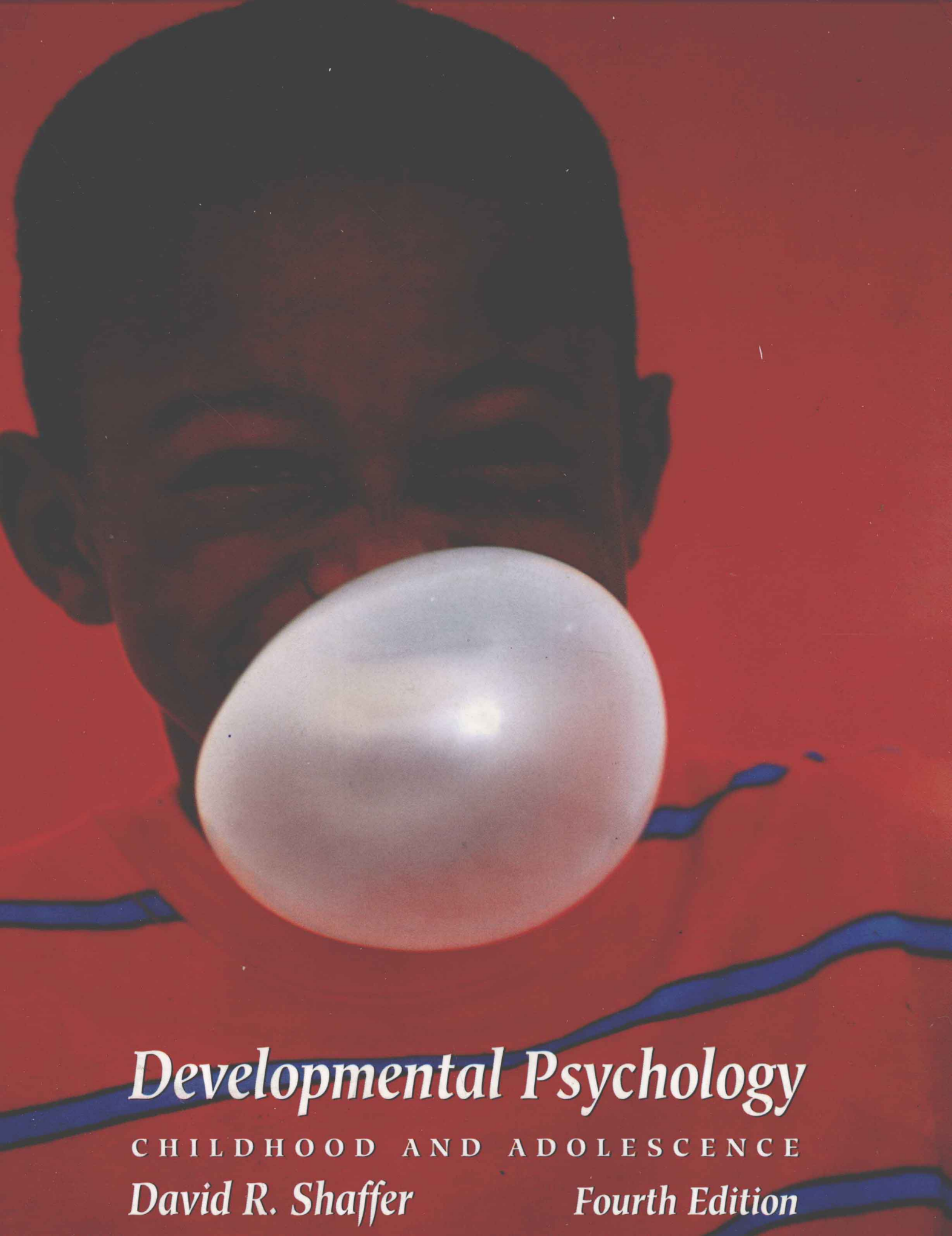

Developmental Psychology

CHILDHOOD AND ADOLESCENCE

David R. Shaffer

Fourth Edition

Developmental Psychology
Childhood and Adolescence
Fourth Edition

David R. Shaffer
University of Georgia

Brooks/Cole Publishing Company
I(T)P™ An International Thomson Publishing Company
Pacific Grove • Albany • Bonn • Boston • Cincinnati • Detroit • London • Madrid • Melbourne
Mexico City • New York • Paris • San Francisco • Singapore • Tokyo • Toronto • Washington

