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- David Henry Feldman, Tufts University, USA

**MARCH
2017**

Cognitive Development

AN ADVANCED TEXTBOOK



Edited by
Marc H. Bornstein and Michael E. Lamb

Cognitive Development

An Advanced Textbook

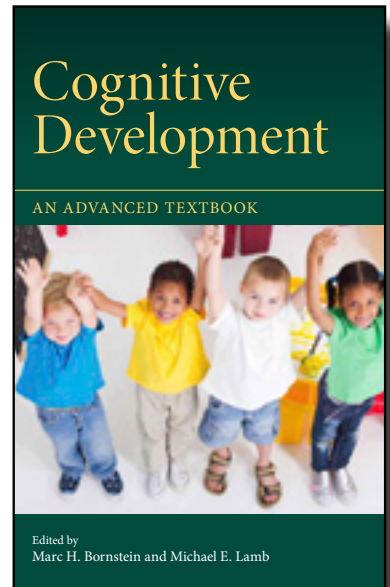
Edited by: Marc H. Bornstein, National Institute of Child Health and Human Development and Michael E. Lamb, University of Cambridge

This new text consists of parts of Bornstein and Lamb's *Developmental Science, 6th edition* along with new introductory material that as a whole provides a cutting edge and comprehensive overview of cognitive development. Each of the world-renowned contributors masterfully introduces the history and systems, methodologies, and measurement and analytic techniques used to understand human cognitive development. The relevance of cognition is illustrated through engaging applications. Each chapter reflects the current state of the field in cognitive development and features an introduction, an overview of the field, a chapter summary, and numerous classical and contemporary references. As a whole, this highly-anticipated text illuminates substantive phenomena in cognitive developmental science and its relevance to everyday life.

Students and instructors will also appreciate **the book's online resources**. For each chapter, the website features: chapter outlines; a student reading guide; a glossary of key terms and concepts; and suggested readings with hotlinks to journal articles. Only instructors are granted access to the test bank with multiple choice, short answer, and essay questions; PowerPoints with all of the text's figures and tables; and suggestions for classroom discussion/assignments.

The book opens with an introduction to cognitive development as well as an overview of developmental science in general -- its history and theory, the cultural orientation to thinking about human development, and the manner in which empirical research is designed, conducted, and analyzed. Part 2 focuses on the field's major substantive areas: neuroscience and genetics, physical and motor development, perception, and cognitive and language development.

Intended for advanced undergraduate and/or beginning graduate courses on cognitive development taught in departments of psychology, human development & family studies, and education, researchers in these areas will appreciate this book's cutting edge coverage.



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❖ 1 ❖

NEURAL, PHYSICAL, MOTOR, PERCEPTUAL, COGNITIVE, AND LANGUAGE DEVELOPMENT: AN INTRODUCTION AND OVERVIEW

Marc H. Bornstein
Editor, Parenting Science and Practice
Michael E. Lamb
University of Cambridge

INTRODUCTION

When lay people think of psychology, they tend to focus on the nature and origins of intelligence or personality. These concerns have characterized the reflections of men and women on their own nature since Aristotle first pondered the nature of mankind and individual diversity. Despite its long history, however, studies of intelligence and personality development are still marked in large measure by dissension rather than consensus, by assertion rather than documentation. This state of affairs may reflect both the inadequacies of scientific psychology and the complexity of the issues that developmentalists confront. Fortunately, recent advances in our understanding of development are transforming these areas of scholarship, as authors in this book make clear.

Developmental science addresses the full spectrum of human thinking, feeling, and behaviour and how they vary from one culture to another (Bornstein, 2009), and is concerned with children's futures as well as the future of society. In undertaking this privileged burden, developmental science has four related goals: (a) *Description* – what people are like at different ages and how they change or stay the same over time; (b) *Explanation* – the origins of individual differences and the causes of development; (c) *Prediction* – what an individual will be like at a later point in development based on what is known about the individual's past and present characteristics; and (d) *Intervention* – how best to use developmental knowledge to improve well-being.

