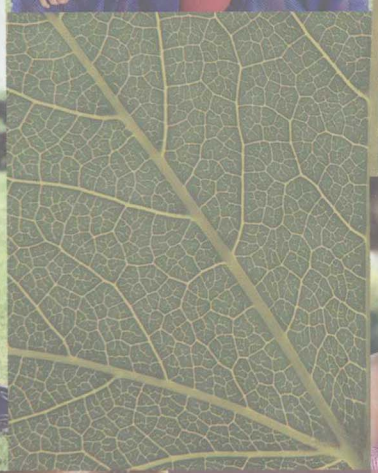
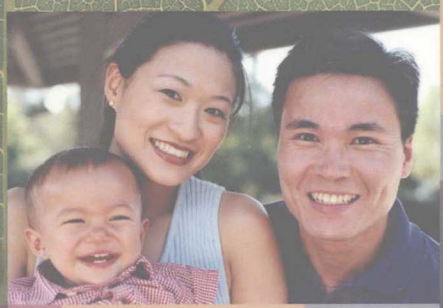
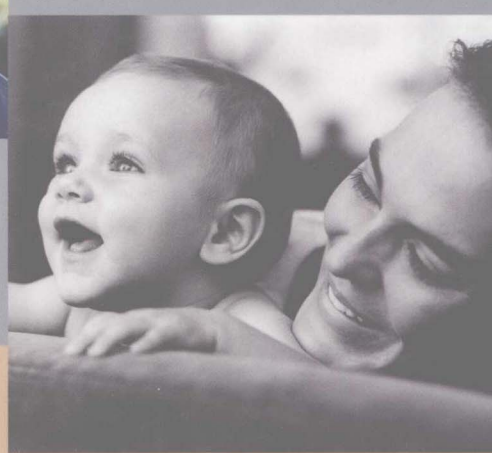
Fifth Edition

Life-Span Human Development

Carol K. Sigelman
Elizabeth A. Rider

Life-Span Human Development

Fifth Edition

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To the students who have inspired us

- The dying experience in different cultures
- The latest challenges to traditional assumptions about how people grieve
- The latest in the quest to extend life and questions about the merits of that quest

Epilogue. Fitting the Pieces Together

- Summary of major developments in each of seven periods of the life span
- Integration of physical, cognitive, personal, and social aspects of the whole person
- Reinforcement of the book's messages about life-span development

Chapter Organization

The chapters of this book use a consistent format and contain the following:

A *chapter outline* orients students to what lies ahead.

Introductory material stimulates interest, lays out the plan for the chapter, and introduces key concepts, theories, and issues relevant to the area of development to be explored.

Developmental sections (Chapters 5–17) describe key changes and continuities, as well as the mechanisms underlying them, during four developmental periods: infancy, childhood, adolescence, and adulthood.

"*Explorations*" *boxed features* allow more in-depth investigation of research on a topic (for example, perception and the performance of aging drivers, adolescent brain development and adolescent risk taking, language acquisition among deaf children, the big fish–little pond effect on academic self-concept, ethnic identity, genetic and cultural influences on parenting styles, and issues surrounding euthanasia).

"*Applications*" *boxed features* examine how knowledge has been used to optimize development in a domain of development (for instance, to treat genetic defects, promote lifelong health, improve cognitive functioning across the life span, combat the effects of stereotypes of aging on the self-perceptions of older adults, treat aggressive youth, help social isolates, prevent family violence, and lengthen life).

The "*Summing Up*" sections within and the "*Summary Points*" section at the end of each chapter give an overview of the chapter's main themes to facilitate student learning and review of the material.

The new "*Understanding the Data: Exercises on the Web*" test students' comprehension of current research data with online critical thinking exercises based on select figures and tables in the text.

"*Critical Thinking*" questions challenge students to think about or apply the chapter material in new ways.

The "*Key Terms*" section lists the new terms introduced in the chapter in the order in which they were introduced and (new to this edition) with the page number on which they were introduced. The terms are printed in boldface, defined when they are first presented in a chapter, and included in the glossary at the end of the book.

