

Subject Index

A

A-not-B error, 238
Abecedarian Project, 360
Ability grouping, 351–353
Abuse and neglect, 454
Academic competence, 487
Academic learning, 304–307
Academic self-concept, 487–492
Accommodation, 30, 231
Acculturation, 645
Achondroplasia, 108
Adaptation, 30
Adapted Mind, The (Barkow et al.), 24
Addition problems, 285, 304
ADHD, 181–182
Adoption, 93–96
Adoption social worker, 96–97
Adoption studies, 74–75, 332
Adoptive families, 653
Adult attachment interview, 447
Afterbirth, 131
Age of viability, 117
Aggression, 572–582
 age and gender differences, 520, 572–573
 biological determinants, 573–574
 cognitive/affective influences, 574–575
 controlling, 578–582
 defined, 572
 family processes, 575–576
 parent and child training, 579–581
 peer relations, 576–577
 school-based programs, 581
 sociocultural/affective influences, 574–575
 TV and real-life violence, 577–578
AIDS/HIV, 126
AIDS orphans (Africa), 60–61
Aka, 260
Alcohol, 123
Alert activity, 151
Alert inactivity, 151
Alleles, 70
Alpha-feto protein (AFP), 109
Ambivalent attachment, 444
Amniocentesis, 109
Amniotic sac, 115
Anal stage, 21
Analogic problem-solving, 301
Analogical reasoning, 300
Analytical intelligence, 340
Androgen, 523
Androgen insensitivity, 524
Animal Farm (Orwell), 599
Anorexia nervosa, 217
Anoxia, 137
Antibiotics, 124
Anticoagulation, 124
Anticonvulsants, 124
Apgar exam, 135
Appearance-reality distinction, 315
Appearance-reality tasks, 316
Arithmetic problems, 304–305
Artificial language concepts, 396
Artificial neural networks, 283
ARTs, 91
As Nature Made Him: The Boy Who Was Raised as a Girl (Colapinto), 524
Aspirin, 124
Assimilation, 30, 231
Assisted discovery, 265
Assisted reproduction, 91–93
Assisted reproductive technologies (ARTs), 91

Associative play, 598
Attachment, 24, 440–451
 Bowlby's ethological theory, 442–443
 Bowlby's stages, 440–441
 consequences of, 446
 cultural perspectives, 447–448
 defined, 440
 drive reduction theories, 441
 family courts, 450–451
 fathers, 450
 individual differences, 443–445
 intergenerational perspectives, 446–447
 nonparental care, 449
 temperament, 446
 why do infants become attached?, 441–443
Attachment theory, 24
Attention, 163
Attention-Deficit Hyperactivity Disorder (ADHD), 181–182
Attribution training, 579–580
Attributions, 354
Authoritarian parenting, 627
Authoritative parenting, 627
Autobiographical memory, 287
Automatic walking reflex, 154
Automatization, 303
Autonomous parents, 447
Autonomy vs. shame, 21
Autosomes, 69
Average age, 157
Avoidance of punishment, 556
Avoidant attachment, 444
Axon, 193

B

Babbling, 384
Babinski reflex, 154
Baby Einstein, 314
Baby Genius products, 314
Baillargeon test of object permanence, 240
Baillargeon's rotating screen studies, 308
Bamba, 84
Barbiturates, 121
Basic trust vs. mistrust, 21
Bayley Scales of Infant Development II, 330
Behavior genetics, 73
Behavioral and social learning approaches, 24–28
Bell Curve, The (Herrnstein/Murray), 334
Bend It Like Beckham, 466
Between-class ability grouping, 350
Bilingualism, 408–411
Billy Elliott, 466
Binge-eating disorder, 218
Biological context of development, 66–103
 adoption, 93–96
 adoption studies, 74–75
 assisted reproduction, 91–93
 family studies, 73–74
 genes and behavior, 73–76
 genetic counseling, 89–90
 genetic disorders, 81–89
 interaction of genes environment, 77–81
 mechanisms of inheritance, 68–72
 Mendelian inheritance, 70–72
 population screening, 90
 twin studies, 75–76
Biologically primary abilities, 339
Biologically secondary abilities, 339
Birth, 130–135
Birthing centers, 131
Blended family, 649–650

BMI, 216
Bodily kinesthetic intelligence, 341
Body mass index (BMI), 216
Bone age, 202
Bowlby's attachment theory, 24
Bowlby's ethological theory of attachment, 442–443
Bradley method (coached childbirth), 134
Brain, 192–199
 development, 193–194
 early experience, 196–197
 hemispheric specialization, 195–196
 imaging technique, 198–199
 structure, 193
Brain-based learning, 314
Brain lateralization, 515, 525
Brain stem, 193
Brazelton Neonatal Behavioral Assessment Scale, 135
Breastfeeding, 207–208
Bronfenbrenner's ecological model, 6
Bulimia nervosa, 217
Bullying, 608–609

C

Caffeine, 121
CAH, 523
CASA volunteer supervisor, 452–453
Case study, 45
Cat in the Hat, The, 552
Cat in the Hat Comes Back, The, 552
Catch-up growth, 203
Categorical self, 466
Categorical speech perception, 383
Catharsis, 578
CD-CP program, 47
Centration, 245, 247
Cephalocaudal, 157
Cerebral cortex, 193, 194
Cerebrum, 193, 194
Certified nurse-midwife, 131
Cesarean section, 133
Chessboard arrays, 294
Child abuse, 454
Child Behavior Checklist, 617
Child Development Project, 617
Child development research. *See* Studying child development
 Child-directed speech, 398
 Child therapist, 290–291
 Childbirth, 130–135
 Childbirth preparation methods, 134
 Childbirth Without Fear (Dick-Read), 133
 Childhood hospitalization, 455
 Children eyewitness testimony, 289
 Chorionic villus sampling (CVS), 110
 Chromosomes, 68
 Chronological age, 203
 Chronosystem, 8
 Cigarette smoking, 123
 Clarification questions, 398
 Class inclusion, 249
 Classical conditioning, 25
 Cliques, 612
 CMV, 125
 Coached childbirth, 134
 Cocaine, 122
 Code-oriented approach to teaching reading, 406
 Coercive family process, 576
 Cognition, 230
 Cognitive development, 28

