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## Child, Adolescent and Family Development

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### Third Edition

The third edition of *Child, Adolescent and Family Development* provides a comprehensive, readable study of human development from conception to adulthood. It explores the foundations of modern developmental thought, incorporating the latest in international research set within a cultural and historical context.

Richly illustrated and enhanced by a range of practical teaching resources, this clear and engaging text is intended to reach students across a range of teaching, psychology, social science and health science disciplines. By employing a thematic approach within the chronologically ordered chapters, this text offers a systematic and intuitive structure for both learning and teaching.

This new edition features a set of fully updated case studies that consider current trends and issues in developmental theory and practice, as well as end-of-chapter sections that address important stages in the family life cycle.

The text is accompanied by an extensive companion website, [www.cambridge.edu.au/academic/development](http://www.cambridge.edu.au/academic/development), featuring additional resources including multiple-choice questions, child and adolescent observation activities, worksheets and an easy guide to research design and techniques.

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**Marilyn Campbell**  
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This book is lovingly dedicated to Elizabeth and our three boys – Matthew, Nicholas and Christopher. The book would not have been written without Elizabeth's patient and loving support. The boys have helped to quietly and gently remind me of the significance of family life.

**Phillip T. Slee**

I dedicate this book to my partner Brian.

**Marilyn Campbell**

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**Barbara Spears**

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## Preface

### Introduction

As for the second edition, the third edition of *Child, Adolescent and Family Development* is written for all those who entertain an interest in children's and adolescents' lives, and for all those who appreciate the curiosity, strength and resilience of growing children and young people. It is a book about the richness and diversity of children's and adolescents' lives, considered in the context of the family. In turn, the family and its individual members are viewed in the broader historical context of society and culture. This book is also about change. All that it discusses is considered to be in a process of flux and change.

In planning and writing the third edition we have taken note of the feedback received from tertiary teachers and their students regarding the content of the book. A number of features in the second edition were consistently endorsed by readers including the 'broad sweep' of the book as it placed human development in an historical, philosophical and cultural context. Readers also commented favourably on the Australasian flavour which considered child development in an international context. Finally, appreciation was expressed for the 'readability' of the text.

In preparation for the third edition a number of anonymous reviewers responded to the proposed content and we are particularly grateful for their opinions. Where possible, we have taken into account their suggestions in this edition, but obviously the final responsibility for the content is ours.

### The foundation for the text

This text draws on a number of inter-related elements.

- The book is embedded in theory and, again, for this we make no apology. In the book's inception, its theoretical base reflects our prevailing belief that all our dealings with young people in whatever role, whether as parent or teacher or in some other capacity, are bounded by theory, either implicit or explicit.
- Human development is seen through the lens of philosophy, history and culture. The writings of this text strongly reflect the manner in which the philosophy of science shapes and influences our thinking about children and their development, and particularly the nature of research conducted to better understand development. Our intent in placing the study of child development in an historical context is consistent with the belief that history provides a framework for helping interpret and understand behaviour. Our travel and research in other cultures has strongly impressed upon us how deeply our development is steeped in culture and how significantly different and tantalisingly similar cultures are from one another.

- The text reflects an abiding commitment to a broad based systemic and socio-cultural view of development. In this regard the first author owes a depth of gratitude for several sabbaticals in Calgary, Canada, where, in studying and practising family therapy, he had the fortunate opportunity to explore the basic ideas and practice of systems theory.
- Finally, this text reflects our enduring commitment to translating research into knowledge and practice with a strong practical application.

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## How to use this book

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The text is presented in chronological order so as to provide the reader with a clear understanding of the complexity of the individual's developing capacities. The drawback of this approach is that it may compartmentalise child development, but this is not an intended outcome of the book. Indeed, it has been our concern to show the interrelatedness of the child's development wherever possible. An alternative, more topical approach is described below.

The book is divided into eight parts, comprising a total of 21 chapters. Parts 1 and 2 deal with the study of human development, and parts 3–7 examine the development of the child from infancy to adolescence. Part 8 considers a life-span perspective.

In part 1, the first three chapters reflect a concern with the theoretical issues underpinning the study of child and adolescent development. Chapter 3 is an overview of theoretical contributions to developmental psychology and can be used either as a 'stand alone' chapter or as a reference for other chapters. Chapters 4 and 5 (part 2) deal with the beginnings of life, taking us through to the newborn period. Part 3 (chapters 6–8) is devoted to infancy, highlighting different components of the infant's development. Part 4 (chapters 9–11) examines the toddler's place in the world, emphasising the active and constructive nature of toddlers' learning and development. In chapters 12–14 (part 5) the pre-schooler's enlarging world, which draws on wider social contact, is discussed. Middle childhood is addressed in chapters 15–17 (part 6), focusing on the child's place in school and society, and on broader issues facing the family, such as the birth of a second child. In part 7 (chapters 18–20) the rich, complex and diverse world of adolescence is explored, together with the adolescent's moves towards independence from the family. In part 8, chapter 21 draws together the themes discussed throughout the text and places child and adolescent development in a life-cycle perspective.

The family life-cycle is a series of 21 items, one at the end of each chapter, dealing with different aspects of the family. These may be studied in the context of each chapter, or as a separate topic. Throughout the book, boxed features are devoted to items of special interest related to topics discussed in the main text. These Special Interest Boxes are grouped under headings of (i) parents, (ii) culture, (iii) health, (iv) teachers, (v) research, (vi) case-studies, and (vii) policy. As an aid to study, each chapter concludes with discussion questions and activities. A separate website will provide (a) details of research methodology, (b) 10 practical child observation activities, (c) expanded review tests and answers.

For those who wish to teach a topical course on child development, the following chapter sequence will work well:

### THE STUDY OF HUMAN DEVELOPMENT

- Chapter 1: Seeing children in context
- Chapter 2: Concepts of development
- Chapter 3: Theoretical foundations of child development  
Family life-cycles 1–3

### THE BEGINNING OF LIFE

- Chapter 4: Prenatal development
- Chapter 5: Birth and the newborn child  
Family life-cycles 4–5

### PHYSICAL DEVELOPMENT

- Chapter 6: Physical development in infancy
- Chapter 9: Physical development of toddlers
- Chapter 12: Physical development of pre-schoolers
- Chapter 15: Physical development in middle childhood
- Chapter 18: Adolescent physical development and health issues  
Family life-cycles 6–10

### COGNITIVE DEVELOPMENT

- Chapter 7: Cognitive development in infancy
- Chapter 10: Cognitive development of toddlers
- Chapter 13: Cognitive development of pre-schoolers
- Chapter 16: Cognitive development in middle childhood
- Chapter 19: Cognitive development in adolescence  
Family life-cycles 11–14

### SOCIAL AND EMOTIONAL DEVELOPMENT

- Chapter 8: Social and emotional development in infancy
- Chapter 11: Social and emotional development of toddlers
- Chapter 14: Social and emotional development of pre-schoolers
- Chapter 17: Social and emotional development in middle childhood
- Chapter 20: Social and emotional development in adolescence  
Family life-cycles 15–18

### A LIFE-SPAN PERSPECTIVE

- Chapter 21: Towards a lifespan perspective  
Family life-cycle 19



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