BRIEF CONTENTS

Preface to Sixth Edition  xxi
Acknowledgements  xxv

PART I  THEORIES AND METHODS  1

CHAPTER 1  Studying Development  3
CHAPTER 2  Biological and Cultural Theories of Development  31

PART II  PRENATAL DEVELOPMENT AND BIRTH  77

CHAPTER 3  Prenatal Development and Birth  79

PART III  THE SOCIAL WORLD OF THE CHILD  105

CHAPTER 4  Parents and Families  107
CHAPTER 5  Siblings and the Peer Group  161
CHAPTER 6  Developing Emotional Intelligence and Social Awareness  199
CHAPTER 7  Play  233
CHAPTER 8  Children and Media  265
CHAPTER 9  Helping Others and Moral Development  297
CHAPTER 10  Social Dominance, Aggression and Bullying  339

PART IV  CHILDREN’S DEVELOPING MINDS  377

CHAPTER 11  Perception  379
CHAPTER 12  Language  405
CHAPTER 13  Cognition: Piaget’s Theory  443
CHAPTER 14  Cognition: The Information Processing Approach  471
CHAPTER 15  Children’s Understanding of Mind  513
CHAPTER 16  Learning in a Social Context  545
CHAPTER 17  Intelligence and Attainment  579
CHAPTER 18  Deprivation and Enrichment: Risk and Resilience  605

PART V  ADOLESCENCE  643

CHAPTER 19  Adolescence  645

References (Visit the website to download the references - www.wiley.com/college/smith)

Index  693
Preface to Sixth Edition xxi
Acknowledgements xxv

PART I THEORIES AND METHODS 1

CHAPTER 1 Studying Development 3
Development Observed 5
What is ‘Development’? 6
  Baltes’s Conceptualization of Life-Span Development 8
  Bronfenbrenner’s Ecological Model of Human Development 10
Obtaining Information about Behaviour and Development 12
  What Degree of Control? 12
  Recording Data 15
  Reliability and Validity 16
  Participant Characteristics 17
  Children/Young People as Active Participants in Research 17
Working with the Data: Quantitative and Qualitative Methods 19
  Objectivity and Bias 19
  Ethical Issues 20
What Implications Does Psychological Knowledge have for Society? 21
  The Rights of Children 22
  The Well-being of Children 25
The Scientific Status of Psychology 27
Chapter Summary 29
Discussion Points 29
Further Reading 30

CHAPTER 2 Biological and Cultural Theories of Development 31
Genetics and the Groundplan for Development 32
  Twin Studies 33
  Adoption Studies 34
  Genes, and Shared and Non-Shared Environment 35
Identifying Genes and the Human Genome Project 36
Chromosomal Abnormalities 38
Down Syndrome 38
The Brain and Developmental Neuroscience 39
How Behaviour Develops: Nature and Nurture 41
  Instinct, Maturation and Learning 42
  Rigidity and Flexibility 42
  Imprinting and the Concept of Sensitive Periods 44
Individual and Social Learning Processes 45
Social Learning, Tradition and Culture 47
Communication Systems in Monkeys and Apes 47
Teaching 48
Thinking in Primates 49
The Evolution of High Intelligence 50
The Evolution of ‘Mindreading’ and of Metarepresentational Thought 51
Apes, Humans and Culture 54

Evolution and Human Behaviour 54
Evolutionary Theory 55
Evolutionary Theory and Human Behaviour 58
Box 2.1: Parent–offspring weaning conflicts among the Bofi farmers and foragers of Central Africa 59
Evolutionary Psychology and Evolutionary Developmental Psychology 62
Criticisms of the Evolutionary Approach 63
Belsky and Pluess’ Three Models of Human Plasticity 63

Culture and Development 65
Cultural-Ecological Models 66
Box 2.2: Development through participation in sociocultural activity 69

Social Constructionist Approaches 71
Deconstructing Developmental Psychology 73

Chapter Summary 75
Discussion Points 75
Further Reading 76

PART II  PRENATAL DEVELOPMENT AND BIRTH 77

CHAPTER 3  Prenatal Development and Birth 79

From Conception to Birth 80
Germinal Stage 80
Embryonic Stage 81
Fetal Stage 81
Sex Hormones and Male–Female Differentiation 81
Fetal Learning 82
Prenatal Risks 82
Box 3.1: Newborn and fetal response to the human voice 83
Pregnancy Sickness 85

