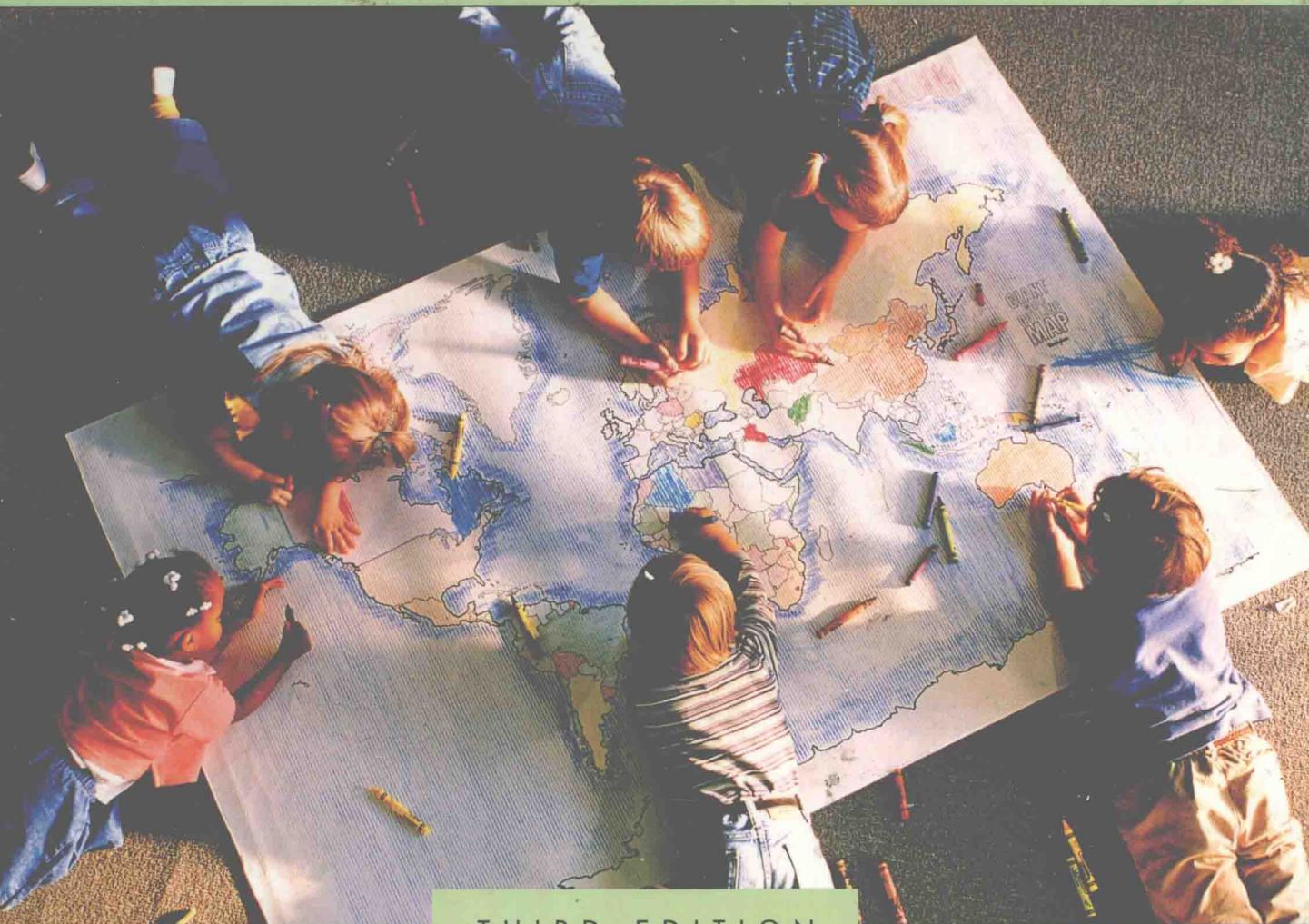


CHILD PSYCHOLOGY

THE MODERN SCIENCE



THIRD EDITION

ROSS VASTA • MARSHALL M. HAITH • SCOTT A. MILLER

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Development in Context

This book follows a contextualist approach to human development. Each chapter examines the role that family, school, and culture play in a child's development. In addition, special Development in Context sections highlight specific examples of these three major contextual forces. The following summary of contextual material is not exhaustive—it merely identifies some of the most important such passages.

