# 发展心理学

# Experience Human Development

## 12th

第 12 版

【美】黛安娜·帕帕拉    露丝·费尔德曼    著

## Diane E. Papalia    Ruth Duskin Feldman

# 发展心理学

（第12版）

[美] 黛安娜·帕帕拉　露丝·费尔德曼　著

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# experience
## Human
## Development

Diane E. Papalia

Ruth Duskin Feldman

*with* Gabriela Martorell

# 内 容 提 要

这本《发展心理学》（*Experience Human Development*）（第12版）是发展心理学领域的经典著作，自第一版面世至今，在美国市场上一直是同类书中的领导品牌，被众多著名大学和院校指定为教材。

与之前的版本相比，本版书具有"独"到之处，主要体现在以下三方面。

其一，书名有变化。从第12版开始，书名由原来的"Human Development"改为"Experience Human Development"。"experience"一词体现了本书的新理念——体验式，也突显了这个版本的新特点：（1）注重理论联系实际，让读者充分体验一种与他们的现实世界紧密相联的项目。（2）重视文化的作用：让读者体验文化的多样性以及文化对发展的影响。（3）课程资料丰富详实：让读者在浩瀚详实的课程资料中汲取知识。（4）精选前沿研究：让读者接触到当前最新的发展心理学的研究。

其二，本版书的目标更加全面：（1）传授发展心理学基础知识；（2）介绍发展心理学研究方法；（3）培养发展心理学的批判性思维技巧；（4）注重发展心理学的应用；（5）弘扬发展心理学的价值；（6）培养发展心理学的技术素养；（7）发展交流沟通技能；（8）提高社会文化和国际意识；（9）注重个体发展；（10）帮助个体规划职业生涯和发展。

其三，作者团队增加了新成员。加布里埃拉·玛托雷尔（Gabriela Martorell）在加州大学圣塔芭芭拉分校获得发展和进化心理学博士，在多所大学教授心理学研究方法、毕生发展心理学、心理学中的文化议题和进化心理学等多门课程。她的加入为本书注入了新的血液。

本书包括九大编，共19章。第一编概述了发展心理学研究的历史脉络，以及发展心理学的基本理论和研究。从第二编到第八编，按照个体毕生的发展阶段，分别描述和介绍了个体在胎儿期、婴幼儿期、童年早期、童年中期、童年晚期、青少年期、成年早期、成年中期、成年晚期的生理、认知、心理社会的发展情况。第九编阐述了生命结束阶段中死亡和丧亲的相关问题，并引导人们如何克服死亡恐惧和应对死亡。

本书适合作为普通高等院校心理学专业的研究生和本科生的教科书，也适合于社会各类专门从事发展心理学研究和咨询的机构及人员使用，也适合于对发展心理学感兴趣的广大读者参考阅读。

*To Diane's best friend,*
the late Jeffrey L. Claflin,
who was a constant source of companionship,
comfort, and fun.

*And to our children,*
Anna Victoria,
Steven, Laurie, and Heidi,
who have taught us much about
child and adult development.

# Experience Human Development and APA Goals

| APA UNDERGRADUATE LEARNING GOALS AND OUTCOMES | EXPERIENCE HUMAN DEVELOPMENT CONTENT |
|---|---|

## 1 Knowledge Base of Psychology
**Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.**

1.1 Characterize the nature of psychology as a discipline.

1.2 Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology.

