

PREFACE

I am excited to see the first Canadian edition of this textbook. Yes, excited as an author because it represents many intensive months of work and I am proud of what has resulted from these efforts. However, I am equally excited to see this book as an instructor. Every year, students in my Developmental Psychology course at the University of Toronto at Scarborough comment that much of the research findings we discuss in class and the statistical data presented in the textbook do not reflect the Canadian environment. I am happy to be able to finally provide them with a textbook that provides this context.

Though Canada and the United States share a common culture, with similar influences, there are striking differences that potentially have an important impact on a child's development. For instance, what impact does Canada's universal health care system have on children's health in terms of both their prenatal and postnatal development? What impact does multiculturalism have on a child's social relationships, friendship choices, and prejudices? What impact do bilingualism and, as is the case in many urban centres, multilingualism have on a child's development? These are, in many ways, distinctly Canadian issues and Canadian students should have course materials that explore these issues in a Canadian context.

Another reason I am excited about this text is that my students will finally have a resource that highlights the significant contribution Canada's scholars and researchers are making in this field. Canadian researchers are among the best in the world. Whenever possible and appropriate, I have showcased our scientists and the work in which they are involved. Canadian students want to see this information, and in this text they will.

●●● WHY THIS BOOK? — WORKING FROM A POSITION OF STRENGTH

The answer to this question, quite simply, is that the U.S. edition of *Child Psychology: A Contemporary Viewpoint* is an extremely solid text. Though I am very proud of what has been accomplished with the first Canadian edition, the inclusion of Canadian material is not enough in itself. It is critical that there was a solid foundation for our efforts so that we can begin our efforts from a position of strength. E. Mavis Hetherington provided us with that foundation. Consequently, before discussing the specifics of the Canadian edition, I want to briefly discuss the founding principles that make this book, in its original form, a tremendous resource for anyone taking an introductory course in Developmental Psychology.

●●● DISTINGUISHING CHARACTERISTICS

1. BALANCED THEORETICAL PERSPECTIVES

A BALANCE BETWEEN THE UNIVERSAL AND THE SPECIFIC THEORIES. The topical approach to developmental psychology lends itself to a sophisticated presentation of theories. It is important that we recognize and study the universal theories of child behaviour that have been advanced. They have raised questions and produced far-reaching insights that have stimulated decades of research activity. However, our study also must address the limitations and flaws in these wide-ranging theories that are exposed as our research efforts advance. Increasingly, we are realizing the value of additional theories that guide research in specific topic areas, such as language, motor development, or emotional understanding. In our first chapter, we survey a range of theoretical viewpoints including Piagetian thought, the information processing approach, behavioural views, psychoanalytic theory, Vygotskian sociocultural theory, and dynamic systems theory, a recent and exciting approach to understanding development. This theory has been applied extensively to the



study of motor development (Chapter 6) as well as to research on the family as a system (Chapter 12). Variants of dynamics systems theory are being used in many areas of developmental psychology.

THEORETICALLY ECLECTIC. *Child Psychology: A Contemporary Viewpoint* strives to emphasize the multiply determined nature of development. Biological factors predominate in our coverage of genetics and early development. These same factors, however, also receive attention in our discussion of other topics, such as language and gender typing. For example, although cognitive theories, such as those of Vygotsky, Piaget, and information processing specialists necessarily dominate our discussions of language, cognition, and intellectual development, sociocultural concepts are also viewed as major modifiers of cognitive growth and development. Similarly, whereas social and affective factors predominate in our coverage of the family and peers, in these discussions we are equally concerned with cognitive, behavioural, and biological issues. This approach to theoretical material reflects the discipline's increasing recognition of the interplay among biological, cognitive, and social factors in children's development and reflects the fact that development in all domains is multiply determined. The newer theoretical approaches—sociocultural theory and dynamics systems theory—reflect this increasing connectedness across the domains of development. It is important that students understand the interplay of the different theories.

