

Handbooks of Developmental Psychology

The Wiley Handbook of

DEVELOPMENTAL PSYCHOLOGY IN PRACTICE

Implementation and Impact



Edited by **Kevin Durkin**
and **Rudolph Schaffer**

WILEY Blackwell

The Wiley Handbook of Developmental Psychology in Practice

Implementation and Impact

Edited by Kevin Durkin and H. Rudolph Schaffer

WILEY Blackwell

This edition first published 2016
© 2016 John Wiley & Sons, Ltd

Registered Office

John Wiley & Sons, Ltd, The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

Editorial Offices

350 Main Street, Malden, MA 02148-5020, USA

9600 Garsington Road, Oxford, OX4 2DQ, UK

The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

For details of our global editorial offices, for customer services, and for information about how to apply for permission to reuse the copyright material in this book please see our website at www.wiley.com/wiley-blackwell.

The right of Kevin Durkin and H. Rudolph Schaffer to be identified as the authors of the editorial material in this work has been asserted in accordance with the UK Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, except as permitted by the UK Copyright, Designs and Patents Act 1988, without the prior permission of the publisher.

Wiley also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

Designations used by companies to distinguish their products are often claimed as trademarks. All brand names and product names used in this book are trade names, service marks, trademarks or registered trademarks of their respective owners. The publisher is not associated with any product or vendor mentioned in this book.

Limit of Liability/Disclaimer of Warranty: While the publisher and authors have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. It is sold on the understanding that the publisher is not engaged in rendering professional services and neither the publisher nor the author shall be liable for damages arising herefrom. If professional advice or other expert assistance is required, the services of a competent professional should be sought.

Library of Congress Cataloging-in-Publication data applied for

Hardback – 9781405163361

A catalogue record for this book is available from the British Library.

Cover image: monkeybusinessimages/Getty

Set in 11/13.5pt Adobe Garamond by SPi Global, Pondicherry, India
Printed and bound in Malaysia by Vivar Printing Sdn Bhd

The Wiley Handbook of Developmental Psychology in Practice

Wiley-Blackwell Handbooks of Developmental Psychology

This outstanding series of handbooks provides a cutting-edge overview of classic research, current research and future trends in developmental psychology.

- Each handbook draws together 25–30 newly commissioned chapters to provide a comprehensive overview of a subdiscipline of developmental psychology.
- The international team of contributors to each handbook has been specially chosen for its expertise and knowledge of each field.
- Each handbook is introduced and contextualized by leading figures in the field, lending coherence and authority to each volume.

The *Wiley-Blackwell Handbooks of Developmental Psychology* will provide an invaluable overview for advanced students of developmental psychology and for researchers as an authoritative definition of their chosen field.

Published

Blackwell Handbook of Adolescence

Edited by Gerald R. Adams and Michael D. Berzonsky

The Science of Reading: A Handbook

Edited by Margaret J. Snowling and Charles Hulme

Blackwell Handbook of Early Childhood Development

Edited by Kathleen McCartney and Deborah A. Phillips

Blackwell Handbook of Language Development

Edited by Erika Hoff and Marilyn Shatz

The Wiley-Blackwell Handbook of Childhood Cognitive Development, 2nd edition

Edited by Usha Goswami

The Wiley-Blackwell Handbook of Adulthood and Aging

Edited by Susan Krauss Whitbourne and Martin Sliwinski

The Wiley-Blackwell Handbook of Infant Development, 2nd Edition

Edited by Gavin Bremner and Theodore D. Wachs

The Wiley-Blackwell Handbook of Childhood Social Development

Edited by Peter K. Smith and Craig H. Hart

The Wiley Handbook of Developmental Psychology in Practice: Implementation and Impact

Edited by Kevin Durkin and H. Rudolph Schaffer

Forthcoming

The Handbook of Early Childhood Development Programs, Practices, and Policies

Edited by Elizabeth Votruba-Drzal and Eric Dearing

*Knowledge is the beginning of practice;
doing is the completion of knowing.*

Wang Yang-Ming, Chinese philosopher,
1472–1529

Notes on Contributors

Jeanne Brooks-Gunn is Virginia and Leonard Marx Professor of Child Development and Education, Teachers College and College of Physicians and Surgeons, Columbia University; Co-director, National Center for Children and Families; Co-director, Columbia University Institute for Child and Family Policy. She has published extensively on child and family policy and programs, early childhood interventions, adolescent transitions, and the impact of poverty on development.

