Annotated Bibliography

Boyce College
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**Cognitive Development:**


Robert Emde’s expertise includes early socio-emotional development in young children and the evaluation of early preventative evaluations. Other studies have included the onset of walking, the onset of expressive language, and the representation of emotion themes and family conflict in preshoolder narratives. John Hewitt has studied the use of cross-sectional and longitudinal studies of twins and families to study behavioral development, and genetic and environmental influences on behavior problems in childhood and adolescence. Dr. Hewitt is Director of the Institute for Behavioral Genetics and Executive Editor of the journal, Behavior Genetics. *Infancy to Early Childhood* covers a variety of information, there are studies on temperament, emotion, cognition, environmental contributions and cross-domain integrations, and major themes and conclusions. This book was written to anyone wanting more information on the development of infants and children; it is very informational and stresses “the twin method, a longitudinal study”.


Myrna B. Shure is a developmental psychologist, she received her Ph.D. from Cornell University in 1966, and she is also a professor in the Department of Psychology at Drexel University. She has written many books including *Raising a Thinking Child*. The author has written curriculum guides for preschool through sixth grade for use in schools. *Raising a Thinking Child* was
recognized by the Mid-Atlantic Region of Health and Human services as among the top six violence prevention programs in a six state area. The book *Raising a Thinking Child* was written for parents and teachers, it could be beneficial for anyone who regularly interacts with children. This book is incredibly helpful for the area of cognitive development because it is implementing a new thought process that will help children learn how to make better decisions. The author is teaching a style of thinking that takes into consideration the different factors that go into making a decision and then deciding what the best option would be.

**Children and Peer Relationships:**


Carollee Howes is a developmental psychologist focusing on children’s social and emotional development. In 1981 she joined the faculty in the UCLA Department of Education, where she teaches in the Applied Developmental PhD program. She is on the Leadership Team of the National Center for Research in Early Childhood Education. Howes’ research is focused on the area of the development of peer social interaction and friendships. Howes is writing to give insight to parents, but more specifically she is writing to the leaders and teachers in charge of daycares in America. In this article the author describes the differences in children and peer relationships. Some children find peer relationships easy, but others experience difficulty establishing and maintaining friendships. Howes defines social interaction skills as skills that include ease of entry into play groups, groups with peers, affective expressions, and other behaviors that lead to peer acceptance and popularity.

Phil Erwin is a Senior Lecturer at the Manchester Metropolitan University, he has lectured on the psychology of personal relationships since 1981. His research centers on children and adult friendships, and the use of counseling techniques with socially isolated children. He is currently Honorary Treasurer of the Special Group in Counseling Psychology of the British Psychological Society. This book is a helpful resource for anyone professionally concerned with relationships between children. This also could be helpful for parents and people who are with children on a regular basis. Some of the different topics covered in this book are attachment, child-rearing practices, early relationships, social cognition, physical appearance, social skills, self-disclosure, gender differences, relational problems, and improving peer relationships. Relationships are examined in detail throughout this book as are ways to foster healthy relationships between children. The author makes connections with social developmental psychology and different approaches to counseling that are relevant and helpful.

**Self-Image:**


Joe White received his Bachelor of Arts in Biology from Southern Methodist University in 1970, he received an honorary Doctor of Education from Southwest Baptist University on March 11, 1991 and an honorary Doctor of Christian Ministry from Belhaven College in May of 2006. He is the president and founder of Kids Across America and Cross International summer camps. White has seen the affects that poor self-esteem has had on kids all across America and has made
it his goal to change that. He wrote his book *The Gift of Self-Esteem* to parents who are interested in helping their kids succeed in life. He highlights different ways for parents to tell their children they are loved and different ways to help children develop their self-image. White writes from a biblical perspective and has very helpful advice for anyone wanting to help children develop a healthy self-image.