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Cover Design: *Vernon T. Boes*
Cover Photo: *Arthur Tilley, FPG International*
Print Buyer: *Vena M. Dyer*
Typesetting: *GTS Graphics, Inc.*
Color Separations: *GTS Graphics, Inc.*
Cover Printing: *Phoenix Color Corporation, Inc.*
Printing and Binding: *Quebecor Printing, Hawkins*
(Credits continue on p. C1)

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For more information contact:

BROOKS/COLE PUBLISHING COMPANY
511 Forest Lodge Road
Pacific Grove, CA 93950
USA

International Thomson Publishing Europe
Berkshire House 168–173
High Holborn
London WC1V 7AA
England

Thomas Nelson Australia
102 Dodds Street
South Melbourne, 3205
Victoria, Australia

Nelson Canada
1120 Birchmount Road
Scarborough, Ontario
Canada M1K 5G4

International Thomson Editores
Campos Eliseos 385, Piso 7
Col. Polanco
11560 México D. F. México

International Thomson Publishing GmbH
Königswinterer Strasse 418
53227 Bonn
Germany

International Thomson Publishing Asia
221 Henderson Road
#05–10 Henderson Building
Singapore 0315

International Thomson Publishing Japan
Hirakawacho Kyowa Building, 3F
2-2-1 Hirakawacho
Chiyoda-ku, Tokyo 102
Japan

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Printed in the United States of America.

10 9 8 7 6 5 4 3 2

Library of Congress Cataloging-in-Publication Data

Shaffer, David R. (David Reed), [date]
Developmental psychology: childhood and adolescence / David R. Shaffer.—4th ed.
p. cm.
Includes bibliographical references and index.
ISBN 0-534-26436-0
1. Child psychology. 2. Adolescent psychology. 3. Developmental psychology. I. Title
BF721.S4688 1996
155.4–dc20 95-17908
CIP

Preface

My purpose in writing this book has been to produce a current and comprehensive overview of child and adolescent development that reflects the best theories, research, and practical advice that developmentalists have to offer. Throughout my many years of teaching, I had longed for a substantive developmental 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 human development, 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 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.

I take applications very seriously, and I have striven to show how information gleaned from theory and basic research has helped us to understand and, in many cases, to solve a variety of real-world problems. For example, the laws of genetics are discussed in terms of their broad implications for human development and their contributions to the treatment and prevention of hereditary disorders. I have shown how basic research on physical/neurological growth, learning, and perceptual processes has furthered our understanding of personality development, while also suggesting a number of very useful strategies for accomplishing the objectives of preschool curricula, treating phobic reactions, promoting the development of social skills, and reducing racial and ethnic prejudice. Many helpful hints for teachers are presented and analyzed as we examine the course and content of children's intellectual development. Theory and research on parent/infant attachment are discussed in terms of their relevance to emotional development as well as 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, after-school care, single parenting, stepparenting, child abuse, and the importance of establishing close friendships 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 human development. My philosophy can be summarized as follows:

I believe in theoretical eclecticism. There are many theories that have contributed to what we know about developing persons, and this theoretical diversity is a strength rather than a weakness. Although some theories may do a better job than others of explaining particular aspects of development, we will see—time and time again—that *different theories emphasize different developmental phenomena* and that knowledge of many theories is necessary to explain the course and complexities of human development. So this book will not attempt to convince its readers that any one theoretical viewpoint is "best." The psychoanalytic, behavioristic, cognitive-developmental, ecological, sociocultural, information-processing, ethological, and behavioral genetic 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 the modern developmental sciences with their "prescientific" origins and then to discuss and illustrate the many methodological approaches that researchers use to test their theories and answer important questions about developing children and adolescents. I've taken care to explain why there is no one "best method" for studying 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. In recent years, investigators have become increasingly concerned about identifying and understanding developmental processes—the biological and environmental factors that cause us to change—and this book clearly reflects this emphasis. 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 *why* these developments take place.

