

# DEVELOPMENTAL PSYCHOLOGY

*Childhood and Adolescence*  
Third Edition



DAVID F. R.

# **D** EVELOPMENTAL PSYCHOLOGY

*Childhood and Adolescence*  
*Third Edition*

**DAVID R. SHAFFER**

University of Georgia



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# P R E F A C E

**M**y purpose in writing this book has been to produce a current and comprehensive overview of developmental psychology that reflects the best theories, research, and practical advice that developmentalists have to offer. Throughout my 20 years of teaching, I have longed for a substantive introductory 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 developmental psychology, 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 human 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.

Although this book is a rigorous and research-oriented portrayal of developmental psychology, I take applications 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, and I also suggest 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 and 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 close friendships, are examined from both a theoretical and a practical perspective. In sum, 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, or 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 developmental psychology. 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, information-processing, ethological, and behavior 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, 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 modern developmental psychology with its “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 human 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 bestsellers) 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.

*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 of modern developmental psychology—and one that is emphasized throughout this text.

*A developmental psychology text should be a resource book for students—one that reflects current knowledge.* I have chosen to cite more than 500 very recent studies and reviews (published since the second edition) to ensure that my coverage (and any outside readings that students may undertake) will represent our current understanding of a topic or topics. However, I have tried to avoid the tendency (common in many textbooks) to ignore older research simply because it is older. In fact, many of the “classics” of developmental psychology 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 and Content*

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 presentation 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, focusing intently on developmental processes and providing the student with an uninterrupted view of the sequences of change that children experience within each developmental domain. 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 ecological influences in my coverage of *each and every facet of development*. So even though this text is topically organized, students will not lose sight of the whole person or the holistic character of human development.

Because the first two editions of this text were so well received among 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 to the tools of the trade, including a thorough discussion and illustration of research methodologies (Chapter 1) and a succinct review of psychoanalytic, behavioristic, ecological, cognitive-developmental, and ethological theories of development (Chapter 2). An important feature of this coverage is my analysis of the contributions and limitations of each research method and of each of the major developmental theories.

Parts II through V focus on the major themes, processes, and products of development: biological foundations of development (Part II), language, learning, and cognitive development (Part III), social and personality development (Part IV), and the ecology of human development (Part V).

### *Continuing Features*

Several highlights of the first two editions that distinguished my coverage from that found in other texts have been updated and retained in the third edition. Among these features are:

- A contemporary treatment of theory and research in behavior genetics (Chapter 3). My purpose in exposing students to recent theories in behavior genetics is to clearly illustrate how genotypes and environments interact to foster developmental *change* and to produce individual *variations* in development.
- A strong focus on the *long-term* developmental implications of prenatal and perinatal complications (Chapter 4).
- Extensive coverage of the development of the brain and of the many environmental influences on physical growth and development (Chapter 5).
- An entire chapter (Chapter 6) on perceptual development that traces the growth of perceptual abilities *throughout childhood and adolescence* and discusses the social and ecological influences on this important cognitive process.
- A continuing focus on information processing as a crucial developmental mechanism—one that is central to the growth of perceptual skills (Chapter 6), learning and problem solving (Chapter 8), performance on IQ tests (Chapter 9), language and interpersonal communication (Chapter 10), social cognition and achievement strivings (Chapter 12), sex-role development (Chapter 13), and moral development (Chapter 14).
- An updated evaluation of compensatory education (Chapter 9).
- The latest research on the origins of children's attachment classifications and the possible long-term developmental implications of these early emotional bonds.
- A heavy emphasis on the *social* determinants of self-knowledge and self-esteem and their relations to social cognition and personality development (Chapter 12).
- Incorporation of the development of sexuality and sexual behavior into my coverage of sex-role development (Chapter 13).
- Treatment of aggression, altruism, and the growth of morality as three *interrelated* aspects of social development (Chapter 14).
- Conceptualization of the family as a *social system* (Chapter 15), thus highlighting the significance of influences exerted by fathers, siblings, stepparents, and members of extended families on developing children and adolescents, as well as the impact of ecological variables (for example, subcultures and neighborhoods) and such events as family violence and family dissolution.
- Detailed coverage (Chapter 16) of three major "extrafamilial" influences on child and adolescent development: television, schooling, and the society of one's peers (peer groups).
- Consistent attention to *cross-cultural* research as a means of illustrating that the "products" of development depend to no small extent on the contexts in which it occurs. Not only do students enjoy learning about the development of people in other cultures and subcultures, but the cross-cultural literature also helps them to see how human beings can be so much alike and, at the same time, so different from one another.
- Discussions throughout the text, at the most relevant junctures, of various abnormalities and behavior problems in order to illustrate the relations between normal and atypical patterns of development. In my experience, such an integrated presentation leads to less "stigmatizing" of those individuals who are in some way atypical, without compromising the amount of material that one can present on the causes, consequences, and treatment of developmental problems and disorders.

