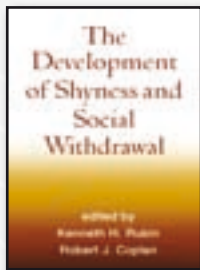


The Development of Shyness and Social Withdrawal

Kenneth H. Rubin, University of Maryland, USA
Robert J. Coplan, Carleton University, USA (Eds.)



"This coherent volume provides an up-to-date review of a major aspect of socioemotional development. The editors begin with a masterly overview of conceptual approaches and relevant constructs. Chapters from highly-regarded experts range from biological moderators of withdrawal to contextual influences and clinical implications. This book is a 'must' for anyone interested in understanding the many faces of shyness." - **Joan Stevenson-Hinde**, University of Cambridge, UK

"An excellent and needed summary of the evidence on the multifaceted concept of shyness. This volume will be of great value to investigators probing this domain, as well as to psychologists and psychiatrists who treat children. The book shows how shyness, social withdrawal, and social anxiety are distinct phenomena with distinct etiological pathways, even though the differences among them are often overlooked." - **Jerome Kagan, Daniel and Amy Starch Research Professor of Psychology Emeritus, Harvard University, USA**

While both positive and negative peer interactions have long been a focus of scientific interest, much less attention has been given to children who tend to refrain from interacting with peers. This volume brings together leading authorities to review progress in understanding the development, causes, and consequences of shyness and social withdrawal.

Compelling topics include:

- The interplay of biological, psychological, family, and interpersonal processes in shyness and social withdrawal from infancy through adolescence
- The impact on peer relationships and academic performance
- Links among shyness, social withdrawal, and social anxiety disorder
- The positive side of unsociability – when to 'leave children alone'
- Implications for clinical practice and educational interventions.

This book will be valuable to developmental, clinical, and school psychologists and graduate students in these fields.

CONTENTS

Part 1. Introduction. R.J. Coplan, K.H. Rubin, Social Withdrawal and Shyness in Childhood: History, Theories, Definitions, and Assessments.
Part 2. Constructs and Conceptual Approaches. L.A. Schmidt, A.H. Buss, Understanding Shyness: Four Questions and Four Decades of Research. W.R. Crozier, Shyness and the Development of Embarrassment and the Self-conscious Emotions. R.J. Coplan, M. Weeks, Unsociability and the Preference for Solitude in Childhood. N.A. Fox, B.C. Reeb-Sutherland, Biological Moderators of Infant Temperament and its Relation to Social Withdrawal. **Part 3. Personal and Interpersonal Processes.** P.D. Hastings, J.N. Nuselovici, K.H. Rubin, C.S.L. Cheah, Shyness, Parenting, and Parent-Child Relationships. K.H. Rubin, J. Bowker, H. Gazelle, Social Withdrawal in Childhood and Adolescence: Peer Relationships and Social Competence. J.B. Asendorpf, Long-term Development of Shyness: Looking Forward and Looking Backward. **Part 4. Contexts.** M.A. Evans, Language Performance, Academic Performance, and Signs of Shyness: A Comprehensive Review. X. Chen, Shyness-Inhibition in Childhood and Adolescence: A Cross-cultural Perspective. B.H. Schneider, Y. Amichai-Hamburger, Electronic Communication: Escape Mechanism or Relationship-building Tool for Shy, Withdrawn Children and Adolescents? R.J. Coplan, K. Hughes, H.C. Rowsell, "Once Upon a Time There Were a Blushful Hippo and a Meek Mouse": A Content Analysis of Shy

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April 2010: 6x9: 336pp

Hb: 978-1-60623-522-5: £37.00

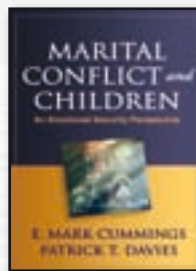
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Marital Conflict and Children

An Emotional Security Perspective

E. Mark Cummings, University of Notre Dame, Indiana, USA
Patrick T. Davies, University of Rochester, New York, USA

Guilford Series on Social and Emotional Development



"The influence of marital relationships on parenting and on children's development is an issue of long-standing interest to developmental scientists, counselors and clinicians, school personnel, and policymakers. Cummings and Davies rightly regard the child's developing emotional security or insecurity as critical to understanding this process. This informative, well-written, and engaging work explicates the theoretical foundations of emotional security, reviews research on the topic, and presents new findings. The authors' analysis should be taken

seriously by all concerned with the well-being of children and families. Academics and practicing professionals will encounter a wealth of insights, and advanced students in psychology and family relations will be brought up to speed on the latest research in this area." - **Jay Belsky, Director, Institute for the Study of Children, Families, and Social Issues, Birkbeck University of London, UK**

