, Houston Community College; Patricia Leonhard, University of Illinois at Champaign-Urbana; Frank Laycock, Oberlin College; Mark Lepper, Stanford University; John Ludeman, Stephens College; Phil Mohan, University of Idaho; Robert Plomin, University of Colorado; Judith Powell, University of Wyoming; Daniel Richards, Houston Community College; Peter Scharf, University of Seattle; and Rob Woodson, University of Texas at Austin.

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*David R. Shaffer*



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