

# Developmental Psychology

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textbooks

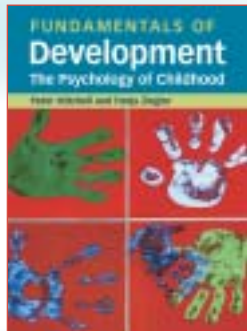
# Child Development

Complimentary copy available

## Fundamentals of Development

The Psychology of Childhood

Peter Mitchell & Fenja Ziegler  
University of Nottingham, UK



"One of the great strengths of the book is that it describes the empirical evidence on the issues clearly and intelligently. The book sets a wonderful example to people just beginning to learn about Developmental Psychology in how to think about the evidence, and also establishes the absolute importance of empirical data for the subject." -

PETER BRYANT, FRS, OXFORD BROOKES UNIVERSITY

"Mitchell and Ziegler provide an engaging and accessible introduction to social, emotional and cognitive development during childhood; they raise and evaluate key questions in child psychology creating a valuable reference for students, educators, and anyone who works with children. This is an excellent introductory textbook which will inspire readers to investigate these topics further." - JANE S. HERBERT, UNIVERSITY OF SHEFFIELD

*Fundamentals of Development: The Psychology of Childhood* outlines the main areas of developmental psychology, following a thematic approach and offering a broad overview of contemporary interest in the subject. Straightforward language and ample illustrations introduce the reader to the key areas in child development. The material is carefully organized to be as student-friendly as possible. Each chapter addresses a topic, such as perception, verbal communication, and theory of mind. Therefore, chapters are self-contained and comprehensive in their coverage of each aspect of development.

This replacement for the highly successful *Psychology of Childhood* has been thoroughly revised with additional material based on articles appearing in the best academic journals, and covers the major studies which have stood the test of time. The book makes an excellent companion for courses introducing developmental psychology, and serves as an accessible yet comprehensive introduction for students and professionals who may have no background knowledge of the subject.

This textbook is accompanied by a CD-ROM of instructor resources which is free of charge to university departments that adopt this book as their text. It includes chapter-by-chapter lecture slides, an interactive chapter-by-chapter multiple-choice question test bank, and multiple-choice questions in paper and pen format.

### CONTENTS

Themes and Perspectives in Developmental Psychology. The Development of Thinking. Do Piaget's Theory and Findings Stand up to Examination? What Children Understand About the Mind. Autism. Developing an Ability to See the World. Developing an Ability to Draw. The Role of Heredity and Environment in Intelligence. Language Development. Developing an Ability to Communicate. Parenting and the Development of Love and Attachment. Freud's Theory of Personality Development. Moral Development. Development of Anti-social Behavior.

April 2007: 7½x9¼": 248pp

Hb: 0-86377-793-7 ISBN13: 978-0-86377-793-6: \$71.95

Pb: 1-84169-644-7 ISBN13: 978-1-84169-644-7: \$26.95

[www.developmentalpsychologyarena.com](http://www.developmentalpsychologyarena.com)

Complimentary copy available

## Developmental Psychology

A Student's Handbook



Margaret Harris, Oxford Brookes University, UK  
George Butterworth (deceased), University of Sussex, UK



"An up-to-date account of developmental psychology written by two major authorities in the field ... It is an authoritative and clear treatment of developmental psychology that will appeal to undergraduates who are just beginning to study developmental psychology, as well as those who already have some grounding in the subject." - GAVIN BREMNER, LANCASTER UNIVERSITY

*Developmental Psychology: A Student's Handbook* is a major textbook that

provides an up-to-date account of theory and research in the rapidly changing field of child development. Margaret Harris and George Butterworth have produced an outstanding volume that includes recent research from Britain, Europe and the USA designed for undergraduate students who have little or no prior knowledge of developmental psychology.

The book places developmental psychology in its historical context, tracing the emergence of the field as an independent discipline at the end of the 19th Century, and following the radical changes that have occurred in our understanding of children's development since then. The development of the child is covered in sequence: through conception, pre-natal development, birth, infancy, and the pre-school years, to the achievements of the school years, and the changes that occur during adolescence. Each period is addressed in terms of cognitive, social, and linguistic development, including discussion of reading, spelling, and mathematical development. There is also consideration of comparative research concerning the development of cognitive abilities in other primates.

*Developmental Psychology: A Student's Handbook* is essential reading for all undergraduate students of developmental psychology. It will also be of interest to those in education and healthcare studying child development.

A supplementary CD-ROM of teaching resources is available to qualifying adopters of this textbook.

April 2002: 9¼x7½: 384pp

Hb: 1-84169-110-0 ISBN13: 978-1-84169-110-7: \$87.95

Pb: 1-84169-192-5 ISBN13: 978-1-84169-192-3: \$28.95

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UK/Europe/ROW: Lucy Kennedy: [book.proposals@psyppress.co.uk](mailto:book.proposals@psyppress.co.uk)

# Cognitive Development

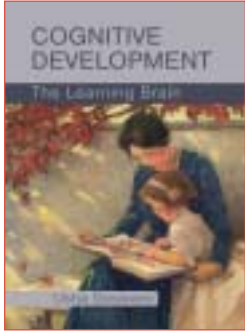
Complimentary copy available

## Cognitive Development

### The Learning Brain

Usha Goswami

University of Cambridge, UK



*Cognitive Development: The Learning Brain* is a thoroughly revised and updated edition of the bestselling *Cognition in Children*. The textbook has been rewritten from the perspective of brain science to include completely new chapters on social cognition, language acquisition and school-based learning. All chapters now include sections showing how new discoveries in cognitive neuroscience force us to reconsider traditional theories of cognitive development. The book therefore offers a new framework for

thinking about cognitive development, based on learning and the brain.