The Nature of Birth 85
Interaction Immediately after Birth 88
Breastfeeding 89
PART III  
THE SOCIAL WORLD OF THE CHILD  

CHAPTER 4  
Parents and Families

The Development of Attachment Relationships  108
Who are Attachments Made With?  109
The Security of Attachment  110
Implications of Infant Attachment Security  111
Is the Strange Situation Valid Cross-Culturally?  112
Why do Infants Develop Certain Attachment Types?  112
Box 4.1: Infant–mother attachment among the Dogon of Mali  113
Disorganized Attachment and Unresolved Attachment Representations  116
Attachment beyond Infancy and Internal Working Models  117
The Adult Attachment Interview  119
Are Attachment Types Stable over Time?  120
Are Attachment Types Stable over Generations?  122
Attachment Theory as a Paradigm  124

Bowlby’s ‘Maternal Deprivation’ Hypothesis  124
Box 4.2: The effect of early institutional rearing on the behaviour problems and affectional relationships of 4-year-old children  127
CHAPTER 5  

**Siblings and the Peer Group**  

Early Peer Relationships 162

Siblings 163

- Siblings in the Home Environment 164
- Sibling Influences: Play, Teaching 165
- Sibling Influences: Conflict and Social Comparison 165
- Sibling Influences: Theory of Mind 167
- Twins and Multiplets 167
- Only Children 168
- Family Size, Birth Order, Intelligence and Creative Lives 169

Peer Relationships in Preschool and School 170

- Measuring Peer Relationships: Sociometry 172
- The Concept of Sociometric Status 173
  - Box 5.1: Dimensions and types of social status: a cross-age perspective 174
A Social Information Processing Model 176
Rejected Children 177
Subtypes of Rejected Children 177
Popular and Controversial Children 178
Perceived Popularity 178
Neglected Children, Loneliness and Social Withdrawal 179

Friendship 181
What Characterizes Friendship? 181
Origins of Friendship 182
Conceptions of Friendship 183
Quality of Friendship 183
Box 5.2: Monthly instability in early adolescent friendship networks and depressive symptoms 185

The Importance of Peer Relations and Friendship 188
A Long-term Study of Correlates of Childhood Friendship and Sociometric Status 190
Enemies 190
Social Skills Training 191
Immigration, Acculturation and Friendships in Multicultural Settings 192

Family and Peer Relationships 193
Group Socialization Theory and the Role of the Peer Group:
How Important are Families? 194
Chapter Summary 196
Discussion Points 196
Further Reading 197

CHAPTER 6

Developing Emotional Intelligence and Social Awareness 199

How Children Begin to Understand Self and Others 200
The Infant’s Recognition of Self 201
How Children Categorize Others 202

Emotional Development 203
Producing Emotions 203
Recognizing Emotions in Others 204

Understanding Others’ Emotions, Desires and Beliefs 206

Developing Emotional Intelligence 208
Emotional Regulation 208
Emotional Intelligence 210
Box 6.1: Trait emotional intelligence and children’s peer relations at school 212
Self-Concept and Self-Esteem 215
Box 6.2: Circle Time for social and emotional learning in primary schools 216

Early Sex Differences and the Development of Gender Identity 218
Sex Differences among Children in Western Societies 219
Awakening of Gender Identity and Sex Differences 219
Cross-cultural Studies 221

Theories of Sex-Role Identification 221
Biological Factors 222
Social Learning Theory 223
Social Constructionist Approaches 224
Cognitive-developmental Theory and Gender Schemas 225
Social Cognitive Theory 226

Children’s Awareness of and Attitudes to Different Ethnic and National Groups 228
Ethnic Awareness and Preference 228
Emphasizing Diversity 230