PROCESS ORIENTATION. If the text has any bias, it is one that emphasizes the processes of development, which is one of the hallmarks of contemporary child psychology. By focusing on the processes that are responsible for changes in the child's development, the student not only learns the content of development and what changes take place across time but also comes to understand the dynamics of why these changes happen across development.

THEMES OF DEVELOPMENT. *Child Psychology: A Contemporary Viewpoint* continues to characterize theoretical perspectives, in part, by a number of specific themes of development. These themes are more salient in some chapters than others. For example, the question of genetic versus environmental influences on the child is perhaps of most concern in Chapters 3 and 11, but it informs discussions in almost every other chapter as well. The theme of continuity of development versus discontinuity is particularly at issue in Chapters 9 and 10, but it too is reprised in many other chapters. In our Epilogue, we link the developmental themes with broad principles that summarize our views about child development and the theory-building and research needs of the field.

2. BASIC AND APPLIED RESEARCH: A RECIPROCAL RELATIONSHIP

We present child psychology as a scientific discipline, illustrating and discussing the techniques used by psychologists in the field. Students must become familiar with the methodological approaches unique to child psychology if they are to understand, interpret, and use the results of research intelligently. We present many research findings in sufficient detail to enable the student to appreciate the steps that are involved in the research process as well as the complexity of how psychologists arrive at their conclusions about how children develop.

Although some instructors express a preference for a basic research focus and others for an applied approach, we think this an unnecessary and artificial distinction. Instead, we try to show how research and its application inform each other. Basic information about the processes of development can help us understand a wide range of real-life problems and, conversely, insights we gain from applications of research—for example, from early intervention programs like Head Start and Canadian equivalents like Better Beginnings, Better Futures, and Staying On Track (Chapter 11)—can help improve research and sharpen our theoretical understanding. New research on homesickness shows the relevance of attachment theory for real-life problems, and research on early mother-infant attachment has clear implications for understanding the effects of day care (Chapter 7). Social learning theory and basic research on imitation have helped us understand the effects of television on children's cognitive and social development (Chapters 1 and 14).

Bilingual education (Chapter 8), the use of computers in the classroom (Chapter 14), and child abuse and its consequences (Chapter 12) are other applied topics highlighted in this edition. Throughout the book, teachers and students will find fascinating examples that demonstrate the dynamic interplay between basic and applied research.

3. SOCIOCULTURAL DIVERSITY IN CHILD DEVELOPMENT

In the first Canadian edition, we have intensified our focus on the ethnic, racial, and cultural diversity of heterogeneous societies like Canada and the United States as well as on differences between cultures around the world. Our expanded discussions of Vygotskian theory, with its strong emphasis on the role of culture in development, provide one framework for understanding how culture and development interact. This theme of cultural pluralism, introduced in Chapter 1, is reprised in every chapter of the book; we integrate research from the North American culture as well as from other nations around the world into each topical discussion. In addition, one of our box series highlights cross-cultural and intra-cultural studies of particular interest.

ORGANIZATION

We have enhanced the organization of the material, introduced extensive Canadian content, and introduced some exciting new pedagogical features to help the students learn and retain the concepts in the text.

Several aspects of the organization of this text set the First Canadian Edition apart from the array of developmental texts on the market:

1. Recognizing the field's increased focus on the interplay among emotion regulation, emotional understanding, and attachment, we continue to treat attachment as part of our discussion of early emotional development (Chapter 7). Moreover, we view this major development as a foundation for later cognitive (Chapters 8-11) and social development (Chapters 12-16)
2. The material in Chapters 9 and 10 continues a sequencing that presents theories and supporting data together. In Chapter 9, we present Piaget, Vygotsky, and related research, and we devote Chapter 10 to information processing theory and the associated research evidence. We hope that this arrangement will make it easier for students to understand the theories and to interpret the research evidence.
3. We have integrated material on the self throughout the book. Because we view the self as relevant to multiple aspects of development and as best understood in the context of other topics, we have chosen not to isolate the discussion of the self in a separate chapter. For example, we emphasize the role of the self in the emergence of early emotions and attachment (Chapter 7) and in the beginnings of cognitive awareness of selfhood and the child's theory of mind (Chapters 9 and 10). We explore the role of peers in the refinement of self-image and self-esteem (Chapter 13) and the links between self-esteem and achievement (Chapter 14). Finally, the self plays a significant role in our discussions of moral development and aggression (Chapter 16).