In this book, Usha Goswami considers the traditional experimental base of cognitive developmental psychology, but adopts a novel framework based on learning. The book argues that the brain has certain learning mechanisms at its disposal, and that these mechanisms underpin all aspects of cognitive development, including those long considered to require special types of learning, such as language acquisition. The four types of learning mechanism considered are:

- Statistical/associative learning
- Learning by imitation
- Causal/explanation-based learning
- Learning by analogy.

Each chapter explores how these learning mechanisms affect different processes in cognitive development. Starting with the development of foundational domains in infancy, Goswami goes on to consider language acquisition, causal learning and explanation - based reasoning, and theory of mind. Later chapters explore memory, reasoning, metacognition, executive functions and school based skills. The final chapter discusses more traditional theoretical perspectives (Piaget and Vygotsky), as well as the modern perspective of connectionism.

This book offers a new paradigm for teaching cognitive development, adopting a learning focus to cognitive development that incorporates new data from brain science whilst retaining discussion of the concepts and experiments taught on traditional developmental psychology courses. This valuable textbook will be essential reading for teachers and students of developmental and cognitive psychology, as well as education and language science. It will also be of interest to anyone training to work with infants and children.

This textbook is accompanied by a CD-ROM of instructor resources which will be free of charge to qualifying adopters. It will include chapter-by-chapter lecture slides, an interactive chapter-by-chapter multiple-choice question test bank, and multiple-choice questions in paper and pen format.

We also provide an online Cognitive Development Student Learning Program (CogdevSLP). Each chapter from *Cognitive Development* is condensed into a summary version, providing an effective set of revision notes. These summary chapters enhance and emphasise the key elements of the book's content and they also provide an

integrative framework for other multi-media materials in the student resources package. These materials include active reference links to key journal articles, revision multiple-choice question test banks, fill-in-the-blank questions, case studies, research activities and more. Access to the Student Learning Program will be free of charge to qualifying adopters.

### CONTENTS

Foreword. Infancy: The Physical World 1. Infancy: The Physical World 2. Infancy: The Psychological World. Conceptual Development and the Biological World. Language Acquisition. The Central Role of Causal Reasoning. Social Cognition, Mental Representation and Theory of Mind. The Development of Memory. Metacognition, Reasoning and Executive Functions. Reading and Mathematical Development. Theories of Cognitive Development: Piaget, Vygotsky, Connectionism and the Future.

Winter 2007: 6¾x9¾": 384pp

Hb: 1-84169-530-0 ISBN13: 978-1-84169-530-3: £49.95 \$90.00

Pb: 1-84169-531-9 ISBN13: 978-1-84169-531-0: £24.95 \$40.00

## Introducing Cognitive Development

Laura M. Taylor

Coventry University, UK

Series: Psychology Focus



Interest in cognitive development has been resurgent in recent years as a result of continuing improvements in technology and the new methods of research these enable. *Introducing Cognitive Development* brings a new focus and clarity to this theoretically complex area. Using numerous illustrations and examples it describes the specific changes that occur in cognition from infancy through childhood.

The reader is introduced to the topic with a review of traditional approaches to the study of cognitive development and a consideration of recent advances in the field, particularly in cognitive science. Key issues, including the relative contributions of nature and nurture, domain generality versus domain specificity and the child's own role in his/her development, are considered in relation to a range of topics.

September 2005: 5½x8½": 288pp

Hb: 1-84169-352-9 ISBN13 978-1-84169-352-1: \$52.95

Pb: 1-84169-353-7 ISBN13 978-1-84169-353-8: \$26.95

[www.psypress.com/psychologyfocus](http://www.psypress.com/psychologyfocus)

## The Child as Thinker

The Development and Acquisition of Cognition in  
Childhood

Second Edition

Sara Meadows

Graduate School of Education, The University of Bristol, UK



*"This is one of the best books I have read in this field for a long time."* -

JULIAN ELLIOTT, DURHAM UNIVERSITY

*"I think that this is an excellent book. It covers a wide range of topics and research and presents them all in a coherent, attractive and highly readable way. It fills a need for an easy-to-read but intellectually respectable account of cognitive development."* - PETER BRYANT

FRS, OXFORD BROOKES UNIVERSITY

This second edition of *The Child as Thinker* has been thoroughly revised and updated to provide an informed and accessible overview of the varied and extensive literature on children's cognition. Both theory and research data are critically examined and educational implications are discussed.

After a brief discussion of the nature and subject of cognition, Sara Meadows reviews children's thinking in detail. She discusses the ways children remember and organise information in general, the acquisition of skills such as reading, writing and arithmetic, and the development of more complex reasoning as children grow to maturity. As well as studies that typically describe a generalised child, the book also reviews some of the main areas relevant to individual differences in normal cognitive development, and critically examines three major models of cognitive development. In outlining the work of Piaget, information-processing accounts and neo-Vygotskian theories, she also evaluates their different explanations of cognitive development and their implications for education. Finally, the book examines biological and social factors that may be involved in normal and suboptimal cognitive development.