Chapter 1: Introduction and Perspective

- (pp. 4–7) “Historical Views of Childhood”—Discusses the treatment of children in cultures from Greece and Rome through the Reformation, highlighting the importance not only of cultural but of historical context in shaping ideas about the nature of childhood and accepted practices for treating children.

Chapter 2: Theories of Child Development

- (pp. 32–33) “Cognitive/Developmental Models”—Provides an initial treatment of Vygotsky's influential sociocultural model.
- (pp. 39–43) “Environmental/Learning Approaches”—Introduces Bandura's notion of reciprocal determinism, or the interaction of person, behavior, and environmental context.
- (pp. 49–52) ■ *Development in Context: The Ecological Approach*—Introduces the theoretical rationale for a focus on context, drawing especially from the theorizing of Urie Bronfenbrenner.

Chapter 3: Research Methods

- (p. 70) “Cross-Sectional Studies”—Considers cohort effects.
- (pp. 72–73) “Cross-Cultural Research”—Lays the methodological groundwork for one important form of contextual research.
- (p. 69) ■ *Development in Cultural Context: Studying the Life Course*

Chapter 4: Genetics: The Biological Context of Behavior

- (pp. 97–102) “Models of Gene-Environment Interaction”—Presents four models of the interplay of genes and environmental context, including Plomin's concept of non-shared environmental factors and Bronfenbrenner and Ceci's Bioecological Model.
- (pp. 102–109) “Studying Gene Effects on Behavior”—Reviews evidence (including various kinds of family studies) that indicates both genes and environments contribute to most psychological outcomes.

Chapter 5: Prenatal Development

- (pp. 120–121) ■ *Development in Family Context: Families Created by Alternative Methods of Conception*
- (p. 134) ■ *Development in Cultural Context: Ganja Use in Jamaica*

Chapter 6: Physical Development: Birth, Motor Skills, and Growth

- (pp. 154–158) “Neonatal Risk”—Includes data on the contribution of family factors.
- (pp. 172–175) “Motor Development”—Illustrates the importance of cultural factors in the comparison of rates of development for African and American infants.
- (pp. 158–160) ■ *Development in Family Context*: Infants at Risk: The Environment Holds the Key
- (pp. 188–189) ■ *Development in Cultural Context*: Social Class and Poverty

Chapter 7: Sensory and Perceptual Development

- (pp. 206–207) ■ *Development in Cultural Context*: Music to Our Ears: Cultural Influences on Perception of Tunes

Chapter 8: Cognitive Development: The Piagetian Approach

- (pp. 261,264–265, 278) Cross-Cultural material—Includes the appearance/reality distinction, children’s cosmologies, and formal operations.
- (pp. 282–283) Applications section—Discusses the relevance of Piaget’s work for education.
- (pp.274–275) ■ *Development in Cultural Context*: Cross-Cultural Research and Piaget

Chapter 9: Cognitive Development: The Information-Processing Approach

- (pp. 309–310) Applications section—Discusses learning to study.
- (pp. 330–335) Academic Abilities—Applies information-processing principles to the school setting.
- (pp. 308, 323, 333) Cross-Cultural material—Includes mnemonic strategies, memory talk in the home setting, and arithmetical strategies in school.
- (pp. 321–324) ■ *Development in Family Context*: How Parents Teach Their Children to Remember

Chapter 10: Cognitive Development: The Intelligence-Test Approach

- (pp. 365–370) “Contributions of the Family”—Provides one of the most extended treatments of the role of the family.
- (pp. 370–374) “Contributions of the School”—Provides the text’s most extended coverage of the contribution of schooling to children’s intellectual development, including cross-cultural material.
- (pp. 377–378) Applications section—Discusses Project Head Start’s intervention efforts for at-risk children.
- (pp. 381–386) “Alternatives to IQ”—Adds to the theoretical basis for an understanding of context through discussions of the Vygotskian approach and Ceci’s Bioecological Theory.
- (pp. 369–370) ■ *Development in Cultural Context*: Families and Achievement: The Message from Cross-Cultural Research
- (pp. 383–384) ■ *Development in Cultural Context*: Mathematics in the School and on the Streets— Brazilian Candy Vendors

