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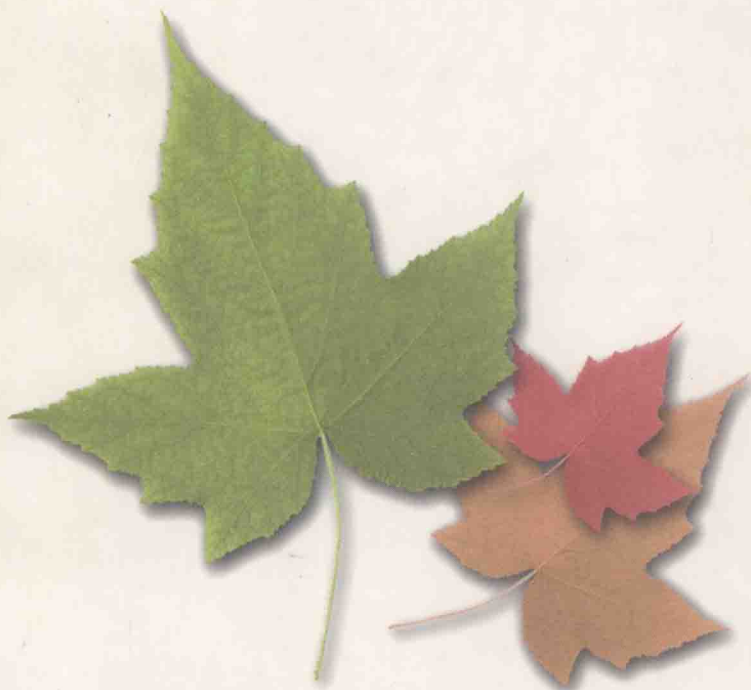


# DEVELOPMENT ACROSS THE LIFE SPAN

# 发展心理学

## 一生的发展

第 3 版



[美] Robert S. Feldman 著



北京大学出版社  
PEKING UNIVERSITY PRESS



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PEARSON  
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# 出版说明

培文书系心理学英文影印系列旨在面向心理学领域的师生和广大心理科学的从业者和爱好者,推介国外心理学领域的英文原版专著和教材,使我国读者能够接触到原汁原味的第一手资料。

需要重申的是,作者本人的有些观点和结论尚需商榷,有些甚至是不可取的,为此提请读者加以甄别。书中的观点均不代表出版社观点。

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# 前言

本书讲述了一个故事，一个关于我们自己、我们父辈和我们后代的生活的故事。这是一个关于人类的故事，从中我们可以看到一个人如何成长为他自己、如何走完他的一生。

与其他学科不同的是，人生发展研究讲述的是非常贴近我们个人生活的事情。它涵盖了一个人从被孕育直到死亡的整个历程。虽然这门学科也借助和采用各种概念、观点和理论，但它的核心是人——我们的父母、朋友、熟人和我们自己。

《发展心理学：一生的发展》力求以一种能够激发、培养并塑造读者兴趣的方式，来讲解该学科的精髓。我们希望本书能够引发学生对该学科的兴趣，引导他们用该学科的观点看世界，让他们理解有关人生发展的问题。通过介绍人生发展研究的成果、现状以及未来的发展趋势，我们希望学生即使在结束对该学科的正式学习之后很长时间内，仍能保持对它的浓厚兴趣。

## 第3版概要

《发展心理学：一生的发展》(第3版)与旧版本的相同之处是：对人生发展研究进行了广泛介绍，全面覆盖了个体的毕生历程。本书内容丰富，不仅阐释了该学科的基本理论和研究，而且还突出了它的实际运用。全书按时间顺序展开，逐一叙述了个体一生的全部发展阶段：胎儿期、婴幼儿期、学龄前期、儿童期、青春期、青年期、中年期和老年期。每个发展阶段都分别从生理、认知、社会和人格发展角度进行了阐述。

