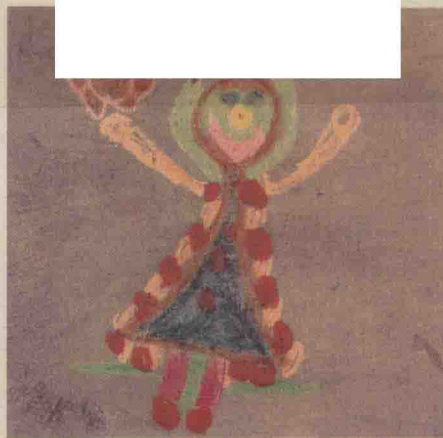


# DEVELOPMENTAL PSYCHOLOGY TODAY

Third  
Edition



**Robert E. Schell**

**Elizabeth Hall**

# Developmental Psychology Today

THIRD EDITION

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*Human Nature*

Third Edition

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# PREFACE

People change; development is a fact of life. From birth to death, changes occur in nearly every psychological realm—emotional, intellectual, behavioral, and even perceptual.

The field of developmental psychology covers broad changes in behavior from conception to the grave. It seeks to answer such questions as what happens developmentally to an animal or to a human being as it grows up, grows old, and eventually dies. In this search, developmental psychologists are particularly interested in discovering the processes and mechanisms that bring about change during development.

In recent years, the content and breadth of the field have changed radically. To a large extent, the changes we see today in developmental psychology were ushered in by results of research in other fields. These fields include all areas of psychology as well as ethology, sociology, anthropology, linguistics, and the various branches of the biological sciences. These contributions have significantly influenced not only what we know and what we think we know about developmental processes today, but how we go about finding out about them.

Because of the nature of the field, the accent of this book is on change. A guiding theme is that development involves an interdependent matrix of changes in various areas of behavior. The infant's anticipation of patterned visual information and his preference for novel and complex visual information, for example, result in his preferring a face to a striped pattern. This choice has implications for the development of the infant's attachment to caregivers. Attachment, in turn, plays a role in the development of the infant's social behavior. A secure attachment leads to a sense of independent self in the infant, which enables him to find out about interpersonal relations and further to explore the world in general. Increased exploratory behavior, in turn, supplies increased data for language development and for cognitive development. The development of increased cognitive competence plays a significant role in determining the child's sense of self-worth and contributes to the development of the child's emotional behavior. And so on.

A major aim in this edition of *Developmental Psychology Today*, as in the previous one, was to present an up-to-date and balanced overview of information, topics, viewpoints, and issues in developmental psychology. In keeping with this goal, we have dropped, rewritten, and added various sections and discussions throughout the book, and have provided increased coverage and integration of new material on self-concept development (Chapters 9, 13, and 15) and brain development (Chapters 6, 10, and 17); the integration of recent research testing Jean Piaget's theoretical views (Chapters 7, 11, and 14); the addition of new material on adolescent conformity and social influences (Chapter 19); the addition of new material on alternatives to marriage (Chapters 20, 21, and 22); and the addition of a completely new final chapter on the end of life. The graphic changes were designed to be not only attractive, contemporary, and relevant, but educational.

Because the book covers the life span, it continues to be appropriate for use in courses on either child development or psychology, child and adolescent development or psychology, or human development. Because the book is organized in an age-period, life-span manner but also has a topic/process organization as well, it can be read or used either way. A topic/process approach to cognitive development, for example, can be taken by assigning or reading the related sections and chapters on cognitive development from infancy through adulthood.

In each chapter, we tried to be as comprehensive and informative as the subject matter and space would allow. In doing this, however, we also have tried to make each chapter interesting and to help the reader understand the material being discussed. A potential drawback of any book has to do with the amount of material it covers. Topic selection and coverage seldom meet all the wishes of a particular instructor or reader. We took several steps, however, to minimize the inevitable drawback; we used the history of developmental psychology as a guide in topic coverage, we focused on key problems and issues, and we looked at different sides of an issue when possible. Such an approach allowed us to represent the rapidly changing field of developmental psychology in an even-handed manner.

As you go through the book we would like you to notice several other things. In keeping with current trends, we emphasized the cognitive underpinnings of language, personality, and social development. In addition, we have tried to integrate theory and research so that the coverage is not tied to a single theory or theorist. This approach allows instructors to present a broad look at the field and then, through supplementary lectures or other means, to emphasize particular theoretical positions. Finally, we hope that the use of research and practical examples throughout the book will stimulate students' interest and further their understanding. The examples are written so that students with different majors, course backgrounds, and levels of skill should find them readable and understandable.

