

Index

```
academic attainment 6, 27, 47-9, 70-3,
                                                inequalities 66, 98, 100, 118, 139, 167
    97-102, 144, 146
                                                multidimensionality 13, 103, 148
  in early childhood 63, 70ff, 76,
                                                positive adjustment 11-13
       80-2, 84, 92, 120, 187
                                                stability over time 95-123
  in mid-childhood 99, 188
                                                see also individual adjustment
  at age 16, 63, 67, 70, 75,
                                              adolescence 12-13, 29, 124, 170
       98-100, 130-2, 136
                                                see also life plans; personal goals; teenage
                                                    pregnancies
  characteristics of the child 80-1, 84
  early deficits 73, 147
                                              adult outcomes 71, 105-11, 188
  and employment 108, 126
                                                employment status 109-11
  and levels of social risk 85, 99-103,
                                                highest qualifications 47, 101-3, 126,
       132, 133, 139, 144, 158
                                                     185, 191
  family characteristics 31, 81, 84
                                                psychosocial adjustment 72, 73,
                                                     106-9, 192
  gender differences 80, 92, 99
  highest qualifications 47, 101-3,
                                                social status 108-10
       126, 185
                                              age-dependency 12, 92
  influence on adult psychosocial
                                              age effects 35, 54
      adjustment 72, 73
                                              agency see bounded agency; human agency
  long-term adjustment 94-121
                                              AMOS 64, 85, 133, 150, 180, 68t
  modelling resilience processes 85-94
                                              Antonovsky, A. 7
  moderating effect of achievement
                                              arithmetic tests 187, 188
       orientations 122, 132-8
  and parenthood 53
                                              Basic Skills Agency 174, 177
  and partnerships 53
                                              BBS see British Births Survey
  reading ability 84, 86-9, 91, 187
                                             BCS70 see British Cohort Study
  social integration 82, 85, 92, 93
                                              behaviour 92
  see also academic resilience; education:
                                                behavioural adjustment 84, 92,
       aspirations; knowledge
                                                     102-4, 189
academic resilience 6, 13, 60, 91, 98, 119,
                                                biology and genetics 30, 157
    146, 151-2
                                                conduct disorder 83, 87, 103-4, 189
  person-centred approach 97-8
                                                emotional problems 84, 87, 92, 103, 104,
  specificity of effects 134-6
                                                    105, 189
adaptive functioning 150
                                                gender differences 81, 103-4
adjustment
                                                hyperactivity 93, 103-5, 189
accentuation 26, 115
                                                long-term adjustment 103-5, 186
  cascading effects 149
                                                and socio-economic background 81, 92,
  context dependency 12-13, 148-9,
                                                     103, 105
       162 - 3
                                                Rutter 'A' Scale 84, 103, 186
  as development in context 145-55
                                              behavioural genetics 30, 157
  developmental perspective 20-1,
                                             Bengston et al. 126
       149-50
                                             BHPS see British Household Panel Study
  dynamic state vs stable trait 150-5
                                             bioecological approaches 30, 155-6
```