"Cummings and Davies have done it again! This is a superb book, combining years of programmatic research with keen insights and a constant eye toward practical applications for practitioners and the parents they work with. Marital Conflict and Children is 'must' reading for researchers and practitioners in psychology, family therapy, and associated disciplines." - **Robert E. Emery, Department of Psychology, and Director, Center for Children, Families, and the Law, University of Virginia, USA**

From leading researchers, this book presents important advances in understanding how growing up in a discordant family affects child adjustment, the factors that make certain children more vulnerable than others, and what can be done to help. It is a state-of-the-science follow-up to the authors' seminal earlier work, *Children and Marital Conflict: The Impact of Family Dispute and Resolution* (1994). The volume presents a new conceptual framework that draws on current knowledge about family processes; parenting; attachment; and children's emotional, physiological, cognitive, and behavioral development. Innovative research methods are explained and promising directions for clinical practice with children and families are discussed.

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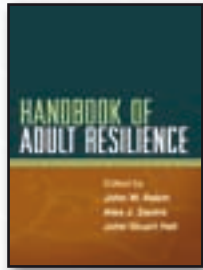
February 2010: 6x9: 316pp

Hb: 978-1-60623-519-5: £27.00

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Handbook of Adult Resilience

John W. Reich, Alex J. Zautra, John Stuart Hall, Arizona State University, USA (Eds.)



"Framed brilliantly, this book is the mother lode of scientific knowledge on a profoundly important topic. The editors recognize that understanding why some individuals prevail in the face of adversity – and even flourish – must encompass numerous influences, from personal qualities to social networks and communities. Importantly, the final section presents resilience-promoting interventions designed to build the strengths required to surmount major life difficulties. It will be the definitive source on adult resilience for years to come." - Carol D. Ryff, Director, Institute on

Aging, and Professor of Psychology, University of Wisconsin-Madison, USA

"Resilience is a psychological concept that has excited many investigators and practitioners, but it has been difficult to define clearly or measure reliably. This handbook gathers together the clearest thinkers in the field to tackle this idea from biological, emotional, cognitive, developmental, social, and even policy perspectives. There is no other book available with this kind of reach, and it should be on the shelf of anyone contemplating research on resilience or for whom the idea of resilience helps to organize clinical and community-based interventions. This volume includes a fabulous group of contributors writing at the cutting edge of the field." - Peter Salovey, Chris Argyris Professor of Psychology, Yale University, USA

The first book to move beyond childhood and adolescence to explore processes of resilience across the lifespan, this cutting-edge volume synthesizes the best current research in the field. Contributors offer a comprehensive examination of resilience at multiple levels of analysis, from genetic and physiological factors through individual, family, and community processes.

Compelling topics include:

- Whether resilience is best understood as a trait, a dynamic developmental process, an outcome, or all of the above
- How resilience intersects with health and well-being across the adult life cycle
- Cross-cultural issues in conceptualization and measurement
- Ways to enhance adult resilience, including reviews of exemplary programs.

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Attachment in Adulthood Structure, Dynamics, and Change

Mario Mikulincer, New School of Psychology, Interdisciplinary Center (IDC), Herzliya, Israel

Phillip R. Shaver, University of California, Davis, USA



"Superb. ... It could be said without fear of exaggerating that this volume is the end-all as well as the very beginning on the topic of attachment. I doubt seriously whether any researcher, scholar, student, or professional helper will be able to study, evaluate, or apply attachment without referring to Attachment in Adulthood." - **PsycCRITIQUES**

This authoritative work provides a systematic, comprehensive overview of theory and research on adult attachment. The authors – who have

been at the forefront of this rapidly growing field since the concepts of 'adult attachment' and 'attachment style' were first developed – trace how Bowlby's original constructs have evolved through the study of adolescents and adults. They review extant measures and analyze how attachment theory has been used to advance scientific understanding of emotions, social cognition, close relationships, psychopathology, and psychotherapy. Integrative and clearly organized, this book is essential reading for anyone wishing to understand or contribute to the large and still expanding literature on adult attachment.

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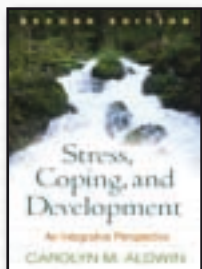
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Now in paperback! Stress, Coping, and Development An Integrative Perspective

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Carolyn M. Aldwin
Oregon State University, USA



"Carolyn Aldwin has further enriched a book that was already rich in ideas, facts, and theory. This second edition offers a comprehensive account of the field of stress and coping with some very appealing new material, especially in the areas of development, positive aspects of stress, social aspects of stress, and stress and health. Aldwin's multidisciplinary perspective is exactly what is needed in the field." - Susan Folkman, Osher Center for Integrative Medicine, University of California, San Francisco, USA

How do people cope with stressful experiences?