Instructors can easily adapt the book's content for use in courses with specific emphases. For example, instructors who teach a course focussing on early development could concentrate on Chapters 1 through 7. Alternatively, instructors who are particularly interested in cognitive development could use Chapters 1, 2, 8, 9, 10, and 11. And instructors who emphasize the development of social skills might focus on Chapters 1, 2, 12, 13, 14, 15, and 16.

THE CANADIAN EDITION — BUILDING ON STRENGTHS

CONTENT

SPOTLIGHT ON CANADIAN RESEARCH. Probably the most distinguishing feature of this Canadian edition of *Child Psychology: A Contemporary Viewpoint* is the inclusion of work by Canadian researchers, as well as research about Canadians themselves. What is clear from even a cursory glance at the field is the important role Canadian scientists are



playing in its advancement. We have many scholars who are clearly at the forefront of their subdisciplines, and this book attempts to highlight many of them.

UPDATE-TO-DATE, RELEVANT RESEARCH. As the subtitle *A Contemporary Viewpoint* promises, we continue to provide the most up-to-date and current perspectives on the field. Of the approximately 3,300 references in *Child Psychology*, more than 500 are entirely new to the Canadian edition, representing the work of both international and Canadian researchers. Of these new references almost half were published between 1995 and 1999, and another 12 percent were published in the 21st century. However, we continue to include research classics, because they often provide the frameworks for more recent studies, and thus, are critical for understanding contemporary research. Readers interested in noting the important contributions made by scholars in this country should browse through the References section at the end of the book, where publications by Canadian researchers have been flagged with an asterisk (*).

A BRIEF CHAPTER-BY-CHAPTER OVERVIEW

CHAPTER 1: THEMES AND THEORIES OF CHILD DEVELOPMENT

- Expanded historical section, looking at the growth of developmental psychology in Canada
- New material on dynamic systems theory describing the theory, and providing an example of research from this perspective
- Introduction to Vygotsky's sociocultural theory and the idea of cultural pluralism
- New work on microgenetic approach

CHAPTER 2: RESEARCH METHODS IN CHILD PSYCHOLOGY

- Research from the National Longitudinal Survey of Children and Youth (NLSCY), a long-term longitudinal project examining the development of children in Canada
- New material on the importance of including minority members as participants in developmental research
- Expanded illustration of naturalistic observational methods
- New illustrations aid student understanding of the correlational method
- Expanded section on research ethics with children, including discussions of the new tri-council policy statement produced by the three major granting agencies in Canada, and the Canadian Psychological Association's response

CHAPTER 3: HEREDITY AND THE ENVIRONMENT

- Expanded section on the role of temperament in development
- New section of criticisms of the behavioural genetics approach
- New discussion of the Human Genome Project
- Discussion of the ethical implications of new reproductive technologies, and Canadian legislation pertaining to this topic
- New discoveries of genetic markers for diseases, such as cystic fibrosis

CHAPTER 4: PRENATAL DEVELOPMENT AND BIRTH

- New material on children's resilience in the face of early difficulties
- New data on AIDS
- Information on both Fetal Alcohol Syndrome and Fetal Alcohol Effects
- Expanded discussion of the use of midwives in Canada and the United States, as well as the impact of home delivery
- New data on fathers' participation in the birth of their children

