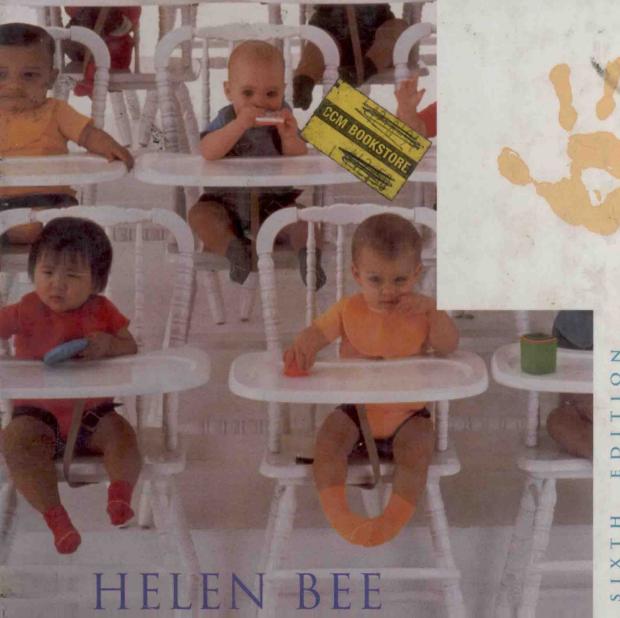
# 置 DEVELOPING CHILD





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SIXTH EDITION

### HELEN BEE

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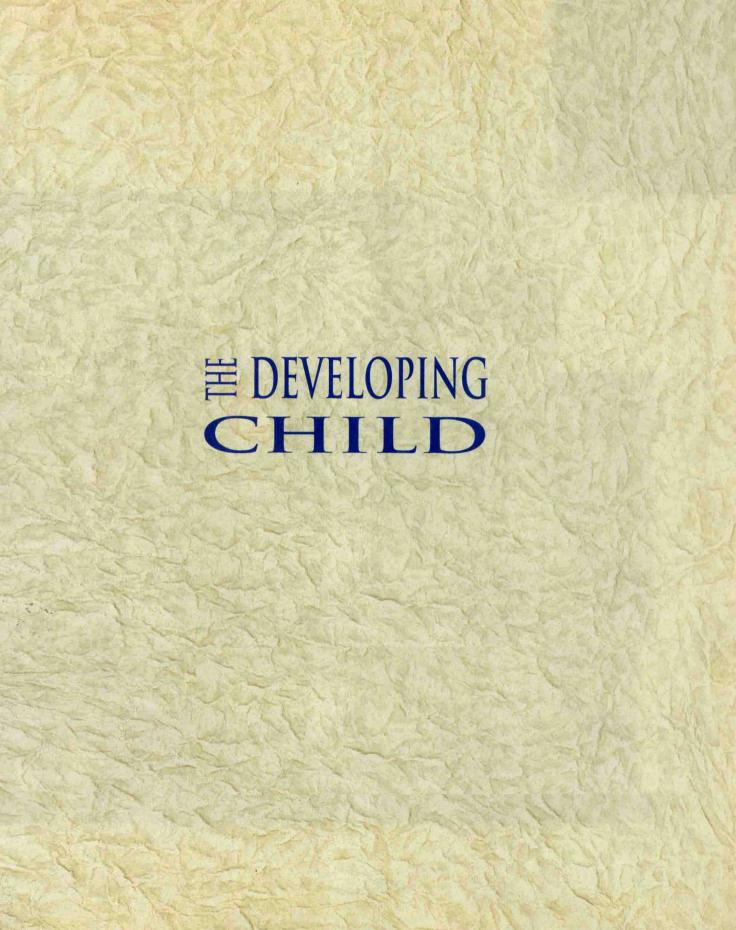
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To my children, Rex and Arwen, now grown and to the next generation, Samuel Charles, just born

#### TO THE STUDENT

Hello and welcome. Let me invite you into the study of a fascinating subject—children and their development. This is a bit like inviting you into my own home, since I have lived in the world of the study of children for a great many years. Unfortunately, I cannot know each of you individually, but by writing this book as if it were a conversation between you and me, I hope I can make your reading of this book and your study of this subject very personal processes.

Because such personal involvement is one of my goals, you will find that I often write in the first person and that I have included a number of anecdotes about my own life. (One of the amusing side effects of this style of writing is that I often meet students from around the country who, having read this book, know all kinds of personal things about me and feel that they know me well, even though we have never met.)

Welcome, too, to the adventure of science. From the very first edition of this book, one of my goals has been to try to convey a sense of excitement about scientific inquiry. I want each of you to take away some feeling for the way psychologists think, the kinds of questions we ask, and the ways we go about trying to answer those questions. I also want you to take away with you some sense of the theoretical and intellectual ferment that is part of any science. Think of psychology as a kind of detective story. We discover clues after hard, often painstaking, work; we make new guesses or hypotheses; and then we search for new clues to check on those hypotheses.