本书希望达成以下四个主要目标：

- 首要的目标是：对人生发展研究作全面、均衡的概要介绍。读者可以从书中了解到该学科的理论、研究和应用，以及该学科的传统研究和近期的创新与发展。本书尤其重视理论的实际应用问题，特别介绍了该学科专家如何运用理论和研究来帮助解决重大社会问题。
- 第二个目标是将人生发展这门学科和学生的现实生活联系起来。该学科的研究发现在很大程度上与学生有关，本书揭示了这些研究发现的现实意义，所举的例子都与当今世界息息相关。这些例子来自新闻时事以及该学科在当前生活中的运用。书中选取了大量日常生活情景，读者从而能生动直观地理解现实生活与人生发展研究的关系。
- 第三个目标是展示不同文化社会下人生发展的异同。关于多元化（种族、民族、性别、性取向、宗教信仰、文化差异）差异的资料贯穿始终。此外，每章至少包含一节“发展多元化”的内容。这些内容安排的目的都是为了使读者了解：与人生发展有关的文化因素如何使当今全球各类不同的社会结合起来，又如何使它们相互区别。
- 最后一个目标隐含在前三个目标中，即吸引学生去了解人生发展研究，让他们感到这个学科是平易近人的、有趣的。因为它与我们的生活有如此紧密的联系，所以不论教授还是学习这门学科都充满了乐趣。我们每个人都会走一条属于自己的发展道路，所以我们都会以自己的方式与书中的内容发生联系。《发展心理学：一生的发展》希望激发并培养学生的兴趣，播下一粒在读者的生命中能够生长并开花结果的种子。

为了实现这些目标，本书尽力做到界面友好。在写作时，采用了一种直接的、类似对话的风格，让读者在阅读时感到似乎在与作者对话。为了使不同兴趣和动机水平的学生都能理解和掌握书中的内容，在编写本书时运用了多种教学手法，以促进学生对内容的掌握，并引发他们批判地思考书中的内容。

简而言之，本书整合了理论、研究和应用，以尽可能全面地介绍人生发展这一学科。此外，本书着重于“此时此地”的面貌，并不强调该学科的历史，即使谈及既往，其目的也是为了更好地描述该学科的现状和未来的发展演变。类似的是，在介绍经典研究时，其侧重点也在于当前的研究发现和趋势。

希望《发展心理学：一生的发展》成为一本被读者收藏的书，一本当读者思考“人如何成为他自己”这一类令人着迷的问题时，会从书架上取下来阅读的书。

## 第3版新增内容

基于众多评论者给出的意见和建议,《发展心理学:一生的发展》(第3版)进行了全面修订。主要的改动有:

### ■增加了最新资料

本版加入了大量最新资料和信息,例如下列领域的研究进展:大脑发育、人类基因组、认知发展、人生发展研究的文化方法等。总体上,新增了数百条引文,大多摘自近三年发表或出版的文章和书籍。

本版尤其关注对中老年发展阶段的阐述。此外,还增加了有关遗传学和大脑发育的最新资料,以反映这些研究领域的飞速发展。

每一章都有新增的内容。从以下新增或修订后的主题中,读者可以看到本版内容的前沿性:

人类基因组

人类基因数

非器质性成长不能

示能特征

引申与外显的语言风格

协调同步

表观遗传学理论

对儿童使用抗抑郁药品

快速映射

情绪调控

青春期提前

大脑发育

促肾上腺皮质激素(CRH)

童贞誓言

善意性别歧视

情商

心理神经免疫学

专长

遗憾

雌激素缺失

年龄层

被动和主动安乐死

### ■为促进学生批判性思考和内容掌握而进行的修订

对前一版的评论有一个共同点:教员们都很关心学生是否能透彻掌握书中的内容,是否有足够的空间启发他们批判地对待这些资料。本版为此进行了细微的改动,以增强本书在这个方面的特色:

- 在图题旁附加了思考题。许多有助于启发思考的问题被增加到图片和图表的标题

之下，以帮助学生更深入地思考这些资料，将这些图表资料与书中讲解的概念联系起来。

- **阶段过渡部分。**在每一块主要内容的结尾部分增加了一个用于过渡的小节，以帮助理解前后两个人生发展阶段之间的联系。

## 教学辅助材料

《发展心理学：一生的发展》(第3版) 配有一套出色的教学辅助材料。

### ■ 为教员准备的资料：

《最新Prentice Hall儿童发展观察》(第一卷)，作者David Daniel。与本书配套出售的这张光盘，生动展现了书中讨论的30多个关键概念。光盘中的每个短片均播放两遍：第一遍介绍并演示概念，第二遍则对片中的关键部分进行描述，然后对学生进行测试，考察他们是否真正理解了刚才观看的资料。无论教员是否在教学过程中安排了学生的观察活动，这张光盘都能为学生提供机会去了解生活中的儿童。

《教员资源手册》，Mesa社区大学的Susan Horton著。这本教员手册为新老教员准备了丰富的资料。每一章包括学习目标、关键术语和概念、每章概要、教学建议、课堂演示和活动、小组活动、思考练习、作业布置、写作练习、推荐电影和录像片以及课堂分发材料。

**最新教员资源光盘。**这张光盘整合了所有第三版的教员资源，便于使用，对教员来说是一个非常有价值又省时的辅助材料。光盘包含教学讲课资料，其中包括从《最新Prentice Hall儿童发展观察》中节选的片断、每章的幻灯片演示资料以及图表等。另外还包括《教员资源手册》和《测验题集》的电子文档。

**Prentice Hall发展心理学彩色幻灯片。**专为讲课设计的大型彩色投影幻灯片，将书中的视觉资料放大并以各种新的方法呈现，可为课堂教学增加视觉吸引力。

《测验题集》，由Lake-Sumter社区大学的Carolyn Meyer编写。该题库有3000多道多选题、正误题、简答题和问答题，测查学生的事实性、应用性和概念性知识。

**Prentice Hall测验管理者。**这是市场上最畅销的测验编写软件，有Windows和Macintosh两种形式。每种都包含评分手册、在线测验以及多种编写测验的辅助工具。



该软件还配有全面技术支持和“测验请求”电话服务。

**最新心理学中央网站**，网址为[www.prenhall.com/psychology](http://www.prenhall.com/psychology)。教员专用，凭密码登录，可立即获取在线的Prentice Hall心理学补充资料。在这里，你可以找到发展心理学等多门心理学课程的多种教学资源。从这个网站你可以下载本书以下重要补充资料：《教员资源手册》、《幻灯片》、《每章艺术资料和特定的PowerPoint演示资料》。请联络你的Prentice Hall销售代表以获取用户名和密码。

**人文学科影片**。这是选自内容丰富的人文学科影库、有关发展心理学多个主题的录像集。请联络你的Prentice Hall销售代表以获得录像片名清单。

**ABC新闻/Prentice Hall影像图书馆**。由获奖新闻节目的节选片断组成。获奖节目如“早安，美国”、“晚间新闻”、“20/20”和“晚间世界新闻”等。这些录像片讨论的都是当今的社会问题，可作为教学的开场白。

- 《儿童与少年发展》2002年最新刊物

- 《人类发展》1999年第四系列丛书

**在线课程管理**。对喜欢在教学中使用因特网和进行在线课程管理的教授，Prentice Hall提供完全量身定做的BlackBoard在线课程以及采用BlackBoard为平台的Pearson课程指南针。请联络你的Prentice Hall销售代表或浏览[www.prenhall.com/demo](http://www.prenhall.com/demo)以获取更多信息。

## ■ 为学生准备的资料：

**最新Prentice Hall儿童发展观察（第一卷，光盘）**，作者David Daniel。与本书配套出售的这张光盘，生动展现了书中讨论的30多个关键概念。光盘中的每个短片均播放两遍：第一遍介绍并演示概念，第二遍则对片中的关键部分进行描述，然后对学生进行测试，考察他们是否真正理解了刚才观看的资料。无论教员是否在教学过程中安排了学生的观察活动，这张光盘都能为学生提供机会去了解生活中的儿童。