Chapter Summary 230
Discussion Points 231
Further Reading 231

CHAPTER 7  Play

Characteristics of Playful Behaviour 234
Exploration and Play 236

The Development of Play 237
Play Types and Sequences 237
Physical Activity Play 239
Rough-and-tumble Play 239
Play with Objects 240
Fantasy and Sociodramatic Play 241
- Box 7.1: Universal, developmental and variable aspects of young children’s play: a cross-cultural comparison of pretending at home 244
Imaginary Companions 246
Language Play 246
War Toys and War Play 247
Video and Computer Games 248
Games with Rules 249
Factors Affecting Play 249
Play in Different Cultures and the ‘Play Ethos’ 250

Play Theorists 250
The Benefits of Play: The Evidence 253
The Forms of Play 253
Correlational Studies 255
- Box 7.2: Boys’ and girls’ uses of objects for exploration, play and tools in early childhood 256
Experimental Studies 258
Play Therapy 260
Models of Benefits of Play 262
The Benefits of Play: An Overview 263

Chapter Summary 263
Discussion Points 264
Further Reading 264
CHAPTER 8  

**Children and Media**  

Children’s Use of Media 266  

Children and Television 268  

- Learning from Television 270  
- *Sesame Street* 271  
- Television in Relation to Other Activities 271  
- Influence of Television: Stereotypes 273  
- Influence of Television: Aggression and Violence 275  
- A Longitudinal, Correlational Study on Adolescents 276  
- A Two-site Longitudinal Study 276  

Computer Games 279  

Advertising to Children 282  

- Unhealthy Food Products 282  
  - Box 8.1: Food choice and overconsumption: effect of a premium sports celebrity endorser 283  
- Children’s Understanding of Advertisements 285  
- Product Placement and Advergames 286  
- Effects of Advertising on Children 288  
  - Box 8.2: Exploring the relationship between children’s knowledge of text message abbreviations and school literacy outcomes 289  

Media Interventions 291  

- Restrictive Interventions 291  
- Co-viewing 293  
- Media Literacy 293  

Chapter Summary 294  

Discussion Points 294  

Further Reading 295  

CHAPTER 9  

**Helping Others and Moral Development**  

The Development of Prosocial Behaviour 298  

- Experimental Studies 300  
- Observational Studies 301  

Factors Influencing Prosocial Behaviour 302  

- Parenting 302  
- Siblings 305  
- School and the Peer Group 306  
- Peer Support Systems in Schools 308  
- Sex Differences in Prosocial Behaviour 308  
  - Box 9.1: The effects of primary division, student-mediated conflict resolution programs on playground aggression 310  

Cross-cultural Differences in Prosocial Behaviour 313  

The Development of Moral Reasoning 315  

- Piaget’s Theory 315  
- Kohlberg’s Theory 318  

Early Criticisms of Kohlberg’s Theory 321
Later Revisions of Kohlberg’s Theory 322
The Social-Cognitive Domain Approach
to Moral Development 324
   Box 9.2: Does moral and social-conventional reasoning predict
   British young people’s judgements about the rights of asylum
   seeker youth? 325
The Age of Moral Responsibility in the Context of Youth Crime 329
Can We Teach Moral Values? 331
   Emotional Literacy 332
   The PATHS Intervention 333
   Results of the PATHS intervention 334
Chapter Summary 336
Discussion Points 337
Further Reading 337

CHAPTER 10 Social Dominance, Aggression and Bullying 339

Dominance in Children 340
   Social Dominance in Younger Children 340
   Social Dominance in Older Children 341
Aggression in Children 342
   Types and Typologies of Aggressive Behaviour 343
   Developmental Changes in Aggression 345
   Is Aggression Maladaptive? 346
      Box 10.1: Strategies of control, aggression and morality in
      preschoolers: an evolutionary perspective 347
   Origins of Aggression: Genetic Factors and Temperament 350
   Callous-unemotional Traits 351
   Origins of Aggression: Parenting 352
   Origins of Aggression: Peer Group Factors 353
   Origins of Aggression: Neighbourhood Factors 354
   Disruptive Behaviour and Oppositional Defiant Disorder 355
   Delinquency 356
   Interventions 357
Bullying in School 358
   Finding Out about Bullying 359
   Types of Bullying 362
   Cyberbullying 364
   Incidence and Structural Features of Bullying 365
   Causes of Bullying 366
   Consequences of being Victimized 367
   Interventions against Bullying 368
   Large-scale School-based Intervention Programmes 371
      Box 10.2: Bully/victim problems among schoolchildren: basic
      facts and effects of a school-based intervention programme 372
Chapter Summary 375
Discussion Points 375
Further Reading 376
PART IV  CHILDREN’S DEVELOPING MINDS  377