Of course, I also want you to come away from reading this book with a firm grounding of knowledge in the field. There is much that we do not yet know or understand. But a great many facts and observations have accumulated. These facts and observations will be of help to you professionally if you are planning (or are already in) a career with children—such as teaching, nursing, social work, medicine, or psychology; the information will also be useful to you as parents, now or in the future. There is much to be learned. In the midst of all that learning, though, I hope you enjoy the reading as much as I have enjoyed the writing.

Helen Bee

#### TO THE INSTRUCTOR

Writing this sixth edition of *The Developing Child* has been full of surprises, even some adventures. The most pleasant surprise was the opportunity to use photos from the excellent new PBS series, *Childhood*, produced by Geoff Haines-Stiles and Peter Montagnon in association with Thirteen/WNET, which many of you will have seen in the fall of 1991. Happily, this sixth edition will also be used for the telecourse to be based on the *Childhood* series. It was a real pleasure to be able to include pictures of children and families whose stories I knew. When photos have a context, they become more informative for students. And because families from all over the world were filmed for the series, these photos also show graphically just how universal the process of development is.

The only drawback to this otherwise-splendid connection with *Childhood* was that the final draft of this edition had to be written on a tighter deadline than usual. And as all of you know, tight deadlines are an invitation to disaster of one kind or another. My computer died during the final push, eating a half day's work. Then the new computer would not talk to my printer. To cap it all off, on the final day of work, a tornado came through town. When I submitted the manuscript to my editors, I wrote them of this particular adventure:

Sunday, as I was slaving away, a huge thunderstorm rolls in, I'm in the middle of something and don't want to take the time to stop and turn off the machine; (my husband) Carl sticks his head in the door and tries to tell me there is a tornado warning. I tell him to go away; I'm in the middle of something. Then the power goes off, eliminating the work since the last save, and the tornado sirens go off all over town. So I finally take it seriously (besides, with the power off, how could I work?) and we run down to the basement which is the official safe place. Then I realize that if there really is a tornado, the book will be lost. So I rush upstairs with a laundry basket and madly gather up all the parts and pieces, tossing them into the laundry basket, including two sets of disks and the art manuscript and other crucial items, then rush back to the basement. I tell Carl that if there really is a tornado, his job is to fall on the laundry basket and save the book and I'll be right on top of him. Apparently there really was a tornado in a town about 4 miles from here, and the radio said it was headed our way. Lots of tree limbs down, but we didn't actually see a black funnel. Heck of a wind, though, and rain in buckets. Twenty minutes later all was clear.

Still, in the midst of all the adventure and the tearing out of hair over dead or dying computers, a new edition was indeed written—an edition with many of the same goals as before, but with updates and changes.

#### Goals of the Sixth Edition

A major goal of a new edition of any text is to update theories and research information. In a field changing as fast as developmental psychology—with new journals proliferating and literally thousands of papers presented at professional meetings—that is no small task. Inevitably, the addition of new ideas and new research seems to make each edition longer than the one before. To balance the scales as much as possible, one must omit favorite old examples, theories that are

no longer as influential as they once were, even delete whole topics to make room for new areas of inquiry. Inevitably, in this process, I will have left out some of your favorite material from earlier editions. I trust that what replaces it will be equally interesting.

But writing a revision is not just a process of updating. It is also necessary to continue to pursue the broader goals that have been a part of this book from the first edition:

- To find that difficult but essential balance between theory, research, and practical application;
- 2. To make the study of child development relevant not just for psychologists but also for students in many other fields in which this information is needed—nursing, medicine, social work, education, home economics;
- **3.** To keep all discussions as current as possible, so that students can encounter the very latest thinking, the most recent research;
- 4. To write in as direct a way as possible, so that the book is more like a conversation than a traditional text. Such a personal style is still possible along with theoretical clarity and research rigor—both of which I have worked hard to achieve.

#### Changes in the Sixth Edition

The basic chapter organization remains the same as it has been since the fourth edition, with fifteen chapters. But I have made significant changes internally in several chapters, and I have updated content throughout.

Major Chapter Revisions Chapter 5, on perceptual development, has been extensively rewritten and reorganized so that much more of the fascinating new research and theory on infant pattern perception could be included. Chapter 13, on the ecology of development, is now organized around a more explicit systems perspective, using Bronfenbrenner's categories as an organizational rubric. This change makes much greater sense out of the wide variety of topics covered in that chapter. Chapter 14, on atypical development, now includes an extensive discussion of developmental psychopathology. The discussion of emotional/behavioral disturbances is now divided into two broad sections, one dealing with externalizing and one with internalizing disorders, an organization that considerably clarifies the subject matter.