I favor a strong "contextual" orientation. One of the more important lessons that developmentalists have learned is that children and adolescents live in historical eras and sociocultural contexts that affect each and every aspect of their development. I have chosen to highlight these contextual influences in the following ways. First, cross-cultural comparisons are discussed throughout the text. Not only do students enjoy learning about the development of people in other cultures and ethnically diverse subcultures, but cross-cultural research also helps them to see how human beings can be so much alike and, at the same time, so different from one another. In addition, the impacts of such immediate contextual influences as our families, neighborhoods, schools, and peer groups are considered (1) throughout the first 14 chapters as we discuss each aspect of human development, and (2) again in the final two chapters as important topics in their own right.

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, social, and emotional 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 in the modern developmental sciences—and one that is emphasized throughout the text.

A developmental text should be a resource book for students—one that reflects current knowledge. I have chosen to cite nearly 1000 recent studies and reviews (many of which were published since the third edition) to ensure that my coverage (and any outside readings that students may undertake) will represent our current understanding

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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 our discipline 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

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 span, using ages or chronological periods as the organizing principle. By contrast, the *topical* approach is organized around areas of development and follows each from its origins to its most mature forms. Both types of presentations have their 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 and adolescents experience within each developmental domain. In my opinion, this topical approach best allows the reader to appreciate the flow of development—the systematic, and often truly dramatic, transformations that take place over the course of childhood and adolescence, as well as the developmental continuities that make each individual a reflection of his or her past self. 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 cultural influences in my coverage of *each and every aspect 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

Because the first three editions of this text were well received by both students and professors, I made every effort to retain in this new edition the major qualities that people have said they like. One such characteristic is the book's division into five major parts, each of which is introduced by a brief opener. Part I presents an orientation to the discipline and the tools of this trade, including a thorough discussion and illustration of research methodologies (Chapter 1) and a succinct review of psychoanalytic, behavioristic, ecological, cognitive-developmental, and evolutionary theories of development (Chapter 2). 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 II through V focus on major themes, processes, products, and contexts of development: biological foundations and physical development (Part II); language, learning, and cognitive development (Part III); social and personality development (Part IV); and the ecology of human development (Part V).

New to This Edition

This fourth edition contains many important changes in the treatment of theoretical, empirical, and practical issues. At the most general level, these changes include: (1) much more attention throughout to cultural/subcultural/historical influences, with a special emphasis on the impacts of economic deprivation on child development; (2) an even stronger focus on the intricate interplays among biological and environmental forces in shaping development; (3) clearer illustrations that

developmental outcomes depend crucially on the "goodness of fit" between people and their socializing environments; (4) greater emphasis on the importance of peer relations (and on the interplays between families and peers as socializing agents); and (5) expanded coverage of adolescent development. The empirical literature has been extensively updated, with the result that nearly 40 percent of the references date from 1990 through early 1995, when this book went into production.