- Cognitive-development theory, 267–268. *See also*
 Piaget's cognitive-development theory
- Cognitive-developmental approach, 380
- Cognitive-developmental approaches, 28–31
- Cognitive science, 31
- Cognitive structures, 231
- Cognitive tools, 290–297
- Cognitive training, 579
- Cohort effect, 55
- Collective monologue, 263
- Color vision, 170
- Colorado Adoption Project, 74
- Committed compliance, 477
- Communicating in sentences, 392–398
- Communication. *See* Language and communication
- Companion support, 637
- Companionship support, 604
- Compensatory education, 360–361
- Competence view of the self, 483
- Compliance, 477–479
- Computer analogy, 31
- Computer simulation, 283
- Computers, 405, 407
- Conception, 107
- Concrete operational period, 248–251
- Concrete operations, 31
- Conditioned stimulus (CS), 25
- Confidentiality, 58
- Conflict resolution, 567
- Congenital adrenal hyperplasia (CAH), 523
- Congenitally organized behaviors, 155–157
- Connectionism, 283
- Conscience, 481
- Conservation, 245, 248–249
- Conservation of length, 249
- Conservation of mass, 249
- Conservation of number, 249
- Conservation of quantity, 248
- Conservation of weight, 249
- Conservation problems, 247
- Constructive memory, 287
- Constructive play, 598
- Constructivism, 232
- Content knowledge, 293
- Contextual model of emotional and social development, 457
- Contextual model of family and society, 657
- Contextual model of gender development, 543
- Contextual model of intelligence and schooling, 365
- Contextual model of language development, 412
- Contextual model of moral development, 583
- Contextual model of peer relationships, 619
- Contextual model of the self and identity, 499
- Continuity principle, 308
- Continuity versus discontinuity, 14
- Control processes, 286
- Controversial child, 606
- Conventional level, 555
- Convergent thinking, 342
- Conversations
 adoption social worker, 96–97
 CASA volunteer supervisor, 452–453
 child protective services administrator, 654
 child therapist, 290–291
 community mental health practitioners, 618
 cross-cultural psychologist, 48–49
 early childhood educator, 267
 family nutritionist, 210–211
 infant physical therapist, 162–163
 marriage and family therapist, 565
 men in nontraditional roles, 536–537
 midwife, 132–133
 outreach liaison, 18–19
 school guidance counselor, 493
 special educator, 355
 speech-language pathologist, 393
- Cooperative play, 598
- Coping subtheory, 631
- Core knowledge, 307
- Core knowledge approach to cognition, 307–312
 evaluating core knowledge approach, 312
 human behavior, 310–311
 knowledge of physical world, 308–312
 physical causality, 309–310
 psychological states, 311–312
 social world, 310
 solidity/continuity, 308–309
- Correlation, 45
- Correlational research, 45–47
- Cosleeping, 152, 153
- Count-from-first-addend, 304
- Creative intelligence, 340
- Creativity, 342–343
- Criterion validity, 331
- Criticism, 489–490
- Cross-cultural perspectives. *See* Cultural perspectives
- Cross-cultural psychologist, 48–49
- Cross-cultural studies, 58
- Cross-sectional design, 54
- Cross-sectional research, 54–55
- Cross-sequential design, 55–56
- Crossing over, 70
- Crowds, 612
