
Contents

Preface	xiii
Chapter 1. Interdisciplinary Themes	1
1.1. The question of prediction	1
1.1.1. Prediction before birth	1
1.2. Development concepts	2
1.2.1. How can we study development? The methodology	3
1.2.2. The issue of experimental mortality and retention	6
1.3. To what extent is a dialog or coming together possible between developmental psychology and psychoanalysis? Between the observable and the repressed	7
1.4. Between psychology and epidemiology, developmental psychopathology	8
1.4.1. The origins and trajectories of adaptation.	9
1.4.2. Mediation and moderation	10
1.4.3. Resilience	10
1.4.4. Confounding factors	10
1.4.5. Genetic factors	11
1.5. Childhood and culture, anthropological approaches	13
1.5.1. The phylogensis of childhood	14
1.5.2. Theoretical models on the influence of culture on development	15
1.5.3. Ethnographic approaches and monocultural analyses	17
1.5.4. The accuracy and/or extent of data	20
1.6. Childhood and family in history	21
1.7. Adolescent development and its contemporary evolution	23
1.7.1. The (psychological and biological) “dual agenda”.	23
1.7.2. Questioning the existence of adolescence.	26
1.7.3. Risk behaviors and rites of passage	28
1.7.4. The evolution of festive practices	30
1.7.5. Changes in product consumption	30
1.8. The family and its contemporary evolution	31

1.9. Social class, family income and poverty	32
1.10. Parenting and parenting styles: how do we find the “right balance”?	33
1.10.1. Knowledge of child behaviors	37
1.11. Maternal employment in early childhood	40
1.12. Child care	42
1.12.1. Child care and emotional and relational development	42
1.12.2. Child care and language.	42
1.12.3. Child care arrangements, academic success and gender	43
1.13. Ranking among siblings	44
1.14. Sibling size	45
1.15. Twins	45
1.15.1. Aspects of vulnerability.	46
1.15.2. How can we explain the differences between two monozygotic twins?	47
1.15.3. The psychological consequences of twinning.	47
Chapter 2. The Fetus and Fetal Life	51
2.1. Conception and medically assisted procreation: children born through medically assisted procreation.	51
2.2. The issue of genetic screening	52
2.3. Knowledge of the child’s sex	53
2.4. The sensory and psychological functioning of the fetus	54
2.4.1. Taste	54
2.4.2. Sleep	55
2.5. Stress and maternal psychopathology	55
2.5.1. Prenatal maternal cortisol	56
2.6. Prenatal exposures	56
2.6.1. Exposure to alcohol.	56
2.6.2. Exposure to tobacco	57
2.6.3. Pollutants and endocrine disruptors	58
2.6.4. Exposure to acrylamide.	59
2.6.5. Cadmium exposure	59
2.6.6. Exposure to caffeine	60
2.7. Microbiota	60
Chapter 3. Perinatal Care and the Infant	63
3.1. Perinatal care.	63
3.1.1. Low birth weight	63
3.1.2. Prematurity	63
3.1.3. Brain changes in mothers.	64
3.1.4. Postpartum depression or the “baby blues”.	65
3.1.5. Self-harm	66

