

CHILD DEVELOPMENT

A CULTURAL APPROACH

Australian and New Zealand edition



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Preface

Welcome to the first edition of *Child Development: A Cultural Approach*, Australian and New Zealand edition. For us, the most important motivation in writing this book was to provide students with a portrayal of development that would cover the whole amazing range of human cultural diversity around the world, with particular attention to Australia and New Zealand. As academics who have taught human development courses for years, and being familiar with the available textbooks, we were struck by how narrow all of them seemed to be. Many textbooks focus on human development in the United States as if it were the typical pattern for people everywhere, with only the occasional mention of people in other parts of the world. If you knew nothing about human development except what you read in a standard textbook, you would conclude that 95% of the human population must reside in the United States. Yet, the United States actually comprises less than 5% of the world's population, and there is an immense range of patterns of human development in cultures around the globe, and most of those patterns are strikingly different from the mainstream American model. With this adapted textbook, we have carefully scrutinised the applicability of the mainstream American model for students in Australia and New Zealand. In some cases, the research is similar; sometimes, the content is very different; and sometimes, American research serves as an interesting contrast for development patterns in New Zealand and Australia.

So, in writing and adapting this textbook for an Australian and New Zealand audience, we decided to take a cultural approach, and one that pays close attention to development in our own part of the world as well as beyond. We set out to portray child development as it takes place across all the different varieties of cultural patterns that people have devised in response to their local conditions and the creative inspiration of their imaginations. Our goal is to teach students to *think culturally*, so that when they apply child development to the work they do or to their own lives, they understand that there is—always and everywhere—a cultural basis to development. The cultural approach also includes learning how to critique research for the extent to which it does or does not take into account the cultural basis of development. We provide this kind of critique at numerous points throughout the book, with the intention that students will learn how to do it themselves by the time they reach the end. By exploring a balance of examples of research from Australia, New Zealand, the United States and throughout the world, students studying with this textbook will learn how culture shapes child development at all stages of the life span.

We know from our experience as university lecturers that students find it fascinating to learn about the different forms that child development takes in various cultures, but there are also practical benefits to the cultural approach. It is more important than ever for students to have knowledge of the wider world because of the increasingly globalised economy and because so many problems, such as disease and climate change, cross borders. Whether they travel the globe or remain in their home towns, in a culturally diverse and globalised world, students will benefit from being able to apply the cultural approach and to think culturally about development, whether in social interactions with friends and neighbours, or in their careers where they may have patients, students or co-workers who come from different cultures.

Did you notice that the front cover shows a child crocheting? We have taken as inspiration for our cultural focus the concept of weaving yarns and the drawing together of different elements of understandings to produce a whole—a little like the child creating a crocheted blanket. The concept of weaving yarns is something found in many cultures, exemplified by the whāriki from Indigenous Māori culture. Whāriki are usually the result of many people working together who are valued for their artistry. There is also a symbolic meaning. The individual strands of the whāriki represent the aspects of life that describe and support human development, and the completed whāriki represents ‘a woven mat for all to stand on’ (Ministry of Education, 2017, p. 10). The weaving metaphor is also present in other cultures. There is a Tongan saying that ‘society is like a mat being woven’, and the Malagasy from Madagascar have a proverb that says, ‘All who live under the sky are woven together like one big mat’. The cover image captures the interwoven nature of culture, experiences and historical context for individuals in their development, as well as biological, cognitive and psychosocial aspects of development. As individuals, we need to look beyond our own experiences and not assume that what is true for ourselves is true for others. We have grown up in a certain cultural context. We have learned to think about life in a certain way. Most of us do not realise how broad and diverse our world really is. Our hope is that this book will help more students identify the strands of the weaving that represent an individual’s development, and appreciate the wonderful diversity of human development.

The cultural approach makes this textbook different from other child development textbooks, but there are other features that make this textbook distinct. Not all textbooks include a separate chapter on toddlerhood, the second and third years of life. We have always been puzzled by the way other textbooks gloss over toddlerhood, usually including the second year of life as part of ‘infancy’ and the third year of life as part of ‘early childhood’. Yet, any parent knows that years 2 and 3 are very different from what comes before or after, and we know this well from our own experiences as parents. Infants cannot walk or talk, and once toddlers learn to do both in years 2 and 3, their experience of life—and their parents’ experiences—change completely. Toddlers are also different from older children in that their ability for emotional self-regulation and their awareness of what is and is not acceptable behaviour in their culture are much more limited.

This textbook is also alone among major textbooks in that it includes an entire chapter on the stage of emerging adulthood. Emerging adulthood, roughly ages 18–25, is a new life stage that has arisen in developed countries over the past 50 years, as people have entered later into the commitments that structure adult life in most cultures: marriage, parenthood and stable work. Arnett originally proposed the theory of emerging adulthood in 2000, and it has now become widely used in the social sciences.