CHAPTER 5: INFANCY: SENSATION, PERCEPTION, AND LEARNING

- Expanded discussion on infant auditory perception and musical abilities
- New information on infant colour vision
- Greatly revised discussion on infant face perception
- New data on intermodal perception, including the addition of a recent challenge to the classic work of Meltzoff & Borton
- New work on infant memory

CHAPTER 6: THE CHILD'S GROWTH: BRAIN, BODY, MOTOR SKILLS, AND SEXUAL MATURATION

- New discussion of the role of brain development in theories of development
- Expanded coverage of brain anatomy and function
- New research on brain function and musical abilities
- Criticisms of the currently popular belief that musical exposure in infancy stimulates brain development
- New research on motor development stimulated by dynamic systems theory
- New information on the perception-action coupling approach to motor development
- Expanded discussion of multicultural perspectives on physical growth

CHAPTER 7: EMOTIONAL DEVELOPMENT

- New and expanded discussion of the role of the self in early socioemotional development, including self-awareness, self-recognition, and self-permanence
- New research on the intergenerational continuity of attachment patterns, and new data on fathers in this connection
- New section on the consequences in later life of early attachment quality
- New discussion of the use of the Strange Situation in different cultures
- A new section on challenges to current views on the basis of attachment relations
- New work looking at attachment in international adoptees
- Addition of Canadian statistics on working mothers and children

CHAPTER 8: LANGUAGE AND COMMUNICATION

- New section on criticisms of the critical period hypothesis in language learning
- New section on research on joint visual attention
- Expanded discussion of infant speech perception
- Research on word acquisition in French
- Greatly expanded section on bilingualism and bilingual education

CHAPTER 9: COGNITIVE DEVELOPMENT: PIAGET AND VYGOTSKY

- Complete reorganization of chapter, focusing on Piaget and Vygotsky
- Updated, more accurate treatment of Piagetian theory
- New work on Piagetian notions of when children achieve certain concepts, such as the understanding of physical laws; updates on René Baillargeon's and others' research with infants
- Inclusion of the current debate regarding infants' cognitive abilities
- New discussion of how children learn to distinguish self from other and to take others' perspectives
- New intermodal research on infants' perceptions of the self
- Expanded evaluation of Piagetian theory, including recent defences of Piagetian ideas

CHAPTER 10: COGNITIVE DEVELOPMENT: INFORMATION PROCESSING

- Thorough reorganization of chapter, now devoted to information processing theory and associated research
- New research on spatial orientation, symbolic representation, and children's categorization abilities
- Research on infant subitizing
- New section on work on executive function
- Critical evaluation of the information processing approach
- New research on children's memory for traumatic events
- Thorough reorganization and updating of work on children's theory of mind

CHAPTER 11: INTELLIGENCE

- Updated discussion of the controversy on genetic versus environmental contributions to intelligence
- New section on critiques of Gardner's theory of multiple intelligences
- New section on Canadian responses to the book *The Bell Curve*
- Inclusion of work on Canadian intervention studies
- New work on multicultural and cross-cultural differences in intellectual achievement



CHAPTER 12: THE FAMILY

- New research on the impact of methods of parental discipline
- New material on cross-cultural/multicultural differences in parenting styles, including comparison of Canadian parents
- New section on teen pregnancy and parenting
- New work from the Montreal longitudinal project on marital transitions and delinquency in children

CHAPTER 13: PEERS AND FRIENDS

- Expanded section on infants' interactions with peers
- New section on peers and the development of self
- New research on cultural differences in pretend play
- New work on friendship patterns in different cultures
- Updated model of social information processing approach to peer relationships
- Research on bullying
- Expanded and updated work on cross-cultural variations in peer relationships

CHAPTER 14: SCHOOLS, TECHNOLOGY, AND TELEVISION

- Greatly expanded discussion of phonics versus whole-language approaches to learning to read
- Updated discussion of textbooks and of computers in the classroom
- Greatly expanded discussion of affirmative action, prejudice, and cross-race friendships
- Updated discussion of the effectiveness of mainstreaming
- New perspectives on effective strategies for improving the achievement of minority children
- Inclusion of Canadian research on the impact of TV viewing