In covering the development of the human species, we were confronted with the problem of conveying gracefully and grammatically the growth of both sexes. Faced with a demonstrably sexist language, we chose to sidestep the issue whenever possible, using plural subjects and specific children (Matt, Susan, David, and Lauren) as examples in order to avoid characterizing the entire species as "he." But at times only a singular subject will do. "It" is both incorrect and inhuman. The neuter pronoun, "one," falls heavily on the ear, and the use of a plural pronoun ("they") to refer to a singular subject ("the baby") offends both logic and esthetics. So you will find certain references to "he," "his," and "him" when we really mean the prototypical human being. Until the language changes further—as it will do if the structure of society becomes more egalitarian—we are stuck with it.



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*Robert E. Schell  
Elizabeth Hall*

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# CONTENTS

## Unit I

### The Meaning of Development

1	THE CONCEPT OF DEVELOPMENT	5
	HISTORICAL BACKGROUND	6
	STUDYING DEVELOPMENTAL PSYCHOLOGY	10
	EXPLAINING HUMAN DEVELOPMENT	13
	THE NATURE OF DEVELOPMENT	16
	USES OF DEVELOPMENTAL PSYCHOLOGY	19
	SUMMARY	20
2	THEORIES OF DEVELOPMENT	23
	PHILOSOPHICAL VIEWS OF HUMAN BEINGS	24
	MATURATION THEORIES	24
	BEHAVIOR-LEARNING THEORIES	26
	ADAPTATION THEORIES	29
	PSYCHODYNAMIC THEORIES	35
	THE CONCEPT OF STAGES	41
	OVERVIEW AND EVALUATION	42
	SUMMARY	43
3	DETERMINANTS OF DEVELOPMENT	45
	CLASSES OF DETERMINANTS	46
	BIOLOGICAL DETERMINANTS	46
	ENVIRONMENTAL DETERMINANTS	51
	STUDYING DETERMINANTS	59
	SUMMARY	64

## Unit II

# The Beginning of Life

- 4 **PRENATAL DEVELOPMENT** 69
  - HOW LIFE BEGINS 69
  - PRENATAL GROWTH 74
  - BRAIN DEVELOPMENT 78
  - PRENATAL BEHAVIOR 78
  - BIRTH 79
  - DEVELOPMENT AND BIRTH COMPLICATIONS 82
  - SUMMARY 87
- 5 **THE WORLD OF THE NEWBORN** 89
  - BIRTH: THE NEWBORN 90
  - BASIC FUNCTIONS AND RHYTHMS 91
  - REFLEXES AND SENSORY CAPABILITIES 95
  - PERCEPTION AND ATTENTION 99
  - ADAPTING TO THE WORLD 102
  - PERSONALITY AND SOCIAL RELATIONS 104
  - SUMMARY 107

## Unit III

# Infancy: The Dawn of Awareness

- 6 **PHYSICAL GROWTH: FUNDAMENTALS** 111
  - DIRECTIONS OF GROWTH 112
  - NORMS 114
  - USING NORMS 118
  - INDIVIDUAL VARIABILITY 118
  - BRAIN DEVELOPMENT 120
  - DEVELOPMENT OF MOTOR ABILITIES 123
  - PHYSICAL AND SOCIAL CHANGES 127
  - SUMMARY 129
- 7 **COGNITION: FROM SENSING TO KNOWING** 131
  - COGNITION 132
  - PERCEPTUAL FUNCTIONING 133
  - ATTENTION 138
  - CONCEPTS AND SYMBOLS 140
  - INFANT-ENVIRONMENT INTERACTION 145
  - SUMMARY 149
- 8 **LANGUAGE: BEGINNINGS** 151
  - HUMAN LANGUAGE 152
  - PRESPEECH DEVELOPMENT 153
  - FIRST WORDS 160
  - FIRST SENTENCES 165
  - FROM TWO WORDS TO GRAMMAR 167
  - SUMMARY 168
- 9 **PERSONALITY: FROM ATTACHMENT TO SOCIABILITY** 171
  - PERSONALITY DEVELOPMENT 172
  - EARLY EXPERIENCE 173
  - ATTACHMENT 175
  - PARENT RESPONSIVENESS 179
  - INFANT RESPONSIVENESS 182
  - THE DEVELOPMENT OF SOCIABILITY 186
  - SUMMARY 193



## Unit IV

# Early Childhood: The Formative Years

### 10 PHYSICAL CHANGE: GROWTH AND SKILLS 197

- GROWTH CHARACTERISTICS 198
- ENVIRONMENTAL INFLUENCES ON GROWTH 200
- DEVELOPMENT OF MOTOR ABILITIES 202
- GIRLS AND BOYS 208
- PHYSICAL AND SOCIAL CHANGES 209
- SUMMARY 212