Sara Meadows provides an important review of the crucial issues involved in understanding cognitive development and of the new data and models that have emerged in the last few years. This book brings together areas and approaches that have hitherto been independent, and examines their strengths and weaknesses. *The Child as Thinker* will be required reading for all students of cognitive development and psychology.

April 2006: 9x6": 632pp

Hb: 1-84169-511-4 ISBN13: 978-1-84169-511-2: \$65.95

Pb: 1-84169-512-2 ISBN13: 978-1-84169-512-9: \$35.95

## An Introduction to Vygotsky

Second Edition

Harry Daniels (Ed.)

University of Bath, UK



Lev Vygotsky provided the 20th Century with an enticing mix of intellectual traditions within an attempt to provide an account of the social formation of the mind. His legacy is an exciting, but at times chaotic, fusion of ideas. *An Introduction to Vygotsky, Second Edition* provides students with an accessible overview of his work, combining reprints of key journal and text articles with editorial commentary and helpful suggestions for further reading.

Harry Daniels considers the evolution of Vygotsky's work against a backdrop of political turmoil in the developing USSR. Major elements discussed include the use of the "culture" concept in social development theory and the implications of Vygotsky's theories for teaching, learning and assessment.

### CONTENTS

*N.J. Minick*, The Development of Vygotsky's Thought: An Introduction.  
*J.V. Wertsch, P.E. Tulviste, L.S. Vygotsky* and Contemporary Developmental Psychology. *J. Valsiner, R. Van der Veer*, On the Social Nature of Human Cognition: An Analysis of the Shared Intellectual Roots of George Herbert Mead and Lev Vygotsky. *A. Kozulin*, The Concept of Activity in Soviet Psychology: Vygotsky, His Disciples and His Critics. *J.A. Cheyne, D. Tarulli*, Dialogue, Difference and the 'Third Voice' in the Zone of Proximal Development. *J. Lave, E. Wenger*, Practice, Person and Social World. *Y. Engeström*, non-scolae sed vitae discimus: Toward Overcoming the Encapsulation of School Learning. *D. Bakhurst*, Social Memory in Soviet Thought. *M. Cole*, Putting Culture in the Middle. *M. Hedegaard*, The Zone of Proximal Development as Basis for Instruction. *C.D. Lee*, Signifying in the Zone of Proximal Development. *A. Sullivan Palinscar*, Social Constructivist Perspectives on Teaching and Learning.

April 2005: 9x6": 336pp

Hb: 0-415-32812-8 ISBN13: 978-0-415-32812-8: \$97.00

Pb: 0-415-32813-6 ISBN13: 978-0-415-32813-5: \$34.95

## Cognitive Development

Lisa Oakley

Manchester Metropolitan University, UK

Series: Routledge Modular Psychology



This book provides a detailed and accessible account of three main areas: theories of cognitive development, the development of measured intelligence and the development of moral understanding. The theories of Piaget, Vygotsky, Eisenberg and Bruner are discussed. The book is suitable for A-Level in the UK and students studying cognitive development for the first time at undergraduate level.

September 2004: 7¼x5": 176pp

Pb: 0-415-24235-5 ISBN13 978-0-415-24235-6: \$14.95

[www.a.levelpsychology.co.uk/mod](http://www.a.levelpsychology.co.uk/mod)

# Theories of Development

Complimentary copy available

## Theories of Human Development



Barbara M. Newman, Philip R. Newman, both University of Rhode Island, USA



*"The authors' unique approach will facilitate learning and understanding, and make a contribution to the field of human development."* - JUDY BLUMENTHAL, MONTGOMERY COLLEGE

Intended for courses on theories of human development, this new text presents nine theories grouped into three major families - those that emphasize biological systems; those that emphasize environmental factors; and those that emphasize a dynamic

interaction between biological and environmental forces.

The nine theories selected have a long and productive history in human development and continue to evolve as a result of new insights. The inclusion of social role theory and life course theory expand the book's relevance to the study of adulthood and aging. Grouping the theories by families enhances students' ability to think critically about theoretical ideas, assess the strengths and weaknesses of each theory, and gain a deeper understanding of how each theory guides research and application. The three families are introduced with a brief overview of the unique perspectives of each theory and the rationale for grouping these theories together.

Discussion of each theory includes:

- The historical and cultural context in which the theory was developed
- An overview of key concepts and important ideas
- New directions in contemporary scientific work
- A research example illustrating how the theory has been tested and modified
- An application showing how the theory has guided the design of an intervention or program
- An analysis of how the theory answers basic questions about human development
- A critique highlighting the theories' strengths and weaknesses.

*Theories of Human Development* serves as a text in advanced undergraduate and/or beginning graduate courses in theories of human development. Its clear organization and engaging writing style make it accessible to students with a minimal background in human development.

### CONTENTS

Introduction. **Part 1. Interlude: Theories That Emphasize Biological Factors in Development.** Evolutionary Theory. Psychosexual Theory. Cognitive Developmental Theory. **Part 2. Interlude: Theories That Emphasize Environmental Factors in Development.** Learning Theories. Social Role Theory. Life Course Theory. **Part 3. Interlude: Theories That Emphasize the Interaction of Person and Environment in Development.** Psychosocial Theory. Cognitive Social Historical Theory. Dynamic Systems Theory.