The "*Media Resources*" section describes selected websites that offer further information about chapter topics and are accessible from the book's website at *http://psychology.wadsworth.com/sigelman_rider5e.* Students are also directed to the other resources available at that site, on the Wadsworth Psychology website *(http://psychology.wadsworth.com)*, and on the Wadsworth Life-Span CD-ROM.

Supplements

The fifth edition of *Life-Span Human Development* is accompanied by a better array of supplements prepared for both the instructor and the student to create the best learning environment inside and outside the classroom. All the continuing supplements have been thoroughly revised and updated, and several are new to this edition. Especially noteworthy are the new media and Internet-based supplements. We invite instructors and students to examine and take advantage of the teaching and learning tools available.

For the Instructor

Instructor's Manual with Test Bank. Revised by Bradley Caskey, University of Wisconsin, River Falls. This manual contains chapter-specific outlines; a list of print, video, and online resources; and student learning objectives. The manual has a special emphasis on active learning with suggested student activities and projects for each chapter. The test bank, in both print and computerized form, consists of 135 multiple-choice, 20 true or false, 20 fill-in-the-blank, and 10 essay questions for each chapter, all with page references. Each multiple-choice item is categorized based on type (factual or conceptual).

ExamView® Computerized Testing. Create, deliver, and customize printed and online tests and study guides in minutes with this easy-to-use assessment and tutorial system. ExamView includes a Quick Test Wizard and an Online Test Wizard to guide instructors step by step through the process of creating tests. The test appears on screen exactly as it will print or display online. Using ExamView's complete word-processing capabilities, instructors can enter an unlimited number of new questions or edit questions included with ExamView.

Multimedia Manager Instructor's Resource CD-ROM. With the one-stop digital library and presentation tool, instructors can assemble, edit, and present custom lectures with this

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Microsoft PowerPoint tool. The Multimedia Manager contains lecture outlines for each chapter of the fifth edition of *Life-Span Human Development,* figures and tables from the text, and animations. Instructors can use the material or add their own material for a truly customized lecture presentation. This CD-ROM also contains the electronic *Instructor's Manual with Test Bank* files.

***CNN Today* Life-Span Development Video Series, Volumes 3–4.** Illustrate the relevance of developmental psychology to everyday life with this exclusive series of videos for the life-span course. Jointly created by Wadsworth and CNN, each video consists of approximately 45 minutes of footage originally broadcast on CNN and specifically selected to illustrate important developmental psychology concepts. The videos are divided into short 2- to 7-minute segments, perfect for use as lecture launchers or as illustrations of key developmental psychology concepts. Special adoption conditions apply.

Wadsworth Developmental Psychology Video Library. Bring developmental psychology concepts to life with videos from Wadsworth's Developmental Psychology Video Library, which includes thought-provoking offerings from Films for Humanities and other excellent educational video sources. This extensive collection illustrates important developmental psychology concepts covered in many life-span courses. Certain adoption conditions apply.

For the Student

Study Guide. Written by coauthor Elizabeth A. Rider of Elizabethtown College, the study guide is designed to promote active learning through a guided review of the important principles and concepts in the text. The study materials for each chapter include a comprehensive multiple-choice self-test and exercises that challenge students to think about and to apply what they have learned.

Life-Span: A Multimedia Introduction to Human Development (CD-ROM). This comprehensive CD-ROM explores the major developmental milestones from conception to death through seven interactive learning modules:

- Prenatal Development, Birth, and the Newborn
- Infancy and Toddlerhood
- Early and Middle Childhood
- Adolescence
- Early and Middle Adulthood
- Late Adulthood
- Death, Dying, and Bereavement

Each learning module explores physical and cognitive development, language development, learning, personality development, social–emotional development, and moral development. Each learning module features narrated concept overviews, explanatory art and videos, critical-thinking applications, drag-and-drop games for the review of key terms and concepts, section quizzes, and a final test. *Life-Span* also features a video selector, a multimedia glossary, and links to the Internet for further study.

