

Contents

Part 1

Background

- Chapter 1: Conceptions of development 2
Conceptions of development: 300 B.C. to A.D. 1800 8
Conceptions of development: 1900 to the present 22
Chapter 2: Science and the study of development 50
The nature of science 51
Studying development: complicating factors 53
Changing views of child rearing 59
Summary: problems in applying scientific knowledge 64

Part 2

Methods and theories

- Chapter 3: History, methods, scientists 84
1880
Charles Darwin: evolution and development 86
Sir Francis Galton: measurement and statistics 89
1900
Alfred Binet: testing intelligence 91
G. Stanley Hall: use of the questionnaire 92
Sigmund Freud: psychoanalysis 93
1920
John B. Watson: behaviorism and behavior shaping 95
Arnold Gesell: maturation, ages, and states 96
1930
Wellman, Skeels, and Skodak: impact of the environment 97
Shirley, McCarthy, Parten: observational studies of development 98
Josephine Hilgard: interplay of maturation and learning 99
Fels Institute, University of California, Stanford University: longitudinal research 100
Wayne Dennis: impact of nonstimulating environment 104
Kurt Lewin: field theory and the life space 105
Jean Piaget: cognitive development 107
1940
Rene Spitz and Margaret Ribble: importance of mothering 108
Barker and Wright: ecological psychology 110
1950
John Bowlby: importance of maternal care 112
1960
Robert R. Sears: parent-child relationships 116
Martin Deutsch: Head Start 119

| | |
|---|-----|
| Jean Piaget: self-directed learning | 120 |
| 1970 | |
| B. F. Skinner: programmed learning and behavior shaping | 120 |
| Burton White: encouraging competence in infants | 121 |
| Herrnstein and Jensen: impact of heredity on intelligence | 122 |
| Chapter 4: Theories of development | 136 |
| Freud: stages of psychosexual development | 138 |
| Erikson: stages of psychosocial development | 147 |
| Piaget: stages of intellectual development | 153 |
| Gesell: ontogenetic view of development | 159 |
| Bruner: stages of cognitive development | 161 |
| Stimulus-response theories | 163 |
| Maslow: third force psychology | 170 |
| Taking advantage of all theories | 171 |

Part 3

Prenatal and neonatal development

| | |
|--|-----|
| Chapter 5: Heredity, prenatal development, birth | 182 |
| Heredity | 184 |
| Prenatal development | 194 |
| Birth | 209 |
| Chapter 6: The neonate | 226 |
| Views of the neonate | 228 |
| Neonatal behavior | 233 |
| Individual differences in neonatal behavior | 244 |
| Initial parent-child relationships | 249 |

Part 4

The first two years

| | |
|---|-----|
| Chapter 7: The first two years: growth and infant care | 262 |
| Growth and motor development | 263 |
| Perceptual development | 271 |
| Maturation and learning | 275 |
| Deprivation and stimulation | 279 |
| Effective infant-care techniques | 289 |
| Chapter 8: The first two years: cognition, language, attachment | 300 |
| Piaget: stages of sensorimotor period | 301 |
| Early language development | 310 |
| The development of attachment behavior | 316 |
| Psychosexual and psychosocial development | 325 |
| Choosing child-care techniques | 328 |

Part 5

Two to five

| | |
|---|-----|
| Chapter 9: Two to five: socialization, social development | 342 |
| Socialization | 343 |
| Biological factors in sex differences | 349 |
| Social development | 356 |

| | |
|--|-----|
| Chapter 10: Two to five: emotion and personality | 370 |
| Emotional development | 371 |
| Personality development | 379 |
| Chapter 11: Two to five: cognitive development | 402 |
| Enhancing cognitive development | 403 |
| The nature and measurement of intelligence | 413 |
| Heredity, environment, and intelligence | 416 |
| “Teaching” intelligence: varying views | 421 |
| Language development | 432 |
| Are the years from two to five most critical? | 436 |

Part 6

Six to twelve

| | |
|---|-----|
| Chapter 12: Six to twelve: from family to school | 448 |
| From family to school | 451 |
| Growth and motor development | 457 |
| Cognitive development | 460 |
| Social development | 466 |
| The Emergence of a concept of self | 469 |
| Chapter 13: Six to twelve: adjustment and moral development | 482 |
| Behavior disorders | 487 |
| Views of adjustment | 496 |
| Techniques of psychotherapy | 501 |
| Moral development | 505 |
| Techniques of character training | 512 |

Part 7

Adolescence

| | |
|---|-----|
| Chapter 14: Adolescence: puberty, identity, and autonomy | 530 |
| Physiological development | 531 |
| Social and personality development | 538 |
| Chapter 15: Adolescence: careers, marriage, cognition, adjustment | 564 |
| Occupational choice | 565 |
| Male-female relationships | 572 |
| Cognitive development | 578 |
| Problems in adjustment | 584 |
| Chapter 16: Summary and synthesis | 598 |
| Mastery of objectives | 600 |
| Knowledge of development | 606 |
| Applying knowledge of development | 612 |
| Bibliography | 614 |
| Index | 642 |