**《学习指南》**。由Lake-Sumter社区大学的Carolyn Meyer编写，其目的是帮助学生尽可能多地掌握本书内容。该书每一章都包括学习目标、关键名称和术语、课前课后测验、程序化复习指导、思考题和答案。

**[www.prenhall.com/feldman](http://www.prenhall.com/feldman) 伙伴网址**。这个免费的在线学习指南包含每章复习资料、测验练习题、课程研究项目等。

**《最新Prentice Hall在线资源评估指南：心理学，2003年》**。在这个指南的帮助

下,学生可以方便地查询众多与心理学有关的网站,并评估网上资源。现在还可以免费使用《内容选择》,这是一个供心理学系学生使用的、个性化的研究数据库。这个网上指南由Prentice Hall和EBSCO(世界领先的在线杂志订阅管理服务商)共同开发,学生可以方便地检索、阅读大量当今的出版物和流行的心理学期刊。

## 致谢

我想在此对以下评阅者表示感谢,他们给本书提供了很多宝贵的意见和建议,也给了我很大的鼓励:

R. Stockton大学的Nancy L. Ashton, Detroit Mercy大学的Libby Balter Blume, Averett大学的Bobby Carlsen, Onondaga社区大学的Ingrid Cominsky, Emporia州立大学的Amanda Cunningham, 北阿拉巴马大学的Felice J. Green, 得克萨斯A&M大学(Corpus Christi)的Mark Hartlaub, 马萨诸塞大学(Lowell)的Kathleen Hulbert, 密歇根中央大学的Susan Jacob, 康涅狄克中央州立大学的Laura Levine, Washburn大学的Pamelyn M. MacDonald, Mesa州立大学的Jessica Miller, 南加州Vanguard大学的Shirley Albertson Owens, Emporia州立大学的Stephanie Weyers, 阿肯萨斯州立大学的Karen L. Yanowitz。

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在我成为教授以后,我继续深造。感谢马萨诸塞大学的同事们,是你们让那里成为一个教学和科研的胜地。

在本书完成的过程中,有几个人扮演了非常重要的角色。Edward Murphy用他作为编辑的慧眼调控了整个过程。Christopher Poirier协助我进行研究,我很感谢他的帮助。最重要的是,John Graiff协调了本书写作过程中方方面面的事务,我非常感谢他所起的关键性作用。

我感谢Prentice Hall超级优秀的团队,他们在本书开始构思以及成型的过程中给予了很大的帮助。资深编辑Jennifer Gililand始终密切关注着这个项目,不断展示出她非同寻常的洞见和创造性。Laura Pearson和Phil Miller不断对我提供支持。Sheralee Connors作为责任编辑,提供了大量宝贵的意见,使本书增色不少。在本书印制的过

程中，印刷主管Bruce Hobart和图片编辑Francelle Carapetyan的努力，使本书的外观看起来独具匠心。最后，我希望提前感谢市场营销经理Sheryl Adams，我需要依靠她营销的技巧。

我还希望对我的家人表示感谢，他们在我的生命中扮演了如此重要的角色。我的兄弟Michael、我的内弟、我的弟妹们、我的侄子侄女们，都是我生命中重要的一部分。此外，我始终忘不了父辈们对我的恩情，他们始终激励我不断前进。我将永远对Ethel Radler, Harry Brochstein和逝世的Mary Vorwerk心存感激。尤其是我逝世的父亲Saul Feldman和我的母亲Leah Brochstein。

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罗伯特·费尔德曼  
(Robert S. Feldman)

马萨诸塞大学，Amherst

# Preface

This book tells a story: the story of our lives, and our parents' lives, and the lives of our children. It is the story of human beings and how they get to be the way they are.

Unlike any other area of study, lifespan development speaks to us in a very personal sense. It encompasses the range of human existence from its beginnings at conception to its inevitable ending at death. It is a discipline that deals with ideas and concepts and theories, but one that above all has at its heart people—our fathers and mothers, our friends and acquaintances, our very selves.

**Development Across the Life Span** seeks to capture the discipline in a way that sparks and nurtures and shapes readers' interest. It is meant to excite students about the field, to draw them into its way of looking at the world, and to build their understanding of developmental issues. By exposing readers to both the current content and the promise inherent in lifespan development, the text is designed to keep interest in the discipline alive long after students' formal study of the field has ended.