CHILD PSYCHOLOGY

THE MODERN SCIENCE



Preface

The major goals of the first two editions of *Child Psychology: The Modern Science* were to serve instructors' needs, to maximize student learning, and to reflect accurately and comprehensively the discipline of developmental psychology as it exists today. In preparing the third edition, we expanded these goals to include a greater integration of contextual material, an increased emphasis on cross- and multicultural research, and even more real-world applications. In so doing, we have created a truly new edition of this textbook that captures the excitement and relevance of child psychology as the discipline enters the 21st century.

A Contextualist Approach

The most important and distinctive feature of *Child Psychology* remains its emphasis on the contextualist view of human development. Inspired by Urie Bronfenbrenner's seminal work, and fueled by the rediscovery of Lev Vygotsky's writings, modern developmental psychology has increasingly adopted a contextualist perspective. The child is not viewed as a passive recipient of environmental influences, but as an active producer of those influences. From the very beginning, the infant engages in a transactional "dance" with the caregiver, each regulating the behavior of the other. As the child grows, development interacts in critical ways with the social contexts in which it occurs, the three most important being the family system, the school, and the cultural environment.

Unfortunately, textbooks of child psychology have not kept pace with this trend. Too often, contextual material has been included simply in the form of separate chapters on family and school influences, appended to the end of the book. As such, the discussion of these influences comes too late to be of maximal pedagogical value. We feel strongly that determinants residing in these and other contextual settings should instead be interwoven in the study of child development and considered at the point where the relevant aspect of development is being discussed. If we wish to discuss, for example, the effects of junior high school practices and policies on the self-esteem of preadolescents, the place to present that material is in the chapter on the development of the self, not in a chapter on schools near the end of the course. One solution to this problem—undoubtedly employed by many instructors—is to extract pieces of material from the later chapters and insert them where they belong. This, however, is awkward and unsatisfying.

Here, as in the first two editions, *Child Psychology* offers a better solution. *Material on the family, school, and culture is integrated into the appropriate chapters of the text.* This allows the course to move from one area of development to another in a topical manner, while including the broad tapestry of variables that affect each area. In the third edition, we have increased our coverage of contextual influences and also presented detailed examples of them in separate sections titled "Development in Family Context," "Development in School Context," and "Development in Cultural Context" (see Pedagogical Features).

As in the previous editions, Chapter 2 introduces the contextualist theme in the presentation of Urie Bronfenbrenner's ecological systems model. Thereafter, each chapter includes one or more Development in Context sections relevant to the

topic under consideration. For example, in Chapter 5 (Prenatal Development) we consider what life is like in families created by alternative methods of conception. In Chapter 7 (Sensory and Perceptual Development) we describe how cultural experiences can affect a baby's perception of music. And in Chapter 15 (Gender-Role Development) we examine whether the typical school environment and curriculum favors boys over girls. Even more importantly, we weave contextual material throughout the entire text, examining pertinent specific influences in every chapter.

Topical Organization

We have chosen to organize the book topically. By considering each topic area in a single chapter, we believe we can most effectively present and critique the full body of research and theorizing relevant to that area.

The 16 chapters can be grouped into four general parts:

- Chapters 1–3 provide the foundation of the discipline, covering history, theory, and research methods. In keeping with the research-oriented approach of the text, these topics are presented in some detail.
- Chapters 4–6 focus on biological and physical development, including genetics, prenatal development, birth, growth, and motor development.
- Chapters 7–11 cover sensory and perceptual development, three approaches to cognitive development, and language.
- Chapters 12–16 describe social and personality development, including emotional development, attachment, the self-system, moral reasoning, prosocial and antisocial behavior, gender-role development, and peer relations.

Although the overall organization is topical, the internal presentation of Chapters 7–16 is developmental. The topic area—be it language, gender roles, or whatever—begins with the newborn and describes development through adolescence. This approach helps the student to appreciate the continuity of growth within each area and also to understand the ongoing interactions between biological processes and contextual influences.

