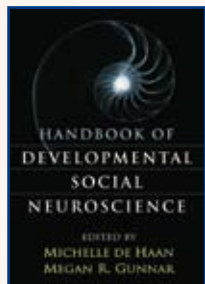


New & Recent Books in Developmental Psychology

Handbook of Developmental Social Neuroscience

Michelle de Haan, Institute of Child Health, University College London, UK; **Megan R. Gunnar**, Institute of Child Development at the University of Minnesota, USA (Eds.)



"This handbook describes research emerging at the interface of two of the hottest areas in neuroscience: social neuroscience and developmental cognitive neuroscience. The volume provides a comprehensive review of this exciting area, ranging from developmental neuroanatomy and comparative studies to developmental disorders. I predict that this will become a landmark work. It is essential reading for students and an important resource for researchers in cognitive neuroscience and social development." - **Mark H. Johnson**, University of London

"Developmental social neuroscience is such a multidisciplinary and fast-developing field that even the experts struggle to stay abreast of the latest findings from the clinic, animal lab, and scanner. The field is ripe for the kind of systematic review that a good handbook provides, and this volume achieves that goal masterfully. It will be a valuable reference and text for professionals and graduate students in neuroscience and psychology." - **Martha J. Farah**, University of Pennsylvania

Recent years have seen an explosion of research into the physiological and neural bases of social behavior. This state-of-the-science handbook is unique in approaching the topic from a developmental perspective. Exploring the dynamic relationship between biology and social behavior from infancy through adolescence, leading investigators discuss key processes in typical and atypical development. Chapters address emotion, motivation, person perception, interpersonal relationships, developmental disorders, and psychopathology. The volume sheds light on how complex social abilities emerge from basic brain circuits, whether there are elements of social behavior that are "hard wired" in the brain, and the impact of early experiences. Illustrations include eight color plates.

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Part 1. Introduction. de Haan, Gunnar, The Brain in a Social Environment: Why Study Development? **Part 2. Methodological and Biological Background.** Gunnar, de Haan, Methods in Social Neuroscience: Issues in Studying Development. Payne, Bachevalier, Neuroanatomy of the Developing Social Brain. **Part 3. Perceiving and Communicating with Others.** Pascalis, Kelly, Schwarzer, Neural Bases of the Development of Face Processing. Grossmann, Farroni, Decoding Social Signals in the Infant Brain: A Look at Eye Gaze Perception. de Haan, Matheson, The Development and Neural Bases of Processing Emotion in Faces and Voices. Carver, Cornew, The Development of Social Information Gathering in Infancy: A Model of Neural Substrates and Developmental Mechanisms. Decety, Meyer, Imitation as a Stepping Stone to Empathy. Choudhury, Charman, Blakemore, Mentalizing and Development during Adolescence. Mills, Conboy, Early Communicative Development and the Social Brain. Myowa-Yamakoshi, Tomonaga, Evolutionary Origins of Social Communication. **Part 4. Relationships.** Gonzalez, Atkinson, Fleming, Attachment and the Comparative Psychobiology of Mothering. Bales, Carter, Neuroendocrine Mechanisms of Social Bonds and Child-Parent Attachment, from the Child's Perspective. Marazziti, Neurobiology and Hormonal Aspects of Romantic Relationships. Wommack, Liu, Wang, Animal Models of Romantic Relationships.

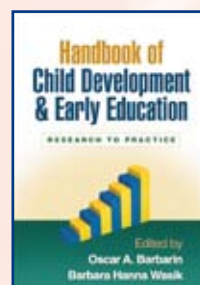
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May 2009: 7x10: 558pp
Hb: 978-1-60623-117-3: £57.50

Handbook of Child Development and Early Education

Research to Practice

Oscar A. Barbarin, Frank Porter Graham Child Development Institute and School of Social Work, University of North Carolina at Chapel Hill, USA; **Barbara Hanna Wasik**, Frank Porter Graham Child Development Institute and School of Education, University of North Carolina at Chapel Hill (Eds.)