1.3 Use the concepts, language, and major theories of the discipline to account for psychological phenomena.

1.4 Explain major perspectives of psychology (e. g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).

- Ch 1: Studying the Life Span, p. 5; The Study of Human Development: Basic concepts, p. 5; Heredity, Environment, and Maturation, p. 10
- Ch 2: Basic Theoretical Issues, pp. 24–26
- Ch 5: Cognitive Development: Six Approaches, p. 138; Six Substages of Piaget's Sensorimotor Stage of Cognitive Development, p. 145
- Ch 6: Emotions, pp. 176–179; Studying Temperament Patterns, pp. 181–184
- Ch 7: Piagetian Approach: The Preoperational Child p. 227
- Ch 9: Piagetian Approach: The Concrete Operational Child, p. 292; Information Approach: Planning, Attention, and Memory, pp. 297–300; Psychometric Approach: Assessment of Intelligence, pp. 300–301
- Ch 11: Piaget's Stage of Formal Operations, p. 372
- Ch 14: Personality Development: Four Views, pp. 456–461
- Ch 16: Change at Midlife: Theoretical Approaches, pp. 511–515
- Ch 17: Theories of Biological Aging, p. 544
- Ch 18: Theory and Research on Personality Development, pp. 574–577

## 2 Research Methods in Psychology
**Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.**

2.1 Describe the basic characteristics of the science of psychology.

2.2 Explain different research methods used by psychologists.

2.3 Evaluate the appropriateness of conclusions derived from psychological research.

2.4 Design and conduct basic studies to address psychological questions using appropriate research methods.

2.5 Follow the APA Codes of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.

2.6 Generate research conclusions appropriately based on the parameters of particular research methods.

- Ch 1: Research in Action: Is There A Critical Period for Language Acquisition?, p. 18
- Ch 2: Basic Research Designs, pp. 42–47; Window on the World: Purposes of Cross-Cultural Research, p. 44; Ethics of Research, p. 49–50
- Ch 3: Research in Action: Genetic Testing, p. 66
- Ch 4: Research in Action: The Autism "Epidemic" pp. 122–123
- Ch 5: Research in Action: Do Infants and Toddlers Watch Too Much Television?, p. 154
- Ch 6: Research in Action: How Postpartum Depression Affects Early Development, p. 194
- Ch 7: Research in Action: Food Security, p. 222
- Ch 8: Research in Action: Does Play Have an Evolutionary Basis?, p. 265
- Ch 9: Research in Action: Do Barbie Dolls Affect Girls' Body Image?, p. 289
- Ch 10: Research in Action: Talking to Children about Terrorism and War, p. 348
- Ch 11: Research in Action: Multitasking and Gen M, p. 383
- Ch 12: Research in Action: Consequences of the Social Network, p. 411
- Ch 13: Research in Action: Assisted Reproductive Technology, p. 434-435
- Ch 13: Research in Action: Development of Faith Across the Life Span, p. 440
- Ch 14: Research in Action: Intimate Partner Violence, p. 474
- Ch 17: Research in Action: Centenarians, p. 547
- Ch 18: Research in Action: Mistreatment of the Elderly, p. 598
- Ch 19: Research in Action: Ambiguous Loss, p. 609

| APA UNDERGRADUATE LEARNING GOALS AND OUTCOMES | *EXPERIENCE HUMAN DEVELOPMENT* CONTENT |
|---|---|

# 3 Critical Thinking Skills in Psychology
Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solving problems related to behavior and mental processes.

3.1 Use critical thinking effectively.

3.2 Engage in creative thinking.

3.3 Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.

3.4 Approach problems effectively.

- Ch 1: p. 4; p. 16
- Ch 2: Ethics of Research, pp. 49–50
- Ch 3: Research in Action: Genetic Testing, p. 66; p 68
- Ch 5: p. 158
- Ch 7: p. 239
- Ch 8: p. 254; p. 270
- Ch 10: p. 334; Does Electronic Media Violence Stimulate Aggression?, pp. 340–342
- Ch 11: p. 369
- Ch 13: Research in Action: Development of Faith Across the Life Span, p. 440
- Ch 17: p. 548

# 4 Application of Psychology
Understand and apply psychological principles to personal, social, and organizational issues.

4.1 Describe major applied areas (e.g., clinical, counseling, industrial/organizational, school, etc.) and emerging (e.g., health, forensics, media, military, etc.) applied areas of psychology.

