Contents

1. Introduction 1

2. Theoretical perspectives: Cognitive development as primarily endogenous 7

Introduction 7
Piagetian theory and adult-child interaction in the development of the child's cognition 8
Karmiloff-Smith's theory of cognitive development 13

3. Theoretical perspectives: Cognitive development as largely exogenous 21

Introduction 21
Social interaction and cognitive development: Vygotsky's

Biological development and cognitive development: Vygotsky's model 24

Processes of cognitive development: Vygotsky's model Summary 33

27

4.	Parent-child interaction as a sour	rce of cognitive
	development: Empirical studies	35

Introduction 35
Scaffolding 36
Observations of adult-child interaction:

Cross-cultural data 48

5. Is the apparent effect of scaffolding an epiphenomenon? 57

Introduction 57
Social address research 58
Developmental behaviour genetics 62
Further studies of adoption and cognitive development 78
Intervention studies 80
Day-care 87

Teachers as facilitators of cognitive development 91

Parents and children with scaffolding problems

95

Introduction 95 Depressed mothers and children's

6.

cognitive development 97
Cognitive development in abused children 101
Extreme deprivation: Children who receive very little

Children whom it is hard to scaffold 105

7. Concluding remarks 111

adult-child interaction

References 119

Additional reading 137

Author index 139

Subject index 147