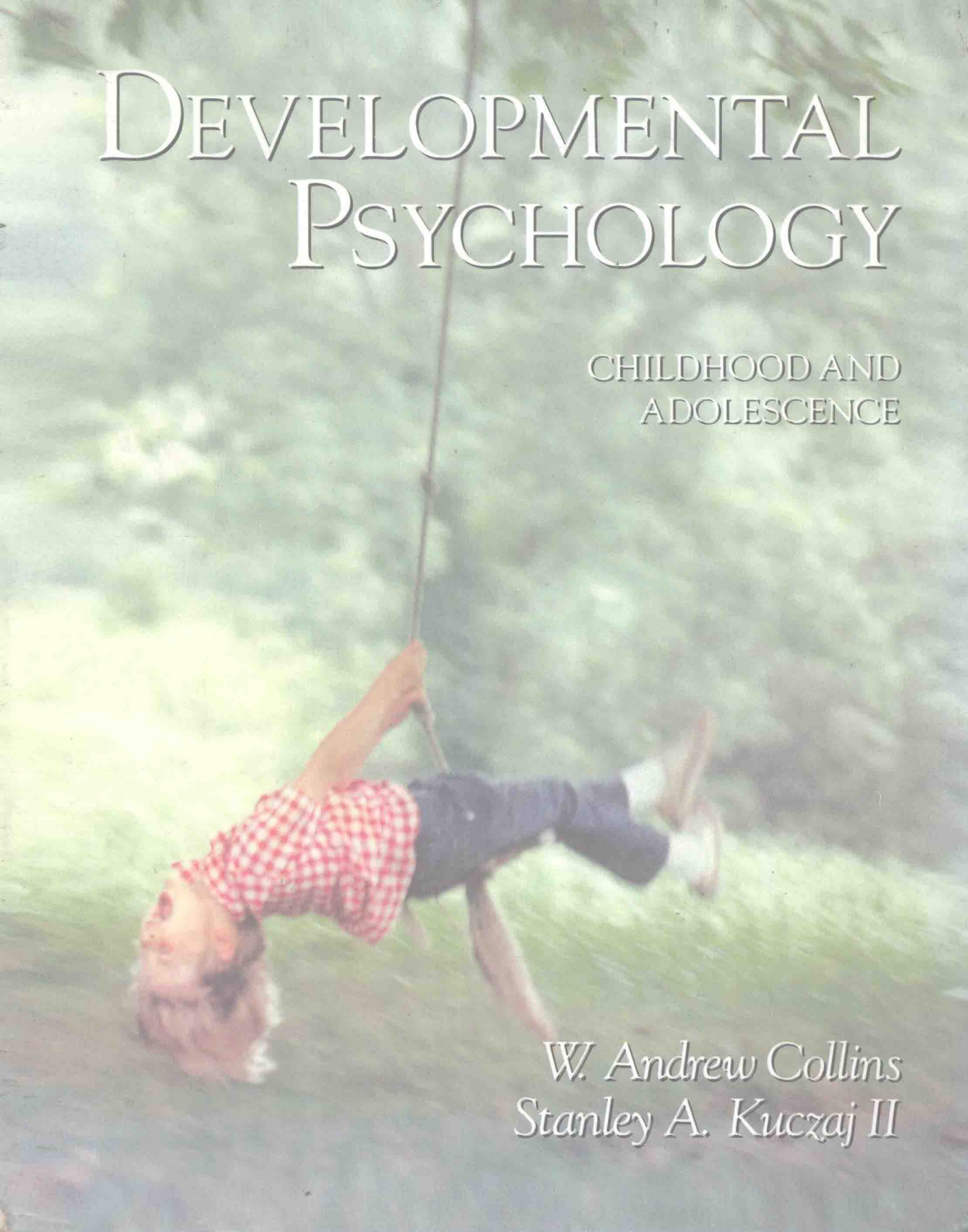


# DEVELOPMENTAL PSYCHOLOGY

A photograph of a young child swinging on a swing set. The child is wearing a red and white checkered shirt and dark pants. They are captured in mid-swing, with their arms extended upwards holding the ropes. The background is a soft-focus view of green trees and foliage, suggesting a park setting. The overall tone is peaceful and evocative of childhood.

CHILDHOOD AND  
ADOLESCENCE

W. Andrew Collins  
Stanley A. Kuczaj II

# DEVELOPMENTAL PSYCHOLOGY

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# Preface



The study of human development is one of the liveliest, most productive areas of psychology. Human capacities for change—both positive and negative—by turns intrigue, dismay, and inspire both the average person and the earnest student of human behavior. In the past two decades, developmental psychologists have achieved an understanding of these capacities that was once thought to be impossible to reach.