Each chapter has been thoroughly revised to add the new topics that reflect recent trends in our discipline and to condense or otherwise reorganize other material to make way for these additions. Here is a sampling of these changes:

- Chapter 1 now concludes with a section ("On Becoming a Wise Consumer of Developmental Research") that illustrates the practical benefits of acquiring methodological knowledge. Many new research illustrations also appear.
- To complement the "grand theories" of human development, Wilson's sociobiological perspective and brief introductions to the neo-Freudian, sociocultural, information-processing, and ecological viewpoints have been added to Chapter 2.
- Breakthroughs in understanding and treatment of genetic diseases now appear in Chapter 3, which also includes a stronger critique of inferences drawn from behavioral genetics research.
- Chapter 4 contains new evidence on the teratogenic effects of cocaine and other illicit drugs, on the development of preterm and low-birth-weight infants, and on biological and social contributors to postpartum depression.
- Sociocultural influences on physical growth and development are now highlighted in Chapter 5, which also includes the latest evidence for the new "actions systems" perspective on the growth of motor skills, as well as a new section on the cognitive and social implications of early motor development.
- Exciting new discoveries about the perceptual capabilities of very young infants now appear in Chapter 6, which has been reorganized to better illustrate how sociocultural factors influence perceptual competencies and how maturation and experience interact to influence perceptual development.
- Coverage of Lev Vygotsky's sociocultural theory of cognitive development has been greatly expanded in Chapter 7. Emphasis is placed on the *sociocultural* premises of this theory, which are then used as an interpretive framework for other aspects of development in subsequent chapters.
- Coverage of the development of learning in Chapter 8 has been streamlined to permit a more detailed examination of such topics as infantile amnesia, attention deficits, the growth of memory and problem solving, and sociocultural influences on information-processing skills.
- A new section on Gardner's theory of multiple intelligences and expanded coverage of the impacts of economic disadvantage on intellectual performance are highlights of Chapter 9. The latest research on home-based compensatory education is also included.
- Chapter 10 has been reorganized to better showcase the provocative theoretical controversies that surround language development. New research on the growth of vocabulary during middle childhood, on the processing constraints young children use to infer word meanings, and on the dramatic successes of bilingual educational programs has also been added.
- Chapter 11 has been extensively updated to reflect recent knowledge about the development and regulation of emotions. New treatment of attachments from a "working models" perspective better illustrates how secure and insecure attachments can have meaningful implications for later development. Helpful hints for reducing toddlers' separation anxieties are also incorporated.
- New sections on the development of self-regulation and self-control, on children's theory of mind, and on the growth of academic self-concept appear in Chapter 12. Discussions of familial and cultural/historical contributors to

self-esteem and personal identity have been greatly expanded and now include research on the issues minority youths must resolve when forging an ethnic identity.

- New research on gender differences as self-fulfilling prophecies, on gender segregation in childhood, on interventions to reduce gender-role stereotyping, and on the development of sexual orientation are among the major additions to Chapter 13.
- Chapter 14 now focuses much more intently on the cultural and familial roots of childhood aggression and their implications for the growth of delinquency and antisocial conduct. New psychoanalytic perspectives on moral development have been added, and Kohlberg's theory now receives more critical scrutiny, including the addition of cross-cultural work that questions the "universality" of moral growth. A comparison of the processes by which parents and peers influence moral reasoning is another important addition.
- Expanded coverage of the extended-family context, sociocultural influences on infant care, sibling influences, and the development of only children appears in Chapter 15. Major influences (for example, parenting practices and part-time employment) that foster (or inhibit) an adolescent's quest for autonomy are important additions, as is the revised coverage of maltreated children, which has been rewritten to highlight the potential long-term implications of neglect and abuse (including sexual abuse).
- Coverage of schooling effects in Chapter 16 has been thoroughly updated and reorganized to emphasize how academic and extracurricular outcomes (including ethnic variations in academic performance) depend very heavily on the "goodness of fit" between children and their learning environments. In addition, much more emphasis is now placed on the importance of peer relations, the role(s) that friends play in child and adolescent development, and the contributions that parents make to a child's or an adolescent's peer sociability/acceptance.