Current Perspectives: Readings from InfoTrac® College Edition. Compiled by Gabriela Martorell, Portland State University. This new reader includes at least one article per chapter exploring the Nature/Nurture debate discussed throughout the text. Each article is followed by 2 to 3 critical thinking questions for class discussion or homework assignments.

Internet-Based Supplements

WebTutor™ Advantage on WebCT and Blackboard. This web-based software for students and instructors takes a course beyond the classroom to an anywhere, anytime environment. Students gain access to a full array of study tools, including chapter outlines, chapter-specific quizzing material, interactive games, and videos. With WebTutor Advantage, instructors can provide virtual office hours, post syllabi, track student progress with the quizzing material, and even customize content to meet students' needs. Instructors can also use the communication tools to set up threaded discussions and conduct real-time chats. "Out of the box" or customized, WebTutor Advantage provides a powerful tool for instructors and students alike. The software is also available with an eBook on WebTutor Advantage+ on WebCT and Blackboard.

InfoTrac College Edition. With InfoTrac College Edition, instructors can stimulate discussions and supplement lectures with the latest developments in developmental psychology. Available as a free option with newly purchased texts, InfoTrac College Edition gives instructors and students 4 months of free access to an extensive database of reliable, full-length articles (not just abstracts) from hundreds of top academic journals and popular periodicals.

Wadsworth Psychology Website at http://psychology.wadsworth.com. This website provides instructors and students with a wealth of free information and resources, such as the following:

- Journals
- Associations
- Conference listings
- Psych-in-the-News
- Hot topics
- Book-specific student resources including practice quiz questions, Understanding the Data exercises, interactive activities, Internet links, critical-thinking exercises, and discussion forums, at this book's website *(http://psychology.wadsworth.com/sigelman_rider5e)*

Additional instructor resources include the following:

- Research and Teaching showcase
- Resources for Instructors archives
- Book-specific instructor resources

Developmental PsychologyNow. This interactive, online student learning tool uses diagnostic Pre- and Post-Tests, along with media-rich Personalized Study Plans (which include Integrated Learning Modules, text pages, weblinks, and videos), to help students identify those topics in the text that they need to

review. Although any student can use Developmental PsychologyNow without any instructor setup or involvement, an Instructor Grade Book is available to monitor student progress. FREE when ordered with a new copy of the text.

Acknowledgments

We are very grateful to five "cohorts" of reviewers for the constructive criticism and useful suggestions that have helped us make each edition of this book better than the one before.

Reviewers of the first edition were Fredda Blanchard-Fields of Louisiana State University, Janet Fritz of Colorado State University, John Klein of Castleton State College, Rosanne Lorden of Eastern Kentucky University, Robin Palkovitz of the University of Delaware, Suzanne Pasch of the University of Wisconsin at Milwaukee, and Katherine Van Giffen of California State University at Long Beach.

Reviewers of the second edition were David Beach of the University of Wisconsin–Parkside, Charles Harris of James Madison University, Malia Huchendorf of Normandale Community College, Vivian Jenkins of the University of Southern Indiana, Nancy Macdonald of the University of South Carolina–Sumter, Jim O'Neill of Wayne State University, Marjorie Reed of Oregon State University, and Ruth Wilson of Idaho State University.

Reviewers of the third edition were Bob Bornstein, Miami University–Oxford; Donna Brent, Hartwick College; Mary Ann Bush, Western Michigan University; Shelley Drazen, Binghamton University (SUNY); Suzanne Krinsky, University of Southern Colorado; Becky White Loewy, San Francisco State University; Russell Miars, Portland State University; Elizabeth A. Rider, Elizabethtown College; Eileen Rogers, University of Texas at San Antonio; Timothy Shearon, Albertson College of Idaho; Polly Trnavsky, Appalachian State University; and Catherine Weir, Colorado College. Catherine Weir also deserves thanks for her substantive contributions to the revision of several chapters.