216



Index

birth rates 51	adjustment as development in context
Blossfeld, H. 46	145–55
bounded agency 29	future directions of research 155-8
British Births Survey (BBS) 175	methodological considerations 151-5
British Cohort Study (BCS70)	risk and risk processes 8, 9, 139–40,
1–2, 94, 172, 174, 175–7,	141, 142
178–9	see also implications of findings
analytic samples 181–2	conduct disorder 84, 87, 102-4, 186
response rate 177–80	Connexions 168–70
Bronfenbrenner, U. 18, 19–20, 21, 28, 74, 156	context dependency 12–13, 25–6, 29–34, 71, 119, 146–7
Brooks-Gunn, J. 32, 57, 91	see also development-in-context;
Butler, N. 174	developmental contexts
Bynner, J. 14, 47, 142, 159, 165,	control, feeling in 54-5, 108-9, 192
170, 172	Copy-a-Design Test 187
	'Crisis Decades' 39, 71, 119
Cambridge Scale 191	CSE see Certificate of Secondary
CAPI see Computer Assisted Personal	Education
Interviewing	CTC see Communities that Care
caregiver relationship 31	cumulative effect model of resilience 76,
cascading effects 121, 147	77, 156
case stories 113-19, 120, 122, 155	
Jackie 113–14, 115, 116, 122	Department of Child Health, Bristol
Lucy 118–19	University 176
Luke 115–16	depression 54, 58, 72
Mike 117–18	development-in-context 19-20, 29, 30-5
CASI see Computer Assisted	71, 119, 145–55
Self-Interviewing	developmental contexts 29
Caspi, A. 116	developmental-contextual model of
Centre for Longitudinal Studies (CLS)	psychosocial adjustment 60–6, 61f
174, 178	assessing socio-economic risk 62-4
Certificate of Secondary Education (CSE)	concurrent risk 60, 71, 141
188–9, 191	continuities 61, 70, 141
challenge model of resilience 76, 146	cumulative risk effects 58, 61, 71,
Child Health and Education Study	137, 141
(CHES) 176	in BCS70 69–74
childlessness 51	in NCDS 69–74
children	indicator variables 62, 63, 182–9
individual characteristics 80–1, 84,	inequalities in adjustment 66, 98, 100,
92, 94	118, 139, 167
'sensitive periods' 167	modelling strategy 64
see also adolescence	pathways 58, 66–73
Children's Fund 168	period effects 35, 71
Cicchetti, D. 78, 156, 162	prevalence of social risk
Clausen, J. A. 116	indicators 65
CLS see Centre for Longitudinal Studies	selection effects 58, 61, 72
cohabitation 50, 110–11	social causation 58, 61, 72
cohort effects 35, 54	transition from adolescence to
cohorts 2, 34–5, 170–5	adulthood 72–3, 100–1,
Communities that Care (CTC) 166	105–11, 134–6
compensatory processes 76, 77, 146	developmental-contextual systems
Computer Assisted Personal Interviewing	model 18–36, 60–6
(CAPI) 175	distal context 28, 32, 140
Computer Assisted Self-Interviewing	ecological approaches 19–20, 156,
(CASI) 175	163, 169
conclusions 141	embeddedness 23 25 28 60 74 146

217



218 Index

developmental-contextual systems model (cont.) equifinality 21 family influences 30–2 individual characteristics 28–30 institutions 32–3 life-course perspective 22–7 multifinality 21 multiple levels of influence 18, 20, 28, 36, 147 neighbourhoods 32	employment 33, 40, 109–11 and academic achievement 126 adult status 109–11 gender 41–3, 44, 49, 109, 110 insecurity 40 intergenerational social mobility 43–4 new technologies 45 occupational status 42–4, 109, 182, 188 parental aspirations 131, 187 social change 40–5 teenage preferences 126, 129, 131, 134,
proximal processes 28, 32, 64, 140 self-regulating developing systems 21–2 spheres of influence 28, 36 structural-organisational perspective 20–1 transitions and turning points 26–7, 115	136–8, 148, 190 unemployment 34, 40–1, 42, 109 working hours 119 youth 41, 49 English Picture Vocabulary Test (EPVT) 187
wider socio-historical context 34 developmental psychopathology 2–3, 20 distal context 28, 32, 140 divorce 50 Draw-a-Man Test 187	ESDS see Economic and Social Data Service ESRC see Economic and Social Research Council Evans, K. 29
Duncan, G. J. 91 ecological approaches 18, 19–20, 21, 156, 163, 169 ecological fallacy 168 Economic and Social Data Service (ESDS) 178 Economic and Social Research Council (ESRC) xix, 174, 177 Edinburgh Reading Test 188 education aspirations 126, 127, 134, 136, 138, 148, 189 changing patterns 34, 45–9	families caregiver relationship 31 characteristics 14, 31, 81, 84, 92–4 influences 30–2 linked lives 24, 31, 122 moving house 92, 93, 186 nuclear family 52 single-parent families 53 size 51 stepfamilies 53 type 52–3 see also parenthood; partnerships Ferri, E. 51–3, 172, 175
gender differentials 48–9, 128 inequalities of opportunity 40, 46–8, 125 parental aspirations for child 128, 131, 134, 136, 190 parents' involvement in 80, 93, 134, 190 positive experiences 114, 147 post-16 education 45, 46, 47, 49, 101–3, 126, 138 vocational education 46, 191 youth training schemes 46, 47, 49 see also academic attainment; academic resilience; knowledge; schools; teachers Education Act (1944) 38 Elder, G. H. 3, 18, 22–4, 81, 96–7, 116, 136 emotional problems 84, 87, 92, 103–5, 189	GCE see General Certificate of Education GCSE see Certificate of Secondary Education gender academic attainment 80, 92, 99, 132, 134, 136 aspirations and social class 138 behavioural adjustment 80, 104 education 48–9, 128, 134 employment 41–3, 44, 49, 109–10, 136 future research 157 partnerships 111 personal goals 120, 126, 129, 134, 145 psychological well-being 54, 106, 108 socio-economic adversity 80, 136, 155 transitions 121