### *New to This Edition*

One of the most exciting things about being a developmentalist is that our discipline is constantly changing. Each successive issue of our leading journals contains new findings and fresh insights that we, as a community of scholars, must incorporate to maintain our positions as “experts” in the field. Although there was no overwhelming sentiment for a radical restructuring of this book by either the professors or the students who used the first two editions, I have made several important changes in the content of this third edition—adding new topics that reflect recent trends in our discipline while condensing and reorganizing other material to make room for these additions. Among the most noteworthy of these alterations are the following:

- The discussion of research methods in Chapter 1 has been reorganized to make this important material easier for the introductory developmental student to learn, remember, and appreciate.
- Bronfenbrenner’s ecological theory has been included in Chapter 2, along with a new concluding section illustrating how different developmental theories imply different “world views” about children and child rearing.
- Chapter 3 contains updated information on the detection and treatment of hereditary disorders.
- New evidence on the teratogenic effects of illicit drugs and on the possible harmful consequences of *fathers’* exposure to prenatal teratogens appears in Chapter 4.
- A new theory on the growth of motor skills now appears in Chapter 5, along with very recent research that has furthered our understanding of the endocrinology of adolescence.
- Recent developments in intersensory perception and discussion of their implications for leading theories of perceptual development are important additions to Chapter 6.
- Now included alongside Piaget’s theory of cognitive development in Chapter 7 is new coverage of Lev Vygotsky’s increasingly influential dialectical theory and its implications for educators.
- Expanded treatment of infant memory and exciting new findings on children’s development and use of attentional and memory strategies are now highlighted in Chapter 8.
- Chapter 9 now contains a new section on giftedness and the most recent research on the implications of conceptual tempo for children’s academic performance. Evidence for sociocultural influences on intelligence-test performance has also been expanded.
- Early language is largely a social vehicle that is heavily influenced by cognitive development. Accordingly, discussion of language development (Chapter 10) now appears *after* the “cognitive” chapters, where it serves as a nice bridge between cognition and the following unit (Chapters 11–14) on social and personality development. This chapter also benefits from the addition of new theories of semantic development and from increased coverage of social and contextual influences on child language.
- Chapter 11 has been extensively updated to reflect recent advances in knowledge about the development and regulation of emotions, the personal and contextual factors that contribute to insecure emotional attachments (including the newly identified disorganized/disoriented attachment pattern), and the variables that most influence children’s long-term adjustment to maternal employment and day care.



- A “new look” at the structure of preschool children’s self-concepts is included in Chapter 12. Moreover, parental and peer contributions to self-esteem, sociability, and achievement strivings receive much more attention in the current edition.
- The latest research on the modification of gender stereotypes and its implications for sex typing is an important addition to Chapter 13.
- Exciting new research focusing on *victims* of child aggression now appears in Chapter 14. Peer influences on moral reasoning are also highlighted in the revised edition.
- Expanded coverage of the adolescent’s struggle for autonomy and the parental practices that foster or inhibit this process is included in Chapter 15. This chapter on familial influences also contains new sections on prescriptions for a healthy adjustment to divorce and on long-range developmental implications of family violence and child abuse.
- New cross-national data on schooling and academic achievement and very recent research showing *how* peer rejection promotes delinquent, antisocial behavior have been added to Chapter 16.

### *Writing Style*

My goal has been to write a book that talks 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 student 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*

- **Boxes.** Each chapter contains two to four 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? Does bilingualism inhibit or enhance development?), whereas others concentrate on practical concerns (the prevention of birth defects), applications (improving children’s social skills), and policy issues (Should preschoolers attend school?). All of the boxes are carefully woven into the chapter narrative and were selected to reinforce central themes in the text.
- **Outlines and chapter summaries.** An outline at the beginning of each chapter provides 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 points.
- **Subheadings.** Subheadings are employed *very* frequently to keep the material well organized and to divide the coverage into manageable bites.
- **Vocabulary.** Key terms appear in boldface type to alert the student that these are important concepts to learn.