3.2. The infant stage (0–2 years)	66
3.2.1. Introduction	66
3.2.2. The issue of breastfeeding	67
3.2.3. Taste	67
3.2.4. Thought before language	68
3.2.5. Perception	68
3.2.6. The conception of number	68
3.2.7. The perception and expression of emotions	69
3.2.8. The perception of the social world and social cognition.	69
3.2.9. Imitation	70
3.2.10. The moral sense	70
Chapter 4. What’s New in Cognition?	71
4.1. The child’s brain	71
4.2. The question of universality	71
4.3. The theory of mind	72
4.4. Metacognition	73
4.5. Mirror neurons	73
4.6. Embodied cognition	74
4.7. The issue of programming, “starter kits”, neuroplasticity and the need for an integrative approach	74
4.7.1. Starter kits	75
4.8. Vygotsky and the zone of proximal development model.	76
4.9. Contributions from the mother and father	77
4.10. Intelligence, its definition and measurements	78
4.10.1. The cerebral locations of intelligence	79
4.10.2. Intelligence and mortality.	80
4.11. The question of the “drop in level” of French children	81
4.12. Children with high potential (“giftedness”)	82
4.13. Learning disabilities, the “dys” disorders	84
4.14. Creativity	85
4.15. Moral development.	86
4.16. Language	88
4.16.1. Bilingualism	90
Chapter 5. Attachment	91
5.1. The concept of attachment	91
5.2. The biological bases and correlates of attachment	95
5.2.1. Oxytocin	95
5.3. The mother’s response to the need for attachment	96
5.3.1. Mothers of “secure” children	98
5.3.2. Mothers of “insecure avoidant” children	99

5.3.3. Mothers of “insecure ambivalent or resistant” children	100
5.3.4. Mothers of “disorganized” children	101
5.4. The father and attachment.	101
5.5. The concordance between attachment types.	104
5.6. Paternal behavior	105
5.7. Sibling attachment.	107
5.8. Attachment to objects	108
5.9. Attachment and child care	110
5.10. Attachment disorders.	110
5.10.1. Internalized and externalized disorders	110
5.10.2. Attachment as a transmission factor between maternal and child psychopathology	113
5.10.3. Attachment and alexithymia	113
5.10.4. Attachment and developmental disorders	114
5.11. Attachment, the individual and the family	117
5.11.1. Family styles.	118
5.11.2. The place in the sibling group	118
5.12. The character (or temperament) of the individual	118
5.13. Attachment and the child’s gender	120
5.14. Attachment in adolescence	121
5.14.1. The question of puberty.	121
5.14.2. From attachment to autonomy	123
5.14.3. The fate of internal operating models from adolescence onwards	124
5.14.4. Maternal and paternal transmission pathways.	126
5.15. Attachment and the Internet.	127
5.16. Attachment and risk taking	127
5.17. Attachment and addictions	128
5.18. Attachment and transgression	131
5.19. Attachment, antisocial behavior and hyperactivity	132
Chapter 6. The Differences between Boys and Girls, Gender and Stereotypes	135
6.1. Developmental data	135
6.2. Mathematics, spatial skills and stereotypes	137
6.3. Risk taking, risk perception and stereotypes.	138
Chapter 7. Health, Disease and Mortality	141
7.1. Health behaviors.	141
7.2. The issue of vaccination.	141
7.2.1. Why is there a refusal to vaccinate?	142
7.3. The age 4 health check	143
7.4. Laterality	143

7.5. Child size	144
7.6. Vision and myopia.	144
7.7. Physical activity	145
7.8. Eating behavior	145
7.8.1. Eating behavior problems	146
7.8.2. Risk factors for eating disorders	148
7.9. Anorexia	149
7.10. Obesity	149
7.10.1. Attachment security	152
7.10.2. Temperament	152
7.10.3. The mother's mental health.	152
7.10.4. Self-regulation.	153
7.10.5. Other directions and implications for obesity prevention	153
7.11. Sleep.	153
7.11.1. During childhood	153
7.11.2. In adolescence	157
7.12. Dreaming	158
7.13. Consumption of psychoactive products	159
7.13.1. Predicting addiction to alcohol or cannabis	163
7.14. Children's road safety	165
7.14.1. Changes in their mobility and security.	165
7.14.2. Intergenerational transmission of accidents, offences and driving styles	168
7.15. Emotions, emotional development and emotional intelligence.	171
7.15.1. Fear and anxiety	172
7.15.2. Emotional intelligence	176
7.15.3. Anxiety and depression	176
7.15.4. Stress and burnout at school	177
7.16. Hyperactivity	178
7.16.1. The consequences of ADHD	180
7.17. Suicide	181
7.17.1. Modes of suicide.	182
7.17.2. Geographic disparities	183
7.17.3. The sociological paradox of suicide	183
7.18. Autism.	184
7.18.1. Warning signs	184
7.18.2. Comorbidity	185
7.19. Mortality	185
7.19.1. Children under one year of age.	186
7.19.2. Children aged one to four years	190
7.19.3. Children aged five to nine years	191
7.19.4. Children aged 10–14 years	192
7.19.5. Children between 15 and 19 years of age	192