What makes a coping strategy effective for a particular individual? This volume comprehensively examines the nature of psychosocial stress and the implications of different coping strategies for adaptation and health across the lifespan. Carolyn M. Aldwin synthesizes a vast body of knowledge within a conceptual framework that emphasizes the transactions between mind and body and between persons and environments. She analyzes different kinds of stressors and their psychological and physiological effects, both negative and positive. Ways in which coping is influenced by personality, relationships, situational factors, and culture are explored. The book also provides a methodological primer for stress and coping research, critically reviewing available measures and data analysis techniques.

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January 2010: 6x9: 432pp
Pb: 978-1-60623-559-1: £20.00
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Hb: 978-1-57230-840-4: £28.95
www.developmentalpsychologyarena.com/9781606235591
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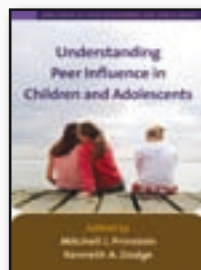
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Now in paperback!

Understanding Peer Influence in Children and Adolescents

Mitchell J. Prinstein, University of North Carolina, Chapel Hill, USA
Kenneth A. Dodge, Duke University, North Carolina, USA (Eds.)

Duke Series in Child Development and Public Policy



"While it has long been known that adolescents influence one another, insufficient attention has been given to how, where, and when these influences occur. This first-rate volume considers the mechanisms and processes involved in peer influence from a variety of conceptual and theoretical viewpoints and presents a fascinating sampling of new research." - Willard W. Hartup, Regents' Professor Emeritus, Institute of Child Development, University of Minnesota, USA

Scientists, educators, and parents of teens have long recognized the potency of peer influences on children and youth, but until recently, questions of how and why adolescents emulate their peers were largely overlooked. This book presents a comprehensive framework for understanding the processes by which peers shape each other's attitudes and behavior, and explores implications for intervention and prevention. Leading authorities share compelling findings on such topics as how drug use, risky sexual behavior, and other deviant behaviors 'catch on' among certain peer groups or cliques; the social, cognitive, developmental, and contextual factors that strengthen or weaken the power of peer influence; and the nature of positive peer influences and how to support them.

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May 2010: 6x9: 255pp
Pb: 978-1-60623-647-5: £20.00
July 2008
Hb: 978-1-59385-397-6: £25.95
www.developmentalpsychologyarena.com/9781606236475



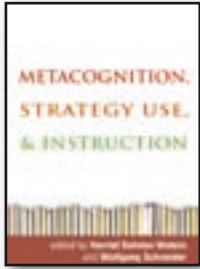
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Metacognition, Strategy Use, and Instruction

Harriet Salatas Waters, State University of New York at Stony Brook, USA
Wolfgang Schneider, University of Würzburg, Germany (Eds.)



"The editors have done a marvelous job bringing together acclaimed psychology and education researchers who share common interests but who often travel in separate circles. Collectively, the chapters illustrate how metacognition and strategy use contribute to skilled memory and to performance in math, science, reading, and writing." - Linda Baker, Department of Psychology, University of Maryland, Baltimore County, USA

Showcasing exemplary research programs, this book explores how the latest theories and findings on cognitive development can be used to improve classroom instruction. The focus is on how children acquire knowledge about the processes involved in learning – such as remembering, thinking, and problem solving – as well as strategies for mastering new information.

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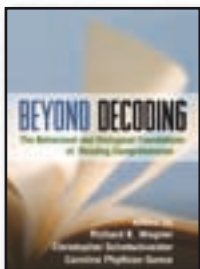
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October 2009: 6x9: 304pp
Hb: 978-1-60623-334-4: £30.50
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Beyond Decoding

The Behavioral and Biological Foundations of Reading Comprehension

Richard K. Wagner, Christopher Schatschneider, Florida State University, USA; Caroline Phythian-Sence, National Literacy Trust, London, United Kingdom (Eds.)



"This volume represents a significant accomplishment in advancing our understanding of reading comprehension. By integrating examinations of the origins of comprehension from multiple disciplines, Wagner et al. enhance each discipline's contribution. Each chapter helps to bring the topic into sharper focus, and the editors illustrate numerous ways that behavioral and biological perspectives can interface effectively." - Holly B. Lane, Department of Special Education, University of Florida, USA

What cognitive processes and skills do children draw on to make meaning from text? How are these capacities consolidated over the course of development? What puts some learners at risk for comprehension difficulties? This authoritative volume presents state-of-the-science research on the behavioral and biological components of successful reading comprehension.