Rachel Calam is Professor of Psychology at the University of Manchester. Her research interests include parenting interventions, parenting in families with significant mental health difficulties, and computer-assisted interviewing techniques as a means of helping to give a voice to children.

Lindsey Cameron is a Lecturer in Psychology and Director of Graduate Studies at the University of Kent. Her research interests include: development of intergroup attitudes in children and the role of social norms, self-presentation, cognitive development and in-group identification in determining these attitudes; the development of school-based interventions to change children's intergroup attitudes; intergroup contact (direct and indirect) and novel interventions based on this approach; the experience of prejudice and discrimination, and its consequences for social development.

Dante Cicchetti is McKnight Presidential Chair, William Harris Professor of Child Development and Psychiatry, University of Minnesota. A specialist in developmental psychopathology, his research interests include child maltreatment,

domestic violence, preventive interventions to inform developmental theory, and genetic and epigenetic moderation of intervention outcome. He is Editor of the journal *Development and Psychopathology*. Among many honors, he was awarded the Klaus J. Jacobs Research Prize from the Jacobs Foundation (2012).

Gina Conti-Ramsden is Professor of Child Language and Learning, University of Manchester and Director of the Manchester Language Study. Her research interests lie in language impairment (LI) and its longitudinal course from childhood to adolescence. She is also interested in the psycholinguistic development of children with LI, including: potential clinical markers for LI; the psychosocial outcomes of children with LI; the genetics/familiality of LI; the educational/life transitions of children and young people with LI; uses of new media and LI, and the overlap between Autism Spectrum Disorder (ASD) and SLI.

Janice Cooper is Country Representative for Health for the Carter Center in Liberia and project lead for the Mental Health Program. She oversees a national training, policy and support program to expand capacity for mental health services delivery. She is also responsible for interacting with national and international colleagues and partners of the program. A native Liberian and health services researcher specializing in children's mental health, Dr. Cooper has worked in the private, public, and nonprofit sectors in the United States and Liberia.

E. Mark Cummings is Professor and Notre Dame Chair in Psychology, University of Notre Dame. His research interests focus on family factors, especially socio-emotional processes, associated with normal development and the development of psychopathology in children, the influences of marital conflict and family processes on children's adjustment, the relations between political violence and child adjustment, parent-educational programs, and emotional security theory as a general model for children's development in families and communities. He is coauthor (with P.T. Davies) of *Marital conflict and children: An emotional security Perspective* (Guilford Press, 2010).

Thomas J. Dishion is Professor of Psychology at Arizona State University and Founding Director of the ASU REACH Institute. He conducts translational research on relationship dynamics associated with child, adolescent and young adult mental health and competence. His research focuses on peer, family and romantic relationship dynamics underlying the development of psychopathology and competence. His work uses various methods including longitudinal studies, observational and social neuroscience techniques such as high-density array EEG. His intervention research involves the design and testing of empirically supported interventions such as the Family Check-up, and identifying intervention strategies that are potentially iatrogenic to youth development.

Jean E. Dumas is Professor of Clinical Developmental Psychological at the University of Geneva, having worked previously in leading universities in Canada and the U.S. He has extensive clinical experience and conducts research and interventions in the field of psychopathology in children and adolescents. He has interests in the role of the family in the development and maintenance of behavioral disorders and anxiety disorders, as well the early prevention of these disorders. Among his several books are *Psychopathologie de l'enfant et de l'adolescent* (Brussels: De Boeck Supérieur, 2013) and, with Hervé Bénony and Christelle Bénony-Viodé, *Psychopathologie de la communication, des apprentissages et de l'hyperactivité chez l'enfant et l'adolescent* (Brussels: De Boeck Supérieur, 2012).