4.2 Identify appropriate applications of psychology in solving problems.

4.3 Articulate how psychological principles can be used to explain social issues and inform public policy.

4.4 Apply psychological concepts, theories, and research findings as these relate to everyday life.

4.5 Recognize that ethically complex situations can develop in the application of psychological principles.

- Ch 2: p. 25; Ethics of Research, pp. 49–50
- Ch 3: What Causes Multiple Births?, pp. 55–56; The Need for Preconception Care, p. 90
- Ch 6: Window on the World: Are Struggles with Toddlers Necessary?, p. 198
- Ch 7: Preventing Obesity, pp. 220–221; Research in Action: Food Security, p. 222
- Ch 9: Moral Reasoning, p. 296
- Ch 10: Research in Action: Pass the Milk: Family Mealtimes and Child Well-Being, p. 327; Aggression and Bullying, pp. 339–343
- Ch 11: Sleep Needs and Problems, p. 363; Nutrition and Eating Disorders, pp. 363–367
- Ch 12: Is Adolescent Rebellion a Myth?, pp. 403–404
- Ch 17: Safety Checklist for Preventing Falls in the Home, p. 553; Warning Signs of a Stroke, p. 555; Alzheimer's Disease versus Normal Behavior, p. 559
- Ch 18: Practical and Social Issues Related to Aging, pp. 582–590; Group Living Arrangements for Older Adults, p. 589
- Ch 19: Manifestation of Grief in Children: p. 611

# 5 Values in Psychology

Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.

5.1 Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.

5.2 Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.

5.3 Seek and evaluate scientific evidence for psychological claims.

5.4 Tolerate ambiguity and realize that psychological explanations are often complex and tentative.

5.5 Recognize and respect human diversity.

5.6 Assess and justify their engagement with respect to civic, social, and global responsibilities.

5.7 Understand the limitations of their psychological knowledge and skills.

- Ch 1: Window on the World: Children of Immigrant Families, p. 14
- Ch 2: Window on the World: Purposes of Cross-Cultural Research, p. 44; Ethics of Research, pp. 49–50
- Ch 3: Research in Action: Genetic Testing, p. 66
- Ch 6: Gender: How Different Are Baby Boys and Girls?, pp. 186–187
- Ch 7: Window on the World: Surviving the First Five Years of Life, pp. 224–225
- Ch 8: Perspectives on Gender Development, pp. 257–263
- Ch 11: Window on the World: The Globalization of Adolescence, pp. 356–357; Dropping Out of High School, pp. 383–384
- Ch 12: Sexual Orientation and Identity, pp. 396–297
- Ch 13: Research in Action: Development of Faith Across the Life Span, p. 440
- Ch 15: Window on the World: Cultural Differences in Women's Experience of Menopause, pp.488–489
- Ch 16: Window on the World: A Society without Middle Age, p. 511; Gay and Lesbian Relationships, pp. 526–527
- Ch 18: Window on the World: Aging in Asia, p. 583
- Ch 19: Mourning a Miscarriage, pp. 615–616

# 6 Information and Technological Literacy

Demonstrate information competence and the ability to use computers and other technology for many purposes.

6.1 Demonstrate information competence at each stage in the following process:
  a. Formulate a researchable topic that can be supported by database search strategies
  b. Locate and choose relevant sources from appropriate media, which may include data and perspectives outside traditional psychology and Western boundaries
  c. Use selected sources after evaluating their suitability based on
    (1) Appropriateness, accuracy, quality, and value of the source
    (2) Potential bias of the source
    (3) The relative value of primary versus secondary sources, empirical versus nonempirical sources, and peer-reviewed versus non-peer-reviewed sources
  d. Read and accurately summarize the general scientific literature of psychology

6.2 Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data.