- Crying, 151, 156–157
- Crystallized intelligence, 328
- CS, 25
- Cultural compatibility hypothesis, 350
- Cultural considerations, 58–59
- Cultural construction approach, 560
- Cultural/historical development, 256
- Cultural perspectives, 8. *See also* Race and ethnicity
 academic performance, 362–364
 attachment, 447–448
 emotions, 438–440
 families, 636–637
 IQ tests, 335–336
 language development, 386–387, 410–411
 motor development, 159
 obligation to help others, 561
 parental acceptance/rejection, 630
 peer relations, 608–611
 prosocial behavior, 568
 schooling, 346
 self, 470, 492
 sleep, 152
 weaning/feeding, 209
- Cultural psychology, 59
- Cultural tools and artifacts, 257
- Culture, 255
- CVS, 110
- Cystic fibrosis, 82
- Cytomegalovirus (CMV), 125
- D**
- Debriefing, 58
- Decentering, 238
- Decentration, 248
- Deep sleep, 151
- Defensive reflex, 179
- Deferred imitation, 240, 241, 398
- Delay of gratification, 479–481
- Delay-of-gratification technique, 480
- Delivery, 130
- Dendrite, 193
- Deoxyribonucleic acid (DNA), 70
- Dependent variable, 49
- DES, 124
- Descriptive research, 42
- Development of emotional expression, 433–434
- Developmental niche, 8, 9
- Developmental psychology, 4
- Developmentally appropriate play materials, 244
- Dialogic reading, 403, 404
- Diethylstilbestrol (DES), 124
- Difficult child, 430
- Dimensional-change card sort task, 298
- Dioxin, 121
- Discourse, 400
- Discovery learning, 264
- Disequilibrium, 231
- Dishabituation, 287
- Dismissing parents, 447
- Disorganized attachment relationships, 444
- Displaced aggression, 574
- Displacement hypothesis, 407
- Divergent thinking, 342
- Divorce, 648–651
- Dizygotic twins (DZ), 75
- DNA, 70
- Dominance hierarchy, 573
- Dominant gene, 72
- Dominant traits, 82
- Doula, 132
- Down syndrome, 82, 87, 88
- Drive reduction theories, 441
- Drowsiness, 151
- Dual representation, 243
- Duchenne muscular dystrophy, 82, 85
- Dweck's motivational model of achievement, 487–488
- Dynamic systems approach, 160
- Dynamic testing, 341
- DZ, 75
- E**
- Early childhood educator, 267
- Early Childhood Longitudinal Study, 53
- Early experience with books/oral language, 403–405
- Early experience with TV and computers, 405–407
- Early sounds and gestures, 384–385
- Early vocabulary development, 385–386
- Easy child, 430
- Eating disorders, 217–218
- Echolalia, 384
- Ecological systems model, 5
- Education, 264–266. *See also* Schooling
- Education for all Handicapped Children Act, 353
- EEG, 150
- Ego integrity vs. despair, 21
- Egocentric speech, 245, 262
- Egocentrism, 238, 245
- 8–4 arrangement, 348
- Electroencephalograph (EEG), 150
- ELLS, 410, 411
- Embryo, 114
- Emergent literacy, 404, 406
- Emotional deprivation, 455–456
- Emotional display rules, 440
- Emotional support, 604, 637
- Emotions, 432–440
 cross-cultural perspective, 438–440
 defined, 433
 development of emotional expression, 433–434
 emotional display rules, 440
 parent-infant interactions, 436–438
 responding to others, 434–436
 social referencing, 435–436
 socialization, 438
 stranger anxiety, 435
- Empathy, 564
- Encoding, 303
- Endoscopic fetoscopy, 110
- English First, 411
- English-language learners (ELLS), 410, 411