## Overview of the Third Edition

**Development Across the Life Span, third edition**—like its predecessors—provides a broad overview of the field of human development. It covers the entire range of the human life, from the moment of conception through death. The text furnishes a broad, comprehensive introduction to the field, covering basic theories and research findings, as well as highlighting current applications outside the laboratory. It covers the life span chronologically, encompassing the prenatal period, infancy and toddlerhood, the preschool years, middle childhood, adolescence, early and middle adulthood, and late adulthood. Within these periods, it focuses on physical, cognitive, and social and personality development.

The book seeks to accomplish the following four major goals:

- 1 First and foremost, the book is designed to provide a broad, balanced overview of the field of lifespan development. It introduces readers to the theories, research, and applications that constitute the discipline, examining both the traditional areas of the field as well as more recent innovations. It pays particular attention to the applications developed by lifespan development specialists, demonstrating how lifespan developmentalists use theory, research, and applications to help solve significant social problems.
- 2 The second goal of the text is to explicitly tie development to students' lives. Findings from the study of lifespan development have a significant degree of relevance to students, and this text illustrates how these findings can be applied in a meaningful, practical sense. Applications are presented in a contemporaneous framework, including current news items, timely world events, and contemporary uses of lifespan development that draw readers into the field. Numerous descriptive scenarios and vignettes reflect everyday situations in people's lives, explaining how they relate to the field.
- 3 The third goal is to highlight both the commonalities and diversity of today's multicultural society. Consequently, the book incorporates material relevant to diversity in all its forms—racial, ethnic, gender, sexual orientation, religion, and cultural diversity—throughout every chapter. In addition, every chapter has at least one

# Special Features

## Development Across the Life Span, Third Edition

### PROLOGUE: A BRAVE NEW WORLD



These six microscopic cells hold immense promise as the first cloned human embryo.

It was not much to look at: a blob-like mass of six cells, visible only through a microscope. But what these cells represented was nothing short of revolutionary: the first cloned human embryo (Cibelli, Lanza, & West, 2002).

### CHAPTER-OPENING PROLOGUES

Each chapter begins with a short vignette, describing an individual or situation that is relevant to the basic developmental issues being addressed in the chapter. For instance, the chapter on birth describes several actual births; one of the chapters on adolescence provides an account of Cedric Jennings' life as a student in an inner-city school; and a chapter on late adulthood discusses the lives of Eva and Joseph Solymosi, married for more than seven decades.

### LOOKING AHEAD SECTIONS

These opening sections orient readers to the topics to be covered, bridging the opening prologue with the remainder of the chapter and providing orienting questions.

### Looking Ahead



The Buchkoviches took the risk, and it appears to have paid off: Although Ethan has shown some developmental delays, he's just a bit behind schedule.

Operations on unborn children are becoming nearly routine as scientists learn more about the course of development prior to birth. In this chapter, we'll examine what developmental researchers and other scientists have learned about ways that heredity and the environment work in tandem to create and shape human beings. We begin with the basics of heredity, examining how we receive our genetic endowment. We'll consider a burgeoning area of study, behavioral genetics, that specializes in the consequences of heredity on behavior. We'll also discuss what happens when genetic factors cause development to go

### From Research to Practice

#### Using Research to Improve Public Policy

*Do children benefit from preschool?*

*What is the best approach to reducing the number of unwed teenage mothers?*

*Does research support the legalization of marijuana?*

findings from developmental researchers. For example, research revealed that children with developmental disabilities benefit from exposure to children without special needs, ultimately leading to passage of national legislation mandating that children with disabilities be placed in regular school classes as much as possible.

### FROM RESEARCH TO PRACTICE

Each chapter includes a section that describes current developmental research or research issues, applied to everyday problems. For instance, these sections include discussions of ways of dealing with violence, training parents, and reversing intellectual declines in the elderly.