6.3 Use information and technology ethically and responsibly.

6.4 Demonstrate these computer skills:
  a. Use basic word processing, database, e-mail, spreadsheet, and data analysis program
  b. Search the Web for high-quality information
  c. Use proper etiquette and security safeguards when communicating through e-mail

- Ch 1: p. 4
- Ch 12: Research in Action: The Consequences of the Social Network, p. 411

| APA UNDERGRADUATE LEARNING GOALS AND OUTCOMES | *EXPERIENCE HUMAN DEVELOPMENT* CONTENT |
|---|---|

# 7 Communication Skills
Communicate effectively in a variety of formats.

7.1 Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).

7.2 Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).

7.3 Exhibit quantitative literacy. Demonstrate interpersonal communication skills.

7.4 Exhibit the ability to collaborate effectively.

- Ch 1: p. 13
- Ch 2: p. 26
- Ch 2: Basic Research Designs, p. 43–44.
- Ch 5: Language Development, p 163
- Ch 16: Relationships with Maturing Children, p. 527–529
- Ch 18: Elderspeak, p. 577
- Ch 19: Helping Someone Who Has Lost A Loved One, p. 610

# 8 Sociocultural and International Awareness
Recognize, understand, and respect the complexity of sociocultural and international diversity.

8.1 Interact effectively and sensitively with people from diverse backgrounds and cultural perspectives.

8.2 Examine the sociocultural and international contexts that influence individual differences.

8.3 Explain how individual differences influence beliefs, values, and interactions with others and vice versa.

8.4 Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity. Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others.

- Ch 2: Window on the World: Purposes of Cross-Cultural Research, p. 44
- Ch 3: Disparities in Prenatal Care, p. 90
- Ch 4: Can A Supportive Environment Overcome The Effects of Birth Complications?, pp. 109–110
- Ch 6: Window on the World: Are Struggles with Toddlers Necessary?, p. 198
- Ch 7: Socioeconomic Status and Race/Ethnicity, pp. 223–225; Window on the World, Surviving the First Five Years of Life, pp. 224–225; Homelessness, pp. 225–226
- Ch 10: Research in Action: Talking to Children about Terrorism and War, p. 348
- Ch 11: Window on the World: The Globalization of Adolescence, pp. 356–357
- Ch 12: Ethnic Factors in Identity Formation, p. 394; Becoming a Delinquent: Genetic and Neurological Factors, p. 412
- Ch 13: Culture and Moral Reasoning, pp. 439, 441; Research in Action: Development of Faith Across the Life Span, p. 440
- Ch 14: Research in Action: Intimate Partner Violence, p. 474
- Ch 15: Window on the World: Cultural Differences in Women's Experience of Menopause, pp.488–489; Race/Ethnicity and Health, p. 491
- Ch 16: Gay and Lesbian Relationships, pp. 526–527
- Ch 18: Window on the World: Aging in Asia, p. 583

| APA UNDERGRADUATE LEARNING GOALS AND OUTCOMES | *EXPERIENCE HUMAN DEVELOPMENT* CONTENT |
|---|---|

# 9 Personal Development

**Develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.**

| | |
|---|---|
| 9.1 Reflect on their experiences and find meaning in them. | • Ch 9: Research in Action: Do Barbie Dolls Affect Girls' Body Image?, p 289 |
| 9.2 Apply psychological principles to promote personal development. | • Ch 12: Outcomes of Teenage Pregnancy, pp. 401–402; Research in Action: Consequences of the Social Network, p. 411 |
| 9.3 Enact self-management strategies that maximize health outcomes. | • Ch 13: Sexual and Reproductive Issues, pp. 430–434 |
| 9.4 Display high standards of personal integrity with others. | • Ch 14: Research in Action: Intimate Partner Violence, p. 474 |
| 9.5 Seek input from and experiences with diverse people to enhance the quality of solutions. | • Ch 15: How Stress Affects Health, pp. 497–498 |
| | • Ch 16: Psychological Well-Being and Positive Mental Health, pp. 519–522; Dimensions of Well-Being Used in Ryff's Scale, p. 521 |
| | • Ch 19: Finding Meaning and Purpose in Life and Death, pp. 623–624 |