Writing Style

My goal has been to write a book that speaks 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 students' 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

The pedagogical features of the text have been greatly expanded in this fourth edition. Among the more important features that are included to make the book more interesting and the material easier to learn are the following:

- **New full-color design.** An attractive new full-color design brightens the book immensely and makes photographs, drawings, and other illustrations come alive.
- **Outlines and chapter summaries.** An outline and brief introductory section at the beginning of each chapter provide the student with a preview of what will be covered. Each chapter concludes with a succinct summary that allows the student to quickly review the chapter's major themes.

- **Subheadings.** Subheadings are employed very frequently to keep the material well organized and to divide the coverage into manageable bites.
- **Vocabulary/key terms.** More than 700 key terms appear in boldface type to alert the student that these are important concepts to learn.
- **Running glossary, key-term lists, and comprehensive end-of-the-book glossary.** A running glossary provides on-the-spot definitions of boldfaced key terms as they appear in the text. These marginal glossary terms are presented against a colored background to command attention. At the end of each chapter is a list of key terms that appeared in the narrative, as well as the page number on which each term is defined. A complete glossary of key terms for the entire text appears at the end of the book.
- **Boxes.** Each chapter contains two to five boxes that call attention to important ideas, issues, or applications. The aim of these boxes is to permit a closer or more personal examination of selected topics while stimulating the reader to think about the questions, controversies, practices, and policies under scrutiny. Many of the boxes center around interesting theoretical or empirical controversies (Why do we not remember our infant years? Do socioeconomic differences between races explain race differences in IQ?), whereas others concentrate on practical concerns (how to prevent birth defects), applications (improving children's social skills; easing the pain of separation), and policy issues (should preschoolers attend school?). Twenty-four boxes are new to this edition, and the majority of the holdovers have been thoroughly updated or revised. All of the boxes are carefully woven into the chapter narrative and were selected to reinforce central themes in the text.
- **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 concepts and thereby enhance the educational goals of the text.
- **Concept checks.** Another feature new to this edition is the inclusion of "concept checks"—brief exercises to help students *actively* assess their understanding of what they have read and their mastery of important ideas. Some of the concept checks are quite challenging; but students find them engaging, and they report that such exercises are more useful checks on comprehension than "brief summary" sections (which are perceived as too brief and too general to be of much use). Three sets of concept checks appear in each chapter, and the answers to these exercises can be found in the Appendix at the back of the book.

Supplementary Aids

Instructor's Manual

For the instructor, the Instructor's Manual (written by Marcia Z. Lippman of Western Washington University; Deborah J. McClendon-Magnuson; and Barbara E. Collamer of Western Washington University) contains chapter outlines, summaries and objectives, key terms, suggestions for class lectures/discussions/demonstrations, transparency masters to accompany these materials, and lists of particularly effective media materials. Also available are 75 **acetate transparencies** and **videotape** options.

Testing File and Test-Item Bank

A testing file (updated by Nancy P. Clark) is available to all instructors who adopt the text. The test file for each chapter consists of a variety of multiple-choice items and essay questions (both conceptual and applied), as well as answers for *all* test items. Many conceptual types of multiple-choice questions have been added in this edition. The test bank contains over 1200 items and comes in both printed and computerized formats (DOS, Windows, and Macintosh).

Study Guide and Activities

A very thorough study guide (written by Marcia Z. Lippman of Western Washington University; Deborah J. McClendon-Magnuson; and Barbara E. Collamer of Western Washington University) is also available to help students master the information in the text. The study materials for each chapter include a detailed summary that highlights important principles and concepts, a study checklist, vocabulary fill-ins so that students can build their own glossary, and study questions designed to help the student process the material. In addition, the study guide contains class activities and projects (some with children) designed to help reinforce and/or promote learning through concrete activities. The applications in several of these activities help students relate personally to the material presented. This study guide should be a particularly helpful learning aid for students, and I urge the instructor to take a close look at it.