Index 219

General Certificate of Education (GCE) Joseph Rowntree Foundation 166 188-9, 191 General Household Survey 175 Kerckhoff, A. C. 183 Ginzberg, E. 29 Klebanov, P. K. 91 'Golden Age' 37 knowledge 39 Gordon, E.W. 11 Gottfredson, L. S. 131 labour market see employment Laub, J. H. 167 Great Depression 3, 24, 81 life-course theory 22-7 Harris-Goodenough Test 187 key principles 23-4 Hartup, W. W. 29 principle of historical time and place 24, HDI see Human Development Index 37, 120, 142 Head Start 168 principle of human agency 24, 28, 29, Hobsbawm, E. J. 2, 37, 39 97, 113, 120, 122-4, 138 human agency 24, 28, 29, 97, 114, 121, principle of linked lives 24, 31, 97, 122 122-4, 138 principle of timing 24, 96-7, 120 Human Development Index transitions and turning points 26-7, 115, (HDI) 39-40 121, 167 hyperactivity 84, 93, 103-5, 189 life-cycle approach 23 life plans 29, 114, 124, 189 ICCS see International Centre for Child planful competence 116, 124 Studies see also personal goals implications of findings 159-71 life satisfaction 54, 106-8, 192 context 164-5 life stories see case stories developmental focus 166-8 linked lives 24, 31, 97, 114, 122 emphasis on strengths 163 living systems 21–2 focus on resources 160, 161-2 longevity 39 focus on risk 160-1 Luthar, S. S. 78, 105, 156, 162 holistic approach 165-6 opportunities for development 169-70 Malaise Inventory 54, 105, 192 marriage 49, 50, 52, 111 sustainability of programmes 168 Masten, A. S. 12, 146 targeting 168-9 underlying processes 164 mathematics tests 188 income 39 measurement model 61 Medical Research Council (MRC) indirect social selection hypotheses 58 individual adjustment 57-74 174, 175 developmental-contextual model 60-6 mentoring 170 and societal progress 121 methodology age effects 35 theoretical perspectives 57-9 timing of risk experiences 59-60 case stories 155 cohort effects 35 individual characteristics 14, 15, 28-30, 79, 92, 148 conclusions 151-5 behaviour 84, 92, 189 cross-cohort comparison 34-5, 36, biological dispositions 30 150, 151 bounded agency 29 effect size of parameter estimates 183 human agency 24, 28, 29, 97, missing data 152, 177-9 114, 121 path analysis 135 individualisation 109, 121, 145 pathways model 58, 66-73 inequalities in adjustment 66, 98, 100, 118, period effects 35, 71 139, 167 person-centred approaches 96, 151-2 inner cities 32 qualitative approaches 155 institutions 32-3 regression models 85, 151 interaction effect model 76, 77 structural equation modeling 64, International Centre for Child Studies 150, 179 use of longitudinal data 25, 34-5, 36, (ICCS) 176

