Developmental Psychology

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This series of titles is aimed at introductory level psychology students in sixth forms, further education colleges and on degree courses and those wishing to obtain an overview of psychology. The books are easy to use, with comprehensive notes written in coherent language; clear flagging of key concepts; relevant and interesting illustrations; well-defined objectives and further reading sections to each chapter; and self-assessment questions at regular intervals throughout the text.

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Ann Birch

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Preface

Like the first edition of this book, the second edition aims to provide an introduction to Developmental Psychology. It takes the form of comprehensive notes which may be used as a basis for further study.

The book is aimed primarily at those who are studying psychology at GCE A level or GCSE. However, it should also be a useful starting point for students encountering Developmental Psychology for the first time at degree level or on other courses, such as Access to Higher Education, GNVQ and those in education and nursing.

Since the first edition was published, research in Developmental Psychology has burgeoned and there have been some exciting new developments. Also, new modular syllabuses have appeared at A level; the AEB have modified their A level syllabus, which will be examined from 1998 on. This new edition aims to accommodate all these changes. As well as bringing the original material up to date, a number of new topics have been added.

Chapter 1 has been expanded to examine influences on development, the ecology of development and cultural variations, as well as ethical considerations in developmental research.

Chapter 2 has an additional section which examines early social interactions with parents (including special consideration of fathers), grandparents and siblings. The material on attachment contains more recent research, including that into cross-cultural differences in child-rearing; the topics of childminding and day care have been added.

Chapter 3 is expanded to include sections on the measurement of intelligence and cognitive development in a social context. The latter includes coverage of the work of Bruner and Vygotsky.

In **Chapter 4**, the section on the cognitive-developmental approach contains additional material on social cognition.

Chapter 5 now contains the section on moral development, which includes coverage of additional theories and up-to-date research findings; the section on gender includes further material on the cognitive-developmental approach; in the last section, recent work is examined on 'theory of mind' and the proposed deficits in sufferers from autism.

Chapter 6 is not substantially different, though, as with the rest of the book, the material has been brought up to date.

In line with the other books in the series, every effort has been made to offer a readable, ‘user-friendly’ style. Key concepts are clearly highlighted through the use of bold type, insets and sub-headings. Each chapter begins with objectives to be met and at the end of each section there are self-assessment questions to help independent students to test their understanding. A list of recommended further readings appears at the end of each chapter. Readers are advised to work carefully through the text, section by section, considering the self-assessment questions at the end of each one. These may be reconsidered later when further reading has been undertaken.

I am confident that this book will prove as useful and popular as the first edition and the other books in the series. I hope very much that you will enjoy it.

ANN BIRCH

" I TRIED OBSERVATIONAL TECHNIQUES
— WAS JUST ABOUT TO MOVE
INTO INTERVIEWS . . . "