Kevin Durkin is Professor of Psychology at the University of Strathclyde. His research interests lie in the areas of social and communicative development. He has written a large number of journal articles and books, including the bestselling Blackwell title *Developmental Social Psychology*. He is editor of *First Language*. His current work is focused on young people and the media, language acquisition, and problem behaviour in adolescence.

Barbrina B. Ertle is an Assistant Professor at Adelphi University. Her research interests lie in the area of mathematics instruction, with a particular focus on instructional quality and measure development, the use of manipulatives in teaching mathematics, and teacher professional development.

W. Brad Faircloth is an Assistant Professor of Psychology at Montreat College. He is a research associate at the Family, Infant, and Preschool Program (FIPP) and investigator at the Center for Advanced Study of Early Childhood and Family Support Practices of the J. Iverson Riddle Developmental Center in Morganton, NC. His research interests include the effectiveness of Fatherhood support programs, ongoing testing of the Happy Couples Happy Kids program, and Early Head Start and Early Intervention program evaluation.

Rachel H. Farr is a Research Assistant Professor in the Department of Psychological and Brain Sciences at the University of Massachusetts at Amherst. She conducts research related to diverse family systems and issues of adoption through the lenses of Developmental and Community Psychology. She has particular interests in families headed by sexual minority parents and how issues of race (e.g., transracial adoption) and gender are relevant in adoptive families.

Herbert P. Ginsburg is Jacob H. Schiff Foundation Professor of Psychology & Education at Teachers College, Columbia University. He is a leading interpreter of children's understanding of mathematics, with research and teaching interests in intellectual development, mathematics education, and testing and assessment. He is a coauthor of the *Big Math for Little Kids* curriculum for prekindergarten and kindergarten.

Christina Hardway is an Assistant Professor in the Department of Psychology, Merrimack College. An applied developmental scientist, her research focus lies in understanding the role that family relationships play in the trajectory of a child's development and how these relationships are associated with psychological and achievement outcomes. She is interested ultimately in finding ways to better promote psychological well-being and academic achievement among children differing in individual qualities, across cultural boundaries.

Charles C. Helwig is Professor of Psychology at the University of Toronto. His research examines the development of moral and social judgments from the pre-school years through adulthood, with a focus on the development of moral concepts related to societal issues and social institutions, such as freedoms, civil liberties, and democracy. He has investigated children's understandings of democratic decision making and rights not only in the context of society at large but in other social contexts, such as the family, the school, and the peer group, and in cross-cultural research conducted in China and Canada.

Rhona S. Johnston is Professor of Psychology at the University of Hull. Her research interests lie in the area of reading and memory. Her main focus of attention is on reading disorders, looking at word recognition and memory problems. One current focus of interest is the difficulties poor readers/dyslexics have in setting up phonological representations in long-term memory. Another area of current interest involves comparing the effects of different teaching techniques on learning to read. She is particularly interested in understanding why synthetic phonics accelerates the early learning of reading skills much faster than analytic phonics.

Jane Knitzer was Director of the National Center for Children in Poverty, and Clinical Professor of Population and Family Health in the Mailman School of Public Health at Columbia University. She was also a Clinical Professor of Population and Family Health at the Mailman School of Public Health at Columbia University. Her research was focused on improving public policies related to children's mental health, child welfare, and early childhood. Her work on mental health included the groundbreaking policy report, *Unclaimed Children: The Failure of Public Responsibility to Children and Adolescents in Need of Mental Health Services* (Children's Defense Fund, 1982). She died in 2009.