"A 'must have' for early childhood educators. This volume helps the reader keep abreast of the diverse knowledge bases that underlie the teaching of young children, and shows how applying research and theory can aid in preparing children for school. Coverage includes basic neural changes in infancy, typical socioemotional development, the effects of relationships and culture, and teaching and learning in specific content areas. The chapters provide a solid framework for novices and a terrific catch-up for seasoned professionals, with excellent bibliographies and cross-references. Barbarin, Wasik, and company have done the field a great service." - **Barbara Bowman**, Irving B. Harris Professor of Child Development, Erikson Institute, Chicago

How and what should young children be taught? What emphasis should be given to emotional learning? How do we involve families? Addressing these and other critical questions, this authoritative volume brings together developmentalists and early educators to discuss what an integrated, developmentally appropriate curriculum might look like across the preschool and early elementary years. State-of-the-science work is presented on brain development and the emergence of cognitive, socioemotional, language, and literacy skills in three- to eight-year-olds. Drawing on experience in real-world classrooms, contributors describe novel, practical approaches to promoting school readiness, tailoring instruction to children's learning needs, and improving the teaching of language, arts, math, and science.

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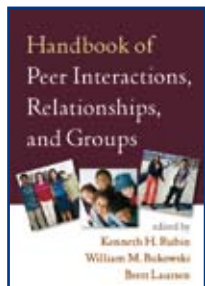
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August 2009: 7x10: 624pp
Hb: 978-1-60623-302-3: £57.50

Handbook of Peer Interactions, Relationships, and Groups

Kenneth H. Rubin, Professor of Human Development and Director of the Center for Children, Relationships, and Culture at the University of Maryland, College Park, USA; **William M. Bukowski**, Department of Psychology, Concordia University, Montreal, Canada; **Brett Laursen**, Department of Psychology, Florida Atlantic University, USA (Eds.)



"Outstanding. The relationships of children and adolescents with their peers are examined with exceptional thoroughness and authority by the key researchers in the field. The focus on children's friendships is particularly timely and welcome, and illuminates connections among friends, family and the larger networks of peers. The breadth of the topics covered and the clarity and accessibility of the writing make this book an excellent text for developmental psychology undergraduates, graduates, and postdoctoral students. A splendid addition to the literature." - **Judith F. Dunn**, King's College London

"An indispensable resource for anyone interested in current knowledge on the role of peers in human development, from advanced undergraduate students to researchers in the area. The clear structuring of the broad content helps readers to quickly find what they are looking for and to organize their own ideas about peer relations." - **Jens B. ASENDORF**, University of Berlin

This comprehensive, authoritative handbook covers the breadth of theories, methods, and empirically-based findings on the ways in which children and adolescents contribute to one another's development. Leading researchers review current knowledge on the dynamics of peer interactions and relationships from infancy through

adolescence. Topics include methods of assessing friendship and peer networks; early romantic relationships; individual differences and contextual factors in children's social and emotional competencies and behaviors; group dynamics; and the impact of peer relations on achievement, social adaptation, and mental health. Salient issues in intervention and prevention are also addressed.

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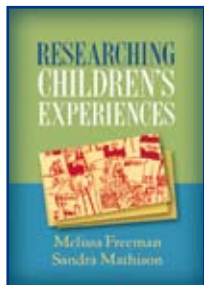
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Researching Children's Experiences

Melissa Freeman, Assistant Professor of Qualitative Research Methodologies in the College of Education, University of Georgia, USA
Sandra Mathison, Professor of Education, University of British Columbia, Canada



"Working with children in a research project is different from working with adults. This book peels the layers back to help the reader understand what the differences are and how to respond to children in highly ethical ways. The authors make the research process very transparent by contextualizing the steps needed to plan, carry out, and analyze a research project. They do an excellent job of connecting theory with the practice of qualitative research. Readers are put right into the action through the use of reflection and description. The authors examine their own experience from many

different angles, weaving together the emotional and practical aspects of doing research." - **Sara McCormick Davis**, Early Childhood Education Program, University of Arkansas, Fort Smith

"What I like about this book is the use of lots of specific examples of fieldwork, both from the authors and from other researchers. The end-of-chapter discussion questions are fabulous." - **Beth Graue**, Department of Curriculum and Instruction, University of Wisconsin-Madison

This accessible book presents approaches to planning, carrying out, and analyzing research projects with children and youth from a social constructivist perspective. Rich, contextualized examples illustrate how to elicit and understand the lived experiences of diverse young people. Data collection methods discussed in depth include drawing, photography, the Internet, games, interviewing, focus groups, journaling, and observation. Also covered are strategies for fostering the active contributions of children in the research process; navigating consent and ethical issues; enlisting the support of parents, school personnel, and other gatekeepers; and interpreting data. Throughout, the authors emphasize the need to attend to the social setting in which research with children is done. End-of-chapter questions and exercises encourage readers to reflect on taken-for-granted conceptions of children and childhood and to try out the book's ideas in their own research projects.