This textbook is somewhat shorter than most other texts on child development. There is one chapter devoted to each phase of child development, for a total of nine chapters. The content of each chapter is divided into three major sections to provide a signpost for the reader. In particular, in Chapters 4–9, these sections correspond to the physical, the cognitive and the emotional and social domains of development. This is an introductory textbook, and the goal is not to teach students everything there is to know about every aspect of child development, but to provide them with a foundation of knowledge on child development that hopefully will inspire them to learn more, in other courses and throughout life.

Features



Opening vignettes begin each chapter and provide an overview of the developmental stage being covered. The vignettes feature people from diverse backgrounds and discuss their lives and experiences, and the role that culture has played in their development.

Research and artwork have been incorporated to help students appreciate the diversity that exists within countries, and to understand the role of culture, ethnicity, socioeconomic status and other factors in child development.



FIGURE 7.1 Change in drawing abilities from early to middle childhood. Drawings become more realistic as fine motor development advances during middle childhood. Here are drawings made at ages 3 (left), 5 (right), and 7 (bottom).

With regard to writing, in early childhood most children can write a few letters and numbers in rough form. In middle childhood, their skills greatly advance (Berninger et al., 2006). Even in middle childhood, most children are able to write the letters of the alphabet and numbers from 1 to 10. In the course of the next few years, as their fine motor abilities develop, they are able to write their letters smaller and neater, with more consistent spacing. By age 8 or 9, most children can learn to write in cursive script. In middle childhood, their fine motor abilities have nearly reached adult levels, and gross motor development will continue to advance for many years.

PHYSICAL DEVELOPMENT: HEALTH ISSUES
Middle childhood is an exceptionally healthy time in life. Children are less vulnerable to the effects of malnutrition and other environmental factors than in early childhood.



FIGURE 7.2 Change in drawing abilities from early to middle childhood. Drawings become more realistic as fine motor development advances during middle childhood. Here are drawings made at ages 3 (left), 5 (right), and 7 (bottom).

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PHYSICAL DEVELOPMENT: HEALTH ISSUES
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Research focus features offer a detailed description of a research study, including its premises, methods, results and limitations. Multiple-choice review questions appear at the end of the feature to ensure that students have a solid understanding of the research study and methodology.

RESEARCH FOCUS The daily rhythms of adolescents' family lives

Abstract: Adolescents' lives have been described as chaotic and unpredictable. This research study examined the daily rhythms of adolescents' family lives. The study examined the daily rhythms of adolescents' family lives by using a diary method. The study examined the daily rhythms of adolescents' family lives by using a diary method. The study examined the daily rhythms of adolescents' family lives by using a diary method.



Multiple-choice questions:

1. The study examined the daily rhythms of adolescents' family lives by using a diary method.
2. The study examined the daily rhythms of adolescents' family lives by using a diary method.
3. The study examined the daily rhythms of adolescents' family lives by using a diary method.
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RESEARCH FOCUS The daily rhythms of adolescents' family lives

Adolescent researchers have found the Experience Sampling Method (ESM) to be a helpful source of information on adolescents' social lives. The ESM involves having people wear beeper watches or alternatively use their mobile devices, and they are randomly alerted during the day to record their thoughts, feelings and behaviour as events take place. Reed Larson and Maryse Richards are the two scholars who have done the most to apply the ESM to adolescents and their families.



In their classic book *Divergent Realities: The Emotional Lives of Mothers, Fathers, and Adolescents* (Larson & Richards, 1994), Larson and Richards described the results of their research on a sample of 93 American adolescents in Grades 5–12 (similar to Grades 5–12 in Australia and Years 6–13 in New Zealand) and another sample of 55 adolescents in Grades 7–12 in the United Kingdom. All were two-parent, White families with no siblings other than the members (adolescent

RESEARCH FOCUS Cultural focus: Pregnancy and prenatal care across cultures

Abstract: Pregnancy and prenatal care across cultures. This research study examined the cultural differences in pregnancy and prenatal care across cultures. The study examined the cultural differences in pregnancy and prenatal care across cultures by using a diary method. The study examined the cultural differences in pregnancy and prenatal care across cultures by using a diary method.




Multiple-choice questions:

1. The study examined the cultural differences in pregnancy and prenatal care across cultures by using a diary method.
2. The study examined the cultural differences in pregnancy and prenatal care across cultures by using a diary method.
3. The study examined the cultural differences in pregnancy and prenatal care across cultures by using a diary method.
4. The study examined the cultural differences in pregnancy and prenatal care across cultures by using a diary method.
5. The study examined the cultural differences in pregnancy and prenatal care across cultures by using a diary method.