Penelope Leach is a Senior Research Fellow of the Institute for the Study of Children, Families and Social Issues, Birkbeck, University of London and of the Tavistock and Portman NHS Trust, as well as Visiting Professor at the University of Winchester. She is a prominent author of books and articles on child development and parenting issues, written for parents and grounded in developmental psychology. Her book *Your Baby and Child: From Birth to Age Five* (1977), has sold

over two million copies to date and in 1998 won the British Medical Association award for “Best medical book for general audiences”.

Jody Todd Manly is Clinical Director, Research Associate at the Mt. Hope Family Center, and Assistant Professor Department of Clinical and Social Sciences in Psychology, University of Rochester. Her research interests broadly include various aspects of developmental psychopathology, with a particular emphasis on treatment evaluation for intervention with maltreated children, definitions of child maltreatment, risk and protective factors relating to school adaptation, familial violence, early childhood development, and trauma in childhood.

Anne Martin is a Senior Research Scientist and the Coordinator at the National Center for Children and Families. Her research interests include both early childhood development and adolescent sexual behavior. Her work has focused on the effects of early intervention, infant health and development, the interplay between maternal and paternal supportive parenting, child care/classroom quality, adolescent sexual behavior, and young children's early self-regulation and cognition.

Kathleen McCartney is the President of Smith College, Massachusetts, and Professor Education, Emerita, Harvard University. Her research program concerns early experience and development, and she has published extensively on child care, early childhood education, and poverty. She is a member of the NICHD Early Child Care Research Network, and coedited *Experience and Development*, *The Blackwell Handbook of Early Childhood Development*, and *Best Practices in Developmental Research Methods*. In 2012, she was inducted as a member of the American Academy of Arts & Sciences, and in 2009 she received the Distinguished Contribution Award from the Society for Research in Child Development.

Kathleen P. McCoy is a Postdoctoral Fellow at the Family Studies Center, University of Notre Dame. Her research interests include family relations, interparental conflict and its sequelae, and suicidal ideation and behavior in youth in the juvenile justice system.

Angela D. Moreland is an Assistant Professor at the National Crime Victims Research and Treatment Center at the Medical University of South Carolina. Her research interests focus on prevention of child physical abuse and risk factors for maltreatment among parents of young children, the link between early victimization and high-risk behaviors, such as substance use and delinquency, among adolescents, and transforming victim services to better meet the needs of trauma victims and their families.

Wendy J. Nilsen is a Health Scientist Administrator at the NIH Office of Behavioral and Social Sciences Research (OBSSR). Her scientific focus is on the science of human behavior and behavior change, including: utilizing mobile technology to better understand and improve health, adherence, the mechanisms of behavior

change and behavioral interventions in patients with multiple chronic conditions in primary care. She works in multiple trans-NIH initiatives in mobile and wireless health (mHealth), including leading the development of the NIH mHealth Public–Private Partnership.

Charlotte J. Patterson is a Professor in the UVA Department of Psychology and in the Center for Children, Families, and the Law, and is Director of UVA's interdisciplinary program, Women, Gender, and Sexuality (WGS). Her research focuses on the psychology of sexual orientation, with an emphasis on sexual orientation, human development, and family lives. In the context of her research, Patterson has worked with children, adolescents, couples, and families; she is best known for her studies of child development in the context of lesbian- and gay-parented families.

Adam Rutland is Professor of Social Developmental Psychology, Goldsmiths, University of London. His research interests cover: social-cognitive development, prejudice, intergroup relationships, social reasoning and morality; peer exclusion, rejection, group dynamics and victimization; cross-group friendships, intergroup attitudes, psychological well-being; interventions to reduce prejudice, intergroup contact; children's acculturation, ethnic and national identification. He is coauthor (with Melanie Killen) of *Children and Social exclusion: Morality, Prejudice and Group Identity* (Wiley-Blackwell, 2011).

