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**– Nancy Eisenberg, Arizona State University, USA**

# Social and Personality Development

**MARCH  
2011**

AN ADVANCED TEXTBOOK



Edited by  
Michael E. Lamb and Marc H. Bornstein

# Social and Personality Development

## An Advanced Textbook

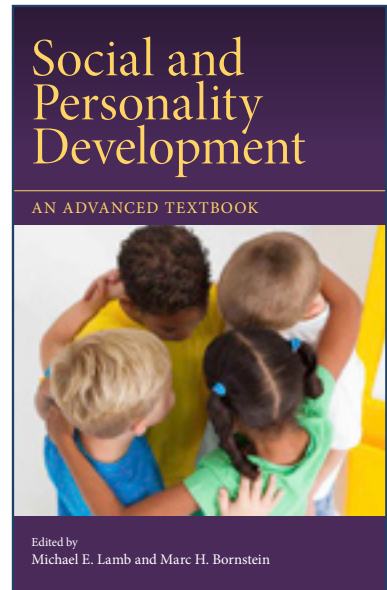
Edited by: Marc H. Bornstein, National Institute of Child Health and Human Development and Michael E. Lamb, University of Cambridge

This new text contains parts of Bornstein & Lamb's *Developmental Science, 6th edition*, along with new introductory material, providing a cutting edge and comprehensive overview of social and personality development. Each of the world-renowned contributors masterfully introduces the history and systems, methodologies, and measurement and analytic techniques used to understand the area of human development under review. The relevance of the field is illustrated through engaging applications. Each chapter reflects the current state of knowledge 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 social and personality developmental science and its relevance to everyday life.

Students and instructors will appreciate **the book's online resources**. For each chapter, the website features: chapter outlines; a student reading guide; a glossary of key terms & 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 & tables; and suggestions for classroom discussion/assignments.

The book opens with an introduction to social and personality 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 examines personality and social development within the context of the various relationships and situations in which developing individuals function and by which they are shaped. The book concludes with an engaging look at applied developmental psychology in action through a current examination of children and the law. Ways in which developmental thinking and research affect and are affected by practice and social policy are emphasized.

Intended for advanced undergraduate and/or graduate level courses on social and personality development taught in departments of psychology, human development, and education, researchers in these areas will also appreciate this book's cutting edge coverage.



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# ABOUT THE EDITORS

**Michael E. Lamb** is Professor and Head of the Department of Social and Developmental Psychology at the University of Cambridge. He received his Ph.D. from Yale University. Dr. Lamb received the Association for Psychological Science's James McKeen Cattell Award for Lifetime Contributions to Applied Psychological Research. He is the co-author of *Development in Infancy, Socialization and Personality Development, Infant-Mother Attachment, Child Psychology Today, Investigative Interviews of Children*, and *Tell Me What Happened: Structured Investigative Interviews of Child Victims and Witnesses*. In addition, he has edited many books including *The Role of the Father in Child Development* and he founded and co-edited *Advances in Developmental Psychology*.

**Marc H. Bornstein** is Editor of *Parenting: Science and Practice* and Senior Investigator and Head of Child and Family Research at the *Eunice Kennedy Shriver National Institute of Child Health and Human Development*. He received his Ph.D. from Yale University. Bornstein was a Guggenheim Foundation Fellow and has received awards from the National Institutes of Health, American Psychological Association (G. Stanley Hall Award), the American Mensa Education and Research Foundation, and the Society for Research in Child Development, to name a few. Dr. Bornstein is coauthor of *Development in Infancy, Development: Infancy through Adolescence, and Lifespan Development* and general editor of *The Crosscurrents in Contemporary Psychology Series* and the *Monographs in Parenting Series*. He has also edited the *Handbook of Parenting* and the *Handbook of Cultural Developmental Science* as well as numerous other volumes.

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## ❖ 1 ❖

### SOCIAL AND PERSONALITY DEVELOPMENT: AN INTRODUCTION AND OVERVIEW

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

#### 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 (Gostlieb, 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

*"The study of social and personality development, races along so fast that it can be hard for even the most talented scholar to keep up. Thankfully, this volume is an invaluable tool in that effort. World-class developmentalists provide up to date insight into contemporary understanding of foundational issues pertaining to theory, methods, the role of culture, parent-child relationships, peer relations, and schooling. It will surely prove useful to advanced undergraduate students, graduate students and academics, practitioners and policy makers alike."* - **Jay Belsky, University of California, Davis, USA**

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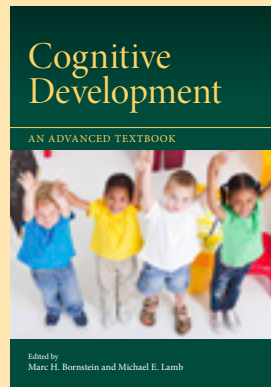
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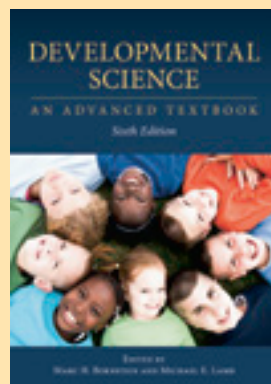
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