151 - 3

interventions see implications of findings



220 Index

educational aspirations for child 128, methodology (cont.) 131, 134, 136, 190 values and meaning 13, 15, 154-5 variable-based approaches 153 employment aspirations for child 131 see also variables involvement in education 93, 134, 190 reading to child 92, 93, 187 models of resilience 76-7 parenthood 49-53 challenge model 76, 146 compensatory model (see cumulative age at first child 52, 111, 122 births outside marriage 52 effect model) childlessness 51 cumulative effect model 76, 77, 156 educational attainment and 53 interaction effect model 76, 77, 76, 151 protection model (see interaction family size 51 effect model) family type 52-3 lone mothers 52, 53 Mother and Child Survey 174 motivation 29, 132 parenting styles 93 MRC see Medical Research Council single parents 52 social class 10, 185 multiple risk indicators 62-4, 142 teenage pregnancies 52 National Birthday Trust Fund 172, 175 see also families; parental support and involvement National Child Development Study (NCDS) 1-2, 125, 172-5, 177 Parsons, S. 81 partnerships 49–53, 111, 122 analytic samples 181-2 response rate 177-8 cohabitation 50, 110-11 divorce 50 sample attrition 178-9 educational attainment and 53 National Children's Bureau (NCB) 172, 173 family type 52-3 National Foundation for Educational implications for parenthood 51-2 Research (NFER) 87 marriage 49, 50, 52, 111, 113 serial monogamy 52 National Health Service 38 single-person households 50 Central Register 179 National Institute of Child Health and see also families; parenthood Peabody Picture Vocabulary Test 84 Development 174 National Longitudinal Survey of Youth perceptual-motor ability test 187 (NLSY) 91, 174, 175 Perinatal Mortality Survey (PMS) 172 National Survey of Health and period effects 35, 71 Development (NSHD) 174, 175 person-environment interactions 16, 17, National Vocational Qualifications 19, 23, 27 personal goals 124-40 47, 191 NCB see National Children's Bureau ambition 126 NCDS see National Child Development aspiration gradient 130-2 changing life plans 125-6 Study neighbourhoods 14, 32, 164 educational aspirations 126, 127, 134, 136, 138, 148, 189 NFER see National Foundation for Educational Research employment aspirations 126, 129, 131, 134, 136-8, 148, 190 NLSY see National Longitudinal Survey of gender 126, 129, 134 NSHD see National Survey of Health and moderating effect of achievement Development orientations 132-8, 140 NVQ see National Vocational Qualifications and socio-economic background 130 - 2Office for National Satistics 42, 174 see also life plans old age 12 personality traits 16-17, 148-9 Osborn, A. F. 77, 92 Pilling, D. 125 Pittman, K. 167 planful competence 116, 124 parental age 15, 52

Plowden Committee 172

positive adjustment 11-12, 13, 143-8

190 - 1

parental support and involvement 147,



Index 221

Problem Arithmetic Test 187 compensatory processes 76, 77, 146 protective factors 14-15, 19, 75-94, 146 content/context specificity 159 academic attainment in early childhood continuity and change 96-7 80-2, 84, 92, 120 critique 15-17 classification of interaction effects 78-9 cumulative effect model of resilience 76, family characteristics 14, 81, 84, 92 77, 156 definitions 6-8, 12, 146, 155, 171 individual attributes 14, 15, 80–1, 92 dynamic state 95-7, 120, 122, 150-5 modelling resilience processes 85-94 models of resilience 76-7, 156 ecological perspective 19-20, 156, non-universality of protective factors 79 163, 169 social integration 14, 82, 85, 186 interaction effect model 76, 77, 151 Social Risk Index 83-5 multidimensionality 149 and socio-economic risk 82-3 person-centred approach 97-8, terminology 77-9 151 - 3timing 167 processes 146-7 and vulnerability factors 77-8 reasons for study 5-6 proximal processes 15, 28, 30, 64, 140 research 2-3, 7-8, 159 psychological well-being 15, 54–5 as trait or process 16-17, 148-9 triarchic framework 14-15, 19 in adulthood 72, 73, 106-9, 192 variable-based approach 151 depression/psychological distress 54, see also academic resilience; adjustment; 106, 192 models of resilience feeling in control 55, 108-9, 192 resiliency 16 gender 54, 106-8, 192 resources 160, 161–2 life satisfaction 54, 106-8, 192 RGSC see Registrar General's Social Class social class 55, 108, 109 Rigsby, L. C. 5, 8 see also developmental-contextual model risk 8-11 of psychosocial adjustment cumulative risk processes 143-4 defining 8-10, 62, 139-43 Quinton, D. 114 multiple risk factors 142 plurality of meaning 10-11 reading policy focus 160-1 ability 84, 86-9, 91, 97, 187 socio-historical context 144-5 parent to child 92, 93, 187 statistical vs actual risk 9-10 see also reading tests variability in exposure 9, 162 reading tests 187, 188 see also socio-economic adversity Edinburgh Reading Test 188 Royal College of Obstetricians and English Picture Vocabulary Test Gynaecologists 175 (EPVT) 187 Rutter, M. 3, 20, 77, 78, 114, Peabody Picture Vocabulary Test 84 146, 192 Rutter, 'A' Scale 83, 102, 186 Southgate Reading Test 84, 187 recession 39 Registrar General's Social Class (RGSC) salutogenesis 7 42-3, 136, 185, 191 Sampson, R. J. 167 research Schneider, B. 126 on adults 157 schools 32-3, 167-8, 170