### DEVELOPMENTAL DIVERSITY

Every chapter has at least one "Developmental Diversity" section incorporated into the text. These sections highlight issues relevant to today's multicultural society. Examples of these sections include discussions of cross-cultural differences in relationships, developing racial and ethnic awareness in childhood, adolescent race segregation, and racial differences in IQ and The Bell Curve controversy.



### Developmental Diversity

#### Cultural Differences in Physical Arousal: Might a Culture's Philosophical Outlook Be Determined by Genetics?

The Buddhist philosophy, an inherent part of many Asian cultures, emphasizes harmony and peacefulness, and suggests that one should seek the eradication of human desire. In contrast, some of the traditional philosophies of Western civilization, such as those of Martin Luther and John Calvin, accentuate the importance of controlling the anxiety, fear,

## The Informed Consumer of Development Keeping Children Fit

Here is a brief portrait of a contemporary American: Sam works all week at a desk and gets no regular physical exercise. On weekends he spends many hours sitting in front of the TV, often snacking on sodas and sweets. Both at home and at restaurants, his meals feature high-calorie, fat-saturated foods. (Segal & Segal, 1992, p. 235)

Although this sketch could apply to many adult men and women, Sam is actually a 6-year-old. He is one of many

▶ Encourage the child to find a partner. It could be a friend, a sibling, or a parent. Exercising can involve a variety of activities, such as roller skating or hiking, but almost all activities are carried out more readily if someone else is doing them too.

▶ Start slowly. Sedentary children—those who haven't habitually engaged in physical activity—should start off gradually. For instance, they could start with 5 minutes of exercise a day, 7 days a week. Over ten weeks, they could move toward a

## INFORMED CONSUMER OF DEVELOPMENT

Every chapter includes information on specific uses that can be derived from research conducted by developmental investigators. For instance, the text provides concrete information on how to optimize the prenatal environment, how to assess language development, how to select a day-care provider, how to use discipline effectively, how to choose a career, and how to care for people with Alzheimer's disease.

## SPEAKING OF DEVELOPMENT

Each chapter includes an interview with a person working in a field that uses the findings of life-span development. Among those interviewed are a toy designer, the chief of the marriage and family statistics branch of the U.S. Census Bureau, a former U.S. Secretary of Education, a child-care provider, a director of senior citizens programs, and others.

## SPEAKING OF DEVELOPMENT



### Helen Shwe, Toy Designer Consultant

**EDUCATION:** BA, Cognitive Science, University of Rochester, New York; MA & PhD, Developmental Psychology, Stanford University, California.

**HOME:** Redwood City, California

**T**oys have traditionally been provided to children for entertainment, but over the years it has become apparent that what were once considered mere playthings have become important components of a child's development. As a result, toy researchers and designers, like Helen Shwe, are designing

For children around age 3, Shwe explained, you try to have a toy that will "allow multiple children to play with it: a toy that will encourage social interaction and cooperation. Fantasy and pretend play is popular, and you would want to bring some of that into the design.

"For example, a social action toy will allow children to compose a song together. One would push a button to add one phrase, and the other child would add another musical phrase," she said.

One area of toy design that has grown quickly over the past 5 years has been that of incorporating technology into toys.



## Review and Rethink

### REVIEW

- In humans, the male sex cell (the sperm) and the female sex cell (the ovum) provide the developing baby with 23 chromosomes each.

### RETHINK

- What are some ethical and philosophical questions that surround the issue of genetic counseling? Might it sometimes be unwise to know ahead of time about possible ge-

## REVIEW AND RETHINK SECTIONS

Interspersed throughout each chapter are three short recaps of the chapters' main points, followed by questions designed to provoke critical thinking.

## RUNNING GLOSSARY

Key terms are defined in the margins of the page on which the term is presented.

**information processing approaches** the model that seeks to identify the ways individuals take in, use, and store information

**sociocultural theory** the approach that emphasizes how cognitive development proceeds as a result of social interactions between members of a culture

**Information Processing Approaches.** Information processing approaches have become an important alternative to Piagetian approaches. Information processing approaches to cognitive development seek to identify the ways individuals take in, use, and store information.