- English-only programs, 409, 411
 Entity model, 488
 Environmental hazards, 124–125
 Epidural, 134
 Equilibrium, 231
 Erogenous zone, 20
 Ethical considerations, 57–58
Ethical Principles of Psychologists and Code of Conduct, 57
 Ethics
 fetal-screening techniques, 111–112
 research, 57–58
 Ethnic identity, 496–497
 Ethnicity. *See* Race and ethnicity
 Ethnographic methods, 59
 Ethology, 22–23
 Event memory, 287
Evolution of Cognition, The (Heyes/Huber), 24
 Evolutionary-biological approach, 22
 Evolutionary developmental psychology, 24
 Existential self, 466
 Exosystem, 7
 Expanded imitation, 398
 Expansions, 398
 Experience-dependent processes, 197
 Experience-expectant processes, 197
 Experimental research, 48–51
 Expertise, 293
 Expressive style, 387
 Extended family, 636
 Extinction, 25
 Extrinsic motivation, 356
 Eyewitness testimony, 289
- F**
- Face perception, 171–173
 FAE, 123
 False belief, 313
 False-belief task, 313, 316
 False self-behavior, 475
 Families and society, 624–665
 adoptive families, 653
 blended family, 649–650
 child's contribution, 632–633
 communities, 640
 contextual model, 657
 cultural perspective, 636–637
 divorce, 648–651
 ethnicity and race, 643–645
 families in social context, 638–647
 family as social system, 633–638
 foster families, 653–654
 gay/lesbian parents, 655–656
 grandparents, 636
 immigration, 645–647
 media, 639–640
 parenting roles (mothers and fathers), 629–632
 parenting styles, 626–629
 peer relations, 613–616
 poverty, 642–643
 schools, 350, 640–641
 siblings, 634–636
 single-parent families, 650–652
 social support, 637–638
 socioeconomic influences, 641–642
 Family courts, 450–451
 Family nutritionist, 210–211
 Family-peer connections, 613–616
 Family studies, 73–74
 Family systems, 633
 FAS, 123
 Fast-mapping, 390
 Fast Track, 582
 Fathers, 450
 Fearfulness, 563
 Feedback, 398, 401
- FEP, 109
 Fetal alcohol effects (FAE), 123
 Fetal alcohol syndrome (FAS), 123
 Fetal development, 115–118
 Fetal distress, 137
 Fetal-screening techniques, 111–112
 Fetus, 115
 Finger recognition, 304
 First words and vocabulary, 385–392
 First words/word combinations, 387–389
Flashdance, 466
 Fluid intelligence, 329
 Flynn effect, 333
 Forbidden-toy technique, 479
 Formal operational period, 251–254
 Formal operations, 31
 Foster families, 653–654
 Fragile X syndrome, 88, 89
 Fraternal twins, 75
 Friendship, 599–604
 Functional imaging techniques, 198
 Functional play, 598
- G**
- Games with rules, 598
 Gardner's theory of multiple intelligences, 342
 Gay/lesbian parents, 655–656
 Gender consistency, 533
 Gender constancy, 533
 Gender identity, 513
 Gender knowledge, 535
 Gender role, 513
 Gender role development. *See also* Sex differences
 biological influences, 522–525
 child's role, 532–534
 contextual model of gender development, 543
 gender knowledge, 535
 gender stereotypes, 535–536
 memory, 538
 motivation, 538
 role of cognition in gender identity, 533–534
 schema theory, 534
 self-selecting processes, 532–533
 social influences, 525–532
 social judgment, 538–539
 toy preferences, 537–538
 Gender schemas, 534
 Gender segregation, 531
 Gender selection, 112
 Gender stability, 533
 Gender stereotypes, 513, 535–536
 Gender typing, 513
 Gene, 70
 Gene-environment correlation, 79
 Gene therapy, 87, 111
 General intelligence, 328
 Generativity vs. stagnation, 21
 Genes, 522
 Genetic counseling, 89–90
 Genetic disorders, 81–89
 Genetic engineering, 111
 Genetic transmission, 72
 Genetics, 334–335
 Genital (psychosexual stage), 21
 Genomic imprinting, 72
 Genotype, 71
 Gestation, 113
 Giftedness, 342
 Glial cells, 193
 Globalization, 646
 Gonorrhea, 126
 Good girl/bad girl, 556
 Goodness of fit, 431
 Grammar, 377, 392–398
 Grandparents, 636
 Gravity, 310
- Group, 612
 Growth spurt, 201
 Guided participation, 257
- H**
- Habituation, 25, 287
 Habituation-dishabituation, 164
 Habituation-dishabituation procedure, 287
 Hallucinogens, 122
 Haptic perception, 166
 Harter's self-perception profile for children, 483–485
 Head Start, 361
 Health, 205. *See also* Physical health
 Hearing, 166–168
 Helping, 564, 566
 Helpless orientation, 356
 Hemispheric specialization, 195–196
 Hemophilia, 82, 85
 Hereditary autosomal disorders, 82–84
 Heritability, 333
 Heroin, 120–122
 Herpes, 125
 Herpes virus type 2, 125
 Hidden objects, 239
 Higher mental functions, 257
 Hindu Indians, 559, 561
 HIV, 126
 Hoffman's five-stage theory of the development of empathy, 564
 Holophrase, 388
 HOME, 337
 Horizontal decalage, 254
 Hormonal regulation and abnormalities, 523
 Hospitalization, 455
 Hostile aggression, 572
 Human behavior, 310–311
 Human evolutionary psychology, 339
 Human Genome Project, 86
 Human immunodeficiency virus (HIV), 126
 Huntington's disease, 82
 Hypothesis, 40
 Hypothetical-deductive reasoning, 251
- I**
- IDEA, 353
 Identical twins, 75
 Identification, 20
 Identity, 22, 467
 Identity achievement, 494
 Identity and society, 493–498
 Identity construction, 498
 Identity crisis, 494
 Identity diffusion, 494
 Identity foreclosure, 494
 Identity moratorium, 494
 Identity vs. role confusion, 21
 Idiosyncratic gender schemas, 534
 Illegal and harmful drugs, 120–123
 Illocutionary intent, 400
 Immigration, 645–647
 Implantation, 113
 In the child's best interest, 451
In vitro fertilization (IVF), 91
 Inclusion, 353–354
 Incomplete dominance, 72
 Incremental model, 488
 Independent variable, 49
 Individuals with Disabilities Education Act (IDEA), 353
 Induction, 563
 Industry vs. inferiority, 21
 Infant mortality rate, 206, 207
 Infant physical therapist, 162–163
 Infant temperament, 428–432