March 2007: 352pp

Pb: 0-8058-4702-2 ISBN13: 978-0-8058-4702-4: \$49.95

Instructor's CD: 0-8058-6336-2 ISBN13: 978-0-8058-6336-9:

Free upon adoption

Complimentary copy available

## Developmental Science

An Advanced Textbook

Fifth Edition

Marc H. Bornstein, National Institute of Child Health and Human Development, USA

Michael E. Lamb, Cambridge University, UK (Eds.)



*Developmental Science: An Advanced Textbook* provides the most comprehensive and up-to-date introduction to the field for advanced students. Readers of this textbook will obtain a new perspective on developmental science, a greater appreciation of the varied phenomena that constitute developmental science, and a fundamental grounding in developmental science itself. The text furnishes inclusive developmental

perspectives on all substantial areas in psychology. The substantial revisions of chapters from previous editions and the new chapters included in this fifth edition underscore the dynamic and exciting status of contemporary developmental science.

In addition, chapters in the book:

- Demonstrate that the developmental perspective transcends and enriches any narrow focus on particular points in the life span
- Introduce and review the perspectives, traditions, and approaches of developmental science
- Exemplify the relevance of developmental science through reviews of history, theory, and substance of the subdiscipline.

The text can be used at the advanced undergraduate or introductory graduate levels.

### CONTENTS

Preface. **Part 1. Foundations of Developmental Science.** R.M. Lerner, C. Theokas, D.L. Bobek, Concepts and Theories of Human Development: Historical and Contemporary Dimensions. M. Cole, Culture in Development. D.P. Hartmann, K.E. Pelzel, Design, Measurement, and Analysis in Developmental Research. **Part 2. Neuroscience, Perceptual, Cognitive, and Language Development.** M.H. Johnson, Developmental Neuroscience, Psychophysiology, and Genetics. K.E. Adolph, S.E. Berger, Physical and Motor Development. M.H. Bornstein, M.E. Arterberry, C. Mash, Perceptual Development. D.P. Birney, J.H. Citron-Pousty, D.J. Lutz, R.J. Sternberg, The Development of Cognitive and Intellectual Abilities. B. MacWhinney, Language Development. **Part 3. Personality and the Social Contexts of Development.** R.A. Thompson, R. Goodvin, The Individual Child: Temperament, Emotion, Self, and Personality. M.E. Lamb, C. Lewis, The Role of Parent-Child Relationships in Child Development. K.H. Rubin, R.J. Coplan, X. Chen, A.A. Buskirk, J.C. Wojcslawowicz, Peer Relationships in Childhood. J.S. Eccles, R.W. Roeser, School and Community Influences on Human Development. C.J. Groark, R.B. McCall, Integrating Developmental Scholarship Into Practice and Policy.

April 2005: 672pp

Hb: 0-8058-5163-1 ISBN13: 978-0-8058-5163-2: \$75.00

# Deconstructing Developmental Psychology

Second Edition

Erica Burman

Manchester Metropolitan University, UK



Praise for the first edition:

*"After reading this book, your notions of childhood and child development will have been fundamentally challenged and I cannot think of a better recommendation for a book than that. This is a model of what 'critical scholarship' should look like."* - *NURSING TIMES*

What is childhood, and why, and how, did psychology come to be the arbiter of 'correct' or 'normal' development? How do actual lived childhoods connect with theories about child development? In this completely

revised and updated edition, *Deconstructing Developmental Psychology* interrogates the assumptions and practices surrounding the psychology of child development, providing a critical evaluation of the role and contribution of developmental psychology within social practice.

In the decade since the first edition was published, there have been many major changes. The role accorded childcare experts and the power of the 'psy complex' have, if anything, intensified. This book addresses how shifts in advanced capitalism have produced new understandings of children, and a new (and more punitive) range of institutional responses to children. It engages with the paradoxes of childhood in an era when young adults are increasingly economically dependent on their families, and in a political context of heightened insecurity. The new edition includes an updated review of developments in psychological theory (in attachment, evolutionary psychology, theory of mind, cultural-historical approaches), as well as updating and reflecting upon the changed focus on fathers and fathering. It offers new perspectives on the connections between Piaget and Vygotsky and now connects much more closely with discussions from the sociology of childhood and critical educational research. Coverage has been expanded to include more material on child rights debates, and a new chapter addresses practice dilemmas around child protection, which engages even more with the 'raced' and gendered effects of current policies involving children.

This engaging and accessible text provides key resources to inform better professional practice in social work, education and health contexts. It offers critical insights into the politics and procedures that have shaped developmental psychological knowledge. It will be essential reading for anyone working with children, or concerned with policies around children and families. It will also be of interest to students at undergraduate and postgraduate levels across a range of professional and practitioner groups, as well as parents and policy makers.