Mack was an American psychiatrist, writer, and a professor at Harvard Medical School. Mack was a graduate of the Boston Psychoanalytical Society and Institute and was certified in child and adult psychoanalysis. Ablon is a training and supervising analyst at the Boston Psychoanalytical Institute and Associate Clinical Professor of Psychiatry, Harvard Medical School at Massachusetts General Hospital. Together they edited *The Development and Sustaining of Self-Esteem in Childhood*. Their book covers many different topics related to self-esteem and self-image. This book discusses the different ways children find value and how children may feel secure and approved of by their peers. This book dives into man’s fundamental nature and the different systems that religious groups have used for determining value. This book is written to parents who are interested in learning more about the development of self-esteem and self-image. It has helpful lessons for anyone who deals with children on a regular basis or anyone who may be interested in learning more about self-image in children.

**Disciplining a Child:**

Mel Silberman graduated from Brandeis University and received his Ph.D. in Educational Psychology from the University of Chicago in 1968; he was also a licensed psychologist in the State of New Jersey. He was a dedicated professor in the Department of Psycho-educational Processes at Temple University. Silberman was known for being a pioneer in the areas of active learning, interpersonal intelligence, and team development. In his book *How to Discipline Without Feeling Guilty*, Silberman explains the delicate balance between assertion of authority and understanding how to deal with power struggles without using intimidation or confusion. The author gives many different examples to choose from on how to discipline and work with students and help them understand that their actions affect more than just themselves. Silberman also explains how different areas of disciplining and psychology coalesce with child development and also the implications this has for teaching in the classroom as well as for parenting.


Krug worked as an Adult Child and Adolescent Psychiatry in Cincinnati, Ohio. She made her career in studying Child Psychiatry. Beck was a graduate of West Chester University; she graduated with a teaching degree in Elementary Education. Beck taught second grade for twenty years in Lancaster, Pennsylvania. This book was written specifically to parents but could be useful for anyone with questions about children. The section on discipline was very helpful, it identified discipline in understandable terms and had very practical applications and implications for daily life. The authors outlined exactly what the aims of discipline are and how they can be
implemented. Settings standards is something that is stressed as important for children to understand their role and what is expected of them. The last few parts of the book talk about what discipline should look like, and how to handle misbehavior inside the home and outside the home.

**Nature vs. Nurture:**


Kathleen Pullan Watkins is a published author. Watkins has published several books on family issues; a published credit of Kathleen Pullan Watkins is *Parent-Child Attachment.* This book was written to present a framework for the data and theories observed and tested. It is designed to give insight to parents, teachers, health and human service professionals, and other interested parties. It also was written to give insight into studies and issues raised on the subject of parent-child attachment. This book reviews parents roles, infant-attachment, the relationship between adolescent single-parent families and their children, the relationship between fathers and their children, parent-child bonding, and the different theories of Freud, Bowlby, and different social learning theorists. This book was written at a time when there was a lot of controversy around the topic of parent-child bonding and attachment.


Po Bronson and Ashley Merryman’s articles on the science of children for New York Magazine won the magazine journalism award from the American Association for the Advancement of
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Science, as well as the Clarion Award from the Association for Women in Communications. Their articles for *Time Magazine* won the award for outstanding journalism from the Council on Contemporary Families. The book *Nurtureshock* takes different theories and through observation and data proves them right or wrong. It talks about the nature vs. nurture topic and discusses the different thoughts behind it. This book explains that nature and nurture both play roles in the development of a child, but because a child is brought up in a certain way does not determine who he is, neither do his genetic codes determine who he is. This book was written for the general public, it would be helpful for anyone wondering about different difficult questions that are brought up in this book.

**Self Regulation:**


Even with the amount of research in the field of self-regulation there is still not a solid definition for what it looks like and how it exists. Behavioral learning theories focus on learned abilities and a reward based system. No single theory sufficiently explains self-regulation or how it can be achieved, Bandura, Vygotsky and many others have attempted to define and explain it, but it looks different for all people. Language, temperament, attention and behavior problems, and parenting and family environment are all different factors that contribute to the process of self-regulation. Self-regulation seems to come quicker in students who were not born prematurely, but with students born prematurely self-regulation does not seem to come as quickly. This article
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is helpful to anyone who is interested in having a better understanding of the affects of premature
birth. The author has helpful insight for anyone studying self-regulation among newborns and
children.