CHAPTER 11  Perception  379

Methods for Studying Infants’ Perception  381
   Preference Technique  381
   Habituation  381
      Box 11.1: Is face processing species-specific during the first year of life?  382
   Conditioning  384
   Summary of Methods  385

Visual Perception  386
   Investigating Infants’ Visual Perception  386
   Pattern Perception  387
   Face Perception  388
   Perceptual Constancies  392
   Object Separation  393
   Depth Perception  395
      Box 11.2: Effects of prior experience on 4.5-month-old infants’ object segregation  396

Auditory Perception  398
   Effects of the Environment on Perceptual Development  400

Intermodal Perception  401
Chapter Summary  403
Discussion Points  403
Further Reading  403

CHAPTER 12  Language  405

Main Areas of Language Development  406
Sequences in Language Development  407
   Shared Rhythms  407
   Babbling and Echolalia  408
   First Words and Sentences  411
      Box 12.1: Facilitating children’s syntax development  413
   Gleitman’s Syntactic Bootstrapping Hypothesis  416
   Barrett’s Multi-Route Model  417
From 3 to 5 Years  417

The Transition to Literacy  418
   Prereading and Prewriting Skills  418
      Box 12.2: Categorizing sounds and learning to read: a causal connection  420
   Taking Account of One’s Own and Others’ Perspective Through Narrative Experiences  423

Learning to Read  424
Dyslexia  425
   Explanations of Dyslexia  426
Helping Children with Dyslexia to Cope 428

Theories of Language Development 428

The Innate Basis of Language: Chomsky’s Views 429
Pinker and the Evidence from Pidgin and Creoles 432
Language and Cognition: A Piagetian Perspective 433
Cognitive-Functional Linguistics 434
Adult–Child Speech 437
A Continuing Debate 439

Chapter Summary 441
Discussion Points 441
Further Reading 442

CHAPTER 13 Cognition: Piaget’s Theory 443

Underlying Assumptions: Structure and Organization 446
The Stages of Cognitive Development 448
The Sensorimotor Stage 448
Reinterpretations of Piaget: The Sensorimotor Stage 451
The Preoperational Stage 453
  The Preconceptual Period 453
  The Intuitive Period 455
    Box 13.1: Piaget’s mountains revisited: changes in the egocentric landscape 456
Reinterpretations of Piaget: The Preoperational Stage 460
  Box 13.2: Conservation accidents 462
The Concrete Operational Stage 464
Reinterpretations of Piaget: The Concrete Operational Stage 465
The Formal Operational Stage 465
Reinterpretations of Piaget: The Formal Operational Stage 466
Piaget’s Theory: An Overview 468
Educational Implications 468
Chapter Summary 469
Discussion Points 470
Further Reading 470

CHAPTER 14 Cognition: The Information Processing Approach 471

Information Processing Limitations 474
Stage-Like Performance in Information Processing 476
  Problem-solving Strategies 478
    Box 14.1: Strategies of scientific reasoning 479
  Attention 487
Memory Development 488
  Encoding Strategies 488
  Retrieval Strategies 490
    How do memory strategies develop? 491
Metacognition 492
Knowledge and Memory Development 493
Constructive Memory and Knowledge 494
Summary of the Information Processing Approach 496
Children’s Eyewitness Research 497
Children’s Suggestibility 498
Box 14.2: The effects of stereotypes and suggestions on prescriptors’ reports 499
Why are Children Misled? 503
Interviewing Procedures 506
  The Cognitive Interview 506
  Achieving Best Evidence 507
Stress and Recall 507
Summary of Eyewitness Research 509
Chapter Summary 510
Discussion Points 510
Further Reading 511