## CONTENTS

Introduction. Origins. **Part 1. Constructing the Subject.** Researching Infancy. Attributing Sociality. Discourses of the Child. Models and Muddles: Dilemmas of Childhood. **Part 2. Social Development and the Structure of Caring.** Familiar Assumptions. Bonds of Love – Dilemmas of Attachment. Involving Fathers. **Part 3. Developing Communication.** Language Talk. Discourses of Caregiving Talk. Language and Power in Developmental Research. **Part 4. Cognitive Development: The Making of Rationality.** Piaget, Vygotsky and Developmental Psychology. Child-centred Education: Shifts and Continuities. Morality and the Goals of Development.

Autumn 2007: 7x6": 264pp

Hb: 0-415-39561-5 ISBN13: 978-0-415-39561-8: \$90.00

Pb: 0-415-39562-3 ISBN13: 978-0-415-39562-5: \$34.95

# Adolescent Development

Adolescence and Society Series

Series Editor: John C. Coleman, The Trust for the Study of Adolescence, UK

The general aim of the series is to make accessible to a wide readership the growing evidence relating to adolescent development. Much of this material is published in relatively inaccessible professional journals, and the goal of the books in this series is to summarize, review and place in context current work in the field so as to interest and engage both an undergraduate and a professional audience.

The intention of the authors is to raise the profile of adolescent studies among professionals and in institutions of higher education. By publishing relatively short, readable books on interesting topics to do with youth and society, the series makes people more aware of the relevance of the subject of adolescence to a wide range of social concerns.

The books do not put forward any one theoretical viewpoint. The authors outline the most prominent theories in the field and include a balanced and critical assessment of each of these. Whilst some of the books may have a clinical or applied slant, the majority concentrate on normal development.

The readership rests primarily in two major areas: the undergraduate market, particularly in the fields of psychology, sociology and education; and the professional training market, with particular emphasis on social work, clinical and educational psychology, counselling, youth work, nursing and teacher training.

## Social Networks in Youth and Adolescence

Second Edition

John Cotterell

Formerly of the School of Education, University of Queensland, Australia

Adolescence and Society Series



*"The book offers a broad perspective on adolescents' peer relations in contexts, which gives the reader a fascinating overview of the complexity and importance of network analyses and the implications for designing developmental contexts (e.g., the school). The book offers a view on adolescents' strengths that can help to facilitate positive outcomes for as many adolescents as possible."* - RAINER K. SILBEREISEN, UNIVERSITY OF JENA

*"John Cotterell is the principal pioneer of an approach that I am sure is going to prove extraordinarily important for the field. Along the way, he provides a genuinely useful and wide-ranging review of adolescent social relations and their significance. I will certainly want this book on my shelves and I have no doubt but that this wish will be shared by every researcher/teacher in this area."*  
- NICHOLAS EMLER, UNIVERSITY OF SURREY

This book discusses the crucial role of social networks in the development of adolescents and young adults between the ages of twelve and twenty-five years. It looks at how young people's relationships shape their behaviour and identity, and the consequences of peer influence on health risk, antisocial behaviour and school motivation.

John Cotterell draws on both social and psychological research to apply network thinking to the social relationships and experiences of young people in school, work and society. Network thinking examines the pattern and nature of social ties. It analyses how the structure of networks and organizations channel information, influence and support with effects on health, motivation, and career opportunities. The book comprises ten chapters, arranged in three sections: Networks, Influences, and Support. Each chapter contains discussion on a key topic, such as youth transitions, peer structures, friendship, romantic ties, loneliness, peer rejection, smoking, drinking, delinquency, anti-social behaviour, youth risk-taking, school motivation, career influence, youth citizenship, and community organizations for young people.

This thoroughly revised new edition looks at the nature of social networks, their changing configurations, and the forces of influence they unleash. It contains a discussion of some of the practical ways in which schools can provide supports, and suggests how youth organizations and communities can assist young people to become effective citizens.

### CONTENTS

Introduction and Overview. **Part 1. Social Networks (Description of Network Relations).** Networks and Group Structures. Forming Alliances: Friends and Mates. Loners, Isolates and Outsiders. **Part 2. Social Influences (Analyses of Social Influence).** Group Antisocial Behaviour. Peer Influences on Health Risk Behaviour. Social Network Influences in School. **Part 3. Social Support (Support Processes and Supportive Organisations).** Youth and Community Organizations. Schools as Supportive Environments. Networked Solutions: Connecting Youth in a Fragmented Society.

May 2007: 5¼x8¼": 328pp

Hb: 0-415-35949-X ISBN13: 978-0-415-35949-8: \$90.00

Pb: 0-415-35950-3 ISBN13: 978-0-415-35950-4: \$35.95

## Sexuality in Adolescence

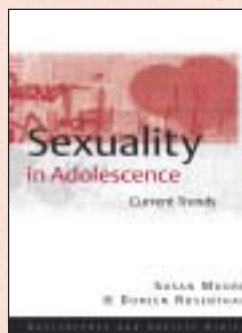
Current Trends

Second Edition

Susan Moore & Doreen Rosenthal

Key Centre for Women's Health in Society, The University of Melbourne, Australia

Adolescence and Society Series



*"There is a great need for this book as there is little else that is up-to-date in the area of adolescent sexuality. The writing is coherent, easy to follow, and well crafted, and the range of topics covered is excellent."* - SHIRLEY FELDMAN, DIRECTOR FOR THE CURRICULUM ON CHILDREN AND SOCIETY, STANFORD UNIVERSITY

*"This is essential reading for anyone interested in young people. It explains current theory well, identifying important areas for future research. The writing style is accessible and difficult concepts such as coercion and manipulation are explained well. The authors draw on key research and have ensured that they are up to date with contemporary findings."* - JENNY PEARCE, SCHOOL OF HEALTH AND SOCIAL SCIENCES, MIDDLESEX UNIVERSITY.