Development is usually identified with growth and change. In the realm of language development, for example, growth and change are especially salient. As the toddler emerges out of the infant and the child out of the toddler, one of the most readily observable developmental characteristics is growth and change in the child's language. Although development implies growth and change over time, development is not just any kind of growth and change. When a child gains weight, his or her body grows bigger, but weight gain is not development. Developmental growth and change are special in three ways; consider language development again. (a) Developmental growth and change constitute better adaptation to the environment. When a child can say how she feels and what she wants, she has developed from being a baby who can only cry to communicate. Developing language enables a child to actively participate in her own development as well. (b) Developmental growth and change proceed from simple

and global to complex and specific. In acquiring language, children move from single words that express simple and general thoughts to putting words together to express ever more sophisticated thoughts. (c) Developmental growth and change are relatively enduring. Whereas simple change is transitory, once a child acquires language it is permanent. Developmental growth and change therefore reflect relatively lasting transformations that make an individual better adapted to his or her environment by enhancing the individual's abilities to understand and express more complex behavior, thinking, and emotions.

But the coin in this (as in other realms of) development has two sides. The complement of growth and change in development is continuity and stability. Although development is commonly identified with growth and change, some features of development are theorized to remain (more or less) consistent over time. In biology, a goal of the organism is to maintain internal stability and equilibrium or homeostasis.

SOME CENTRAL ISSUES IN DEVELOPMENTAL SCIENCE

Norms and Individual Differences

In studying almost every characteristic (construct, structure, function, or process) of development, developmental scientists consider both norms and individual differences. Norms represent average outcomes on some characteristic; normative development is the pattern over time that is typical or average. For example, very few adults are either 4 or 7 feet tall; many more stand between 5 and 6 feet. This distribution during the childhood and adolescent years tells us how height varies in the population and provides guidance for pediatricians to determine whether a child or adolescent is developing normally.

However, typical development, based on what occurs on average, is only part of the story because children who are the same age vary within every domain of development. It is commonly understood that variation among individuals in diverse characteristics appears in normal distributions in the population. So, to continue our example, at virtually every age, children vary in terms of individual differences in their language. On average, children begin to talk and walk at about 1 year of age. But the range of individual differences in both achievements is considerable. Some children say their first word at 9 months, others not until 29 months; some children first walk at 10 months, others at 18 months. It is also the case that development can follow many different paths to the same or to different ends. Children may develop at different rates, but eventually reach the same height. Others may develop at the same rate, but stop growing at different heights. And different children may develop at different rates and reach different heights. All these paths illustrate individual differences. Understanding development requires an understanding of individual differences – the variation among individuals on a characteristic – as well as norms or what is typical.

The Constant Interplay of Biology and Experience

All children come into the world with the set of genes they inherit from their parents, but only a few traits (such as eye color) are genetically determined. All children have experiences in the world, but only a few experiences are formative by themselves. Rather, the characteristics an individual develops are the result of interaction between genetic and experiential influences over time (Gottlieb, Wahlstein, & Lickliter, 2006). A child may inherit a genetic tendency to be inhibited, for instance, but whether this leads to painful shyness or quiet confidence depends on the child's experiences. Likewise, language development is the product of genes and experience (Waxman & Lidz, 2006). Adopted children are like both their biological and

"Eminent scholars Bornstein and Lamb present the field with a tour-de-force in their advanced textbook Cognitive Development. Leading researchers delve deeply into foundational theories, methods, and research findings in a parsimonious collection of cutting-edge chapters on cognitive development. The showcasing of a select set of topics strikes an ideal balance between reader accessibility and research depth." - **Catherine S. Tamis-LeMonda, New York University, USA**

"A highly stimulating survey of contemporary theories, methods, and empirical findings in developmental science. The contributors are a "Who's Who" list of leading thinkers and researchers in the fields of child and lifespan development." - **Robert Siegler, Carnegie Mellon University, USA**

"This exciting comprehensive textbook is a must-have for advanced students of developmental science and seasoned researchers alike. The tone for the book is set in the editors' brilliant introductory chapter. . . . This book is sure to influence the direction that developmental science will take in the years to come." - **Annick De Houwer, University of Erfurt, Germany**

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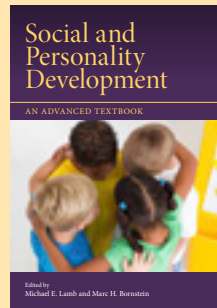
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