Cultural Diversity

The dramatic increase in cross-cultural and multicultural research within the discipline prompted us to expand even further our discussion of these influences. For example, we discuss cross-culture investigations of Piaget's theory (Chapter 8), we describe how different cultures foster different approaches to language learning (Chapter 11), we examine ethnic differences in infant temperament (Chapter 12), and we describe cross-cultural variations in early play (Chapter 16).

Scientific Orientation

In this text we treat child psychology as a natural science and present it in a way that reflects its scientific underpinnings. In addition to providing a full chapter on research methods (Chapter 3), we discuss specific methodological issues frequently throughout the book, such as comparing research designs for examining genetic influences on development in Chapter 4, describing computer simulations in Chapter 9, and considering contrasting approaches to assessing infant–caregiver attachment in Chapter 12.

State-of-the-Art Coverage

Information is being generated in developmental psychology at a staggering rate. To prepare a textbook of manageable proportions, authors must make some tough decisions. We have chosen to present a state-of-the-art treatment of child psychology that focuses on the very latest issues and findings. For example, Chapter 4 discusses Ceci and Bronfenbrenner's new model of gene–environment interactions; Chapter 6 describes Thelen's dynamic systems approach to motor development; Chapter 8 discusses the newest developments in theory of the mind; and Chapter 13 presents Dweck's latest model of motivational processes and academic achievement.

Some chapters include boxed sections titled “*On the Cutting Edge*” that describe new and exciting research developments (see Pedagogical Features). Also, to keep the third edition as up-to-date as possible, we have added hundreds of new references, many from 1995 through 1998.

Although our focus is on current work, we recognize that some truly classic studies should be known by every student of human development. In such cases, the material is presented in boxed sections titled “*Classics of Research*” (see Pedagogical Features).

Balanced Theoretical Presentation

Rather than emphasizing any single theoretical orientation, our book examines child psychology from the perspectives of the three principal traditions that characterize the discipline today—the *cognitive-developmental approach*, the *environmental/learning approach*, and the *ethological approach*. The fundamental tenets of these three orientations are first presented in Chapter 2. Then, most of the remaining chapters begin by examining what the three traditions have to say about that topic area and go on to consider relevant research findings and applications. As a consequence, the student can approach the substantive material in these chapters with a conceptual structure that facilitates interpretation, comparison, and critical analysis. For example, Chapter 14, on moral development, begins by outlining the theoretical models of Piaget, Kohlberg, and Turiel and then examines recent studies designed to test the validity and scope of these models.

Readability and Simplicity

We have worked hard to make our text, above all, interesting and accessible to the student reader. We believe that the text's comfortable writing style and the clarity with which concepts are introduced, discussed, and interrelated will enable students to read and understand a rigorous treatment of the issues.

In addition, rather than presenting long and tedious discussions of research findings that are likely to overwhelm students, we first decided what concepts and principles we wished students to come away with and then carefully selected research findings and real-world examples to illustrate and support this material. As a consequence, we believe that we have produced a text that communicates the essence and excitement of developmental psychology simply and efficiently.

Pedagogical Features

In our effort to be complete and up-to-date, we have not forgotten that this is a textbook whose audience includes college sophomores. We have designed into the book a number of features—some new to the third edition (designated by ** below)—to maximize the likelihood that students will learn the material.

****Chapter-Opening Vignettes** Most of the chapters begin with a brief story or anecdote designed to capture the student's interest and to introduce the topic under consideration. In Chapter 4, for example, we open with the story of Dolly, the Scottish sheep that was cloned from a single cell, and we consider some of the intriguing ethical questions posed by the research. Or in Chapter 15, we describe a fascinating case study in which a male newborn is surgically altered and raised as a female.

****“On the Cutting Edge” Boxes** We use boxes selectively in this text. The “On the Cutting Edge” boxes are designed to make students aware of recent research findings—such as the latest studies of newborn facial perception (Chapter 7), Goldin-Meadow's work on using gestures to assess cognitive status (Chapter 9), and Bem's new theory of sexual orientation (Chapter 15)—or important ongoing research programs—such as the Human Genome Project (Chapter 4).