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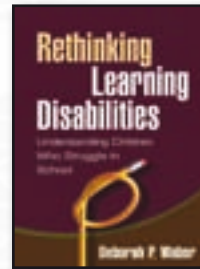
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August 2009: 6x9: 300pp
Hb: 978-1-60623-310-8: £30.50
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Rethinking Learning Disabilities

Understanding Children Who Struggle in School

Deborah P. Waber
Children's Hospital Boston, USA



"Waber brings a much-needed lifespan developmental perspective to bear on both science and practice in the field of learning disabilities. This book is 'must' reading for anyone interested in how advances in cognitive neuroscience are changing the way we think about the many children who struggle in school, and how this new science can lead to more humane, individualized education for all children." - Bruce F. Pennington, John Evans Professor of Psychology, University of Denver, USA

Experts have yet to reach consensus about what a learning disability is, how to determine if a child has one, and what to do about it. Leading researcher and clinician Deborah Waber offers an alternative to the prevailing view of learning disability as a problem contained within the child. Instead, she shows how learning difficulties are best understood as a function of the developmental interaction between the child and the world. Integrating findings from education, developmental psychology, and cognitive neuroscience, she offers a novel approach with direct practical implications. Detailed real-world case studies illustrate how this approach can promote positive outcomes for children who struggle in school.

The book will greatly appeal to neuropsychologists, special educators, school psychologists, developmental psychologists, child clinical psychologists and other child clinicians, and speech-language pathologists.

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Part 1. The Developmental Approach to Learning Disabilities. 1. The Dilemma: What is a Learning Disability? 2. A Learning Disability is a Developmental Problem. 3. A Developmental Science Perspective on Learning Disabilities. 4. A Lifespan Perspective on Learning Disabilities. 5. Identifying Learning Disabilities: Insights from a Developmental Approach. 6. Insights from Cognitive Neuroscience: Automatic and Effortful Processing. **Part 2. Diagnosing the Child-World Interaction.** 7. Identical Twins. 8. An Adequate Achiever with Learning Problems. 9. Beyond a 'Reading Problem'. 10. Learning-disabled Children Grown Up. 11. A Developmental Strategy for Resolving the Dilemma. Appendix: Publications of the Children's Hospital Boston Learning Disabilities Program.

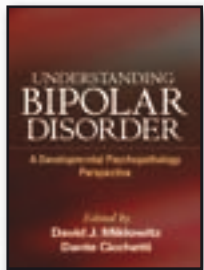
March 2010: 6x9: 241pp
Hb: 978-1-60623-565-2: £24.00
www.developmentalpsychologyarena.com/9781606235652

Understanding Bipolar Disorder

A Developmental Psychopathology Perspective

David J. Miklowitz, Oxford University, UK

Dante Cicchetti, University of Minnesota, USA (Eds.)



"A tour de force. This book masterfully brings together all that is known about the biological, social, and psychological factors that contribute to bipolar disorder and that underlie treatment. In chapter after chapter, internationally acclaimed authors present their areas of expertise with extraordinary breadth and depth, and with great compassion for people with the disorder. Will surely be required reading for researchers, clinicians, and students." - **Mark Williams, Wellcome Principal Research Fellow, Department of Psychiatry, University of Oxford, UK**

This is the first book to systematically examine the development and course of bipolar disorder across the lifespan, identifying important directions for evidence-based treatment and prevention. The editors and contributors are foremost authorities who synthesize cutting-edge research at multiple levels of analysis, including genetic, neurobiological, cognitive, emotional, and family perspectives.

The book will be invaluable to adult and child clinical psychologists, psychiatrists, developmental psychologists, clinical social workers, and researchers and graduate students across the mental health disciplines.

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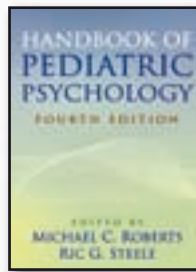
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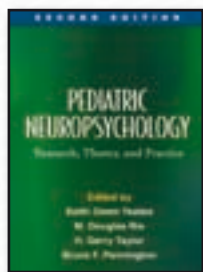
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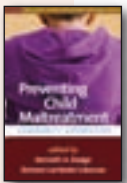
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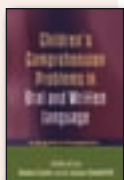
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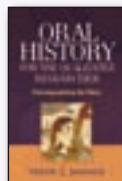
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