Acknowledgments

As is always the case with projects as large as this one, there are many, many individuals whose assistance was invaluable in the planning and production of this volume. The quality of any textbook in human development depends to a large extent on the quality of the prepublication reviews from developmentalists around the world. Many colleagues (including a couple dozen or so interested and unpaid volunteers) have influenced this book by contributing detailed and constructive criticisms, as well as useful suggestions, references, and a whole lot of encouragement. Each of those experts has helped to make the final product a better one, and I thank them all.

The reviewers of the first edition were Martin Banks, University of California, Berkeley; Don Baucum, Birmingham-Southern College; 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 Oregon; 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; Phillip J. Mohan, University of Idaho; Robert Plomin, Pennsylvania State University; Judith Powell, University of Wyoming; Daniel Richards, Houston Community College; Peter Scharf, University of Seattle; and Rob Woodson, University of Texas.

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The reviewers of the third edition were David K. Carson, University of Wyoming; Marcia Z. Lippman, Western Washington University; Philip J. Mohan, University of Idaho; Gary Novak, California State University, Stanislaus; Elizabeth Rider, Elizabethtown College; James O. Rust, Middle Tennessee State University; Mark Shatz, Ohio University; and Linda K. Swindell, University of Mississippi.

The reviewers of this edition were M. Kay Alderman, University of Akron; Peggy A. DeCooke, Purchase College, State University of New York; David Dodd, University of Utah; Beverly Fagot, University of Oregon; Rebecca Glover, University of Arkansas; Paul A. Miller, Arizona State University West; Amy Needham, Duke University; Spencer Thompson, University of Texas of the Permian Basin; and Albert Yonas, University of Minnesota–Twin Cities.

I am also heavily indebted to Carol K. Sigelman of The George Washington University, a most talented writer with whom I have collaborated on another Brooks/Cole project (*Life-Span Human Development,* 1st and 2nd editions), which has significantly influenced this book. About once every four to six weeks, Carol provided me with new references and many, many useful suggestions for supplementing or clarifying my presentation. It is clearly an understatement to say that Dr. Sigelman has had a meaningful and salutary effect on every section of this book, for she is directly or indirectly responsible for many of its positive qualities. Thank you, Carol, for your invaluable support and assistance.

Special thanks go to Pat Harbin and Robin Moore, two word-processing wizards, who turned my rough drafts into presentable, error-free manuscripts, and to Sylvia Stogden, who often saved my hide by packaging bundles in record time to meet the stern requirements of my FedEx masters. I can't conceive of trying to produce a volume of this sort without the many valuable contributions of these wonderful associates.

Many other people have contributed their professionalism and skills to the production of the fourth edition of this text. I am especially grateful to my friend Fiorella Ljunggren, Production Services Manager at Brooks/Cole, for her dedication to my books over the past 18 years; to Jamie Sue Brooks, the book designer, for listening carefully to my design requests and then creating a product that exceeded my expectations; to Vernon T. Boes, Brooks/Cole's art director, for creating once again a stunning cover for the book; to Sheila Pulver, the manuscript editor, for her attention to detail in copy-editing; to Margaret Pinette and Richard Lange of GTS Graphics for carrying out the production of this book with skill and efficiency; and to Ann Beurskens, the photo researcher, for her diligence and patience in finding images to illustrate my points.

Last, but not least, I owe especially important debts of gratitude to my past and present sponsoring editors. C. Deborah Laughton conceived this project many years ago and was always there throughout the first and most of the second edition, answering questions, solving problems, and finding ways to get more work out of me than I believed was possible. Vicki Knight came on board for the third edition, and her dedication to the project would make one think that she had conceived it herself. Finally, Jim Brace-Thompson has skillfully shepherded me through the fourth edition and is responsible for many of the improvements in the book's design and content. Though different in their styles, these individuals are all splendid editors who have taught me a great deal about the publication of effective educational materials. I am indeed fortunate to have had access to their knowledge and counsel over the years, and I wish to thank them sincerely for their many, many efforts on my behalf.

David R. Shaffer

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