Reviewers of the fourth edition were Denise Ann Bodman of Arizona State University, Kim G. Brenneman of Eastern Mennonite University, Mary Ann Bush of Western Michigan University, Yiwei Chen of Bowling Green State University, Michelle R. Dunlap of Connecticut College, Marion Eppler of East Carolina University, Dan Florell of Eastern Kentucky University, James N. Forbes of Angelo State University, Claire Ford of Bridgewater State College, Charles Harris of James Madison University, Karen Hartlep of California State University at Bakersfield, Debra L. Hollister of Valencia Community College, Stephen Hoyer of Pittsburg State University, David P. Hurford of Pittsburg State University, Wayne G. Joosse of Calvin College, Bridget C. Kelsey of the University of Oklahoma, Brett Laursen of Florida Atlantic University, Sherry Loch of Paradise Valley Community College, Becky White Loewy of San Francisco State University, Ann K. Mullis of Florida State University, Ronald L. Mullis of Florida State University, Robert F. Marcus of the University of Maryland, Mark Rafter of College of the Canyons, Mark Runco of California State University at Fullerton, Timothy Shearon of Albertson College of Idaho, and Luis Terrazas of California State University at San Marcos.

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Producing this book required the joint efforts of Wadsworth and Graphic World Publishing Services. We thank our editor, Michele Sordi, for her capable leadership of the project, and Kristin Makarewycz, the development editor, for helping make this edition the most visually appealing and pedagogically effective edition yet. We thank Denise DeLancey and her assistants Sara Blackwell and Nicole Sneed at Graphic World for outstanding management of the book's production; Cheryl Whitley, Kelly Hinch, Craig Beffa, Linda Balestreri, Jackie Favazza, and Sandy Brown at Graphic World for composition of the book; Jennifer Dunn for her creative work on the graphic design; and Terri Wright and Austin MacRae for photo research. All of these pros were a joy to work with, and the book is much better because of them. We are grateful, as well, for the able assistance of Paul Wells, production project manager; Vernon Boes, art director; Erik Fortier, technology project manager; Jennifer Wilkinson, assistant editor; and Jessica Kim, editorial assistant. We also appreciate the strong support of Tami Strang, advertising project manager; Dory Schaeffer, marketing manager; and Nicole Morinon, marketing assistant.

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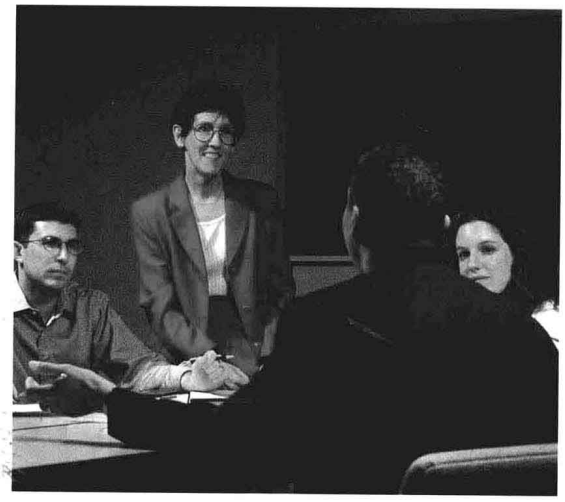
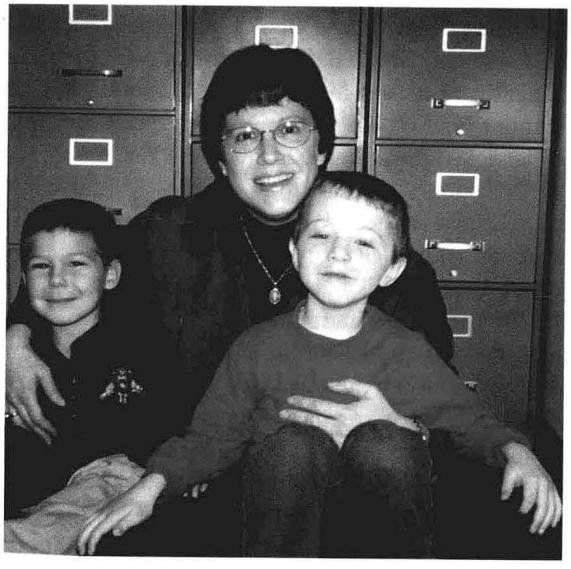
About the Authors