*Sexuality in Adolescence: Current Trends* considers the latest theory and research on adolescent development, focusing on sexuality as a vital aspect of normal, healthy maturation. Biological changes are discussed within a social context, and the latest research is presented on key issues of our time, including changes in teenage sexual behaviours and beliefs, sexual risk-taking, body dissatisfaction, sex education, teen pregnancy and abortion.

Susan Moore and Doreen Rosenthal explore the roles of parents, peers, the media, social institutions and youth culture in adolescent sexual adjustment. This volume covers topical issues ranging from the role of the internet in adolescent romance to the pros and cons of abstinence education versus harm minimization. Issues, such as whether there are male-female differences in desire, sexuality, motives for sex, and beliefs about romance are examined, along with the question of whether a sexual double standard still exists. Maladaptive aspects of sexual development, including sexual risk-taking, disease, unplanned pregnancy, and sexual coercion are also covered.

This fully revised and updated second edition also addresses the crucial issues of:

- Sexual minority adolescents
- The social determinants of adolescent sexuality
- Sexual health as opposed to sexual illness.

This book aims to promote sexual well-being, and argues for the importance of the adolescent period as a time for engendering healthy sexual attitudes and practices. It will be valuable reading for students in the social and behavioural sciences interested in adolescent development and the topic of sexuality and for professionals working with young people.

### CONTENTS

Introduction. Sexuality in the 21st Century: Adolescents' Behaviours and Beliefs. Theoretical Approaches: Not Just What, But Why. Changing Hormones, Changing Bodies. Parents and Peers: Shaping Influences. The Social Context: From Youth Culture to Globalization. Gender, Sexuality and Romance. Issues for Gay and Lesbian Adolescents. Sexually Transmitted Infections: An Increasing Problem. Having a Baby: Choices and Outcomes. When Sex is Unwanted. Conclusion.

October 2006: 5¼x8¼": 304pp

Hb: 0-415-34462-X ISBN13: 978-0-415-34462-3: \$80.00

Pb: 0-415-34496-4 ISBN13: 978-0-415-34496-8: \$35.95

## Identity in Adolescence

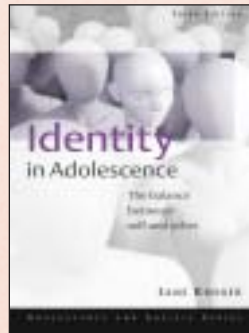
The Balance Between Self and Other

Third Edition

Jane Kroger

University of Tromsø, Norway

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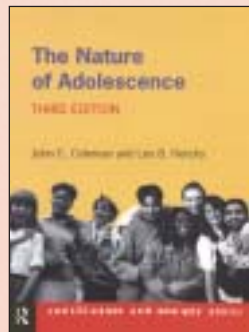
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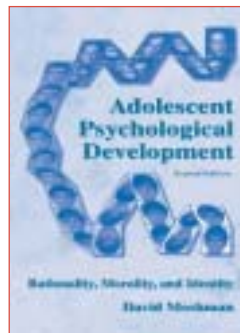
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## Adolescent Psychological Development

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Second Edition

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In the first edition of this advanced text, Moshman provided a constructivist synthesis of the

literatures of cognitive, moral, and identity development, from the classic universalist theories of Piaget, Kohlberg, and Erikson through the more pluralist research and theorizing of the late 20th Century. Without assuming any prior knowledge of psychology, he introduced and coordinated basic concepts to enable students to wrestle with the questions of concern to experts and help experts see those concerns from a larger perspective.

In this thoroughly updated second edition, Moshman develops his conceptualization of advanced psychological development in adolescence and early adulthood and proposes – in a new chapter – a conception of rational moral identity as a developmental ideal. Unlike the prototypical changes of early childhood, advanced psychological development cannot be understood as progress through universal stages to a universally achieved state of maturity. Progress is possible, however, through rational processes of reflection, coordination, and social interaction.

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**Part 1. Cognitive Development.** Piaget's Theory of Formal Operations. The Nature of Rationality. The Construction of Rationality. **Part 2. Moral Development.** Kohlberg's Theory of Moral Development. The Nature of Morality. The Construction of Morality. **Part 3. Identity Formation.** Erikson's Theory of Identity Formation. The Nature of Identity. The Construction of Identity. **Part 4. Advanced Psychological Development.** Rational Moral Identity. Pluralist Rational Constructivism. Rationality and Liberty in Secondary Education.

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# Adulthood/Aging

## Adulthood

Evie Bentley

Head of Psychology at Hillview School for Girls and Hugh Christie Technology College, Tonbridge, Kent, UK

Series: Routledge Modular Psychology



*Adulthood* is an accessible text which deals with the vital area of adult psychological development. It combines detailed accounts of the main theories and evidence on the psychology of adulthood with thorough discussion and commentary, presented in a concise and friendly form. The book's approach encourages engagement with the main theories of this highly relevant topic, as well as including less well-known models of adulthood for discussion.