- **Running glossary.** A running glossary provides on-the-spot definitions for boldfaced vocabulary items as they appear in the text for the first time (and occasionally a second time if a term reappears in a later chapter and is critical at that point). These glossary items are in color to command attention.
- **Glossary indexing.** Page references for running-glossary items appear in the subject index at the end of the book. So if students forget a definition, they don't have to search frantically for the page where it appeared.
- **Use of italics.** Italics are used liberally throughout the text to emphasize important points.
- **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 outcomes and thereby enhance the educational goals of the text.

## ***Supplementary Aids***

### **Instructor's resource manual**

For the instructor there is an instructor's resource manual that contains chapter summaries, suggestions for class lectures/discussions/demonstrations, suggested student activities, transparency masters to accompany these materials, and lists of particularly effective media materials.

### **Test-item bank and testing file**

An entirely new testing file is available to all instructors who adopt *Developmental Psychology*. The test file for each chapter consists of multiple-choice items, essay questions, and answers for *all* test items. The test items are carefully coordinated and tied to the questions in the student study guide.

### **Student study guide**

A very thorough study guide is also available to help students master the information in the text. The study materials for each chapter include a detailed summary that highlights all 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 at a variety of levels. In addition, each chapter of the study guide contains activities designed to help reinforce and/or promote learning through concrete activities. The applications in 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 good look at it.

## ***Acknowledgments***

So many individuals have assisted me with the planning and production of this book that I could never adequately thank them all. I am especially grateful to Ignatius J. Toner of the University of North Carolina at Charlotte, who persuaded me several years ago that I might be successful at producing a developmental text. And to urge me onward, he contributed a very fine first draft of a chapter (Chapter 14) for the first edition.

I am also heavily indebted to Carol Sigelman of the University of Arizona, my collaborator on another Brooks/Cole project (*Life-Span Human Development*) that influenced this book. About once every six weeks, Carol provided me with new references

and with many, many useful suggestions for clarifying my presentation. It is certainly no exaggeration to say that Dr. Sigelman has had a meaningful and salutary influence on every section of this book. Thank you, Carol, for your invaluable support and assistance.

The quality of any developmental text depends to a large extent on the quality of the prepublication reviews from developmentalists around the country. Many of my colleagues have influenced this book by contributing detailed and constructive criticisms, as well as useful suggestions, references, and a lot of encouragement. Each of these 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 at 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; Frank Laycock, Oberlin College; Patricia Leonhard, University of Illinois at Champaign-Urbana; Mark Lepper, Stanford University; John Ludeman, Stephens College; Phil 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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polished manuscript. Never once did these women complain about the volume of work I generated, although I could hardly blame them were they to hope and pray that I would soon become enamored of my own word processor. Truly, it is difficult to express in words just how much the efforts of Geri, Pat, and Robin have meant to me.

Many people have contributed their professionalism and skills to the production of the third edition of *Developmental Psychology*. I am grateful to Fiorella Ljunggren, Production Services Manager at Brooks/Cole, for her dedication to my books over the course of many years; to Micky Lawler, the manuscript editor, for her careful editing job; to Nancy Sjoberg of Del Mar Associates for carrying out the production of the book with skill and efficiency; to John Odam for contributing his artistic talent and creativity to the design of the book; to Linda Rill for taking care of the permissions; and to Gail Meese for handling the photo program.

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Vicki Knight inherited my book upon joining the Brooks/Cole family, but her dedication to and enthusiasm for the project would make you think that she had conceived it herself. I am indeed fortunate to have had Vicki's vast knowledge and experience (that is, wisdom and good old-fashioned "horse sense") behind me as the book developed. She is simply a splendid editor who is responsible for many of the improvements in the book's design and content, and I look forward to working with her for many years to come.

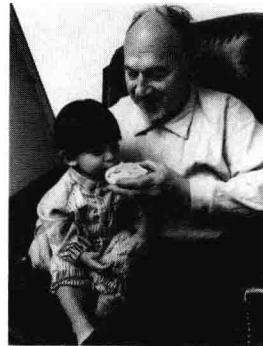
*David R. Shaffer*

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