Chapter 8. Socialization and Antisociality	195
8.1. Lying	195
8.2. Lying in parents	197
8.3. Antisociality	198
8.3.1. Phylogeny and ontogeny of equality, hierarchy and dominance	198
8.3.2. The construction of the notion of transgression	200
8.3.3. The Lacanian vision of antisociality: the child between the real, the imaginary and the symbolic	201
8.3.4. Self-control	202
8.3.5. Antisocial behavior and its determinants	203
8.4. Abuse	204
8.4.1. Introduction	204
8.4.2. Cultural factors	205
8.4.3. Meta-analyses	206
8.4.4. Very long-term effects	206
8.4.5. Historical developments	207
8.4.6. Mistreatment, sexual abuse and traffic accidents.	209
8.5. Sexual abuse	210
8.6. Exposure to domestic violence	212
8.6.1. Consequences for the physical health of children and adolescents	214
8.6.2. Consequences for the cognitive and academic development of children and adolescents.	214
8.6.3. Consequences for child development according to the environmental context.	214
8.7. Foster care	215
8.7.1. Longitudinal/retrospective approach	216
8.8. Parental usage of psychoactive substances	219
8.9. Discord and separation of parents	222
8.9.1. Discord between parents	222
8.9.2. The negative effects of discord	223
8.9.3. Family (re)composition.	224
8.9.4. Divorce and its effects	226
8.9.5. Children of divorce and children of bereavement	230
8.9.6. Blended families and single-parent households	231
8.9.7. The issue of joint custody	234
8.9.8. Conclusion.	238
8.10. Peer influence.	239
8.10.1. The selection phenomenon	240
8.10.2. Peer influence and peer rejection.	241
8.10.3. Peer influence and identification	242
8.10.4. The question of popularity and its two faces	242
8.10.5. Parent–peer interactions.	242

Chapter 9. Activities and Leisure	245
9.1. Play: from act to thought	245
9.2. Sports activities: Homo Ludens... Citius, Altius, Fortius... Bread and games...	246
9.2.1. Sports: health behavior or risk behavior, social or antisocial?	247
9.3. The digital child and the issue of screens	248
9.3.1. The determinants of early exposure to screens	250
9.3.2. Mobile digital screens	251
9.3.3. The consequences of screen use for children	252
9.3.4. To conclude on screens	254
9.3.5. Recommendations regarding screens	255
9.4. Video games	256
9.5. The use of telephones	257
9.5.1. The telephone and the mother–infant relationship: “Hello, Mommy’s texting... Hello, Mommy, it hurts...”	258
9.5.2. Telephone addiction	258
9.6. Social networks (TikTok, Snapchat, Facebook, Instagram, etc.)	259
9.6.1. The importance of the visual: selfies/selfie ecstasy	261
9.7. Music	262
Chapter 10. Emerging Issues	267
10.1. Children living in same-sex parent families	267
10.2. Homeless children	271
10.3. Migrants.	272
10.4. Children of military personnel	272
10.5. Disaster psychology (wars, bombings, tsunamis, earthquakes)	273
10.5.1. Attacks	274
10.5.2. The children of Aceh (the tsunami)	275
10.6. Political influences.	275
10.6.1. Children, citizenship and politics	276
10.7. The environment (neighborhood, nature, city).	276
10.7.1. The neighborhood	277
10.7.2. Contact with nature	277
10.7.3. Urban planning	279
10.8. Cyberbullying.	280
10.9. Covid-19	282

Conclusion	289
Appendix	297
References	299
Index	311