# 10 Career Planning and Development

**Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.**

| | |
|---|---|
| 10.1 Apply knowledge of psychology (e.g., decision strategies, life span processes, psychological assessment, types of psychological careers) when formulating career choices. | • Ch 1: Human Development: An Ever-Evolving Field, pp. 4–5 |
| 10.2 Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the workforce, post-baccalaureate education, or both. | • Ch 11: Preparing for Higher Education or Vocations, pp. 384–386 |
| 10.3 Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits. | • Ch 13: The College Transition, pp. 443–445 |
| 10.4 Identify and develop skills and experiences relevant to achieving selected career goals. | • Ch 15: Work and Education, pp. 504–506 |
| 10.5 Articulate how changing societal needs can influence career opportunities and foster flexibility about managing changing conditions | • Ch 16: Work and Cognitive Development, p. 505 |
| 10.6 Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves. | |

# experience
## a program that connects
## students to the **real world!**

### • **Milestones**—real life, real development

McGraw Hill's Milestones is a powerful tool that allows students to experience life as it unfolds, from infancy to late adulthood.

Milestones consists of two essential components that work together to capture key changes throughout the lifespan—**Milestones of Child Development** and **Milestones: Transitions.**

In **Milestones of Child Development,** students track the early stages of physical, social, and emotional development. By watching one child over time or comparing various children, Milestones provides a unique, experiential learning environment that can only be achieved by watching real human development as it happens—all in pretransitional and postmilestone segments.

In **Milestones: Transitions**, students meet a series of people, from teenagers to individuals in late adulthood, to hear their perspective on changes that occur throughout the rest of the life span. Through a series of interviews, students are given the opportunity to think critically while exploring the differences in attitudes on everything from body image to changes in emotion, sexuality, cognitive processes, and death and dying.

In addition, McGraw-Hill's Milestones includes a **powerful, customizable assessment tool** to help students and instructors track progress and gauge understanding of key course concepts. To ensure that students are mastering key concepts, assessments are linked to core learning outcomes.

Students receive feedback on their level of mastery, and their scores are automatically graded and recorded in the Connect grade book. Milestones may be experienced with or without the assessment tool.

- ## Research in Action

Experience the impact of current developments in the field with **Research in Action** features. Connecting research to everyday life demonstrates both the relevancy and ever-changing nature of the field.

## research in action

### LESSONS FROM NEUROSCIENCE

While we have known for some time that early experiences can have a profound effect on who we are and who we become, neuroscience and behavioral research is beginning to illuminate the specific ways in which our brain development itself is shaped by such processes. On the basis of decades of scientific inquiry, the National Symposium on Early Childhood Science and Policy issued a series of brief summaries encapsulating basic concepts in early brain development. They specify five basic concepts about early brain development:

1. *Brains are built over time, from the bottom up.* Brains do not emerge full formed in adulthood. Rather, their construction begins in the fetal period and continues at an incredibly rapid pace through early childhood. Our brains are constructed out of the millions of influences and interactions all of us go through in our lives. And our abilities come online in a prescribed and organized fashion: first sensation and perception, then language and cognitive functions.
2. *The interactive influence of genes and experience shape the developing brain.* Although the nature-nurture debate certainly predates the existence of the field of psychology, research in early brain de-

organs that work as an integrated whole. There is no "left brain" and "right brain"; there is only one brain. All areas of our development are likewise related. For example, without feeling safe and loved, babies are less likely to explore their environment, limiting their ability to learn about the world.

5. *Toxic stress damages developing brain architecture, which can lead to lifelong problems in learning, behavior, and physical and mental health.* Our bodies are well adapted to dealing with time-limited stressors, but we are not made to handle chronic stress effectively. Long-term stress is very damaging to our bodies as a whole and can have especially strong effects on a young brain. Unfortunately, many children are exposed to toxic levels of stress through such factors as poverty, abuse or neglect, and parental mental illness.