Today the field of developmental psychology is in one of the most extensive periods of growth in its history. Not only are greater numbers of people entering the field than in the previous ten years, but also new professional societies and scholarly journals are springing up to encourage and strengthen efforts to tackle a wider range of problems and approaches than in the past.

We have written this book to give a picture of developmental psychology as it is today: an expanding, multifaceted enterprise devoted to understanding both basic principles of psychological development and the circumstances that create new opportunities and demands for children and adolescents in the 1990s. To make this picture as faithful as possible, we have given special attention to five characteristics of developmental psychology as a field of study:

## Orientation

- *Topical and chronological approaches.* The study of development includes both an interest in particular topics or domains of human functioning (e.g., perception, cognition, and emotions) and an interest in distinctive developmental features at different times in the life cycle. Working developmental psychologists typically do not think of the field in either a fully topical or a consistently chronological perspective. Currently, for example, topical interests overlap and coexist with chronological interests in two periods especially: infancy and adolescence.

Therefore we have combined a topical perspective with an emphasis on these two age periods in our text. The early sections of the book emphasize the questions and answers that have resulted from the work of researchers who study the early years of life. The final two chapters focus on what we have learned from research by addressing questions of special interest during adolescence. In both cases, however, we have tried to show how what we have learned about infants and adolescents indicates that these periods of life are quite distinctive; however, they also expand our understanding of basic developmental principles that we have seen at work in other developmental periods. These chapters serve as “bookends” for a series of topical chapters (e.g., perceptual development, language development, cognitive development, and social and personality development). This organization captures, we hope, the real-life synergism between an interest in developmental periods and in domains and contexts of growth in developmental psychology.

- *Continuous emergence of new knowledge.* Developmental psychology frequently experiences a rapid emergence of new knowledge as a result of “explosions” of activity in certain areas of research. Recently, for example, emotional development has captured the attention of a number of researchers; as a result we now have valuable new insights about this fundamental aspect of human psychology. Because of the vitality of this area, we have taken the somewhat unusual step of devoting an entire chapter to emotional development. Similarly, research on the second decade of life has grown enormously since 1980, and we have recognized this expanded productivity in two comprehensive chapters. Finally, throughout the book we have called attention to current emphases in research and newly emerging knowledge about the principles and processes of development. Every chapter includes special Research Focus boxes, many of which report examples of new directions in the field.
- *Process emphasis.* In picturing the study of children and adolescents as a dynamic, growing enterprise, we are also attempting to convey a sense that *why* is as important as *what* to a developmental psychologist. To be sure, it is important to know *what* aspects of behavior, and *what* changes in these aspects, are especially important to human experience; but developmental psychologists also want to know *why* these behaviors are significant and *why* changes occur as they do. We have sought to focus on individual growth and change in a way that combines a recurring emphasis on the processes that contribute to the flow of development from one period of life to the next, with constant reminders that our knowledge of the process of development is still open and is itself constantly changing.
- *Theoretical eclecticism.* The aforementioned openness means that developmental psychology today, more than in the past, is guided by a variety of theoretical formulations that provide useful perspectives on the complex processes of growth and development. This eclecticism marks

a change from earlier periods in the history of the field. In the mid-twentieth century, behaviorism dominated research on development; cognitive-developmental perspectives enjoyed a similarly extensive influence in the decades of the 1960s and 1970s. Such theoretical orthodoxies have given way to more diverse, integrative ways of thinking about behavior and development. We have attempted to capture this pluralistic state of affairs—another sign of the current vitality and expansion of the field.

- *Attention to the environments of childhood.* We have attempted to make clear the relevance of basic processes to the everyday worlds of children and adolescents in this diverse society. A growing understanding of the important role of contexts of development led us to devote chapters to developmental processes in environments in which children grow and develop (families, peer groups, school, and the societal institution of the mass media). In addition, we have included not only numerous references to research that has grown out of the overlap between research and application, but also discussions by experts on such issues as the treatment of babies born with severe problems, teenage pregnancy and parenthood, and the policy issues associated with the growing number of “latchkey” children in U.S. society.

This book is about how children and adolescents develop the behaviors and competencies necessary to live and work as adults. It has two purposes. First, it is meant to give you a general *description* of human development from birth to young adulthood—the changing behavior patterns, thoughts, perceptual and language capabilities, emotions, and relations with other persons that characterize the course of growth as it is currently understood. Second, the book is intended to help you understand some possible *explanations* for these changes in individuals as they mature. In other words, the book provides an introduction to developmental psychology, the study of the changes in thought and behavior that typically occur during the human life cycle.

