Theories of Development: Concepts and Applications (5th Edition) (MySearchLab Series)

By William Crain

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This engaging book, written with the help of extensive scholarship and leading scholars, introduces learners to twenty-four different theorists and compares and contrasts their theories on how we develop as individuals. Emphasizing the theories that follow and build upon the developmental tradition established by Rousseau, this text also covers theories in the environmental/learning tradition. For individuals interested in the psychology of child development.

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Editorial Review

From the Back Cover

From Locke and Rousseau to Piaget and Bandura, scholars have advanced our understanding of psychological development. In this lively and readable book, Crain introduces the concepts of a number of outstanding theorists, giving special attention to the practical applications of their thought.

This Fifth Edition features new discussions of:

- Piaget and his critics
- Freud's mechanisms of defense
- Werner and today's push for early literacy instruction
- Schachtel's views on why adults forget early childhood experiences
- The standards movement that dominates contemporary education

About the Author

William Crain is professor of psychology at the City College of New York and is the editor of the journal, *Encounter: Education for Meaning and Social Justice.* He and his wife Ellen F. Crain, a pediatrician, have three grown children.

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This fifth edition of *Theories of Development* is basically similar to the earlier editions. Its purpose, once again, is to introduce students to a variety of theorists, giving special attention to those who have contributed to that distinctly developmental perspective that began with Rousseau. The book focuses, that is, on writers who help us understand how development might arise from our inner promptings and spontaneous interests and how we might view the world differently at different stages of life.

This new edition updates several chapters. Most notably, it discusses recent critiques of Piaget's theory and the growing research that bears on Schachtel's theory of early memories. The book also suggests how Werner's holistic approach is becoming increasingly relevant, especially with respect to the current push for early literacy instruction. Werner's approach cautions us against rushing in to teach reading and writing skills at young ages. Instead, we should consider all the activities out of which literacy might more naturally emerge.

In the prior edition, published in 2000, I added an epilogue on the standards and testing movement that was sweeping the United States. I pointed out that this educational movement was focusing so exclusively on adults' goals and expectations that it was robbing children of the chance to develop their special strengths at their own stage of life. It would have been great if the standards movement had subsided since then. Instead, it has become even more powerful, causing children even more harm, as described in the revised epilogue.

Over the years, many people have contributed to this book. I would like to give special thanks to my wife Ellen. As always, she provided unwavering support and valuable insight. I also am deeply indebted to our children. It was initially by watching them that I became so impressed by the growth process I decided to

write this book about it. Our children are grown now, but they continue to offer support and ideas that mean a great deal to me.

William Crain

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