CAROL K. SIGELMAN is associate vice president for research and graduate studies and professor of psychology at the George Washington University. She has also been on the faculty at Texas Tech University, Eastern Kentucky University (where she won her college's Outstanding Teacher Award), and the University of Arizona. She has taught courses in child, adolescent, adult, and life-span development and has published research on such topics as the communication skills of individuals with developmental disabilities, the development of stigmatizing reactions to children and adolescents who are different, and children's emerging understandings of diseases and psychological disorders. Through a grant from the National Institute of Child Health and Human Development, she studied children's intuitive theories of AIDS and developed and evaluated a curriculum to correct their misconceptions and convey the facts of HIV infection. Through a grant from the National Institute on Drug Abuse, she and her colleagues have conducted similar research on how well children and adolescents of different ages understand the effects of alcohol and drugs on body, brain, and behavior and how to change their understandings. For fun, she bikes with her husband and walks her cat, Doughy.



ELIZABETH A. RIDER is professor of psychology and Registrar at Elizabethtown College in Pennsylvania. She has also been on the faculty at University of North Carolina at Asheville. She earned her undergraduate degree from Gettysburg College and her doctorate from Vanderbilt University. She has taught courses on child and life-span development, women and gender issues, applied developmental psychology, and genetic and environmental influences on development. She has published research on children's and adults' spatial perception, orientation, and ability to find their way. Through a grant from the Pennsylvania State System for Higher Education, she studied factors associated with academic success. The second edition of her text on the psychology of women, *Our Voices,* was published by John Wiley & Sons in 2005. When she is not working, her life revolves around her son and a fun-loving springer spaniel.

Preface

Welcome to the fifth edition of *Life-Span Human Development.* This new edition has many exciting changes, yet it retains the core features valued by students and instructors over the years. We remain firmly committed to our unique integrated topical–chronological approach and to a presentation that is both research-oriented and relevant to the "real world." However, we cast an even brighter light on the all-important nature–nurture issue, offer stronger and more up-to-date coverage of key topics and controversies in life-span human development, and add new pedagogical features and supplements to enhance the teaching–learning process.

A Topical and Chronological Approach

The most distinctive feature of this book is its unique *integrated topical–chronological approach.* Almost all other life-span development textbooks adopt a chronological or "age–stage" approach, carving the life span into age ranges and describing the prominent characteristics of individuals within each age range. In contrast, we use a topical approach for the overall organization of the book blended with a chronological approach within chapters. Each chapter focuses on a domain of development such as physical growth, cognition, or personality and traces developmental trends and influences in that domain from infancy to old age. Each chapter calls attention to age groups through major sections on infancy, childhood, adolescence, and adulthood.

Why Topical?

Why have we fought the tide? Like many other instructors, we have typically favored topically organized textbooks when teaching child, adolescent, or adult development courses. As a result, it seemed natural to use that topical approach in introducing students to the whole life span. Besides, chronologically organized texts often have to repeat themselves as they remind readers of where development left off in an earlier age period (covered several chapters ago).

More importantly, a topic-by-topic organization conveys the flow of development in each area—the systematic, and often dramatic, transformations that take place and the developmental continuities. The topical approach also helps us emphasize developmental *processes*—how nature and nurture interact over the life span to bring change.

Finally, a predominantly topical approach is more compatible with a *life-span perspective,* which views any period of life in relation to what comes before and what is yet to come. In chronologically organized textbooks, many topics are described only in connection with the age group to which they seem most relevant—for example, attachment in relation to infancy or sexuality in relation to adolescence and adulthood. A topical organization makes readers ask intriguing questions that they might otherwise not ask, such as these about attachment relationships:

- What do infants' attachments to their parents have in common with, and how do they differ from, attachments between childhood friends or between adult romantic partners?
- Do securely attached infants later have a greater capacity to form and sustain friendships or romantic partnerships than infants whose early social experiences are less favorable?
- What are the consequences at different points in the life span of lacking someone to be closely attached to?