REVIEW QUESTION Why beliefs in your culture about what a woman should do before or during pregnancy?

CULTURAL FOCUS Pregnancy and prenatal care

Although many cultures have folk beliefs about pregnancy that have no scientific or practical basis, most also have customs that provide genuine relief to pregnant women. One helpful method of prenatal care common in many traditional cultures is massage (Field, 2010; Jordan, 1994). The prenatal massage is usually performed by a midwife in the course of her visits to the pregnant woman. While the massage is taking place, the midwife asks the woman various questions about how the pregnancy is going. As part of the massage, the midwife probes to determine the fetus's position in the uterus. If the fetus is turned in an unfavourable position, so that it would be likely to come out feet first rather than head first, the midwife will attempt an *inversion* of the fetus's head towards the vaginal opening. This is sometimes painful, but a head-first birth is usually easier for both the mother and the baby.



Cultural focus features highlight how culture impacts various aspects of development, such as breastfeeding practices, gross motor development, educational practices and relationships with friends and family. Students read an overview of the topic and then answer a review question.

Education focus features provide an in-depth view of educational issues from preschool through to higher education. Topics include child care options, preschool programs, achievement motivation, abstinence-only sex education programs and study abroad programs. Current research on education has been incorporated throughout, including sections on peer learning, educating children with special needs and the transitions to middle school and high school.

RESEARCH FOCUS How does a parent choose among the many kinds of preschools?

Abstract: How does a parent choose among the many kinds of preschools? This research study examined the factors that influence parents' choices of preschools. The study examined the factors that influence parents' choices of preschools by using a survey method. The study examined the factors that influence parents' choices of preschools by using a survey method.



Multiple-choice questions:

1. The study examined the factors that influence parents' choices of preschools by using a survey method.
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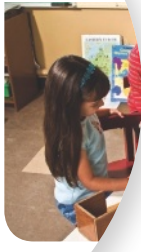
CHAPTER 6 EARLY CHILDHOOD

EDUCATION FOCUS How does a parent choose among the many kinds of preschools?

When choosing a preschool, cost is a factor for many parents in many communities, but the philosophy of the program is also an important consideration. Montessori, Reggio Emilia and Waldorf are popular preschool programs, and each has a different philosophy.

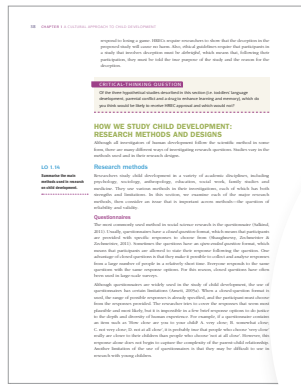
The *Montessori* approach was developed by Maria Montessori in Rome in the early 1900s. Montessori programs are child-centred, with teachers serving as guides. The basic philosophy is that play is a child's work, meaning that play is central and important for development and that children ought to play the way adults generally spend time at work. The distinguishing feature of Montessori programs is that children learn at their own pace, choosing their own way through classroom centres and working at their own level.

The *Reggio Emilia* approach is named for the Italian town where it was developed in the 1940s. The approach was developed by the teacher named Loris Malaguzzi developed



In Montessori learning centres, children are encouraged to explore and learn through play.

Critical-thinking questions encourage students to think more deeply and critically about a developmental topic. These questions appear in every major section and often focus on the role of culture in human development.



...ception. They must be told the true...
ception.
CRITICAL-THINKING QUESTION
Of the three hypothetical studies described in this section (i.e. to development, parental conflict and a drug to enhance learning and you think would be likely to receive HREC approval and which would

HOW WE STUDY CHILD DEVELOPMENT: RESEARCH METHODS AND DESIGNS

Although all investigators of human development follow the scientific form, there are many different ways of investigating research questions: methods used and in their research designs.

Research methods

Researchers study child development in a variety of academic disciplines: psychology, sociology, anthropology, education, social medicine. They use various methods in their investigations: strengths and limitations. In this section, we explore research methods when consider an issue that is important to child development.