CHAPTER 15: GENDER ROLES AND GENDER DIFFERENCES

- Challenges of Money's work on gender reassignment
- Updates on cognitive schema models of gender roles
- New work on gender differences in mathematics achievement
- New research on the gender roles of children raised in gay and lesbian families
- New work on biological bases of gender differences

CHAPTER 16: MORALITY, ALTRUISM, AND AGGRESSION

- Significant modification and clarification of Piaget's and Kohlberg's theories of moral development
- New ideas defending Kohlberg's theory of moral development
- Expanded perspectives on cross-cultural variations in moral judgments and the perception of moral obligation
- The role of temperament in the development of self-control
- New work on the delay of gratification and theory of mind ability
- New research on the development of intervention programs for reducing aggression
- New work on cross-cultural differences in aggressive behaviour

PEDAGOGICAL FEATURES

We have expanded and refined our special features in the Canadian edition. We are confident that our enhanced and visually appealing complement of pedagogical aids will both promote student learning and assist instructors in presenting important material.

- **FOR THOUGHT AND DISCUSSION.** Consisting of a short series of questions, this new element has multiple purposes. Sometimes it is simply intended to provide a means by which students can practice and rehearse the material they have been reading, acting as a miniature study guide running throughout the text. More often, however, the "For Thought and Discussion" questions are intended to push students to try and expand their understanding of the material by asking them to consider aspects of the topics under discussion that are not explicitly described in the text. The focus is on applying or using the material, trying to generate new insights and new connections between ideas. And finally, sometimes the questions are intended to bring out important moral or ethical issues that, for one reason or another, simply cannot be taken up in the text. In this case, there is no

FOR THOUGHT AND DISCUSSION

1. Throughout the text, studies are presented as having clear, all-or-nothing findings, with the results often simply presented as "x is related to y," or "group x was significantly greater than group y." Unfortunately in practice, research is not nearly so clear-cut, with large individual differences often occurring among children. And sometimes differences between groups, or relations between measures, although statistically significant, are small in an absolute sense. How might such inter-subject variability, or the fact that differences or relations might be at best modest, influence your interpretations or conclusions concerning a given experimental result?
2. Now that you know something about the ethics of doing research, what are some of the ethical considerations raised by Pajler and Craig's (1995) method of using remote audiovisual monitoring to observe children in the playground?

“correct” answer to the question. Instead, the object is for students to develop their own thoughts and opinions concerning the topic under discussion. Even better, students might want to get together with their friends or families and discuss these topics.

- **WEBLINKS.** The Internet offers extensive information about specific topics in child development, but all too often readers are frustrated when specific links given in a textbook are broken or out-of-date. To overcome this shortcoming we have added general Weblink topics at appropriate locations in the margins of the text, and provided corresponding hyperlinks to specific URLs in the Online Learning Centre for Child Psychology. This practice enables us to routinely check hyperlinks to ensure they are current and update, replace, or add new links to the OLC as needed. The text is never encumbered with out-of-date URLs and students benefit from being provided with uncomplicated access to a wealth of current and relevant online resources.

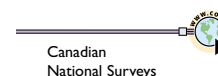
For example, on page XXX in Chapter 4 there is a Weblink for “Substance Abuse Information”. Students wishing to explore Internet resources for this topic should visit the Online Learning Centre at <http://www.mcgrawhill.ca/college/hetherington>, select Student Resources, then check the Weblinks for Chapter 4, where under the topic “Substance Abuse Information” they will find hyperlinks to the Canadian Centre on Substance Abuse, Health Canada’s FAS/FAE Web site, and the Virtual Clearinghouse on Alcohol, Tobacco, and Other Drugs.