CHAPTER 15  Children’s Understanding of Mind 513
  The False-Belief Task 515
  Box 15.1: Beliefs about beliefs: representations and constraining function of wrong beliefs in young children’s understanding of deception 516
Children’s Knowledge of Mind Before About 4 Years of Age 522
  Distinguishing Mental States in Language 522
  Understanding the Relationship between Seeing and Knowing 522
  Understanding the Appearance–Reality Distinction 523
  Predicting Behaviour 524
When is Theory of Mind Achieved? 524
Theory of Mind After 4 Years of Age 526
Theories About the Development of Understanding the Mind 529
Do Children with Autism or ASD Lack an Understanding of Others’ Minds? 533
  Box 15.2: Domain specificity in conceptual development: neuropsychological evidence from autism 537
How Far Can a Deficit in Understanding Mental Representations Contribute to an Explanation of ASD? 540
Chapter Summary 542
Discussion Points 542
Further Reading 543

CHAPTER 16  Learning in a Social Context 545
  The Challenge of Vygotsky 546
  Individual Mental Functioning: Its Sociocultural Origins 547
    Cole’s Work with the Kpelle 549
    The Zone of Proximal Development (ZPD) 551
    Hedegaard’s Teaching Experiment 552
Language and Thought 554
The Impact of Bruner 555
  Scaffolding in Practice 556
  Box 16.1: Capturing and modelling the process of conceptual change 557
  Guided Participation in Sociocultural Activity 562
  Collective Argumentation 564
  The Community of Inquiry 568
Implications for Education 569
  Box 16.2: Mathematics in the streets and in schools 570
  The Role of Peers as Tutors 574
Is Synthesis Possible? 575
Chapter Summary 577
Discussion Points 577
Further Reading 578

CHAPTER 17  Intelligence and Attainment 579

The Development of Intelligence Tests 580
  The First Tests 580
  Revisions of the Binet–Simon Scale 582
  Other Intelligence Scales 583
Reliability and Validity 586
  Reliability 586
  Validity 587
The Early Uses of Intelligence Tests 587
Concepts of Intelligence 589
  Sternberg’s Theory of Intelligence 590
  Box 17.1: People’s conceptions of intelligence 590
Savants 593
  Box 17.2: Calendar calculating by ‘idiot savants’. How do they do it? 594
Intelligence in a Social-Cultural Context 596
The Use of Intelligence Tests 599
  Children with Learning Difficulties 599
  Gifted Children 599
Attainment Tests 601
Chapter Summary 603
Discussion Points 603
Further Reading 604

CHAPTER 18  Deprivation and Enrichment: Risk and Resilience 605

Deprivation 606
Extreme Deprivation and Neglect 607
  Feral Children 607
  The Koluchova Twins 608
  Genie 610
The Effects of Institutional Rearing on Children’s Development 612
  Early Studies 612
  Romanian Adoptees: The English and Romanian Adoptees (ERA) Study 613
Socially Disadvantaged Children 616
  Social Disadvantage in the UK 616
  The Impact of Racial Prejudice and Discrimination 617
  Street Children 619
  The Social Reintegration of Children Associated with Armed Forces 620
    Box 18.1: Participation as principle and tool in social integration: young mothers formerly associated with armed groups in Sierra Leone, Liberia and Northern Uganda 620
Explanatory Models 624
  The ‘Deficit’ and ‘Difference’ Models 624
  Risk and Protective Factors 625
  Resilience in the face of adversity: the Kauai study 626
Interventions: The Role of Families 628
Nurture Groups 630
Compensatory Education Programmes in the USA 631
  USA Compensatory Programmes Evaluated 631
    Box 18.2: What makes a difference: Early Head Start evaluation findings in a developmental context 633
Compensatory Education Programmes in the UK 635
  Sure Start 635
A Continuing Debate 638
Chapter Summary 640
Discussion Points 641
Further Reading 641

PART V ADOLESCENCE 643

CHAPTER 19 Adolescence 645

The Biological and Physical Changes of Puberty 646
  Variations in Physical Maturation Rates 649
  The Secular Trend in Age of Puberty 650
  Theories Concerning Pubertal Timing 652
Psychological Effects of Puberty 653
  Effects of Physical Changes 653
    Box 19.1: The associations among perceived pubertal timing, parental relations and self-perception in Turkish adolescents 654
  Effects of Hormones 657
  Brain Development at Puberty 657
  Effects of Cognitive Changes 659
Effects of Early and Late Maturation 660