Information processing approaches grew out of developments in the electronic processing of information, particularly as carried out by computers. They assume that even complex behavior such as learning, remembering, categorizing, and thinking can be broken down into a series of individual, specific steps.

## EPILOGUE

This chapter has introduced us to the growing field of lifespan development. We have reviewed the broad scope of the field, touching on the wide range of topics that lifespan developmentalists may address, and have discussed the key issues and questions that have shaped the field since its inception. We have also looked at the means by which developmentalists answer questions of interest.

## Key Terms and Concepts

lifespan development (p. 5)  
physical development (p. 6)  
cognitive development (p. 6)

discontinuous change (p. 13)  
critical period (p. 13)  
sensitive period (p. 13)

behavioral perspective (p. 18)  
classical conditioning (p. 19)  
operant conditioning (p. 19)

## END-OF-CHAPTER MATERIAL

Each chapter ends with a numbered summary and a list of key terms and concepts. This material is designed to help students study and retain the information in the chapter.

“Developmental Diversity” section. These features explicitly consider how cultural factors relevant to development both unite and diversify our contemporary, global society.

- Finally, the fourth goal is one that is implicit in the other three: making the field of lifespan development engaging, accessible, and interesting to students. Lifespan development is a joy both to study and teach, because so much of it has direct, immediate meaning to our lives. Because all of us are involved in our own developmental paths, we are tied in very personal ways to the content areas covered by the book. **Development Across the Life Span**, then, is meant to engage and nurture this interest, planting a seed that will develop and flourish throughout readers’ lifetimes.

In accomplishing these goals, the book strives to be user-friendly. Written in a direct, conversational voice, it replicates as much as possible a dialogue between author and student. The text is meant to be understood and mastered on its own by students of every level of interest and motivation. To that end, it includes a variety of pedagogical features that promote mastery of the material and encourage critical thinking.

In short, the book blends and integrates theory, research, and applications, focusing on the breadth of human development. Furthermore, rather than attempting to provide a detailed historical record of the field, it focuses on the here-and-now, drawing on the past where appropriate, but with a view toward delineating the field as it now stands and the directions toward which it is evolving. Similarly, while providing descriptions of classic studies, the emphasis is more on current research findings and trends.

**Development Across the Life Span** is meant to be a book that readers will want to keep in their own personal libraries, one that they will take off the shelf when considering problems related to that most intriguing of questions: How do people come to be the way they are?

## What’s New in the Third Edition?

The third edition of **Development Across the Life Span** has been extensively revised in response to the comments of dozens of reviewers. Among the major changes are the following:

### Additions of New and Updated Material

The revision incorporates a significant amount of new and updated information. For instance, advances in such areas as brain development, mapping the human genome, cognitive development, and cultural approaches to development receive expanded and new coverage. Overall, hundreds of new citations have been added, with most of those from articles and books published in the last three years.

Several areas received special attention in this revision, particularly in terms of coverage of middle and late adulthood. In addition, new material on genetics and brain development was added, fueled by the rapid changes in our understanding of these areas.

New topics were added to every chapter. The following sample of new and revised topics featured in this edition provides a good indication of the currency of the revision:

human genome	brain development
number of human genes	corticotropin-releasing hormone (CRH)
nonorganic failure to thrive	virginity pledges
affordances	benevolent sexism



referential and expressive language styles	emotional intelligence
interactional synchrony	psychoneuroimmunology
epigenetic theory	expertise
use of antidepressants in children	regret
fast mapping	estrogen loss
emotion regulation	age stratification
early puberty onset	passive and active euthanasia

## Revisions to Foster Student Critical Thinking and Mastery of the Material

One thread that ran through the reviews of the previous edition was instructors' concerns regarding their students' thorough mastery of the material, permitting them to think critically about the material. In order to foster student mastery, a number of subtle changes were made to this edition to reinforce the existing features:

- **Critical thinking questions added to captions.** Many critical thinking questions were added to photo and figure captions, helping students to think more deeply about the material and to help students make connections between text concepts and the photo illustrations.
- **End-of-part Bridges.** Each major part of the book ends with a "Bridges" section. "Bridges" help students understand the relationship between the developmental achievements of the previous period and the upcoming one.