“Classics of Research” Boxes A highly praised feature of the first two editions was retained for this edition. The “Classics of Research” boxes present studies of enduring historical value, even though they are no longer of immediate relevance to contemporary thinking in the area. Examples include Arnold Gesell's research on motor development in twins (Chapter 6), Harlow's work with attachment in infant monkeys (Chapter 12), and Hartshorne and May's studies of moral character (Chapter 14).

“Applications” Sections These sections present examples of research findings and programs that have been applied to work in schools, homes, hospitals, and other real-world settings. Whereas previous editions had this material separated out as boxes, here we integrated it into the main body of the text at the points where we felt it was most relevant and labeled them as Applications. Examples of these sections include caring for cocaine-exposed babies (Chapter 5), using picture-book reading to encourage language development (Chapter 11), and controlling gang violence (Chapter 16).



****“Development in Context” Sections** In addition to describing the influences of contextual factors throughout the text, we also include more detailed discussions in separate sections labeled “Development in Family Context” (e.g., growing up in a single-parent household, in Chapter 15), “Development in School Context” (e.g., do schools depress adolescents' self-concept, in Chapter 13), and “Development in Cultural Context” (e.g., the effects of exposure to real-life violence, in Chapter 14). Like the Applications sections, these are integrated into the body of the text but are denoted by special headings and icons.

✓ **“To Recap” Sections** At the end of each major section in a chapter, a brief summary of the material is presented. This organization encourages students to pause and reflect on what they have just read and helps set the stage for the sections that follow. Feedback from the previous editions indicated that students found these sections very helpful.

****Visual Summaries** Each chapter ends with a summary of the major points and issues. Using a visual layout, much like a flow chart, these summaries help students organize and review the chapter's material.

Running Glossary Bold-faced glossary items in the text highlight terms of continuing importance to students. These items are defined in the margin on the same

page, as well as at the end of the book, providing a convenient guide for reviewing the material.

Illustration Program We reworked many of the figures and drawings from the previous edition to create new, effective illustrations in a full-color format. We also carefully selected many color photos that depict situations and events described in the text, along with some that illustrate laboratory techniques and other research methods.

Supplementary Materials

Accompanying the text is a full package of materials to support student learning and classroom teaching. The package includes the following:

The Student Study Guide contains chapter outlines, learning objectives, key terms, application exercises, critical thinking exercises, self-test questions, and practice exams. The study guide was again prepared by Alastair Younger of the University of Ottawa.

The Instructor's Resource Guide contains guidelines for the first-time instructor, chapter outlines, learning objectives, key terms, lecture topics, discussion questions, in-class and out-of-class activities, supplemental readings, videoguide, and media materials. It was prepared by Susan Siaw of the California State Polytechnic University, Pomona.

The Test Bank provides approximately 120 questions for each chapter, keyed to the text in a multiple-choice, true/false, and essay format. Each question notes the text page on which the answer can be found, and whether the question is factual or conceptual.

The Computerized Test Bank is available in IBM and Macintosh versions.

Overhead Transparencies present approximately 100 figures and tables from the text.

Video Library Instructor's can choose from a variety of videos and clips for class presentation from the Child Psychology Video Library. Please contact your local Wiley representative for more details about the different video options.

Web Site Using the Vasta Web site, located at <http://www.wiley.com/college/vasta>, students will be able to sample the study guide, and instructors can download the text supplements directly to their computers.

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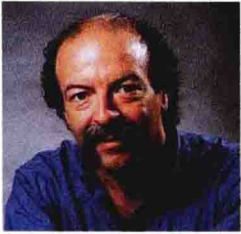
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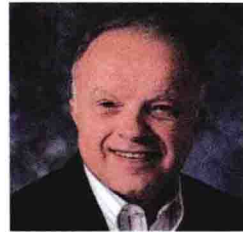
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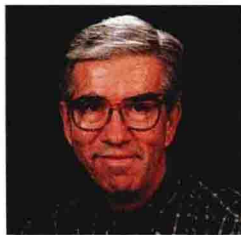
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