How do findings such as these translate into action in the real world? The National Symposium on Early Childhood Science and Policy has used these basic concepts to develop a series of recommendations for interventions in early childhood. First, the work on plasticity suggests that the earlier the intervention, the more effective it will be.

4.1

# experience
## diversity and the impact of culture
on human development.

- ## Window on the World

**Window on the World** features include cross-cultural research and explore the way an issue is treated or experienced in one or more cultures, in the Unites States, and around the world.

## window on the world

### THE GLOBALIZATION OF ADOLESCENCE

Young people today live in a global neighborhood, a web of interconnections and interdependencies. Goods, information, electronic images, songs, entertainment, and fads sweep almost instantaneously around the planet. Western youth dance to Latin rhythms, and Arabic girls draw their images of romance from Indian cinema. Maori youth in New Zealand listen to African American rap music to symbolize their separation from adult society.

Adolescence is no longer solely a Western phenomenon. Globalization and modernization have set in motion societal changes the world over. Among these changes are urbanization, longer and healthier lives, reduced birthrates, and smaller families. Earlier puberty and later marriage are increasingly common. More women and fewer children work outside the home. The rapid spread of advanced technologies has made knowledge a prized resource. Young people need more schooling and skills to enter the labor force. Together these changes result in an extended transitional phase between childhood and adulthood.

parents' footsteps and to be guided by their advice. If they work, they are more likely to work in factories than on the family farm.

This does *not* mean that adolescence is the same the world over. The strong hand of culture shapes its meaning differently in different societies. In the United States, adolescents are spending less time with their parents and confiding in them less. In India, adolescents may wear Western clothing and use computers, but they maintain strong family ties, and their life decisions often are influenced by traditional Hindu values. In Western countries, teenage girls strive to be as thin as possible. In Niger and other African countries, obesity is considered beautiful.

In many non-Western countries, adolescent boys and girls seem to live in two separate worlds. In parts of the Middle East, Latin America, Africa, and Asia, puberty brings more restrictions on girls, whose virginity must be protected to uphold family status and ensure girls' marriageability. Boys, on the other hand, gain more freedom and mobility, and their sexual exploits are tolerated by parents

11.1

# experience
## a program that helps students **navigate the vast amount of material** covered in the course.

### • LearnSmart

Connect Psychology with LearnSmart, our **adaptive learning system**, is designed to help students learn faster, study more efficiently, and retain more knowledge for greater success. It allows faculty to spend more time teaching and less time grading.

In classrooms and via online courses around the country, faculty are reporting an increase in performance by a letter grade or more and improved understanding of the material. LearnSmart is the premier learning system designed to effectively assess a student's knowledge of course content through a series of adaptive questions, intelligently pinpointing concepts the student does not understand and mapping out a personalized study plan for success. LearnSmart prepares students, allowing instructors to focus valuable class time on higher-level concepts.

Students come to class with a range of preparedness. With a focus on course-crucial concepts, LearnSmart is like a personal tutor guiding students to spend less time on what they already know, and more on what they don't.
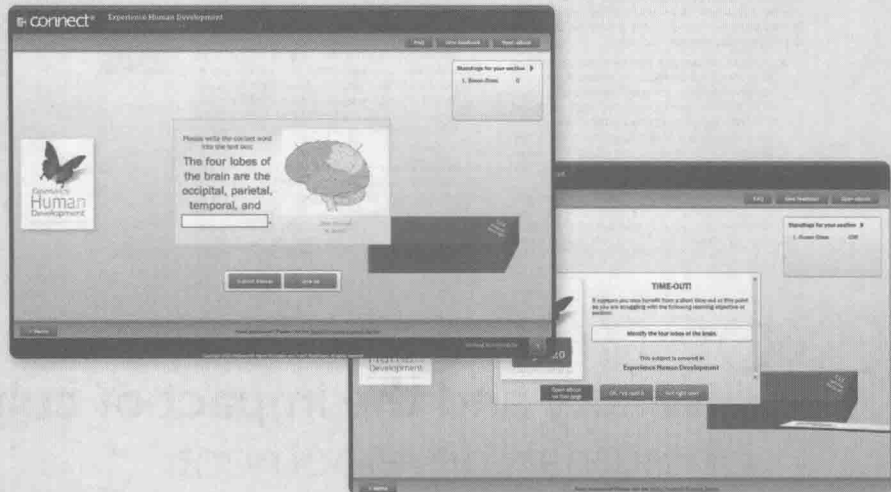