Attachments are important throughout the life span, and a topical organization helps make that clear.

Why Chronological?

We adopted a topical approach because we consider it the best way to introduce the how and why of human development. We also appreciate the strengths of the chronological approach, particularly its ability to portray the whole person in each period of the life span. For this reason, we integrated the age–stage approach with the topical organization, aiming to have the best of both worlds.

Each topical chapter contains major sections on infancy, childhood, adolescence, and adulthood. The existence of these sections is proof that the chapters consider development in each of the domains covered across the *whole* life span. These age–stage sections call attention to the distinctive qualities of each phase of life and make it easier for students to find material on an age period of particular interest to them. Our degree of emphasis on each period of the life span varies depending on the topic.

We believe that our integrated topical–chronological approach allows us to convey the flow of life-span development in particular areas and the factors influencing it while highlighting the major physical, cognitive, and psychosocial developments within any particular developmental period.

Adaptability of the Integrated Topical–Chronological Approach

Even though links among chapters are noted throughout the book, instructors who are teaching short courses or who are otherwise pressed for time can omit a chapter without fear of rendering other chapters incomprehensible. For example:

- A cognitively oriented course might omit one or more of the socially oriented chapters (Chapters 11, 12, and 14–17).
- A socially oriented course might omit one or more of the cognitive chapters (Chapters 6–10).

Moreover, this approach allows instructors enough flexibility to cover infancy, childhood, and adolescence in the first portion of the course, if they prefer, and to save the material on adulthood for the end.

Research-Oriented and Real Coverage

Why has *Life-Span Human Development* continued to receive high praise from both faculty and students over the years? We think it is because we have worked to create a text that is rigorous yet readable and research-oriented yet "real" to students. The fifth edition of *Life-Span Human Development* continues in this tradition, tackling complex theoretical controversies and presenting the best of both classic and contemporary research from multiple disciplines in a way that is accessible and relevant to students' experiences.

We believe that it is critical for students to understand how we know what we know about development—to appreciate the research process. With that in mind, we describe illustrative studies and present their data in graphs and tables, and we cite the authors and dates of publication for a large number of books and articles, all fully referenced in the bibliography at the end of the book. Some students may wonder why they are there. It is because we are committed to the value of systematic research, because we are bound to give credit where credit is due, and because we want students and their professors to have the resources they need to pursue their interests in human development during and after the course.

We also appreciate that solid scholarship is of little good to students unless they want to read it and can understand it. We maintain that even the most complex issues in human development can be made understandable through clear and organized writing.

To make the material more "real," we clarify developmental concepts through examples and analogies, connect topics in the text to topics in the news, and highlight implications for everyday functioning. We also incorporate material relevant to students' current and future roles as parents, teachers, psychologists, nurses, day care workers, and other human service professionals. And we help students see that major theories of human development do not just guide researchers but can help anyone analyze issues that we all face—including such practical matters as raising children, working with troubled adolescents, or coping with Alzheimer's disease in the family.

Organization of the Text

Core Concepts: Chapters 1 to 4

The book begins by orienting students to the life-span perspective on human development and to approaches to the scientific study of development (Chapter 1), as well as to the central issues and theoretical perspectives that have dominated the field (Chapter 2). It then explores developmental processes in some depth, examining genetic influences (Chapter 3) and early environmental influences (Chapter 4) on development. These chapters show how genes contribute to typical changes and individual differences throughout the life span and how people are products of their prenatal and postnatal environments.