Matthew R. Sanders is a Professor of Clinical Psychology and Director of the Parenting and Family Support Centre at the University of Queensland. He is founder of the Triple P-Positive Parenting Program. This internationally recognized program has twice won the National Violence Prevention Award from the Commonwealth Heads of Governments in Australia. Professor Sanders conducts research in the area of parenting, family psychology and the treatment and prevention of childhood psychopathology.

Patricia M. Schacht is an Associate Professor of Psychology at North Central College. Her research interests include the effects of parenting styles and parent–child relationships on children's social and emotional development. Currently, Dr. Schacht is studying the impact of parenting behaviors on children's coping skills and actions during peer conflict situations. She hopes to develop a prevention program aimed at helping parents and children stop the negative effects of bullying on children's outcomes.

H. Rudolph Schaffer (1926–2008) was Emeritus Professor of Psychology at the University of Strathclyde. An iconic figure in the field of developmental psychology, he wrote extensively on various aspects of child development, including *Introducing Child Psychology* (Wiley-Blackwell, 2003). He was a founding editor of the journal *Social Development*.

Alice C. Schermerhorn is an Assistant Professor at the Department of Psychology, University of Vermont and Director of the Socioemotional Neuroscience and Development Laboratory. Her research interests include: children's adaptation to family-related stressors, and temperament-related individual differences in adaptation to stress; mechanisms underlying associations between stress and psychological adjustment, including neurophysiological, adrenocortical, and emotional and cognitive processes; children's influence on family processes.

Peter K. Smith is Emeritus Professor of Psychology at Goldsmiths, University of London. His research interests are in social development, school bullying, play, and grandparenting. Among his many books are *Children and Play* (Wiley-Blackwell, 2010), the *Wiley-Blackwell Handbook of Childhood Social Development* (Wiley-Blackwell, 2nd edn. 2011), *Cyberbullying in the Global Playground: Research from International Perspectives* (Wiley-Blackwell, 2012), *Understanding School Bullying: Its Nature and Prevention Strategies* (Sage, 2014), and the 6th edition of his textbook *Understanding Children's Development* (Wiley-Blackwell, 2015).

James A. Thomson is Professor of Psychology at the School of Psychological Sciences and Health, University of Strathclyde, Glasgow, Scotland. His theoretical research interests in spatial orientation and the visual control of locomotion have given rise to a long-standing interest in the perceptual and cognitive factors underlying children's pedestrian behavior and vulnerability to injury in traffic. He has undertaken many intervention studies aimed at promoting the development of pedestrian competence in young children and has developed two training resources which have been adopted by the UK Department for Transport, one of which is discussed in this volume. He is currently investigating the relationship between executive functioning and pedestrian decision making.

Sheree L. Toth is Director of the Mt. Hope Family Center, Director of Clinical Training, and Professor of Psychology at the University of Rochester. Her research interests are broadly focused in the field of developmental psychopathology. She is especially interested in examining the effects of maltreatment and parental depression on child development, particularly in the domains of self-development and representational capacities, and the evaluation of preventive interventions for high risk populations. In addition to basic research, Dr Toth is committed to bridging research and clinical practice.

Joyce E. Watson was an Early Years teacher for a number of years. Her research interests lie in the teaching of reading with beginning readers. She completed her PhD on the effects of phonics teaching on children's progress in reading and spelling. She has collaborated with Rhona Johnston in numerous investigations of early reading, including the seven-year study into the effectiveness of synthetic phonics in Clackmannanshire, which showed dramatic results in reading achievement.

Shaogang Yang is a Professor of Psychology at Guangdong University of Foreign Studies and Director of Mental Health Education and the Institute of Mental Counselling in South China Business College, GDUFS. His research concerns the moral development of children and adolescents, especially comparisons of moral psychology, values, and culture between China and Western developed countries such as those in North America and Europe. In recent years he has examined the understanding of moral concepts such as rights, self-determination, democracy, and freedom in adolescents from rural and urban areas in China.