### • Guideposts

**Guideposts** are a comprehensive learning system with a coordinated set of elements that work together to foster active learning in the text. Learning goals are clearly highlighted throughout chapters and summarized for quick review.

**guidepost 1** How does the self-concept develop during early childhood, and how do children show self-esteem, emotional growth, and initiative?



## summary and key terms

**guidepost**

**The Developing Self**
How does the self-concept develop during early childhood, and how do children show self-esteem, emotional growth, and initiative?

• The self-concept undergoes major change in early childhood. According to a neo-Piagetian model, self-definition shifts from single representations to representational mappings. Young children do not see the difference between the real self and the ideal self.
• Self-esteem in early childhood tends to be global and unrealistic, reflecting adult approval.
• Understanding of emotions directed toward the self and of simultaneous emotions develops gradually.
• According to Erikson, the developmental conflict of early childhood is initiative versus guilt. Successful resolution of this conflict results in the virtue of purpose.

self-concept (252)
self-definition (252)
single representations (253)
real self (253)
ideal self (253)

• The main gender difference in early childhood is boys' greater aggressiveness. Girls tend to be more empathic and prosocial and less prone to problem behavior. Some cognitive differences appear early, others not until preadolescence or later.
• Children learn gender roles at an early age through gender-typing. Gender stereotypes peak during the preschool years.
• Five major perspectives on gender development are biological, evolutionary, psychoanalytic, cognitive, and social learning.
• Evidence suggests that some gender differences may be biologically based.
• Evolutionary theory sees children's gender roles as preparation for adult mating behavior.
• In Freudian theory, a child identifies with the same-sex parent after giving up the wish to possess the other parent.
• Cognitive-developmental theory maintains that gender identity develops from thinking about one's gender. According to Kohlberg, gender constancy leads to acquisition of gender roles. Gender-schema theory holds that children categorize gender-related information by observing what males and females do in their culture.
• According to social cognitive theory, children learn gender roles through socialization. Parents

# experience
## a program that helps instructors **administer courses more efficiently**.

- ## Streamlined Course Management

Easy-to-use course management allows instructors to **spend less time administering** and **more time teaching.**
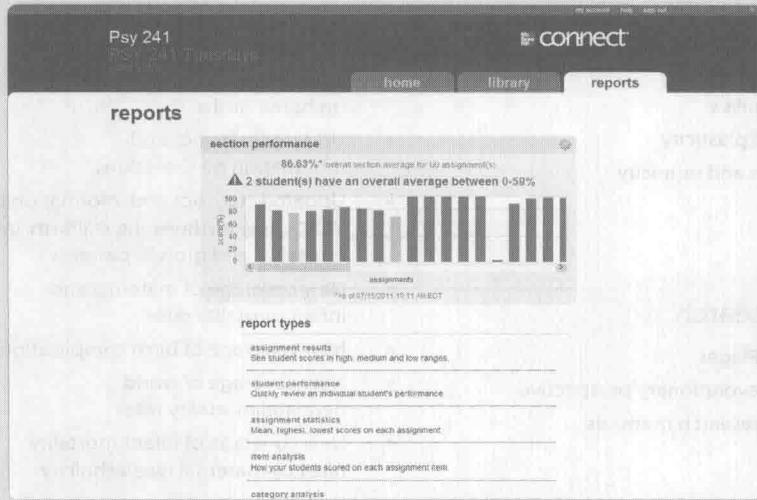