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January 2009: 6x9: 204pp
Hb: 978-1-59385-996-1: £35.00
Pb: 978-1-59385-995-4: £21.00

The Craft of Life Course Research

Glen H. Elder, Jr., Howard W. Odum Distinguished Professor of Sociology and Research Professor of Psychology, University of North Carolina, Chapel Hill, USA

Janet Z. Giele, Heller School for Social Policy and Management, Brandeis University (Eds.)



"Glen Elder – whose name is synonymous with the founding of life course research – has joined forces with equally distinguished scholar Janet Giele to produce this excellent volume. Expert contributing authors present novel methodological strategies for life course studies, as exemplified through major longitudinal investigations. The knowledge and insights gained about these methods and how to apply them will be invaluable to students of the life course at all levels. This is a most important book in which the quality of the contributors and editors shines through the pages; a major contribution to the life course literature." - **John**

M. Bynner, Emeritus Professor and former Director, Centre for Longitudinal Studies, Institute of Education, University of London

"Elder and Giele's book is a pleasure to read. For experienced life course scholars and those new to the field, the book provides a clear overview of important conceptual tools in the exploration of human development. The chapters offer an inside view of many classic studies and highlight unique features of each of them." - **Toni C. Antonucci**, Research Professor and Program Director, Life Course Development Program, Institute for Social Research, University of Michigan

This book brings together prominent investigators to provide a comprehensive guide to doing life course research, including an "inside view" of how they designed and carried out influential longitudinal studies. Using vivid examples, the contributors trace the connections between early and later experience, and reveal how researchers and graduate students can discover these links in their own research. Well-organized chapters describe the best and newest ways to:

- Use surveys, life records, ethnography, and data archives to collect different types of data over years or even decades.
- Apply innovative statistical methods to measure dynamic processes that result in improvement, decline, or reversibility in economic fortunes, stress, health, and criminality.
- Explore the micro- and macro-level explanatory factors that shape individual trajectories, including genetic and environmental interactions, personal life history, interpersonal ties, and sociocultural institutions.

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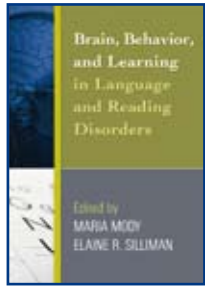
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September 2009: 6x9: 372pp
Hb: 978-1-60623-321-4: £44.00
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Brain, Behavior, and Learning in Language and Reading Disorders

Maria Mody, Cognitive Neuroscientist in the Department of Radiology, Massachusetts General Hospital and Harvard Medical School, USA
Elaine R. Silliman, Professor of Communication Sciences and Disorders and Cognitive and Neural Sciences at the University of South Florida, USA (Eds.)

Challenges in Language and Literacy Series



"You won't find reductionist models of disabilities here! This book builds the surge toward deeper, richer analyses of language and reading disabilities, providing frameworks for understanding the dynamics of developmental differences. It showcases groundbreaking research leading toward a new level of sophistication in analyzing development of disabilities and connecting research and practice for children with learning problems. With its combination of frameworks and specific research, this text provides a great resource for helping students to frame learning problems in ways that capture the complexity of human

beings." - **Kurt W. Fischer**, Charles Warland Bigelow Professor and Director, Master's Program in Mind, Brain, and Education, Harvard Graduate School of Education

Grounded in cutting-edge research on brain-behavior relationships, this book explores how language and reading disorders develop – and presents exciting new approaches to examining and treating them. Experts from multiple disciplines investigate how children's learning trajectories in spoken and written language are shaped by the dynamic interplay of neurobiological, experiential, and behavioral processes. The volume includes innovative neuroimaging applications and other state-of-the-science techniques that help shed new light on childhood disorders such as dyslexia, language impairment, writing disabilities, and autism. Implications for evidence-based diagnosis, intervention, and instruction are discussed. Illustrations include five color plates.

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Preventing Child Maltreatment

Community Approaches

Kenneth A. Dodge, Director, Center for Child and Family Policy, Duke University, North Carolina, USA
Doriane Lambelet Coleman, School of Law, Duke University, North Carolina, USA (Eds.)