Miwa Yasui is an Assistant Professor at the University of Chicago's School of Social Service Administration. Her areas of interest include cultural influences on developmental and familial processes, such as ethnic identity development and ethnic-racial socialization, the examination of the culturally responsive assessments and interventions for ethnically diverse children and youth, intervention and prevention of problem behaviors among youth, and observational methodology. In particular, her research examines how multilevel cultural influences enhance or ameliorate the relationship between family processes and child psychopathology, especially among ethnic minority families.

In Memoriam

H. Rudolph Schaffer died during the early stages of preparing this Handbook. Rudolph was a leader of rigorous developmental psychological science and a passionate advocate of using that science for the benefit of children and their families. It was a privilege to work with him, and a great sadness that he is not among us to see this outcome. Many of his ideas and much of his role modelling are embedded here.

We also lost Jane Knitzer, another pre-eminent developmental scientist, a champion of the wellbeing of children, and a guiding exemplar of how to communicate the insights of research to policymakers. We are fortunate indeed that her work with Janice Cooper will continue to inspire and inform others through their chapter here. More on Jane's legacy can be found at: http://www.nccp.org/jk_directorship.html

And there were other personal losses, for the editors and authors. These are loved ones whose contributions, direct and indirect, underpinned much of what we offer in this volume, in more ways than we can record but will never forget. Rudolph would have known, and cared, that those of us who remain have learned much about attachment.

This volume is dedicated, with love, to their memories.

Kevin Durkin

Contents

Notes on Contributors	x
In Memoriam	xviii
Part I Family Processes and Child Rearing Practices	1
1 On Giving Away Developmental Psychology <i>Kevin Durkin and H. Rudolph Schaffer</i>	3
2 The Role of Popular Literature in Influencing Parents' Behavior <i>Penelope Leach</i>	22
3 Opportunities and Obstacles in Giving Away Research on Marital Conflict and Children <i>E. Mark Cummings, W. Brad Faircloth, Patricia M. Schacht, Kathleen P. McCoy, and Alice C. Schermerhorn</i>	53
4 Implementing a Preventive Parenting Program with Families of Young Children: Challenges and Solutions <i>Angela D. Moreland and Jean E. Dumas</i>	79
5 Parenting Information and Advice and the Mass Media <i>Matthew R. Sanders and Rachel Calam</i>	100

- 6 Children of Lesbian and Gay Parents: Reflections
on the Research–Policy Interface 121
Charlotte J. Patterson and Rachel H. Farr
- 7 Child Care at the Nexus of Practice, Policy, and Research 143
Christina Hardway and Kathleen McCartney
- 8 Teenage Childbearing in the United States: Do Our Programs
and Policies Reflect Our Knowledge Base? 171
Anne Martin and Jeanne Brooks-Gunn

Part II Educational Aspects 201

- 9 The Trials and Tribulations of Changing How Reading is Taught
in Schools: Synthetic Phonics and The Educational Backlash 203
Rhona S. Johnston and Joyce E. Watson
- 10 Giving Away Early Mathematics: *Big Math for Little Kids*
Encounters the Complex World of Early Education 222
Herbert P. Ginsburg and Barbrina B. Ertle
- 11 Toward a Truly Democratic Civics Education 264
Charles C. Helwig and Shaogang Yang
- 12 Research and Practice in the Study of School Bullying 290
Peter K. Smith
- 13 Promoting Pedestrian Skill Development in Young Children:
Implementation of a National Community-Centered
Behavioral Training Scheme 311
James A. Thomson
- 14 Researcher–Practitioner Partnerships in the Development
of Intervention to Reduce Prejudice Among Children 341
Lindsey Cameron and Adam Rutland

Part III Clinical Aspects 367

- 15 What Do We Know and Why Does It Matter? The Dissemination
of Evidence-Based Interventions for Child Maltreatment 369
*Dante Cicchetti, Sheree L. Toth, Wendy J. Nilsen,
and Jody Todd Manly*