New Topics There are many new topics in this edition, including:

- Neural development prenatally and in the first few years, including the fascinating new information on dendritic pruning and other changes at 12–24 months
- AIDS and its transmission to infants
- · Perception/discrimination of language sounds in the first year of life
- Perception/discrimination of faces, including the very interesting new work on babies' preferences for attractive faces
- "Theory of mind" and other research on a possible cognitive change at age 4
- Cross-linguistic comparisons of early language
- Alternative definitions of temperament
- Patterson's research on highly aggressive children

- Secure and insecure attachments in adults, and their implications for child rearing
- Sex differences in patterns of peer relationships from early childhood
- · Perception/understanding of others' emotions
- · Systems theory
- Developmental psychopathology

Significantly Updated Topics I can't possibly list all of the smaller (but significant) changes, but here are a few of the topics that will look quite different to you in this edition:

- · Long-term effects of prenatal alcohol exposure
- Strategies for studying perception in young infants
- · Changes in perceptual acuity in the early months
- Perception of faces
- Cross-modal transfer
- · Heritability of IQ, including the new French cross-fostering studies
- The use of IQ tests in the schools
- Imitation in infancy
- Information processing—theory and research
- · Current theories of language acquisition
- · Long-term outcomes for securely and insecurely attached children
- · Long-term outcomes for rejected or unpopular children
- Day care: the latest information on the Great Debate
- Impact of parental occupations and social support on the child
- Effects of divorce, particularly long-term effects
- Alternative views of moral development, including Gilligan's theory
- · Depression in childhood and adolescence
- Attention-deficit hyperactivity disorder and its long-term consequences
- · Autism, which I have treated in a distinctly new way in this edition

**New Pedagogical Aids** Another change in this edition is the addition of **critical thinking** questions at the end of each chapter. In most instances there is one question of each of three types: (1) a practical application ("How would you apply this information to X situation?"), (2) a methodological question ("How might we go about trying to answer X question?"), and (3) a theoretical question.

There are also nine new projects in this edition, including four of an entirely new variety that I call "investigative projects." Each of these four is intended as a group project for a small set of students, perhaps three or four, and each involves some exploration of community resources: prenatal care services available for the poor; local school district policies on the uses of IQ and achievement tests; types of day care available in the community; programs for the gifted and retarded in the local schools. Five new individual projects have been added to the following chapters:

Chapter 3—observation of mother-infant turn-taking during feeding

Chapter 7—conservation of mass, number, and weight

Chapter 7—the pendulum problem as a measure of formal operations

Chapter 11—observation of altruistic behavior in preschoolers

Chapter 13—comparative evaluation of a set of any three different day-care centers

To the Instructor xxvii

#### Supplements

The supplements for this edition have been greatly expanded.

*Instructor's Manual* This is now a very hefty document indeed! My intention here is to lay out a whole course using the sixth edition, including the pre-planning, the syllabus, the organization of lectures, and lecture material for each chapter. For those of you who have taught this course many times, much of the planning detail will not be needed, though I hope you may still find the lecture suggestions helpful. For those of you approaching the teaching of this course for the first time, the manual may be a timely form of assistance.

Included with the Instructor's Manual is a set of transparency masters—some of which duplicate figures that appear in the text—to make it easier to review some figures in class. Many of the transparencies provide new data, designed to illustrate particular points you may cover in lecture.

Finally, there is a new film/video guide included in the manual, which includes a section on using the videos from the *Childhood* series with *The Developing Child*.

Test Bank All multiple choice questions in the test bank are either new or revised from earlier editions. I wrote some of them; the rest were written by Marite Rodriguez-Haynes of the Clarion University of Pennsylvania. All are available either in book form or on disk using TestMaster, an excellent microcomputerized test generation system that allows instructors to create fully customized tests. TestMaster is available free to all adopters, in either Macintosh or IBM forms.

Study Guide The Study Guide, prepared by Bill Cunningham, has been thoroughly rewritten to correspond with the sixth edition. Each chapter includes chapter objectives, key terms and concepts, a multiple-choice self-quiz, openended study questions, and an end-of-chapter review unit.

#### Acknowledgments

As always, my work has been greatly aided by the comments of excellent reviewers. Some reviewed the fifth edition and suggested changes; others read and critiqued the revised draft. The remarkable degree of care and effort they brought to the task have been of enormous value in helping me to improve the quality of this text. They are listed alphabetically here:

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Finally, thanks to my husband, Carl de Boor, whose personal support helps maintain my sanity. It also helps that he is a computer science professor. Not only did he have a spare computer when mine died at the crucial last moment, he was able to recover the contents of the one file with a flawed backup copy. He and I now both know more than we did before about a wonderful program called Norton Utilities. Ah, the joys of modern technology!