Development of Basic Human Capacities: Chapters 5 to 10

Chapters on the growth and aging of the body and nervous system (Chapter 5) and on the development of sensory and perceptual capacities (Chapter 6) launch our examination of the development of basic human capacities. Chapter 7 covers Jean Piaget's perspective on cognitive development and the quite different perspective offered by Lev Vygotsky; Chapter 8 views memory and problem solving from an information-processing perspective; Chapter 9 highlights the psychometric approach to cognition, exploring individual differences in intelligence and creativity; and Chapter 10 explores language development and the roles of language and cognition in educational achievement.

Development of Self in Society: Chapters 11 to 17

The next three chapters concern the development of the self: changes in self-conceptions and personality, including vocational identity (Chapter 11); in gender roles and sexuality (Chapter 12); and in social cognition and morality (Chapter 13). The self is set more squarely in a social context as we trace life-span changes in attachment relationships (Chapter 14) and in roles and relationships within the family (Chapter 15). Finally, we offer a life-span perspective on developmental problems and disorders (Chapter 16) and examine why people die and how they cope with death (Chapter 17).

Big Picture Perspective: Epilogue

As in previous editions, we end with an epilogue that summarizes major developments in each of seven periods of the life span and broad themes in life-span development that are emphasized throughout the book. This conclusion focuses attention on the whole person and serves as a handy reference

throughout the course for students who want the big picture. Some instructors assign this at the beginning of their courses to help ground students; others use it both to start the course and to stimulate discussion at the end.

New to This Edition

In this edition, we put the nature–nurture issue on center stage, introduce "Summing Up" sections within chapters, and bring to life several new topics and research findings.

Highlighting the Nature–Nurture Issue

If students gain nothing else from their study of human development, we hope they gain a deeper understanding of the nature–nurture issue and of the many interacting forces acting on, and being acted on by, the developing person. We want students to understand that human development is an incredibly complex process that grows out of transactions between a changing person and a changing world and out of dynamic relationships among biological, psychological, and social influences. No contributor to development—a gene, a temperament, a parent, a culture—acts alone and is unaffected by other influences on development.

In this edition, we introduce the nature–nurture issue in Chapter 1. Each subsequent chapter includes one or more illustration of the intertwined contributions of nature and nurture to development. These topics are listed for easy reference in the theme index that appears on the book's endpapers. Along the way, we describe some exciting studies involving molecular genetics that compare individuals with and without particular genes and with and without particular life experiences to bring home what it means to say that genes and environment interact to influence development. For example, it becomes clear in Chapter 3 that the odds of depression become high only when a person is at genetic risk for depression and experiences multiple stressful events. In the process of writing these nature–nurture segments—which cover topics ranging from physical growth and the effects of prenatal alcohol exposure, to temperament and theory of mind, to autism and aging—we expanded coverage of evolution, genes, hormones, and other biological forces in development, enriched descriptions of social and cultural influences on development, and, most importantly, illuminated the complex interrelationships between biological and environmental influences that are at the heart of the developmental process.

Summing Up

Another feature new to this edition is "Summing Up" paragraphs at the end of each major section of each chapter to supplement the "Summary Points" at the conclusion of each chapter. We believe that these internal summaries will help students consolidate what they are learning when they read a chapter and when they review the material afterward.

Understanding the Data: Exercises on the Web

To reinforce students' understanding of current research data, these interactive online exercises link the text's research-oriented figures and tables to critical thinking exercises on the Book Companion Website (http://psychology.wadsworth.com/sigelman_rider5e). Icons next to selected figure and table captions in the text, and prompts at the end of each chapter, guide students to online exercises for specific figures and tables.

Keeping Current

As always, the book has been thoroughly updated from start to finish; it conveys the most recent discoveries and insights developmentalists have to offer. We take pride in having written a well-researched and well-referenced book that professors and students can use as a resource. We added some exciting new topics and greatly expanded and updated coverage of other topics. A sampling follows.