- ## Measurable Learning Outcomes

Whether a class is face-to-face, hybrid, or entirely online, *Experience Human Development* provides the tools to reduce the amount of time and energy that instructors have to invest in administering their course. *Experience Human Development* is designed to provide consistent outcomes no matter the course format.
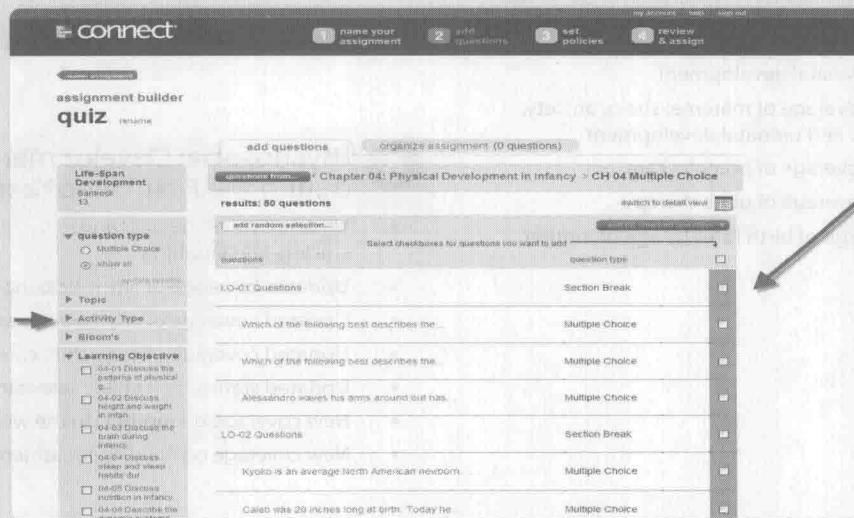


Easily monitor students' progress and identify when students are struggling.

Below is a chapter-by-chapter list of topics that are new to this edition or have been substantially revised and/or updated.

## 1 The Study of Human Development

- New coverage on children of immigrant families
- Updated information on family structure
- Updated poverty statistics and strengths of poor families
- Revised discussion of plasticity
- New coverage of race and ethnicity

## 2 Theory and Research

- Revised coverage of Piaget
- Revised coverage of evolutionary perspective
- Revised coverage of research methods

## 3 Forming a New Life

- Updated coverage on multiple births
- Revised discussion of epigenesis
- Updated coverage on factors affecting obesity
- Updated coverage of fetal death
- Updated coverage of fetal abilities
- Updated coverage of maternal weight, nutrition, drug use, physical activity, age, and prenatal development
- Updated coverage of maternal stress, anxiety, depression, and prenatal development
- Updated coverage of prenatal care
- Updated coverage of gene therapy
- New coverage of birth rates by age of mother

## 4 Birth and Physical Development during the First Three Years

- New coverage of neuroscience
- Updated statistics and information on maternal mortality
- Updated statistics and information on home births
- Updated statistics and information on C-sections
- Updated statistics and information on VBACs, low birthweight, stillbirth, infant mortality, and growth patterns
- New coverage of maternal and infant mortality rates
- New coverage of birth complications
- New coverage of world neonatal mortality rates
- New coverage of infant mortality rates by maternal race/ethnicity

## 5 Cognitive Development during the First Three Years

- Updated coverage of infants, toddlers, and television
- Updated coverage of effectiveness of early intervention programs
- Updated coverage of language and literacy

## 6 Psychosocial Development during the First Three Years

- Updated coverage of crying, smiling, and laughing
- Updated coverage of altruistic behavior
- Updated coverage of mutual regulation
- Updated coverage of early child care
- Updated statistics on child maltreatment
- New coverage on mothers in the workforce
- New coverage on child maltreatment