Helen Bee

To the Instructor xxix

Two of the most powerful resources in child development education have now joined forces to create an unprecedented multidimensional educational tool. *Childhood*, the highly acclaimed television portrait of the journey from infancy to adolescence, and *The Developing Child*, Sixth Edition, have come together to form a unified, mutually supportive learning package. The video series and the text work together to create a learning environment that reaches beyond the printed page, offering a unique opportunity to breathe life into your classroom.

As the presence of photographs taken from the *Childhood* series indicates, this revised edition of Helen Bee's text will also serve as the companion textbook to the *Childhood* telecourse, which will begin in the Fall of 1992. Whether you view the original seven one-hour programs, or the 24 half-hour telecourse programs, we hope you find the video and print components mutually illuminating. For instance, Chapter Six in *The Developing Child* discusses Urie Bronfenbrenner's "Ecology of Human Development," as the *Childhood* series shows the dramatic images of the contrasting first days of school in Russia, Japan, or America; and rites of passage, both formal and informal, in the rain forests of Cameroon, the suburbs of New York, and in the streets of Sao Paulo.



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### **CONTENTS IN BRIEF**

Detailed Contents	ix and a supplied that the supplied of any call it.
To the Student	xxiii
To the Instructor	xxv
PART ONE	INTRODUCTION 1
Chapter 1	Basic Questions, Major Theories 3
PART TWO	THE BEGINNINGS OF LIFE 43
Chapter 2	Prenatal Development 45
Chapter 3	Birth and the Newborn Child 89
PART THREE	THE PHYSICAL CHILD 125
Chapter 4	Physical Development 127
Chapter 5	Perceptual Development 169
PART FOUR	THE THINKING CHILD 205
Chapter 6	Cognitive Development I: Cognitive Power 207
Chapter 7	Cognitive Development II: Structure and Process 245
Chapter 8	The Development of Language 295
PART FIVE	THE SOCIAL CHILD 337
Chapter 9	Personality Development: Alternative Views 339
Chapter 10	The Concept of Self in Children 375
Chapter 11	The Development of Social Relationships 411
Chapter 12	Thinking About Relationships: The Development of Social Cognition 455

PART SIX	THE WHOLE CHILD 489
Chapter 13	The Ecology of Development: The Impact of Families,
	Schools, and Culture 491
Chapter 14	Atypical Development 533
Chapter 15	Putting It All Together: The Developing Child 569
Glossary	599
References	605
Picture Credits	635
Author Index	637 areas the party and resident wast.
Subject Index	645

#### **DETAILED CONTENTS**

To the Student xxiii
To the Instructor xxv

#### PART ONE INTRODUCTION 1

Describing and Explaining 5	
Similarities or Differences: Which Should We Study?	6
What Are the Major Influences on Development?	7
	grel pue
The Nature Side of the Equation 7 The Nurture Side of the Equation 9	
Interactionist Views of Nature and Nurture	14
	17
What Is the Nature of Developmental Change?  Theories of Development 17	17
The state of the s	
Biological Theories 18	
Learning Theories 19	1.0
Some Applications of Learning Principles to Child	Rearing
Psychoanalytic Theories 25	
Cognitive-Developmental Theories 26	
Contrasting the Theories 27	
Finding the Answers: Research on Development	28
Describing Behavior 28	
Describing Changes with Age 31	
Describing Relationships Among Variables	33
Explaining Development: Experiments and Qu	asi
Experiments 34	
Summary 37	
Critical Thinking Questions 38	
Key Terms 39	
Suggested Readings 40	
Project 1: Observation of a Child 41	

#### PRENATAL DEVELOPMENT 45 Conception 46 The Basic Genetics of Conception 48 Gametes 48 Genes 49 Males and Females 50 Twins and Siblings 52 52 Genotypes and Phenotypes Development from Conception to Birth 54 The Germinal Stage: From Conception to Implantation 54 The Embryonic Stage 55 The Fetal Stage Prenatal Sexual Differentiation 59 Explanations of the Normal Sequence of Development 60 Genetic Errors Chromosomal Problems 61 64 Single Gene Defects Diagnosing Chromosomal Anomalies and Single Gene Defects 65 Environmental Influences: Disease, Drugs, and Diet 65 Diseases of the Mother 65 Genetic Counseling: Better Information Brings Difficult **Decisions** Drugs Taken by the Mother 69 The Mother's Diet 73 ■ Diet and Exercise During Pregnancy 74 Other Teratogens Other Characteristics Affecting the Normal Sequence 76 The Mother's Age 76 78 **Number of Pregnancies** 79 The Mother's Emotional State Risks and Long-Term Consequences of Prenatal Problems 79 Sex Differences in Prenatal Development 81 Social Class Differences in Prenatal Development 82 Summary 82 **Critical Thinking Questions** 84 **Key Terms** 84 Suggested Readings 86 **Project 2:** Investigation of Available Prenatal Services 86