New York: Press Syndicate of the University of Cambridge.

Nancy Eisenberg is one of the foremost researchers on children’s prosocial development in the
Western world. She is professor of psychology at Arizona State University, and editor of Social,
Emotional, and Personality Development Handbook of Psychology. Paul Mussen is a renowned
developmental psychologist, he taught at the University of Wisconsin and Ohio State University.
Mussen’s research explored the effects of parent-child relations on children’s developing
personality and social behavior, including their moral behavior, attitudes and opinions. He made
highly regarded contributions to our understanding of children’s developing prosocial behavior,
friendships, social theories, and personality. This book was written to communicate the
advances in the area of prosocial development over the last decade, it gives good insight to
parents, teachers, and potential socializers of children and helps people better understand
children’s socialization, role taking, emotional factors, situational determinants, person variables,
and cultural determinants. This book advocates for “learned social behaviors”. It is designed to
provide an analytical examination of the variables (i.e.; situational factors, circumstances/events,
etc) and the modifications that are effective for children to grow.

Explanations of Development:

Jean Piaget was a French-speaking Swiss developmental psychologist and philosopher known for his study of children. His theory of cognitive development has been widely influential. Piaget placed great importance on the education of children; he studied the three stages of cognitive development and the developmental process. His interest in psychoanalysis led him to the realization that young children consistently gave wrong answers to certain questions and made mistakes that older children and adults did not. In his book, Piaget discusses in three sections his findings. The first section he reviews is the imitation section, he then reviews play, and then moves on to cognitive representation. This book is written to anyone researching Piaget, it would be helpful for anyone interested in understanding child psychology and development better. Piaget is one of the most widely known child psychologists and has a lot of insight into the development and brain function of children.


Understanding child development has become one of the required education programs for teacher competency. Teachers have an obligation to understand children, without an understanding of children teachers will not be able to effectively transfer knowledge to their students. One of the theorists that teachers are being taught is Piaget. Piaget’s theory of cognitive development is consistent with active learning because from his observation and research Piaget
deduced that individuals construct their own understanding through the constructive process of learning. There are many different learning theories presented in this article, this article is specifically written to address what teachers are required to learn and how it is helpful to them. This article has helpful implications for anyone; it would be helpful for a parent who has children in school, a student in school wondering about different learning theories, or a teacher wondering about the different theories.


There are a few different research threads being researched, the first one has to do with Vygotsky and his exploration on learning and development of how the powerful perspectives on learning and development are presented by Vygotsky and can be used and extended to the design of digital tools that scaffold interactions between collaborating learners. The second research thread involves an educational design research approach to investigate the role that digital tools play in mediating learning. Vygotsky experienced technologically and socially driven transformations during the industrialization of the 20th century. During this time Vygotsky proposed the Zone of Proximal Development, which is the distance between the actual development level as determined by the independent problem solving and the level of potential problem solving as determined through problem solving under adult guidance or in collaboration with more capable peers. This article would be helpful for anyone wanting to gain more information on the studies of Vygotsky.

Scaffolding is an idea that Vygotsky researched and formulated. Vygotsky was a Russian psychologist and educator, he said that educational development uses the primary function of speech communication and social contact. Vygotsky believed that learning happens in levels, starting with internalizing signs from the environment to the application of those signs in given situations. Children learn the meaning of words through continued interaction with them. It is the responsibility of the teacher to use techniques that will help students to learn and continually gain new knowledge. According to Vygotsky every student has the ability to be a learner and a leader in learning situations. Teachers, parents, and anyone generally involved in the transfer of knowledge would benefit from this article. This article would also be helpful for anyone wanting to gain knowledge about teaching and how to better understand the different ways that students grow to understand.