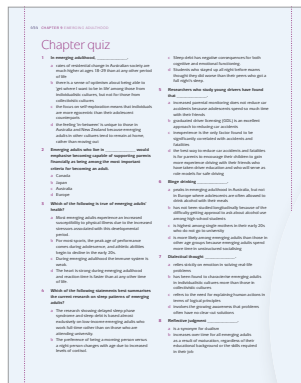


unusual problems nor unusual...
against left-handers remains mysterious. In a...
attributed to correlational evidence, not causation, a...
considered because there could be another factor influencing the...
being left-handed and outcomes.
SUMMARY **PHYSICAL DEVELOPMENT**
LO 6.1 Describe the physical growth and changes that take place during early childhood.
LO 6.2 Describe the changes in brain development that take place during early childhood and the aspects of brain development that explain infantile amnesia.
LO 6.4 Identify the mortality du...
LO 6.5 Descri... during...
The most notable changes in brain development during early childhood take place in the connections between neurons and myelination. Most people experience infantile amnesia, the inability to remember anything that happened prior to the age of 3-4 years. This is due to a limited memory for personal events and is due mainly to the immaturity of the hippocampus.

Learning objectives for each chapter are listed at the start of each section as well as alongside every section heading. Based on Bloom's taxonomy, these numbered objectives help students better organise and understand the material. The end-of-section summary is organised around these same objectives, as are all of the supplements and assessment material.

Summary boxes at the end of each section cover the key points associated with each learning objective within the section.

Chapter quizzes at the end of each chapter consist of multiple-choice questions covering topics raised in all sections of the chapter to ensure good knowledge of content.



54 CHAPTER 9 EMERGING ADULTHOOD
Chapter quiz
1 In emerging adulthood, _____.
a rates of residential change in Australian society are much higher at ages 18-29 than at any other period of life
b there is a sense of optimism about being able to 'get where I want to be in life' among those from individualistic cultures, but not for those from collectivistic cultures
c the focus on self-exploration means that individuals are more egocentric than their adolescent counterparts
d the feeling 'in-between' is unique to those in Australia and New Zealand because emerging adults in other cultures tend to remain at home, rather than moving out
2 Emerging adults who live in _____ emphasise becoming capable of su... as being among...



Acknowledgements

This first Australian and New Zealand edition has involved many talented and dedicated people. Anna Carter, Development Editor at Pearson Australia, deserves a massive thank you for her support and encouragement throughout the writing process. Another big thank you to Stephen Heasley, Senior Portfolio Manager, who initiated this project and supported the team throughout.

We would like also to thank the reviewers who reviewed chapters, sections and other material in the course of the development of the book. We benefited greatly from their suggestions and corrections, and now instructors and students reading the book will benefit too.

Reviewers include:

Dr Helen Davis, Murdoch University

Dr Jeanne Marie Iorio, Victoria University, Australia

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Her primary research interest since 1995 has been the impact of cultural change at the macro level, such as economic and sociodemographic shifts, on socialisation and cognition in childhood. She also studies the development of teaching in childhood, and sibling interactions. She has worked with her students on research in Mexico, Costa Rica and Hawai'i. She has won national awards for her research, including the James McKeen Cattell Award from the New York Academy of Sciences and the APA Division 7 (Developmental Psychology) Dissertation Award. She has published many articles on culture and human development in peer-reviewed journals, and in a volume she edited with Mary Martini, *Learning in Cultural Context: Family, Peers, and School* (2005).

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Charlotte Brownlow is an Associate Professor and Associate Dean of the Graduate Research School at the University of Southern Queensland, Australia. Originally from the United Kingdom, she received her PhD in 2007 from The University of Brighton, focusing on the identity construction of people with autism/autistic people. She has written many research papers within the field of autism and has a particular interest in the concept of 'difference'. She has recently, with international colleagues, co-edited the books *Different Childhoods: Non/normative Development and Transgressive Trajectories* (2017) and *Work and Identity: Contemporary Perspectives on Workplace Diversity* (2018).

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Tanya Machin is a psychology and counselling lecturer in the School of Psychology and Counselling at the University of Southern Queensland, Australia. She received her PhD in 2016, which focused on the social cues of rejection and acceptance on Facebook. Tanya has worked across many sectors, including primary schools, financial services and mental health. Her research interests primarily focus on social media and technology, and she supervises student projects in both psychology and counselling that explore the impact that social media and technology can have across different life stages and in different professions.

She lives in Toowoomba, Queensland, with her husband Tony and their dog. Their young adult daughters (and husbands) live close by, and their young adult son and his husband live in Sydney.



Educator resources

A suite of resources is provided to assist with delivery of the text, as well as to support teaching and learning.

Instructor Resource Manual

The Instructor Resource Manual provides detailed concepts and activities to enrich lessons.

Test Bank

The Test Bank provides a wealth of accuracy-verified testing material. Each chapter offers a wide variety of question types, arranged by learning objective and tagged by APAC graduate standards.

Lecture slides

A comprehensive set of PowerPoint slides can be used by educators for class presentations or by students for lecture preview or review. They include key figures and tables, as well as a summary of key concepts and examples from the course content.

Digital image PowerPoint slides

All the diagrams and tables from the course content are available for lecturer use.