- Infantile amnesia, 288
 Infectious diseases, 125–126
 Infertility, 91
 Information processing, 31
 academic learning, 304–307
 cognitive tools, 290–297
 information processing approach to cognition, 282–285
 knowledge, 293–295
 mechanisms of cognitive change, 303–304
 memory, 286–290, 301–303
 metacognition, 295–297
 problem solving, 297–307
 reasoning by analogy, 300–301
 rule-based problem solving, 297–300
 strategy, 292–293
 Information processing approach to cognition, 282–285
 Information processing model, 31
 Information processing model of memory, 286
 Informational support, 604, 637
 Informed consent, 57
 Initiative vs. guilt, 21
 Innate releasing mechanism, 23
 Insecure attachment, 445
 Institutional Review Board, 57
 Instrumental aggression, 572
 Instrumental support, 604, 637
 Intelligence, 328–343
 contextual model of intelligence and schooling, 365
 creativity, 342–343
 cultural bias, 335–336
 environmental influences, 336–338
 evaluating intelligence tests, 330–331
 evolutionary approaches, 338–340
 Gardner's theory of multiple intelligences, 342
 genetic vs. environmental influences, 332–333
 genetics, 334–335
 giftedness, 342
 heritability, 333
 individual and group differences, 331
 measuring, 329–330
 race/ethnicity, 334–337
 Sternberg's triarchic theory of intelligence, 340–341
 types, 328–329
 Intelligence quotient (IQ), 329. *See also* Intelligence
 Intentional behavior, 235
 Interactional synchrony, 437
 Internal working models, 446
 Internalization, 32, 481
 Interpersonal intelligence, 341
 Intersubjectivity, 266
 Interview method, 44
 Interview protocol, 44
 Intimacy vs. isolation, 21
 Intrapersonal intelligence, 341
 Intrinsic motivation, 356
 Invariants, 238
 Invisible displacements, 238
 IQ, 329. *See also* Intelligence
 Iron deficiency anemia, 209
 IVF, 91
- J**
- Joint attention, 311
 Joint custody, 649
- K**
- KABC-II, 330
 Karyotyping, 85
 Kaufman Assessment Battery for Children, 330
 Kin selection, 569
- Klinefelter's syndrome, 88
 Knowledge, 293–295
 Kohlberg's stages of moral development, 555–558
 Kwashiorkor, 210, 212
- L**
- Labor, 130
 LAD, 379
 Lamaze method, 134
 Language, 376
 Language acquisition device (LAD), 379
 Language acquisition support system (LASS), 382
 Language and communication, 374–425
 bilingualism, 408–411
 cognitive-developmental approach, 380
 components of language, 376–377
 contextual model of language development, 412
 cultural perspectives, 386–387, 411–412
 definitions, 376
 discourse, 400
 diverse family contexts, 402–403
 early experience with books/oral language, 403–405
 early experience with TV and computers, 405–407
 early sounds and gestures, 384–385
 early vocabulary development, 385–386
 environmental influences, 397–398
 first words/word combinations, 387–389
 grammar (communicating in sentences), 392–398
 learning approach, 378–379
 meaning of words, 389–391
 multilingual settings, 408–411
 nativist approach, 379–380
 parental roles, 391–392
 Piaget/Vygotsky, 262–264
 pragmatics (socially appropriate use of language), 399–402
 preverbal communication in infancy, 383–385
 semantics (first words and vocabulary), 385–392
 social referential communication, 401–402
 sociocultural approach, 380–382
 speech acts, 399–402
 speech perception, 383–384
 stages in learning to speak, 381
 teaching reading, 406
Language and Thought of the Child, The (Piaget), 245
 Language-making capacity (LMC), 395
 LASS, 382
 Latency (psychosexual stage), 21
 Lateralization, 515
Lau vs. Nichols, 410
 Law and order, 556
 Lead, 121
 Learning approach, 378–379
Leave It to Beaver, 448
 LeBoyer method, 134
Legally Blonde, 466
 LEP children, 408
 Lesbian parents, 655–656
 Level I preconventional morality, 556
 Level II conventional morality, 556
 Level III postconventional morality, 556
 Lexical contrast theory, 391
 Libido, 20
 Light sleep, 151
 Limited English-proficient (LEP) children, 408
 Linguistic intelligence, 341
 Literacy, 406
 LMC, 395
 Locomotion, 157
 Locomotor movements, 161
 Logical-mathematical intelligence, 341
 Long-term memory, 286
- Longitudinal design, 53
 Longitudinal research, 53
 Longitudinal study of moral development, 557
 Looking-glass self, 483
Losing Jessica (DeBoers), 450
 Love withdrawal, 563
 Low-birthweight infants, 137
 LSD, 121
- M**
- Macrosystem, 7
 Mainstreaming, 353
 Malnutrition, 203, 209
 Manipulative movements, 161
 Mapping the genome, 86
 Marasmus, 210
 Marijuana, 121, 122
 Marriage and family therapist, 565
 Marsh's self-description questionnaire, 485–486
 Mastery orientation, 356
 Material support, 638
 Maturation, 202
 Maya of Chiapas, 257, 259
 “Maynard the Cat” study, 247
Me Generation, The (Twenge), 11
 Meaning of words, 389–391
 Meiosis, 70
 Memory, 286–290, 301–303
 Memory store model, 286
 Menarche, 200
 Mendelian inheritance, 70–72
 Mental representation, 236
 Mental-rotation task, 517
 Mercury, 121
 Mesosystem, 7
 Meta-analysis, 41
 Metacognition, 295–297
 Metacognitive awareness in comprehension, 306–307
 Metacognitive skills, 317
 Metamemory, 296
 Methadone, 121
 Microanalysis, 436
 Microgenetic development, 256
 Microgenetic method, 56
 Microgenetic studies, 284
 Microsystem, 6
 Midbrain, 193
 Midwife, 132–133
 Mindblindness, 314
 Minnesota Study of Twins Reared Apart, 75–76
 Minnesota-Texas Adoption Research Project, 95
Mirilka, 568
 Mitosis, 69
 Mnemonic strategy, 292
 Modal action patterns, 23
 Modeling, 27, 392
 Monozygotic twins (MZ), 75
 Moral affect/moral reasoning, 569–570
 Moral development, 550–593
 aggression. *See* Aggression
 conflict resolution, 567
 contextual model, 583
 cultural construction approach, 560
 empathy, 564
 helping, 564, 566
 kin selection, 569
 Kohlberg's model, 555–558
 moral affect/moral reasoning, 569–570
 parent influences, 562–563
 peer influences, 562
 Piaget's model, 552–554
 prosocial behavior, 564–572
 psychological factors, 563
 reciprocal altruism, 569
 sharing, 566