### 11 COGNITION: CHANGES IN THINKING 215

- PERCEPTUAL ADVANCES 216
- EDUCATING ATTENTION 217
- CHILDREN'S THINKING 219
- REPRESENTATIONAL SKILLS 226
- SOCIAL INTERACTION AND COGNITION 232
- SUMMARY 233

### 12 LANGUAGE: UNDERSTANDING AND USING 235

- PROPERTIES OF LANGUAGE 236
- THE CHILD'S AWARENESS OF GRAMMAR 237
- TESTING COMPREHENSION OF GRAMMAR 240
- RULES AND PERFORMANCE LIMITATIONS 242
- LANGUAGE AND COGNITIVE DEVELOPMENT 244
- LANGUAGE FUNCTIONING AND ENVIRONMENT 248
- SUMMARY 252

### 13 PERSONALITY: ESTABLISHING SOCIAL INTERACTIONS 255

- THE PROCESS OF SOCIALIZATION 256
- SEX-ROLE DEVELOPMENT 257
- SELF-CONCEPT 263
- PARENT-CHILD RELATIONS 266
- PEER INFLUENCE 268
- FUNCTIONS OF PLAY 273
- SUBCULTURES AND PERSONALITY 275
- SUMMARY 276

## Unit V Later Childhood: Growing Up

- 14 COGNITION: ADVANCES IN THINKING 281**  
 SELECTIVE ATTENTION 282  
 ADVANCES IN CHILDREN'S THINKING 283  
 CHANGES IN REPRESENTATIONAL SKILLS 291  
 SOCIAL INTERACTION AND COGNITION 297  
 THE CONCEPT OF INTELLIGENCE 298  
 SUMMARY 300
- 15 PERSONALITY: EXPANDING SOCIAL INTERACTIONS 303**  
 ACQUISITION OF ROLES 304  
 PERSONAL-SOCIAL DEVELOPMENT 307  
 SELF-CONCEPT 312  
 PARENT INFLUENCE 314  
 PEER INFLUENCE 315  
 FUNCTIONS OF PLAY 318  
 TODAY'S CHILD AND TOMORROW'S 320  
 SUMMARY 323
- 16 MORALITY: FROM RULES TO CONDUCT 323**  
 THE COURSE OF MORAL DEVELOPMENT 324  
 INCONSISTENCY IN MORAL CONDUCT 324  
 MORAL REASONING 326  
 ROLE TAKING AND SOCIAL INTERACTION 330  
 GUILT AND SELF-REGULATION 332  
 MORAL CONDUCT AND MODELING 336  
 CONSISTENCY IN MORAL DEVELOPMENT 338  
 SUMMARY 340

## Unit VI Adolescence: Building an Identity

- 17 PHYSICAL AND SEXUAL MATURATION 347**  
 GROWTH CHARACTERISTICS 348  
 PREDICTING PHYSICAL DEVELOPMENT 352  
 SIZE AND MATURATIONAL TRENDS 353  
 REACTIONS TO PHYSICAL CHANGE 355  
 PHYSICAL-SEXUAL AND SOCIAL CHANGE 358  
 SUMMARY 362
- 18 IDENTITY AND EXPERIENCE 365**  
 IDENTITY: SELF AND SOCIETY 366  
 COGNITIVE CHANGE 369  
 MORAL REASONING 372  
 SEXUALITY AND INTIMACY 373  
 VOCATIONAL IDENTITY 377  
 SUMMARY 380
- 19 SOCIAL RELATIONS AND INFLUENCE 383**  
 SOCIAL-CLASS DIFFERENCES 384  
 FAMILY RELATIONS AND INFLUENCE 385  
 PEER RELATIONS AND INFLUENCE 390  
 THE GENERATION GAP 395  
 MOVING INTO ADULTHOOD 397  
 SUMMARY 399



# Unit VII

## Adulthood:

### Functioning in Society

#### 20 EARLY ADULthood: SELECTING THE OPTIONS 403

- THE CONCEPT OF MATURITY 404
- PHYSICAL CHARACTERISTICS 404
- NEW DEVELOPMENTAL TASKS 405
- IDENTITY AND INTERPERSONAL  
BEHAVIOR 408
- MARRIAGE 413
- ALTERNATIVES TO MARRIAGE 419
- SOCIAL LIFE AND CHANGE 422
- SUMMARY 423