Chapter 1. Understanding Life-Span Human Development

- New section, "Framing the Nature–Nurture Issue," to put this all-important issue in a starring role from the start of the book
- Concrete illustration of research methods with a study that uses verbal report, behavioral observation, and physiological measures
- Inclusion of Urie Bronfenbrenner's bioecological model in the first chapter to call attention to issues in understanding diversity in human development

Chapter 2. Theories of Human Development

- New coverage of Gilbert Gottlieb's evolutionary–epigenetic systems perspective, including material on ethology
- New twists on this chapter's attempt to show how each major theorist would explain teenage pregnancy

Chapter 3. Genes, Environment, and Development

- The latest from the Human Genome Project and the potentials of new molecular genetics research
- New emphasis on how genes turn on and off over the course of development partly in response to environmental influences
- New evidence of social class differences in the heritability of intelligence
- Descriptions of both the contributions and the limitations of behavioral genetics

Chapter 4. Prenatal Development and Birth

- The latest research on prenatal development and teratogens
- Expanded coverage of birthing practices
- New reproductive technologies

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Chapter 5. The Physical Self

- More material on early and later brain development, including a separate section that covers brain plasticity
- A dynamic systems perspective on the emergence of motor skills
- Adolescent risk taking in relation to brain development during adolescence
- The latest research on teens and sleep

Chapter 6. Perception

- Issues in assessing hearing impairment across the life span
- Reorganized and updated coverage of the perceptual capacities of adults
- Interventions for both infants and elderly adults with hearing impairments

Chapter 7. Cognition

- New research on the infant's mastery of object permanence
- Expanded coverage of Vygotsky's perspective, including a comparison of his theory with that of Piaget
- Cognitive development in relation to children's humor and belief in Santa Claus

Chapter 8. Memory and Information Processing

- A sharper focus on developments in memory and information processing
- Coverage of autobiographical memory with references to scripts and eyewitness memory
- A description of what is "normal" forgetfulness in old age and what is not

Chapter 9. Intelligence and Creativity

- Information on modern intelligence tests including the Kaufman Assessment Battery for Children and Reuven Feuerstein's Learning Potential Assessment Device
- Historical changes in average intelligence quotient (IQ) scores
- The effectiveness of early intervention programs for preschool children and IQ training for elderly adults

Chapter 10. Language and Education

- Relationships between language skills, reading, and academic achievement
- Trends in science and mathematics education
- A section on integrating school and work during adolescence
- Integrated description of the educational implications of the theories and research in Chapters 6 through 9

Chapter 11. Self and Personality

- Clarification of links between early temperament and later personality
- Continued emphasis on the concept of goodness of fit between person and environment in relation to both personality development and vocational development
- New information on nature, nurture, and personality in different cultures
- Coverage of the controversy over the degree of continuity in adult personality

Chapter 12. Gender Roles and Sexuality

- Clarification of which gender differences are not substantiated by research
- The latest research on gender-role development including the contributions of biology and environment

Chapter 13. Social Cognition and Moral Development

- The roles of biology and culture in the development of a theory of mind
- The importance of a mutually responsive orientation between parent and child in the early development of conscience
- In-depth coverage of the multiple roots of youth violence and a new integrative model of influences on aggression

Chapter 14. Attachment and Social Relationships

- Coverage of a major National Institute of Child Health and Human Development study of the effects of day care
- Emphasis on connections between attachment and emotional regulation
- New research on the effects of early social deprivation on the quality of later relationships and social development
- New findings concerning the emotional lives of older adults

Chapter 15. The Family

- Trends in family life and the issue of whether the family is in decline
- Contributions of nature and nurture to differences between mothers and fathers
- New research linking attachment styles to adjustment during the transition to new parenthood
- A new empowerment approach to preventing abuse

Chapter 16. Developmental Psychopathology

- Expanded coverage of the developmental psychopathology perspective
- New illustrations of the diathesis–stress model of psychopathology
- Leading hypotheses about the core problem in autism, including the extreme male brain hypothesis
- The latest breakthroughs in understanding of attention deficit hyperactivity disorder, anorexia nervosa, depression, and Alzheimer's disease

Chapter 17. The Final Challenge: Death and Dying

- Controversies over whether aging and death are genetically programmed or are the result of haphazard damage

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