- social participation, 571–572
socialization, 571–572
sympathy, 564
Turili's moral domains, 558–559
- Moral dilemmas, 553
Moral domain, 558
Moral realism, 553
Moral relativism, 553
Moro reflex, 155
Morphology, 377
Motivation, 354
Motivation to learn, 354–357
Motor development, 157
Multilingual settings, 408–411
Multiple intelligences, 341
Musical intelligence, 341
Mutations, 81
Myelin, 193
MZ, 75
- N**
- Naming explosion, 386
Nativist approach, 379–380
Naturalist intelligence, 341
Naturalistic observation, 42
Nature versus nurture, 12
NCLB, 405, 406, 410
Negative correlation, 46
Negative reinforcers, 26
Neglect, 454
Neglected child, 606
Neonatal intensive care unit (NICU), 137
Neural networks, 283
Neurofibromatosis (Type 1), 82
Neuron, 192
Neurotransmitter, 193
New age toys, 314–315
New Science of the Mind, The (Buss), 24
New York Longitudinal Study (NYLS), 429–430
Newborn, 135–139
Newborn reflexes, 154–155
NICHD Early Child Care Research Network, 449, 596
Niche-picking, 79
NICU, 137
No Child Left Behind Act (NCLB), 405, 406, 410
Nomination technique, 605
Nonshared environment, 80
Normative versus idiographic development, 15
Nucleotide, 70
NYLS, 429–430
- O**
- Obesity, 216–217
Object permanence, 237
Object play, 260
Objectivity, 40–41
Observation, 42–44
Observational learning, 27
Observer effects, 43
Oedipus complex, 20
Old Order Amish and Mennonites, 84
Onlooker play, 598
Ontogenetic development, 256
Open-ended interviews, 44
Operant behaviors, 25
Operant conditioning, 26
Operating space, 302
Operations, 248
Oral stage, 21
Orienting reflex, 178
Outreach liaison, 18–19
Overextensions, 388
Overregularization, 394
Ozzie and Harriet, 448
- P**
- Painless Childbirth* (Lamaze), 133
Paired-comparison technique, 605
Palmar reflex, 154–155
Parallel play, 598
Parent–infant interaction cycles, 436–437
Parent–infant interaction patterns, 437
Parent–infant relationships, 445
Parental control, 626
Parental roles, 391–392
Parental warmth, 626
Parenting, 17
Parenting roles, 629–632
Parenting styles, 357, 491–492, 626–629
Parents and peers, 614–616
PARTtheory, 630–631
PARTNERS, 646–647
PCBs, 125
PeaceBuilders Program, 581
Peacemaking, 567
Peer acceptance, 604–611
Peer collaboration, 266
Peer learning, 266
Peer-mediated intervention, 607
Peer relations, 594–623
 conformity to peers, 613
 contextual model, 619
 cultural perspective, 608–611
 family–peer connections, 613–616
 friendship, 599–604
 parents and peers, 614–616
 peer acceptance, 604–611
 peer sociability, 596–604
 peer status, 605–608
 play, 597–599
 schooling, 350
 shy children, 610–611
 siblings and peers, 614
 social contexts, 612–617
 social support, 604
 source of resilience, as, 616–617
Peer sociability, 596–604
Peer status, 605–608
PEM, 209–210
Pendulum, 252
Perception, 163
Perceptions of children across time, 10–12
Perceptual development, 163–181
 attention and action, 178–181
 hearing, 166–168
 integrated senses, 176–178
 perception of depth, 174–176
 perception of motion, 174–175
 perception of objects, 173–176
 smell, 166
 taste, 166
 touch, 165–166
 vestibular sensitivity, 166
 vision, 168–173
Performance orientation, 356
Permissive parenting, 627
Person perception, 495
Personal agency, 471
Personality subtheory, 631
Pesticides, 121
Phallic stage, 21
Phenotype, 71
Phenylketonuria (PKU), 83
Phenytoin, 121
Phoneme, 377
Phonics instruction, 406
Phonological awareness, 404, 406
Phonology, 377
Phylogenetic development, 256
Physical activity, 216
Physical aggression, 572
Physical causality, 309–310
Physical growth, 200–205
Physical health
 childhood/adolescence, 215–219
 eating disorders, 217–218
 immunization, 212, 213
 infancy, 205–215
 nutrition, 207–210
 obesity, 216–217
 physical activity/sports participation, 216
 SIDS, 214–215
 sleep, 210–212
 substance use and abuse, 218–219
Physical world, 308–312
Physics problems, 305–306
Piaget's cognitive-development theory
 concrete operational period, 248–251
 evaluating Piaget, 254–255
 formal operational period, 251–254
 mechanisms of cognitive change, 231–232
 preoperational period, 241–248
 sensorimotor period, 233–241
 sociocultural approach, compared, 267–269
 stages, 232, 233
Piaget's model of moral development, 552–554
Piaget's theory of cognitive development, 29–31
Pictorial Scale of Perceived Competence and Social Acceptance, 485
Pincer grasp, 158
Pituitary gland, 523
PKU, 83
Placenta, 115
Placental villi, 115
Plasticity, 196
Play, 597–599
Polychlorinated biphenyls (PCBs), 125
Polygenic inheritance, 72
Popular-prosocial children, 605
Population screening, 90
Positive correlation, 46
Positive reinforcers, 26
Possible selves, 497
Postconflict peacemaking, 567
Postconventional level, 555
Posttraumatic stress disorder (PTSD), 454
Postural development, 157
Poverty, 642–643
Power assertion, 563
Practical intelligence, 340
Pragmatics, 377, 399–402
Praise, 489–490
Preattachment, 440
Precocity, 342
Preconventional level, 555
Preference method, 169
Pregnancy, 106–112
Prehension, 157
Prematurity stereotyping, 137
Prenatal care, 128–129
Prenatal development, 113–118
Prenatal environmental influences, 118–129
 environmental hazards, 124–125
 illegal and harmful drugs, 120–123
 infectious diseases, 125–126
 maternal health, 126–129
 teratogens, 118–120
 therapeutic drugs, 124
Prenatal hearing, 167–168
Prenatal screening, 109–110
Prenatal treatment, 110–111
Preoccupied parents, 447
Preoperational conservation, 251
Preoperational period, 30, 241–248
Preoperational perspective taking, 250
Prereaching, 158
Preschoolers' rule-based reasoning, 297–298