## Organization

**Part One. The Study of Development: Biological Foundations and Infant Development.** Part One consists of four chapters that lay the groundwork for addressing this complex topic. Chapter 1 addresses the question: How do psychologists answer questions about children, adolescents, and their development? You will see that behavioral scientists have been studying the unique characteristics of childhood and adolescence for a relatively short time. Today, a variety of methods are used to describe and explain developmental changes and their implications.

Chapters 2 and 3 provide overviews of information about two very early stages of human development: the nature of the fetus and the newborn infant, and the significance of these very early stages of human life for subsequent growth and psychological development. In these chapters you will see that developmental psychologists have been particularly interested in very early development for two basic reasons. One is that research on the

prenatal and newborn periods enables scientists to examine the biological foundations of individual development, including genetic factors and innate abilities common to all healthy infants. The second is to trace the impact of certain environmental influences that, even before birth, can affect the growth of the fetus and the capabilities of infants and children. Chapter 4 gives close attention to a particular type of early experience involving interactions with other people. Throughout this section, you will be reminded that psychologists wish to understand the early phases of human life to better understand the links between them and development in later periods of life.

**Part Two. The Development of Perception, Cognition, and Language.** Part Two consists of four chapters in which the development of perceptual, language, and cognitive abilities is examined in detail.

Chapter 5 addresses a basic question in psychology: How do humans perceive the world around them? After reviewing the nature of perception generally, the chapter examines how perceptual abilities change as a result of experiencing the objects and events that constitute the everyday world. In Chapter 6, the focus is on the development of language. A key question is how infants and toddlers make use of the speech sounds of their parents and others to acquire the ability to form words and sentences on their own.

Chapters 7 and 8 take up the topic of intellectual abilities. A key question is how children make use of the information acquired through perceptual processes to gain new knowledge and reach increasingly more mature understanding of the world around them. In addressing this question, the chapters consider how intellectual abilities and the changes in them can be described and assessed and how psychologists and others can best identify the essential experiences that support optimal intellectual growth.

**Part Three. Foundations of Personality and Social Development.** Part Three is the first of two parts devoted to the developmental significance of children's experiences with other persons. To set the stage, Chapter 9 provides an overview of the major theoretical perspectives of why social relations are important in development. Following the path laid down in Part One, Chapter 9 addresses the key question of how children develop the different patterns of social behavior and responsiveness to other persons to which the term *personality* refers.

Following this overview are two chapters that discuss aspects of individual development that are fundamental to all aspects of personality and personality development. Chapter 10 examines perceptions and understanding of the persons and relationships that comprise the social world. Chapter 11 focuses on children's emotional expressions, their responsiveness to emotion-arousing experiences, and their awareness of emotions in their own behavior and the behavior of others.

**Part Four. Social Contexts and Relationships and the Development of the Individual.** Human beings develop in a world in which other persons are



perhaps the most significant features. Interactions with parents, teachers, other children, and a variety of incidental acquaintances dominate childhood experiences beginning in early life. The impact of these interactions on the patterns of individual characteristics that mark each child as a distinct individual is the primary focus in the study of personality and social development. Part Four considers both the most common and salient sources of influence in the lives of most children and several aspects of development in which these influences seem especially important to the behavior patterns of individual children.

Chapters 12 and 13 address four important sources of influence in personality and social development: family, schools, mass media, and peers. The chapters make it clear that these sources are closely intertwined. Although all may influence development in unique and important ways, each of the four also helps to determine how much and what kind of impact the other three will have on a developing child.

The interwoven effects of family, school, mass media, and peer influences are especially apparent in the aspects of individual development considered in Chapters 14 and 15. These forces all help to shape children's concepts of themselves as male or female, their knowledge of gender roles, and their expectancies regarding the adoption of these roles. Family, friends, and social institutions also influence the development of children's abilities for self-regulation, including not only the capacity for positive, socially desirable behaviors but also the stimulus and inhibition of antisocial behaviors.

**Part Five. Beyond Childhood: Development During Adolescence.** Because adolescence has so often received special attention, Part Five is devoted to examining information about how this stage appears to differ from earlier periods of development. Chapter 16 begins with an overview of the physical changes of adolescence. For adolescents themselves, these changes often require considerable psychological adjustments that affect behavior, thought, and emotions. Chapter 17 examines the common belief that social relationships change and that behavioral and emotional problems multiply during adolescence. Throughout these chapters, the linking of adolescent development to the processes outlined in previous chapters illustrates the continuous operation of developmental principles as children grow toward maturity.

**Boxed Discussions.** Two types of boxed discussions are in the text. Research Focus boxes appear in every chapter. In these we show how the principles and methods of developmental psychology can be applied to some of the pressing real-life questions about children. The longer, *Controversy* discussions appear in every part. These are discussions written by experts concerning controversial issues such as the treatment of babies born with severe problems; the biased nature of ability tests; whether the developmental processes of girls differ from those of boys; the policy issues associated with the growing number of "latchkey" children in U.S. society; and teenage pregnancy and parenthood.