Adapted and Revised Pedagogy

BOX PROGRAM Our boxed discussions highlight three important themes: the application of basic research to real problems of children’s lives; the importance of understanding and supporting the resilience displayed by many children in the face of risk; and the similarities and differences that characterize children of many different cultures. In past U.S. editions, these topics have permeated the text, however, they have been highlighted in boxes in this edition as a reflection of the authors’ belief that these represent the most important issues in child development.

In the Canadian edition, we have used many of these boxes to focus on the work of Canadian researchers and to explore Canadian perspectives on different issues. In some cases, a new box has been created to highlight a subject area of particular relevance to Canadians. For example, in Chapter 2, the Child Psychology in Action box “How Can We Make Better Use of Research on Children and Television?” includes new material on CRTC studies of the impact of television violence and the resulting guidelines for Canadian broadcasters. In contrast, the chapter has a completely new Risk and Resilience box on “Longitudinal Studies and the Transfer of Psychosocial Risk,” focusing on the findings of the Concordia Longitudinal Risk Project initiated in Montréal in 1976 by Jane Ledingham and Alex Schwartzman.

- *Child Psychology in Action* boxes pick up the thread of our research-application theme, focusing on how the results of basic research can be and are being applied daily to the solution of significant problems in children’s development. For example, in Chapter 3, the box “The New Reproductive and Genetic Technologies” takes up the important but controversial issue of the advances in reproductive and genetic technologies, and what they might mean for society. This box also brings in the current state of the legal and ethical debate over these issues. In Chapter 10, the updated and expanded box “Should Young Children Testify in Court?” looks in depth at the work of Memorial University’s Carole Peterson, who has for a number of years been longitudinally investigating children’s memories for a traumatic event. Such work has important implications for what children remember of such emotionally charged events, as well as for how it is that we, as adults, attempt to query children about their memories.
- *Risk and Resilience* boxes explore the sometimes astounding resilience that children can display in the face of a wide variety of risks, including physical and mental disabilities, disease, poverty, deteriorated neighbourhoods, and broken or dysfunctional families.



Box 2-3

RISK AND RESILIENCE

LONGITUDINAL STUDIES AND THE TRANSFER OF PSYCHOSOCIAL RISK

One of the advantages of longitudinal research is that it allows one to study “intergenerational continuity and the transfer of psychosocial risk” (Serbin & Stack, 1998, p. 1159), or how the events experienced by one generation affect the lives of both that generation and their offspring. Psychologists, for example, have long recognized that children who grow up poor and who are at risk for psychosocial problems will likely become parents of a future generation also raised in poverty (Chase-Lansdale & Brooks-Gunn, 1995; Furstenberg, Levine, & Brooks-Gunn, 1990). Longitudinal research provides an opportunity to describe the lives of these successive generations, as well as a way to study how such risk is transferred across generations (Slack & Serbin, 1998). Moreover, such studies provide a means for designing and assessing interventions that may prevent the transfer of such unwanted outcomes (Serbin & Stack, 1998).

Unfortunately, longitudinal projects like these are notoriously difficult to conduct, particularly when they span several generations. Nevertheless, one notable example of such a study is the Concordia Longitudinal Risk Project begun in 1976 by Jane Ledingham and Alex Schwartzman from Concordia University; this project examined almost 1,800 Francophone school children living in the lower socio-economic, inner-city sections of Montréal, Québec (Schwartzman, Ledingham, & Serbin, 1985). The goal of this project was to identify childhood behaviours that might predict serious psychosocial problems later in life. These researchers were primarily interested in two aspects of children’s behaviour—aggression and social withdrawal. On the basis of initial screenings, the researchers identified children who were classified as aggressive, socially withdrawn, or both aggressive and withdrawn. What has this project revealed about intergenerational risk with these children? One finding from this study (Serbin, Peters, McAffer, & Schwartzman, 1991) is that



These discussions focus not only on how we can support and encourage such resilience but how we can work to alleviate or eliminate the risk factors. For example, in Chapter 7, the new box “Attachment, Institutionalization, and International Adoption” looks at outcome of adopted Romanian children who spent their early lives in institutions as a result of armed conflicts and civil war. This issue has important social implications, and also sheds light on the continuing impact of very early experiences in children’s lives. In Chapter 10, the new box “Memory Skills and Strategies and Metacognitive Processing in Children Who Are Deaf” discusses the effects of deafness on children’s memory skills, and their knowledge of their own memory processes. Such work has obvious implications for the nature of instruction for hearing impaired children.

