



Second Edition

DEVELOPMENTAL PSYCHOLOGY

Childhood and Adolescence

DAVID R. SHAFFER



Developmental Psychology

Childhood and Adolescence

Second Edition

David R. Shaffer
University of Georgia

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Permissions Editor: *Carline Haga*

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Cover Illustration: *Katherine Minerva*

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Interior Illustration: *Cyndie Clark-Huegel and Wayne Clark*

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Preface

My 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 16 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, 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 ana-

lyzed 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, grade retention, single parenting, stepparenting, child abuse, and the importance of 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, 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.** This book will not attempt to convince its readers that any one theoretical viewpoint is "best." The psychoanalytic, behavioristic, cognitive-developmental, 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, 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 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 best sellers) is that they describe human development without explaining why it occurs. 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 that 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, and social 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 the text.

- **A developmental psychology text should be a resource book for students—one that reflects current knowledge.** I have chosen to cite a fair number of very recent studies and reviews to ensure that my coverage (and any outside reading that students may undertake) will represent our current understanding 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 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. Each of these presentations has its 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 develop-

mental 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 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 and the holistic character of human development.

Content. Because the first edition of this book enjoyed success 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 the tools of the trade, including a thorough discussion and illustration of research methodologies (Chapter 1) and a succinct review of psychoanalytic, behavioristic, cognitive-developmental, and ethological 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 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 edition that distinguished my coverage from that found in other texts have been updated and retained in the second edition. Among these features are:

- A contemporary treatment of theory and research in behavior genetics in Chapter 3.
- A thorough consideration of social and environmental influences on physical development in Chapter 5.
- An entire chapter (Chapter 6) on perceptual development that traces the growth of perceptual abilities

throughout childhood and early adolescence and discusses the many social and ecological influences on this important cognitive process.

- Piaget's theory of language acquisition in Chapter 8.
- An even-handed critique of both the Piagetian and the information-processing approaches to cognitive development in Chapter 9.
- An updated analysis and evaluation of compensatory education in Chapter 10.
- The latest research on parent/infant bonding in Chapter 11.
- Extensive coverage of the development of self-knowledge and its relation to social cognition and personality development in Chapter 12.
- A contemporary view of psychological androgyny in Chapter 13.
- A thorough coverage of moral development in Chapter 14 that includes Gilligan's theory of sex differences in moral reasoning.
- Treatment of the family as a *social system* in Chapter 15, including father and sibling influences as well as the impact of ecological variables (for example, subculture and neighborhood) and important events such as divorce and remarriage.
- A current assessment of the developmental implications of schooling, covering practices such as ability grouping, peer tutoring, and grade retention, in Chapter 16.
- Consistent attention to *cross-cultural* research. Not only do students enjoy learning about the development of people in other cultures, 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 the 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 the book by either the professors or the students who used the first edition, I have made several important changes in the content of this second 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:

- In Chapter 3 I’ve placed much more emphasis on genotype/environment interplays and their implications for human development. My purpose in exposing students to recent theories of behavior genetics is to illustrate how genotypes and environments interact to produce developmental change and how genetic and environmental *differences* combine to produce *variations* in developmental outcomes.
- Interest in the *long-term* developmental implications of prenatal and perinatal complications has grown dramatically since the first edition was published. The most recent findings on this topic are discussed in Chapter 4 of this revised edition.
- Coverage of physical growth and development (Chapter 5) now includes a major section on the development of the brain and central nervous system. Here, I’ve focused extensively on the plasticity issue and on the role of experiential factors in neural growth and development.
- Research on infant perceptual capabilities has exploded over the past five years. This section of Chapter 6 has been completely rewritten to reflect these exciting developments. There is also a new section on research methodology that illustrates how creative investigators have persuaded nonverbal infants to tell us what they are sensing or perceiving.
- Information-processing theory receives much more attention in the second edition than in the first. Not only has this coverage been greatly expanded in Chapter 9, where we take up the topic of cognitive development, but the book now reflects the contribution of information-processing theorists to research in perceptual development (Chapter 6), learning (Chapter 7), language development (Chapter 8), intelligence testing (Chapter 10), achievement strivings (Chapter 12), sex-role development (Chapter 13), and moral development (Chapter 14).
- The Ainsworth/Kagan debate about the role of infant temperament in emotional attachments is highlighted

in Chapter 11, as is an expanded and thoroughly updated section addressing the impact of maternal employment and alternative caregiving on children’s social and emotional well-being.