## Ancillaries

**Development Across the Life Span, Third Edition** is accompanied by a superb set of teaching and learning materials.

### For the Instructor:

**NEW Prentice Hall's Observations in Child Development, Volume I** by David Daniel. **FREE** when packaged with the text, this CD-ROM brings to life more than 30 key concepts discussed in the narrative of the text. Students get to view each video twice: once with an introduction to the concept being illustrated and again with commentary describing what is taking place at crucial points in the video. Students are then quizzed to test their understanding of what they just watched. Whether your course has an observation component or not, this CD-ROM provides your students the opportunity to see children in action.

**Instructor's Resource Manual.** Written by Susan Horton, Mesa Community College, this Instructor's Resource Manual contains a wealth of material for new and experienced instructors alike. Each chapter includes Objectives, Key Terms and Concepts, a Chapter Outline, Lecture Suggestions, Demonstrations and Classroom Activities, Group Activities, Critical Thinking Exercises, Assignment Ideas, Journal Exercises, Suggested Films and Videos, and Classroom Handouts.

**NEW Instructor's Resource CD-ROM.** This valuable, time-saving supplement brings together all of the Third Edition's instructor's resources in one convenient place. The CD-



ROM offers presentation resources, including video clips from Prentice Hall's Observations in Child Development CD-ROM, chapter specific PowerPoint presentations, electronic versions of the overhead transparencies and text graphics. It also includes the electronic files for the Instructor's Resource Manual and the Test Item File.

**Prentice Hall's Color Transparencies for Developmental Psychology.** Designed in a large-type format for lecture settings, these full color overhead transparencies add visual appeal to your lectures by augmenting the visuals in the text with a variety of new illustrations.

**Test Item File.** Written by Carolyn Meyer, Lake-Sumter Community College, this test bank contains over 3000 multiple choice, true/false, short answer, and essay questions that test for factual, applied, and conceptual knowledge.

**Prentice Hall Test Manager.** One of the best-selling test-generating software programs on the market, Test Manager is available in Windows and Macintosh formats. Both formats contain a Grade Book, Online Network Testing, and many tools to help you edit and create tests. The program comes with full Technical Support and telephone "Request a Test" service.

**NEW PsychologyCentral Website** at [www.prenhall.com/psychology](http://www.prenhall.com/psychology). Password protected for instructor's use only, this site allows you instant online access to Prentice Hall Psychology supplements. You'll find a multitude of resources for teaching developmental psychology—and many other psychology courses, too. From this site, you can download the following key supplements for *Development Across the Life Span, Third Edition*: Instructor's Resource Manual, Overhead Transparencies, Chapter Art and Chapter Specific PowerPoint presentations. Contact your Prentice Hall representative for the User ID and Password to access this site.

**Films for the Humanities and Sciences.** A wealth of full-length videos from the extensive library of Films for the Humanities and Sciences, on a variety of topics in developmental psychology, are available to qualified adopters. Contact your Prentice Hall representative for a list of videos.

**ABC News/Prentice Hall Video Library** Consisting of brief segments from award-winning news programs such as *Good Morning America*, *Nightline*, *20/20* and *World News Tonight*, these videos discuss current issues and are a great way to launch your lectures.

**NEW Issues in Child and Adolescent Development, 2002  
Human Development, Series IV 1999**

**Online Course Management.** For professors interested in using the Internet and online course management in their courses, Prentice Hall offers fully customizable online courses in BlackBoard and Pearson's Course Compass powered by BlackBoard. Contact your Prentice Hall Representative or visit [www.prenhall.com/demo](http://www.prenhall.com/demo) for more information.

### For the Student:

**NEW Prentice Hall's Observations in Child Development, Volume I** by David Daniel. **FREE** when packaged with the text, this CD-ROM brings to life more than 30 key concepts discussed in the narrative of the text. Students get to view each video twice: once with an introduction to the concept being illustrated and again with commentary describing what is taking place at crucial points in the video. Students are then quizzed to test their understanding of what they just watched. Whether your course has an observation