The book begins with a definition of lifespan psychology, and further

chapters include early and middle adulthood; the life events approach; marriage; parenting; divorce; and old age. It includes some modern slants on the classic research, as well as the up-to-date theories, and alternative theories are introduced. Cross-cultural issues and examples have been included in every chapter, and various biases are identified and explained. The final section has sample essays on this topic with extremely helpful examiner's comments, as well as a useful glossary.

Evie Bentley has written an ideal guide to this topic, which requires little or no background knowledge. It provides a useful introduction for both A-Level and undergraduate students of psychology or sociology, and will also be of interest to anyone in the health or social care professions and to those with a general interest in developmental psychology.

### CONTENTS

Introduction to Lifespan Psychology. Early and Middle Adulthood. Family and Relationships in Adulthood. Late Adulthood. Alternative Theories. Study Aids.

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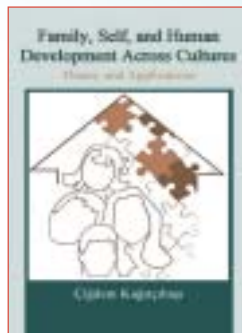
# Cross-Cultural Development

## Family, Self, and Human Development Across Cultures

Theory and Applications

Second Edition

Çigdem Kagitçibasi, Koç University, Turkey



Praise for the first edition:

*"This is a 'must read' book for cross-cultural developmental psychologists and those interested in the way data from the majority world can inform mainstream psychology."* - HARRY C. TRIANDIS IN *CONTEMPORARY PSYCHOLOGY*

Reflecting author Çigdem Kagitçibasi's influential work over the last two decades, this new edition examines human development, the self, and the family in a cultural context. It challenges

the existing assumptions in mainstream western psychology about the nature of individuals. The author proposes a new model – the "Autonomous-Related Self" – which expands on existing theory by demonstrating how culture influences self development. The development of competence is examined from a contextual perspective, with a view towards global urbanization which is creating increasingly similar lifestyles around the world. The implications of this perspective are discussed, particularly early intervention policy implications related to promoting human competence in immigration and acculturation. Rich in theory and application, each topic is introduced with a historical antecedent and earlier research before current work is discussed.

**This new edition also features:**

- A new theoretical perspective that integrates cultural variation with universal human development trajectories in the context of social change, globalization, and immigration
- Two new chapters on 'Parenting and the Development of the Autonomous Related Self' and 'Immigration and Acculturation'
- A more student-friendly approach with boxed stories, summary reviews, discussion questions, and a bibliography in each chapter
- A comprehensive glossary of all the book's key terms.

Intended as a graduate or advanced undergraduate-level text for courses addressing cross-cultural psychology taught in a variety of departments including developmental, community, family, and educational psychology, this comprehensive volume will also appeal to researchers interested in issues of human development.

### CONTENTS

Foreword. Introduction. **Part 1: Human Development, Self, and Family in Cultural Context.** Development in Context. Socialization for Competence. Culture, Self, and Individualism-Collectivism. Value of Children and the Family. Parenting and the Development of the Autonomous-Related Self. **Part 2: Implications for Social Issues and Applications.** Induced Change: The Role of Psychology. Intervention: Early Enrichment. The Turkish Early Enrichment Project (TEEP). Immigration and Acculturation. Search for Integration and Policy Implications.

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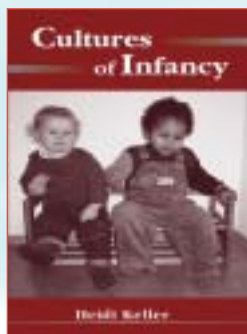
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## Cultures of Infancy

Heidi Keller, University of Osnabrück, Germany



*Cultures of Infancy* presents the first systematic analysis of culturally informed developmental pathways, synthesizing evolutionary and cultural psychological perspectives for a broader understanding of human development. In this compelling book, author Heidi Keller utilizes ethnographic reports, as well as quantitative and qualitative analyses, to illustrate how humans resolve universal developmental tasks in particular sociodemographic

contexts. These contexts are represented in cultural models, and three distinct models are addressed throughout the text: the model of independence with autonomy as developmental organizer; the model of interdependence with relatedness as the developmental organizer; and the model of autonomous relatedness representing particular mixtures of autonomy and relatedness.

The book offers an empirical examination of the first integrative developmental task – relationship formation during the early months of life. Keller shows that early parenting experiences shape the basic foundation of the self within particular models of parenting that are influenced by culturally informed socialization goals. With distinct patterns of results the studies have revealed, *Cultures of Infancy* will help redefine developmental psychology as part of a culturally informed science based on evolutionary ground work.

Scholars interested in a broad perspective on human development and culture will benefit from this pioneering volume.

### CONTENTS

Preface. Foreword. The Conception of Infancy. The Psychobiology of Infancy. The Concept of Culture. The Research Methodology: Infancy Assessment. Cultural Models of Parenting. Variations of Independence and Interdependence. Relationships Among the Dimensions of the Parenting Model. Developmental Consequences of the Early Parenting Experiences. Cultural Models of Parenting and Developmental Pathways: Synthesis and Conclusion.