**Significant Features**



**Part Introductions and Chapter Outlines.** Each of the five parts of our text begins with an overview of the focus of that part and a description of its significance to the specific area of development being addressed. It also provides an overview of the individual chapters within the parts. Every chapter begins with a chapter outline of the major sections to be covered and a chapter introduction. These features preview the material and place it in a developmental context for the students.

**Tables, Illustrations, and Photos.** The tables and illustrations have been carefully crafted to summarize, elucidate, and reinforce the concepts being discussed in the text. While the photos have been painstakingly selected to be representative of all elements of the population and to illustrate important points in the text, we also hope they will add a measure of relevancy and student interest. We have included four 4-page color inserts that capture the nature of prenatal development, infancy, childhood, and adolescence. Special mention must be made here of the stunning 4-color photographs by Lennart Nilsson that appear in the insert devoted to prenatal development. These photos, taken in 1990, are an example of cutting-edge technology revealing the wonders of conception. We are pleased we were able to obtain them for this edition of our text.

**Methodological Appendices.** Appendices appear at the end of selected chapters. Their purpose is to explain basic statistical and methodological points, sometimes with the aid of illustrations, and to help students understand the details of common research procedures.

**Chapter Summaries.** At the close of each chapter, the Summary reviews the main points from the chapter, highlighting their relevance to the four main unifying themes of the text: (1) the origins of focal aspects of development; (2) the course of development of changes from infancy to adolescence; (3) the relationships between different aspects of individual functioning; and (4) the nature of especially significant environmental influences.

**Suggested Readings.** A short list of suggestions for further readings on main topics discussed within the chapter, plus materials on related topics, follows each chapter.

**Glossary.** An end-of-book glossary briefly defines the special, central terms of the discipline. These terms appear in bold-faced type the first time they are mentioned in the text.

## Ancillary Materials

The text is accompanied by the following ancillary materials that have been carefully developed with authors' collaboration.

**Study Guide.** The Study Guide to accompany this text was written by James Ramsey Speer of Stephen F. Austin State University. Using the PQ4R Method of Study, this Study Guide was designed to help increase student learning of the text material and improve their performance.

Each chapter of the Study Guide contains an introduction, chapter outline, learning objectives, study questions, review questions (terms and multiple choice), and application questions. Integrative questions help students focus on material in the text as well as on lecture notes from the instructor.

**Instructor's Manual.** This instructor's resource has been prepared by Suzanne K. Getz of the College of William and Mary. It includes chapter learning objectives, chapter summaries, lecture focus sections (that amplify the text discussions of key topics), a suggested reading list, and an annotated bibliography for outside materials and class activities.

**Testbank and Computerized Testbank.** Melvyn B. King and Debra E. Clark, of the State University of New York at Cortland, have proposed a testbank of 2,000 multiple-choice questions. Each test item is referenced by page and to the chapter content, and is identified by type of question (factual, applied/conceptual). The testbank is available in book form and computerized versions for the IBM or Macintosh computers.

We have been fortunate to have a number of colleagues and coworkers help in pulling together these rather complex views of developmental psychology today. Chief among these is John C. Masters, whose contributions to the earlier drafts of the manuscript were of inestimable value. We are grateful to him for his scholarship and professional support. Two other colleagues, Daniel Keating and Natalie Torrey, contributed draft materials in the very early stages of the project, and we are grateful to them as well. Like most other textbook authors, we owe a special debt to the reviewers of successive versions of the manuscript. In our case, the following provided helpful commentaries: Alan Keniston, University of Wisconsin-Eau Claire; Thomas S. Parish, Kansas State University; Kathryn N. Black, Purdue University; Kathleen Preston, Humboldt State University; William Gnagey, Illinois State University; Frank C. Keil, Cornell University; Reed Larson, University of Illinois at Urbana; Pamela Blewitt, Villanova University; Matthew J. Sharps, California State University-Fresno; Claire Golumb, University of Massachusetts; Susan W. Goodwyn, University of California-Davis; and Bruce B. Henderson, Western Carolina University. We also wish to thank Macmillan staff members Madalyn Stone, Charlotte Hyland, and Christine Cardone for their supportive approach to the project. In addition, we want to express our enormous gratitude to our many co-workers and students who provided valuable assistance in various stages of manuscript preparation. In Minneapolis, we thank Lonnie Behrendt, Caroline Collins, Elizabeth Greene, Catherine O'Geay, and Nelson Soken. In Dallas, our thanks go to Virginia Kirkpatrick and Ann Wassel.

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W. Andrew Collins  
Stanley A. Kuczaj II

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