- *Perspectives on Diversity* boxes tie in with another of our major themes, examining research on the development of children’s abilities, behaviours, and skills that not only spans nations and continents but explores differences among children of the many different cultural groups who make up the North American population. These boxes recognize the increasing importance of understanding and respect for all peoples, attitudes that need to be rooted in the world of the child. For example, in Chapter 4, the revised box on “Prenatal Health Care and Infant Mortality” takes up the rather difficult issue of why, given the highly advanced state of medical care available in North America, rates of infant mortality in both the United States and, to a lesser extent Canada, remain relatively high in relation to other parts of the world. And in Chapter 6, the new box “Differences in Motor Developing Arising from Infant-Rearing Customs and Geographic Region” looks at the interesting issue of how child rearing customs, or even geographic and climatic variation, can play an important role on something as basic as the acquisition of motor skills.

Retained and Repurposed Features

KEY TERMS AND MARGIN GLOSSARY All key terms have been carefully reviewed for their usefulness and significance, and new terms crucial to students’ learning of new material have been added. (Such new terms in the Canadian edition include, for example, “fetal alcohol effects”, “joint visual attention”, “cohort effects”, and “metamemory”). In addition, terms that may be unfamiliar but are not crucial to learning the text material are shown in italics. All key terms and their definitions also appear in the alphabetized Glossary at the back of the book, and a searchable Glossary is available in the Online Learning Centre at <http://www.mcgrawhill.ca/college/hetherington>.

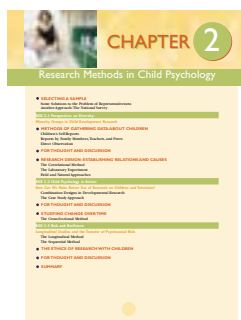
longitudinal method
A method in which investigators study the same people repeatedly at various times in the participants’ lives.

CHAPTER OUTLINES AND SUMMARIES. Our chapter outlines facilitate students’ survey of a chapter’s contents, and our comprehensive, bulleted summaries reiterate the chapter’s key concepts and main ideas. By also repeating key terms, the summaries enable students quickly to return to significant sections and discussions.

ILLUSTRATION PROGRAM. We have revised the design to be more visually appealing and expanded our program of illustrations considerably. We have used colour to convey graphic information in a way that is both instructive and appealing. We have revised many graphics and tables to achieve better clarity and have added a number of new illustrations. A majority of our photographs are in full colour, which heightens not only their appeal to the reader but the impact of the information they convey. Clear captions help the student understand figures and photos and relate data clearly to text discussions.

TURNING POINTS IN CHILD DEVELOPMENT. *Turning Points* charts provide a chronological overview of a child’s evolving skills and abilities. This feature appears in Chapters 4–10, 13, 15, and 16. We also highlight the chronologies of various specific evolving characteristics and skills in briefer tables throughout the book. Examples include Table 7–2, Children’s Understanding of Multiple and Conflicting emotions; Table 9–2, Acquiring the Concept of Object Permanence; and Table 16–2, Evolution of Prosocial Reasoning.

New to this Canadian edition are *Interactive Turning Points* located at the Online Learning Centre (<http://www.mcgrawhill.ca/college/hetherington>). This feature allows



students to manipulate the information in order to view several aspects of a child's development at once. This provides a truly interactive learning experience.

SUPPLEMENTS

A complete package of multimedia ancillaries has been prepared for the First Canadian Edition of Hetherington, Parke, and Schmuckler, *Child Psychology: A Contemporary Viewpoint*. Please contact your local McGraw-Hill Ryerson representative for details concerning policies, prices, and availability, as some restrictions may apply.