#### 21 MIDDLE ADULthood: MAKING THE MOST OF IT 425

- MATURITY IN MIDDLE  
ADULthood 426
- PHYSICAL CHANGES 427
- NEW DEVELOPMENTAL TASKS 428
- IDENTITY AND INTERPERSONAL  
BEHAVIOR 430
- MARRIAGE AND FAMILY LIFE 434
- ALTERNATIVES TO MARRIAGE 439
- SOCIAL-LIFE CHANGES 440
- SUMMARY 442

#### 22 LATER ADULthood: LIVING SUCCESSFULLY 445

- MATURITY IN LATER  
ADULthood 446
- PHYSICAL CHANGES 447
- NEW DEVELOPMENTAL TASKS 449
- IDENTITY AND INTERPERSONAL  
BEHAVIOR 450
- FAMILY LIFE 456
- ALTERNATIVES TO MARRIAGE 460
- SOCIAL-LIFE CHANGES 461
- SUMMARY 463

#### 23 THE END OF LIFE 465

- LIFE EXPECTANCY 465
- LONGEVITY 466
- MEANING OF DEATH 471
- THE PROCESS OF DYING 475
- COPING WITH DEATH 480
- SUMMARY 483

#### GLOSSARY 484

#### BIBLIOGRAPHY 490

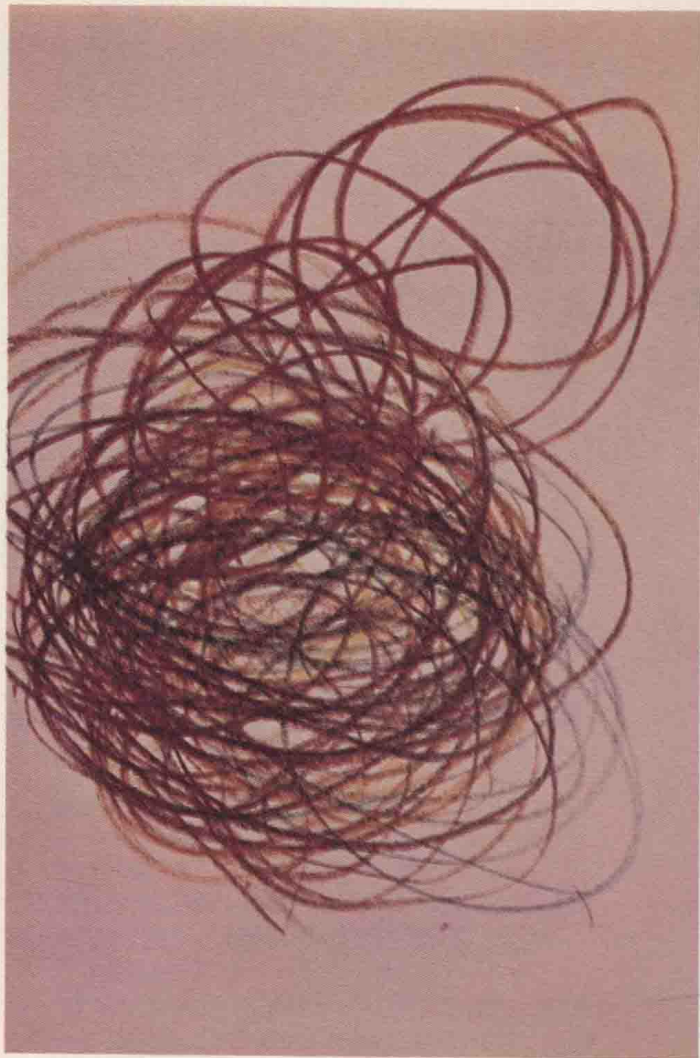
#### INDEX 516

# **Developmental Psychology Today**

THIRD EDITION

Developmental psychology has expanded its horizons in recent years. When you finish this book, you will begin to see that developmental psychology is not just a study of children and infants, but a study of all people and all aspects of human development.





# Unit I    **The Meaning of Development**

**B**abies grow into adult human beings, full of the qualities and imperfections typical of humanity. But the behavior of an adult man or woman is very different from the behavior of a relatively helpless infant. A person watching a young baby gazing intently at his fist would be unable to predict whether that baby would grow into an adult who was honest or dishonest, rash or careful, confident or insecure. Developmental psychologists attempt to describe how the baby develops into the adult he will become and to explain why he develops into one kind of adult and not another. Heredity, culture, and personal experience all play their parts in that development, and different psychologists have explained their influences in different ways. When you finish this unit, you will begin to see that no one approach can answer every question and that there is more than one path to an adequate description of human development.