March 2007: 387pp

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## Family Policy

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### Family Policy Matters

How Policymaking Affects Families and What Professionals Can Do

Second Edition

Karen Bogenschneider, University of Wisconsin/Madison, USA



Drawing on hundreds of studies in the last twenty years, the new edition of *Family Policy Matters* brings a fresh perspective to family policy, underscoring why it is needed, and outlining how policymaking should be approached. Author Karen Bogenschneider proposes a theoretical framework for conceptualizing policy issues in a way that holds the potential for overcoming controversy and identifying common ground.

This new edition includes:

- New issues that have changed the political landscape for families (same-sex marriage)
- An updated section on state statutes or Governor's orders that require family impact analysis
- A new chapter on the history of family policy in this century
- A new appendix on how to conduct a family impact analysis
- Two new case studies on writing family policy newsletters for state policymakers and teaching family impact analysis to the general public.

The targeted audience includes researchers interested in seeing their research and ideas acted upon in the policy world; family professionals who work to connect research and policymaking; and instructors interested in making family policy come alive for undergraduate and graduate students. This book is an ideal textbook for family policy courses.

### CONTENTS

*T. Ooms*, Foreword. *T.J. Corbett*, Foreword. Preface: The Floating Opera of Family Policy. Preface to Reluctant Students of Family Policy. **Part 1. The Rationale for Family Policymaking.** Do We Need a Family Perspective in Policymaking? Is Policymaking Focused More on Families or Individuals? Are Professionals Adequately Trained in Family Science, Theory, and Methodology? What Is Family Policy? What Is a Family Perspective in Policymaking? Do Families Matter and What Is Their Value in Policymaking? Are Family Issues a Legitimate Focus of Policymaking? **Part 2. Applying a Family Perspective to Current Policy Issues.** *D. Riley, K. Bogenschneider*, Do We Know What Good Parenting Is? Can Public Policy Promote It? *W.J. Doherty, J.R. Anderson*, Can a Family-Focused Approach Benefit Health Care? What Current Policies and Proposals are Changing the Political Landscape for Families? **Part 3. Using Theory and Practice to Move Controversial Policies Forward.** How Can We Bridge the Controversy and Move Family Policies Forward? The Theory of Paradox. *K. Bogenschneider, T. Corbett*, What Can We Learn From the Roots of American Social Policy About Building Enduring Family Policies in the 21st Century? What Can We Learn From the Past About Methods for Moving Family Policy Forward in the Future? **Part 4. Strategies for Getting Involved in Family Policymaking.** What Roles Can Family Professionals Play to Build Family Policy? Which Approach is Best for Getting Involved in Family Policy: Advocacy or Education? *K. Bogenschneider, J.R. Olson, J. Mills, K.D. Linney*, How Can We

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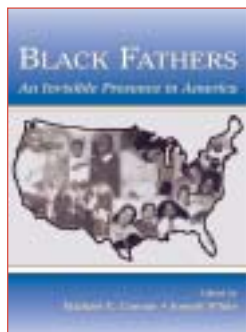
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## Black Fathers

### An Invisible Presence in America

Michael E. Connor, California State University, Long Beach, USA

Joseph White, University of California, USA (Eds.)



*"This is an important book... [it] provides a perspective beyond stereotypes into the realities of Black men in the father role... It should be included on the reading list of undergraduate and graduate courses focusing on social psychology, sociology, human services, and social work." - PsycCRITIQUES*

This book fills a void in attempting to offer a broader picture regarding the status of African American males in a

father role. The purpose is to get beyond the African American father "invisibility" syndrome and gloom and doom pathology oriented labels and tell another side of the story about the power of fathering in the African American experience. The book brings these "invisible" social and biological fathers to life by telling their stories and letting the reader hear and feel the vibrancy of their voices as they struggle to meet the challenges of being fathers and Black men in America.

*Black Fathers: An Invisible Presence in America* is divided into four sections:

- Part 1 offers some research and theory regarding the impact of fathers on the lives of their children
- In Part 2 reactions and experiences from those men who had active, involved, and committed Black men in their lives as they were growing up are shared
- In Part 3, stories are shared from African American men who had problematic relationships with their fathers, but who put forth the time, energy, and effort to work through the issues
- The primary focus of Part 4 is on how to strengthen the role of Black fathers, father figures, and social fathers in family life and child rearing by discovering and internalizing psychological strengths anchored in African American psychological themes, African values, and spirituality.

This book will appeal to students and researchers in the fields of race/ethnic relations, family studies, and Black studies.

### CONTENTS

Part 1. Research and Theory. Part 2. Successful Black Parenting. Part 3. Problematic Relationships. Part 4: Strengthening the Role of Black Fathers.

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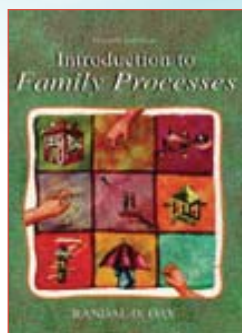
# Family Processes

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## Introduction to Family Processes

Fourth Edition

Randal D. Day, Brigham Young University, USA



Written for undergraduate level courses on family processes, family studies, introduction to the family, family communication, and dynamics of the family, this thoroughly class-tested new edition examines what is known about what goes on "behind closed doors" in families.

*Introduction to Family Processes, 4th Edition* introduces the reader to the family processes approach – strategies and daily sequences of behavior used

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### CONTENTS

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