Duke Series in Child Development and Public Policy



"Reports of child abuse have quadrupled since we passed the first national child abuse law in 1974. In this volume, an interdisciplinary group of outstanding scholars demonstrates that our lack of progress in curbing child abuse is due to not properly conceptualizing this saddest of all social problems. This brilliant and convincing work makes clear that we must move from the simplistic view that the primary cause of abuse is misbehaving or pathological parents to an ecological model in which families receive appropriate attention from community support networks." - **Edward Zigler**, Sterling Professor of Psychology Emeritus and Director Emeritus,

Edward Zigler Center for Child Development and Social Policy, Yale University

Many child abuse prevention programs have targeted factors within the family, such as parenting skills. This book describes the next wave of prevention: the promotion of safer, healthier childrearing environments in entire communities. The contributors are leading authorities who illuminate how contextual factors – including poverty, chaotic neighborhoods, and lack of social supports – combine with family factors to place children at risk for maltreatment. They present a range of exemplary programs designed to strengthen communities while also helping individual parents to meet their children's needs. Real-world evaluation approaches, quality-control strategies, and policy implications are discussed in depth.

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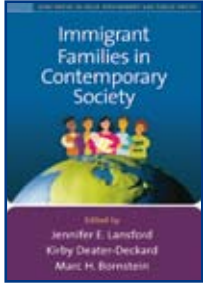
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Immigrant Families in Contemporary Society

Jennifer E. Lansford, Research Scientist at the Duke University Center for Child and Family Policy, USA; **Kirby Deater-Deckard**, Department of Psychology, Virginia Polytechnic Institute and State University, USA; **Marc H. Bornstein**, Senior Investigator and Head of Child and Family Research at the National Institute of Child Health and Human Development (Eds.)

Duke Series in Child Development and Public Policy



"Immigrants face many challenges that place them at risk for social, educational, health, and emotional difficulties. In this rich volume, scholars in psychology, medicine, sociology, education, law, and economics raise riveting issues while they document and chart new directions for research and intervention that promote social and psychological resilience. A 'must read' for a multidisciplinary audience of academics, policymakers, program developers, and practitioners trying to understand the pressing needs of immigrant children and families and to encourage their positive adaptation." - **Celia J. Falicov**, Department of Psychiatry, University of California, San Diego

Falicov, Department of Psychiatry, University of California, San Diego

How do some families successfully negotiate the linguistic, cultural, and psychological challenges of immigration, while others struggle to acculturate? This timely volume explores the complexities of immigrant family life in North America and analyzes the individual and contextual factors that influence health and well-being. Synthesizing cutting-edge research from a range of disciplines, the book addresses such key topics as child development, school achievement, and the cultural and religious contexts of parenting. It examines the interface between families and broader systems, including schools, social services, and intervention programs, and discusses how practices and policies might be improved to produce optimal outcomes for this large and diverse population.

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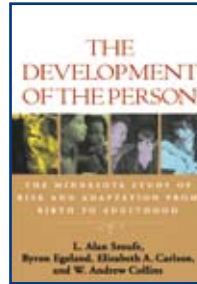
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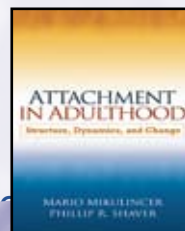
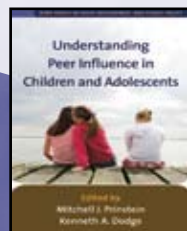
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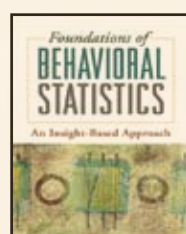
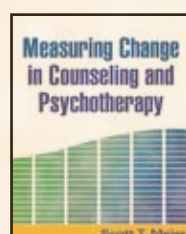
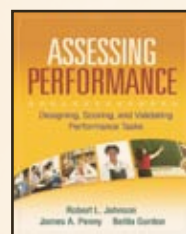
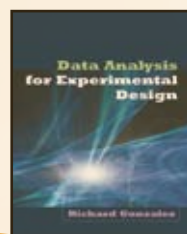
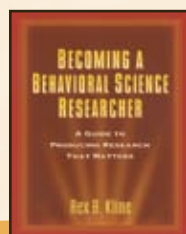
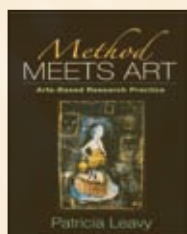
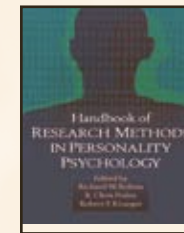
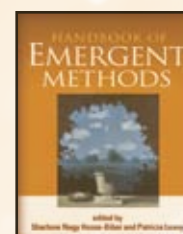
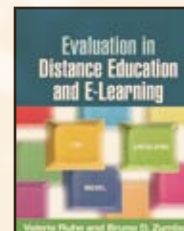
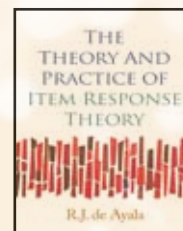
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