For Students

The **Student Study Guide** (0-07-0889996). Each chapter of this supplement opens with a chapter summary and list of learning objectives. Key terms, with references to the pages on which they appear in the textbook, are also included. A matching exercise, activities with ready-to-use handouts, and self-tests containing both multiple-choice and essay items allow students to gauge their comprehension of the chapter material. An answer key, complete with feedback explaining each answer and distracter (wrong answer) for all multiple-choice items, is also included.

For Students and Instructors

The **Online Learning Centre** (<http://www.mcgrawhill.ca/college/hetherington>), revised and updated for the First Canadian Edition, this site provides up-to-date additional resources for both students and instructors. The **Student Centre** provides review quizzes, Interactive Turning Points, Weblinks, a searchable Glossary, and more. The **Instructor Centre** offers a link to the PageOut course management system, plus downloadable, password-protected supplements, including a complete Instructor's Manual that provides numerous ideas for lectures, class discussions, demonstrations, and student activities. (Contact your McGraw-Hill Ryerson sales representative for your password.)



For Instructors

The **Computerized Test Bank** (0-07-088054-9) is a Windows-based supplement that contains more than 1,500 multiple-choice, short-answer, and essay questions. Each multiple-choice item is classified by cognitive type—factual, conceptual, or applied—and by level of difficulty, and is keyed to the appropriate learning objective and page number in the textbook. The flexible Brownstone format allows instructors to select, edit, and/or write their own questions, print exams, administer network-based tests, collect grades, compile curve averages, generate reports, print a complete copy of the Test Bank, and more.

McGraw-Hill's **PageOut** enables instructors who have adopted this text to create a custom course Web site that matches their syllabus. By following PageOut's template-driven instructions, instructors can easily develop a sophisticated, feature-rich Web site in minutes without needing any special technical expertise. To use PageOut, go to <http://www.mcgrawhill.ca/college/hetherington>, select Instructor Centre, and then select the PageOut link.



The additional supplements listed below are available to qualified adopters of the text. Please contact your McGraw-Hill Ryerson representative for more information. The **Critical Thinker** (0-697-26685-0) uses excerpts from introductory psychology textbooks to help students think critically about psychology.

Taking Sides: Clashing Views on Controversial Issues in Childhood and Society, 2/e, (0-697-39104-3) is a reader designed to introduce students to controversies in childhood and development by taking a pro/con approach to issues.

McGraw-Hill's **Videocases in Human Development** is a four-tape set of videos featuring spontaneous interviews on topics of human development: Prenatal Issues (0-07-292971-5), Childhood Issues (0-07-292972-3), Adolescent Issues (0-07-292973-1), and Adulthood Issues (0-07-292974-X).

The **McGraw-Hill Developmental Psychology Image Database CD-ROM** (0-07-289691-4) is a dynamic presentation manager that contains 200 colour images.

Instructors can also supplement their lectures with a set of 175 full-colour **Overhead Transparencies** (0-07-366079-5).

The **AIDS Booklet** (0-697-26261-8) is a brief but comprehensive introduction to the acquired immune deficiency syndrome (AIDS).



●●● ACKNOWLEDGMENTS FOR THE FIRST CANADIAN EDITION

I would like first of all to express my respect and gratitude to E. Mavis Hetherington and Ross D. Parke, the authors of *Child Psychology* from its inception, and to Virginia Otis Locke, who joined the team for the Fifth Edition. The First Canadian Edition is deeply indebted to their outstanding scholarship, insightful writing, and lively sense of students' interests and needs.

Next, I wish to thank Katalin Dzinás for her help in gathering materials for the First Canadian Edition, and her hard work in helping to untangle the confusing web of history of Canadian psychology and developmental psychology. I also wish to thank Jacquelyn Berry for her help in tracking down references to Canadian research.

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