- Pretend play, 261, 597–598
 Preterm, 137
 Preverbal communication in infancy, 383–385
 Primary sexual characteristics, 204
 Principle of dominance, 72
 Principle of independent assortment, 72
 Principle of mutual exclusivity, 391
 Principle of segregation, 72
 Private speech, 263, 264
 Problem solving, 297–307
 Production deficiency, 292
 Prosocial behavior, 564–572
 Prosocial dilemmas, 569
 Protein energy malnutrition (PEM), 209–210
 Proximodistal, 157
 Psychoanalytical approaches, 20–22
 Psychological states, 311–312
 Psychometrics, 328
 Psychosexual development, 20
 Psychosocial development, 21
 PTSD, 454
 Puberty, 204, 205
 Punishers, 26
 Punishment, 26
- Q**
- Qualitative identity, 245
 Quasi-experiment, 51
- R**
- Race and ethnicity. *See also* Cultural perspectives
 families, 643–645
 intelligence, 334–337
 poverty, 642
 schooling, 358–359
 Radiation, 121
 Rapid eye movement (REM) sleep, 210
 Rating-scale technique, 605
 RCCP program, 581
 Reaction range, 77, 78
 Reading, 406
 Reasoning by analogy, 300–301
 Recall memory, 287, 288
 Recasts, 398
 Recessive gene, 72
 Recessive traits, 82
 Reciprocal altruism, 569
 Recognition memory, 287
 Red-green color blindness, 82, 85
 Referential style, 386
 Reflexes, 153–155
 Reinforcement, 26
 Reinforcer, 26
 Rejected-aggressive children, 605
 Rejected children, 605
 Rejected-withdrawn children, 606
 Relational aggression, 572
 Relational reasoning, 249
 Relationships with peers. *See* Peer relations
 Reliability, 330–331
 REM sleep, 210
 Remarriage, 649–650
 Representational thought, 244
 Repression, 20
 Research. *See* Studying child development
 Resilience, 456
 Resilient children, 617
 Resistant attachment, 444
 Respondent behaviors, 25
 Response-generating mechanisms, 286
 Reversibility, 248
 Risk and resilience, 456
 Risk and social and emotional development, 453–456
 Robber's Cave experiment, 646
- Rocky*, 466
 Romantic interest, 540
 Rooting reflex, 154
 Rubella, 119–120
Rudy, 466
 Rule-assessment method, 299
 Rule-based problem solving, 297–300
 Rule-based strategies, 297
- S**
- SAT math problems, 516
 Satisfaction of one's own needs, 556
Saturday Night Fever, 466
 Scaffolding, 257
 Scatter plot, 46, 47
 Schema theory, 534
 School effectiveness, 349
 School guidance counselor, 493
 School transitions, 347–349
 Schooling
 ability grouping, 351–353
 bullying, 608–609
 class and school size, 347
 compensatory education, 360–361
 contextual model of intelligence and schooling, 365
 cultural perspectives, 346, 362–364
 family, 350
 inclusion, 353–354
 mesosystem, as, 349–351
 motivation to learn, 354–357
 peer relations, 350
 principles of successful intervention, 362
 race/ethnicity, 358–359
 school effectiveness, 349
 school transitions, 347–349
 SES, 359
 single-gender classrooms, 352–353
 teacher expectations, 345–347
 tracking, 351–352
 visual-spatial skills, 518
 Script, 287
 SDQ, 485–486
Searching for Bobby Fischer, 282
 Secondary sexual characteristics, 204
 Secular trend, 200
 Securely attached, 444
 Selective attention, 179
 Selective imitation, 398
 Self
 cognitive-developmental approaches, 467
 cultural perspectives, 470, 492
 environmental/learning approaches, 467–468
 evolutionary/biological approaches, 468
 psychoanalytic approaches, 467
 sociocultural approaches, 468–469
 Self-awareness, 466
 Self-conscious emotions, 434
 Self-consciousness, 486
 Self-control, 475–482
 Self-description, 474
 Self-Description Questionnaire (SDQ), 485–486
 Self-efficacy, 356, 468
 Self-esteem, 482–487
 Self-evaluation, 467, 482
 Self-fulfilling prophecy, 347
 Self-knowledge, 466, 469
 Self-Perception Profile for Children, 483–485
 Self-recognition, 471–474
 Self-regulation, 466, 467
 Self-schema, 467
 Self-system, 466
 Self-worth, 483
 Semantic bootstrapping, 395
 Semantic development, 389
 Semantics, 377, 385–392
- Sensation, 163
 Sensitive caretaking, 446
 Sensitive periods, 23
 Sensorimotor period, 30, 233–241
 Sensorimotor schemes, 234
 Sensory register, 286
 Sequencing the genome, 86
 Seriation, 249
 SES, 336, 359, 641
 Severe emotional deprivation, 455–456
 Sex chromosomes, 69
 Sex differences, 513. *See also* Gender role development
 activities and interests, 520–521
 aggression, 520, 572–573
 biological influences, 522–525
 cognitive differences, 514–518
 emotional development, 519
 friends and companions, 521–522
 physical differences, 514
 prosocial behavior, 520
 quantitative abilities, 515–517
 self-control, 519–520
 social and personality differences, 518–522
 social influences, 525–532
 spatial abilities, 517–518
 Sex differentiation, 522
 Sex-limited traits, 522
 Sexual dimorphism, 522
 Sexual interest, 540
 Sexual orientation, 539–542
 Sexual relationships, 539
 SGA, 137
 Sharing, 566
 Short-cut sum, 304
 Short-term memory, 286
 Short-term storage space, 302
 Shy children, 610–611
 Sibling rivalry, 635
 Siblings, 634–636
 Siblings and peers, 614
 Sickle-cell anemia, 82, 83–84
 SIDS, 214–215
 Siegler's overlapping waves model, 305
 Single-gender classrooms, 352–353
 Single mothers by choice (SMC), 652
 Single-parent families, 650–652
 Single-system hypothesis, 409
 Situational compliance, 477
 Six Cultures Study, 570
 Size constancy, 173, 176
 Skeletal maturity, 202
 Skinner's operant conditioning, 25–26
 Sleep patterns, 151–153
 Slow-to-warm-up child, 431
 Small for gestational age (SGA), 137
 SMC, 652
 Smell, 166
 Smoking, 123
 Social capital, 359
 Social comparison, 490–491
 Social competence, 446
 Social construction of childhood, 13
Social Construction of Reality, The (Berger/Luckmann), 13
 Social contract, 556
 Social conventions, 558
 Social learning theory, 26–28
 Social network, 637
 Social participation, 571–572
 Social policy, 17–19
 Social problem-solving skills, 606
 Social referencing, 311, 435–436
 Social referential communication, 401–402
 Social smile, 434
 Social support, 604, 637–638

