CONTENTS

PREFACE	xiii
INTRODUCTION	1
What Is a Theory?	2
What Is a Developmental Theory?	4
Of What Value Is a Developmental Theory?	8
Organizing Information / Guiding Research	
How Are Facts and Theories Related?	11
The Model / Deductive Theory / Functional Theo Inductive Theory / An Overview	ry
What Are the Main Issues of Developmental Psychology?	17
What Is the Basic Nature of Humans? / Is Development Qualitative or Quantitative? / How Do Nature and Nurture Contribute to Development? / What Is It That Develops?	
Summary	25
A Word About This Book	26
Suggested Readings	27
1 PIAGET'S COGNITIVE-STAGE THEORY	29
Biographical Sketch	30
General Orientation to the Theory	34

Genetic Epistemology / Biological Approach / Structuralism / Stage Approach / Methodology	
Description of the Stages	42
Sensorimotor Period / Preoperational Period / Concrete Operational Period / Formal Operational An Overview	Period /
Memory	64
Mechanisms of Development	65
Cognitive Organization / Cognitive Adaptation / Cognitive Equilibration / Comment	
Position on Developmental Issues	72
Human Nature / Qualitative Versus Quantitative Development / Nature Versus Nurture / What Develo	ops
Theoretical Nature of the Theory	77
Evaluation of the Theory	81
Strengths / Weaknesses	
Piaget's Own Modifications of His Theory	97
The Neo-Piagetians	99
Summary	104
Suggested Readings	105
2 FREUD'S AND ERIKSON'S PSYCHOANALYTIC	
THEORIES	107
Freud	108
Biographical Sketch	
General Orientation to the Theory	110
Dynamic Approach / Structural Approach / Topographic Approach / Stage Approach / Normal-Abnormal Continuum / Methodology	

Description of the Stages	129
Oral Stage / Anal Stage / Phallic Stage / Period of La Genital Stage / Case Study of "Little Hans"	itency
Mechanisms of Development	138
Position on Developmental Issues	140
Human Nature / Qualitative Versus Quantitative Development / Nature Versus Nurture / What Develop	ps
Theoretical Nature of the Theory	143
Evaluation of the Theory	144
Strengths / Weaknesses / Comment	
Erikson	154
Biographical Sketch	154
General Orientation to the Theory	155
Psychosocial Stages / Emphasis on Identity / Expansion of Psychoanalytic Methodology	
Description of the Stages	161
Stage 1: Basic Trust Versus Basic Mistrust Stage 2: Autonomy Versus Shame and Doubt Stage 3: Initiative Versus Guilt Stage 4: Industry Versus Inferiority Stage 5: Identity and Repudiation Versus Identity Diff Stage 6: Intimacy and Solidarity Versus Isolation Stage 7: Generativity Versus Stagnation and Self-Abso Stage 8: Integrity Versus Despair	orption
Comment: Contemporary Eriksonian Research on S	U
Mechanisms of Development	168
Position on Developmental Issues	169
Theoretical Nature of the Theory	170
Evaluation of the Theory	170
Strengths / Weaknesses	

	Summary	172
	Suggested Readings	174
3	SOCIAL LEARNING THEORY	177
	History of the Theory	179
	Behaviorism / Early Research on Children's Learning / Social Learning / Learning Theory Today	
	General Orientation to the Theory	187
	Emphasis on Learning (TLT and SLT), Especially Observational Learning (SLT) / Causal Model Includes Environment (TLT) or Environment–Person–Behavior System (SLT) / Acquired Behavior Can Be Simple (TLT or Complex (SLT) / Focus on Observable Behavior (TI and SLT) and Underlying Cognitive Processing (SLT) / Methodology (TLT and SLT)	[)
	Mechanisms of Development	210
	Moral Reasoning and Behavior	
	Position on Developmental Issues	216
	Human Nature / Qualitative Versus Quantitative Development / Nature Versus Nurture / What Develop	os
	Theoretical Nature of the Theory	220
	Evaluation of the Theory	221
	Strengths / Weaknesses	
	Summary	229
	Suggested Readings	231
4	INFORMATION-PROCESSING THEORY	233
	History of the Theory	236
	Adult Information Processing / Child Information Proces	ssing
	General Orientation to the Theory	240

	Humans as Information-Processing Devices / Development as Self-Modification / Task Analysis / Methodology	
	Major Developmental Approaches	250
	Memory / Representation / Problem Solving / Intelligence / Comment	
	Mechanisms of Development	273
	Position on Developmental Issues	275
	Human Nature / Qualitative Versus Quantitative Development / Nature Versus Nurture / What Develo	ps
	Theoretical Nature of the Theory	278
	Evaluation of the Theory	279
	Strengths / Weaknesses	
	Summary	288
	Suggested Readings	289
5	ETHOLOGICAL THEORY	291
	History of the Theory	292
	General Orientation to the Theory	296
	Species-Specific Innate Behavior / Evolutionary Perspect Learning Predispositions / Methodology	ive /
	Contributions to Human Developmental Psychology	310
	Infant–Caretaker Attachment / Peer Interaction / Facial Expressions and Bodily Movements / Problem Solving	
	Mechanisms of Development	326
	Position on Developmental Issues	327
	Human Nature / Qualitative Versus Quantitative Development / Nature Versus Nurture / What Develop	os

	Theoretical Nature of the Theory	329
	Evaluation of the Theory	330
	Strengths / Weaknesses	
	Summary	341
	Suggested Readings	343
6	GIBSON'S PERCEPTUAL-DEVELOPMENT THEORY	345
	Biographical Sketch	346
	General Orientation to the Theory	347
	Humans as Active Perceivers / Information Is Specif Stimulation / Importance of Ecology / Primacy of Pe tual Learning in Perceptual Development / Methodo	ercep-
	Developmental Trends	354
	Increasing Specificity of Perception / Optimization of Attention / Increasing Economy of Information Pick	
	Mechanisms of Development	360
	Position on Developmental Issues	361
	Human Nature / Qualitative Versus Quantitative Development / Nature Versus Nurture / What Devel	lops
	Theoretical Nature of the Theory	353
	Evaluation of the Theory	363
	Strengths / Weaknesses	
	Summary	367
	Suggested Readings	367
7	VYGOTSKY'S THEORY AND THE	
C	ONTEXTUALISTS	369
	Biographical Sketch	371

	General Orientation to the Theory	374
	Child-in-Activity-in Context Is the Unit of Study / Zone of Proximal Development/ The Sociocultural Origins of Individual Mental Functioning / Intellectu Functioning Is Mediated by Tools Provided by a Cul Methodology	
	Examples of Vygotskian–Contextualist Research	394
	Egocentric and Inner Speech / Development of Conc Guided Participation in the Zone of Proximal Develo ment / Cross-Cultural Research	
	Mechanisms of Development	405
	Position on Developmental Issues	407
	Human Nature / Qualitative Versus Quantitative Development / Nature Versus Nurture / What Develo	ops
	Theoretical Nature of the Theory	410
	Evaluation of the Theory	410
	Strengths / Weaknesses	
	Concluding Comments	419
	Summary	420
	Suggested Readings	422
8	REFLECTIONS	425
	Developmental Issues Revisited	426
	Human Nature / Qualitative Versus Quantitative Development / Nature Versus Nurture / What Develo	ops
	Historical Progress of Developmental Theories	430
	Shortcomings of the Theories	433
	Failure to Include All Relevant Influences / Low Ecological Validity / Lack of Adequate Mechan of Development	isms

Current Value of Developmental Theories	439
BIBLIOGRAPHY	443
INDEX OF NAMES	483
INDEX OF TOPICS	491