adjustment as development in context Development 126 social causation hypothesis 58

biology and genetics 157

future directions 155-8

gender differences 157 interdisciplinary 158

resilience 2–3, 7–8, 159 risk 3, 155–8, 159

social change 158 resilience 1, 7, 74, 144

see also academic attainment; education;

self-regulating developing systems 21-2

teachers selection hypothesis 58

single-parent families 53 single-person households 50, 110

Sloan Study of Youth and Social

Shavit, Y. 46



222 Index

social change 2, 34, 37–56 education 34, 45–9 labour market 40–5 partnerships and parenthood 49–53 psychological well-being 54–5 research 158 United Kingdom 37–9	SSRU see Social Statistics Research Unit stepfamilies 53 Stevenson, D. 126 structural-organisational perspective 20–1 Sure Start 168 systems theory 21
9	towasting 160 0
social class	targeting 168–9
in adulthood 136–8, 139, 191	teachers 14, 33, 147
aspirations 138	technology 45, 126
gender 138	teenage pregnancies 52
parental social class 10, 43–4, 185	see also adolescence
psychological well-being 55, 108, 109	temperamental factors 81
social exclusion 5, 11, 166	timing 24, 59–60, 96–7, 120
social inequality 40, 41, 66, 98, 100, 118,	transitions 26–7, 33, 96, 116, 120
139, 167–8	accentuation principle 116
educational opportunity 40, 46–8	and social change 34, 71–2, 119–20,
social integration 14, 82, 85, 186 child's contact with other	136, 142–3 gender 121
children 186	
family moves 92, 93, 186	human agency 24, 28, 29, 97, 114, 121, 124–6, 140
social mobility 43–4	time and place 24, 95–6, 118,
social policy see implications of findings	120, 165
social risk index of childhood adversity	timing 24, 59–60, 96–7, 120, 121, 167
83–5	youth transitions 125–6
distribution of resources 85	turning points 66, 98, 100, 118,
social security 169	139, 167
Social Statistics Research Unit (SSRU)	155, 107
173, 174, 177	UK Data Archive (UKDA) 177, 178
social status see social class	Ungar, M. 11, 155
socio-economic adversity 5, 9, 27, 142	United Nations Development Programme
and behaviour 81, 92, 103, 105	(UNDP) 39
definition 9, 97	United States
gender 80, 136	income inequality 40
long-term influence 31, 57–74,	National Institute of Child Health and
122, 150	Development 174
specificity of effects 134-6	National Longitudinal Survey of Youth
theoretical perspectives 57-9	(NLSY) 91, 174, 175
timing 59–60	
socio-historical context 34, 120, 121,	von Bertalanffy, L. 21
144–5	
Song, L. D. 11	Werner, E. E. 2, 3, 14, 95
South-West Region Survey 176	
Southgate Reading Test 84, 187	youth training schemes 46, 47, 49
Sroufe, L. A. 20	Youthscan 176