- Social world, 310
 Socialization, 438, 571–572
 Socially appropriate use of language, 399–402
 Sociocognitive conflict, 266
 Sociocultural approach, 31–32, 255, 380–382. *See also* Vygotsky's sociocultural approach
 Sociocultural systems subtheory, 631
 Sociodramatic play, 261, 597–598
 Socioeconomic status (SES), 336, 359, 641
 Sociogenesis, 263
 Sociometric technique, 605
 Solidity principle, 308
 Solitary play, 598
 Solitary pretense, 261
 Sound localization, 168
 Sounds and words, 377
 Spatial intelligence, 341
 Spatial transformation task, 517
 Special educator, 355
 Special-needs students, 353–354
 Specific intelligence, 328
 Speech acts, 399–402
 Speech-language pathologist, 393
 Speech perception, 383–384
 Sports participation, 216
SRCD Ethical Standards for Research with Children, 57
 Stability movements, 161
 Stage-environment fit, 349
 Stage theory, 254
 Stages of cognitive development, 30
 Stanford-Binet Intelligence Scale, 329
 States of arousal, 150, 151
 Stepping reflex, 155
 Stereotype threat, 335, 336–337
 Sternberg's triarchic theory of intelligence, 340–341
 Stimulus generalization, 25
 Strange situation, 443
 Stranger anxiety, 435
 Strategy, 292–293
 Strategy construction, 303
 Strategy selection, 304
 Streptomycin, 121
 Stress, 128
 Structural interview, 44
 Structured observation, 44
 Studying child development, 38–65
 correlational research, 45–47
 cross-sectional research, 54–55
 cross-sequential design, 55–56
 cultural considerations, 58–59
 descriptive methods, 42–45
 ethical considerations, 57–58
 experimental research, 48–51
 longitudinal research, 53
 microgenetic method, 56
 objectivity, 40–41
 from observation and theory to hypothesis, 40
 Substance use and abuse, 218–219
 Sucking, 155–156
 Sudden Infant Death Syndrome (SIDS), 214–215
 Symbol, 376
 Symbolic function, 241
 Symbolic play, 242
 Sympathy, 564
 Synapses, 193
 Synchronic imitation, 473
 Syntactic bootstrapping, 389
 Syntax, 377
 Syphilis, 126
- T**
 Task analysis, 299
 Taste, 166
 Tay-Sachs disease, 83
 Teacher expectations, 345–347
 Teachers of English to Speakers of Other Languages (TESOL), 410
 Teaching reading, 406
 Telegraphic speech, 394
 Television, 405, 407
 Television violence, 577
 Temperament, 428–432, 446
 Temperament profiles, 430–431
 Teratogens, 118–120
 Terrible twos, 479
 TESOL, 410
 Test-tube screening, 110
 Tetracycline, 121
 Thalidomide, 121
 Theoretical perspectives, 19–32
 behavioral and social learning approaches, 24–28
 Bowlby's attachment theory, 24
 classical conditioning, 25
 cognitive-developmental approaches, 28–31
 ethology, 22–23
 evolutionary and biological approaches, 22–24
 evolutionary developmental psychology, 24
 information processing model, 31
 Piaget's theory of cognitive development, 29–31
 psychoanalytical approaches, 20–22
 Skinner's operant conditioning, 25–26
 social learning theory, 26–28
 sociocultural approach, 31–32
 Theories as everyday explanations for behavior, 33
 Theory, 40
 Theory of mind, 313–317
 Therapeutic drugs, 124
 Thought, 262–264
 Three-mountains problem, 245, 246
 Tobacco, 123
 Tonic neck reflex, 154
 Touch, 165–166
 Toxoplasmosis, 121
 Toy preferences, 537–538
 Tracking, 351–352
 Transitivity, 250
 Transsexualism, 542
 Triarchic theory of intelligence, 340
 Turiel's moral domains, 558–559
 Turn taking, 400
 Turnabout, 400
 Turner's syndrome, 88
 TV viewing and child development, 405, 407
 TV violence, 577
 Twin studies, 75–76
- U**
 UCR, 25
 UCS, 25
 Ulnar grasp, 158
 Ultrasound imaging, 109
 Umbilical cord, 115
 Unconditioned response (UCR), 25
 Unconditioned stimulus (UCS), 25
 Underextensions, 388
 Uninvolved parenting, 627
 Universal ethical, 556
 Universal interventions, 581
 Universals of development, 15
 Unresolved parents, 447
 U.S. English, 411
 Use of min strategy for solving addition problems, 285
 Utilization deficiency, 292
- V**
 Vaccination, 212, 213
 Validity, 331
 Variable, 45
 Verbal aggression, 572
 Vestibular sensitivity, 166
 Violation of expectancy method, 239
 Violence, 577
 Violence by age and sex, 573
 Vision, 168–173
 Visual acuity, 169
 Visual cliff, 174
 Visual self-recognition, 471
 Vygotsky's sociocultural approach, 255–262
 cognitive-developmental theory, compared, 267–269
 cultural tools of and artifacts, 257–260
 object play, 260
 pretend play, 260–262
 social origins of thought, 256–257
 temporal contexts of development, 255
 toys/objects, 257–260
- W**
 Wait-time, 350
 War, 454
 Water-level task, 517
Weaving Generations Together: Evolving Creativity in the Maya of Chiapas (Greefield), 258, 259
 Wechsler scales, 329–330
 Whole-language approach, 406
 WIPSI, 329
 WISC-III, 329, 330
 WISC-IV, 329, 330
 Within-class ability grouping, 350
Working Girl, 466
 Working memory, 286
- X**
 X chromosome, 69
 X-linked disorders, 84
 XYY syndrome, 88
- Y**
 Y chromosome, 69
Youth Violence: A Report of the Surgeon General, 572
- Z**
 Zone of proximal development, 256
 Zygote, 107