- Chapter 12 has been reorganized to reflect more directly on the development of the self and on two aspects of personal/social development that are central to the developing self-concept: sociability and achievement. Moreover, the portion of the chapter on achievement behavior has been expanded to include Weiner’s attributional theory of achievement and Dweck’s exciting work on learned helplessness.
- Chapter 13 now features Martin and Halverson’s schematic-processing model of sex typing—a viewpoint that (in my opinion) provides the “missing link” in our quest for a truly integrative theory of sex-role development. Also appearing in this revised chapter is a new section on the development of sexuality and a contemporary assessment of the sexual attitudes and behavior of today’s adolescents.
- Chapter 14 has been rewritten to focus on three *interrelated* aspects of social development: aggression, altruism, and social development. Dodge’s social information-processing theory of aggression is an important addition to this chapter, as is the new evidence reflecting on Gilligan’s theory of female moral development.
- The impact of the computer on developing children is now highlighted in Chapter 16. Moreover, discussion of the peer group as a socializing agent has been strengthened considerably by the inclusion of a major section focusing on the developmental implications of having (or not having) friends.

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

Among the features I've included to make the book more interesting and the material easier to learn are the following:

- **Boxes.** Each chapter contains a number of boxes that call attention to important issues, ideas, or applications. The aim of these boxes is to permit a closer and more personal examination of selected topics while stimulating the reader to think about the questions, controversies, practices, and policies under scrutiny. Some of the boxes address methodological issues (for example, characteristics of a *useful* psychological test), whereas others focus on theoretical and empirical controversies (e.g., can apes acquire language?), practical concerns (e.g., fathers as custodial parents), applications (e.g., improving children's social skills), and policy decisions (e.g., grade retention). All the boxes were carefully 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.** At the bottom of right-hand pages, a running glossary provides on-the-spot definitions for boldface 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 done in a second 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 summarizes key terms and chapter objectives, contains suggestions about films and reading materials, and features overhead transparency masters that can also be used as classroom handouts.

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 two sets of multiple-choice items, five to ten short-answer questions, three to five essay questions, and answers for *all* test items. For those instructors with access to microcomputers, the test file is also available in a version compatible with most popular formats. The Brooks/Cole sales representative has complete details.

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 programmed Personalized System of Instruction (PSI) review, a preliminary multiple-choice self-test emphasizing concepts, a research digest and drill, and a comprehensive multiple-choice self-test covering concepts, theory, research, and applications. In addition to these more traditional review materials, there are also a number of probing "applications" exercises and conceptual vignettes that challenge students to think about and to apply what they have learned. This study guide should be a particularly helpful learning aid for the 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 and his wife, Fiona Ritchie, 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, who, about once every six weeks, 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; Patricia Leonhard, University of Illinois at Champaign-Urbana; Frank Laycock, Oberlin College; 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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Several people have prepared helpful materials for use both within and outside of the text. I wish to thank Don Baucum of Birmingham-Southern College, who produced the test file as well as the student study guide, and Larry and Judith Fenson, who prepared the instructor's manual. Thanks are also in order to Wayne Clark and Cyndie Clark-Huegel, who illustrated the book, and to Stephen Forsling, who diligently searched for and found photographs that capture the essence of development.

Special thanks go to Geraldine Moon, who coordinated the efforts of the project's clerical staff, and to Pat Smith and Marian Farrow, who are becoming amazingly proficient at deciphering my ambiguous hieroglyphics and transforming that mess into a 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. All kidding aside, it is difficult to express in words just how much the efforts of Geri, Pat, and Marian have meant to me.

Once again, the staff at Brooks/Cole showed me why they have a reputation for producing excellent textbooks. As the project neared completion (from my end, at least), Senior Production Coordinator Fiorella Ljunggren took charge, imposing impossible deadlines along with the support and encouragement to meet them. Fiorella has taught me that a manuscript does not a book make, and I've learned from our many collaborations to sincerely appreciate her dedication and professionalism. Rephah Berg was also exceptional in her role as copy editor. Having now worked with Rephah on three projects, I am convinced that no one catches errors (in

logic as well as syntax) any better than she. Carline Haga has been very helpful in securing permissions, and the art department has devoted many, many hours to the task of making this volume pleasing from a visual standpoint. I am grateful to all of them, especially Katherine Minerva, who designed the book and created its handsome cover, and Lisa Torri, who coordinated the art program.

Last but certainly not least, I owe an especially important debt of gratitude to my project editors, C. Deborah Laughton and Phil Curson. C. Deborah persuaded me to sign a contract with Brooks/Cole and was there throughout the first and for most of the second edition, answering questions, solving problems, and gently prodding this recalcitrant author to keep working during important historical events (such as the World

Series). C. Deborah's advice and counsel were simply invaluable, and I'll miss her very much now that she has left Brooks/Cole. (It is doubtful, however, that I will ever consent to miss the Series again.)

Phil Curson took over in midstream and promptly dispelled the myth that a change of editors is an author's worst nightmare. Phil has been very helpful to me and especially enthusiastic about this project—even though he was not its sponsoring editor. Yet, I am hardly surprised by his dedication and enthusiasm, for his efforts in behalf of the first edition were one major reason that that volume enjoyed the success it did.

David R. Shaffer

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