



The Developing Person

Through the Life Span

SIXTH EDITION

Kathleen Stassen Berger

Bronx Community College
City University of New York

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About the Author



Kathleen Stassen Berger received her undergraduate education at Stanford University and Radcliffe College, earned an M.A.T. from Harvard University and an M.S. and Ph.D from Yeshiva University. Her broad experience as an educator includes directing a preschool, teaching philosophy and humanities at the United Nations International School, teaching child and adolescent development to graduate students at Fordham University, teaching undergraduates at Montclair State University in New Jersey and at Quinnipiac University in Connecticut as well as inmates earning a paralegal degree at Sing Sing Prison.

For the past 35 years Berger has taught at Bronx Community College of the City University of New York, recently as the elected chair of the Social Science Department. She has taught introduction to psychology, child and adolescent development, adulthood and aging, social psychology, abnormal psychology, human motivation, and, of course, life-span development. Her students—who come from many ethnic, economic, and educational backgrounds and who have a wide range of interests—consistently honor her with the highest teaching evaluations. Her own four children attended New York City public schools, one reason that she was elected as president of the Community School Board in District Two.

Berger is also the author of *The Developing Person Through Childhood and Adolescence* and *The Developing Person Through Childhood*. Her three developmental texts are currently being used at nearly 700 colleges and universities worldwide in four languages. Her research interests include adolescent identity, sibling relationships, and bullying, and she has contributed articles on developmental topics to the *Wiley Encyclopedia of Psychology*. Berger's interest in college education is manifest in articles published in 2002 by the American Association for Higher Education and the National Education Association for Higher Education. She continues to teach and learn with every semester and every edition of her books.

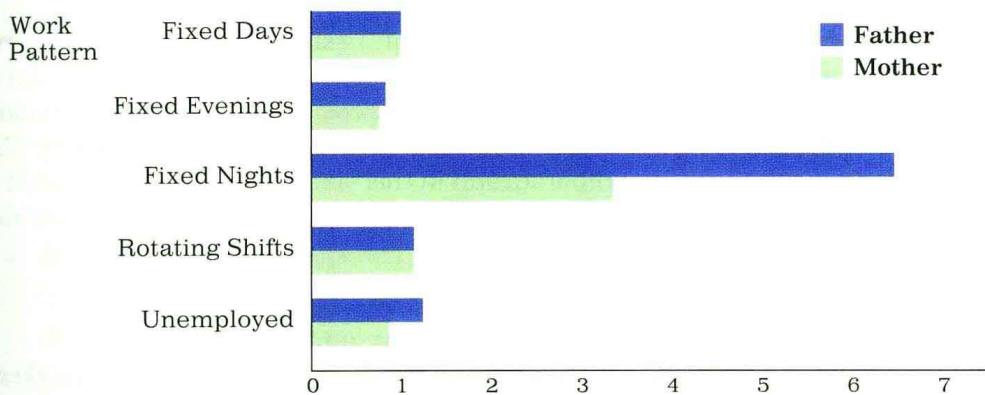
ters, one for each of the three domains: biosocial, cognitive, and psychosocial. The topical organization within a chronological framework is a useful scaffold for student understanding of the interplay between age and domain as they themselves actually experience it. Linking science to everyday life is one way to expand cognition. The chapters are color-coded with tabs in the margins: The pages of the biosocial chapters have green tabs, the cognitive chapters have blue tabs, and the psychosocial chapters have orange tabs.

- **Relevant features** In some books, boxes are tacked on to make the text seem more current or multicultural than it really is. In this edition, four series of deeper discussions appear as integral parts of the text, and only where they are relevant. These features include two series that readers have particularly liked in earlier editions (called “Changing Policy” and “In Person”) and two that are new to this edition (called “A Case to Study” and “Thinking Like a Scientist”).
- **Pedagogical aids** Each chapter ends with a chapter summary, a list of key terms (with page numbers indicating where the word is introduced and defined), and three or four applications, or exercises designed to let students see how important concepts apply to everyday life. Terms are defined in the margins where they are introduced (in boldface) in the text and again in a glossary at the back of the book. The outline on the first page of each chapter and the system of major and minor subheads facilitate the widely used survey-question-read-write-review (SQ3R) approach. New to this edition are the section-ending medial summaries designed to scaffold student retention. Observational quizzes inspire readers to look more closely at data and photographs, and the “Especially for . . .” questions in the margins apply concepts to real-life careers and social roles.

Examples of an “Especially for . . .” question, an Observational Quiz for a graph, and an Observational Quiz for a photograph are presented below and on the next page.

Especially for Doctors and Nurses If you had to choose between recommending various screening tests and recommending various lifestyle changes in a 35-year-old, which would you do? (See answer, page 511.)

Odds of Divorce within Next Five Years (for Parents Married Less Than 5 Years)



Source: Presser, 2000.

FIGURE 19.3 Parents' Work Schedules and the Risk of Divorce Both the wife's and the husband's work schedules affect their chances of getting divorced. To interpret this graph, you need to know that the odds of divorce are set at a baseline of 1.0 for those who are working “fixed days” (that is, most work hours occur between 8 A.M. and 4 P.M.). The odds of divorce for other couples are higher or lower than 1, depending on whether the risk is greater or less than that of the fixed-days group.

This study was longitudinal, measuring work schedules of 3,476 married couples over five years. Of those who initially had been married less than five years, 21 percent had divorced; of those who had been married more than five years, 8 percent had divorced.

? Observational Quiz (see answer, page 484): Looking closely at the graph, can you say what effect parental unemployment has on a marriage with small children?

- *Photographs, tables, and graphs that are integral to the text* Students learn a great deal by studying this book's illustrations, because Worth Publishers encourages authors to choose photos, tables, and graphs, to write captions, and to alter designs to better fit the words—not vice versa. As one result, photos and captions are instructional, supplementing and extending the text. Appendix A furthers this process by presenting at least one chart or table per chapter, containing detailed data for further study.

Learning Is Fun The original purpose of the Head Start program was to boost disadvantaged children's academic skills. The most enduring benefits, however, turned out to be improved self-esteem and social skills, as is evident in these happy Head Start participants, all crowded together.

? Observational Quiz (see answer, page 234): How many of these children are in close physical contact without discomfort or disagreement?



Content Changes for the Sixth Edition

Human development, like all sciences, builds on past learning. Many facts and concepts must be restated in every edition of a textbook—stages and ages, norms and variations, dangers and diversities, classic theories and fascinating applications. However, the study of development is continually changed by discoveries and innovations, so no paragraph in this sixth edition is exactly what it was in the fifth edition, much less the first. Extensive updating is evident on virtually every page. Highlights appear below.

Chapter 1: Introduction

- Greater emphasis on cultural contexts of development
- New subsection ("Who Sleeps with Whom?") provides a detailed example of how lifestyle patterns are affected by cultural values
- A Case to Study: "This Sense of Liberation" (about a boy growing up on a Georgia farm)

Chapter 2: Theories of Development

- Updated and expanded coverage of epigenetic theory
- Greater emphasis on sociocultural theory, especially on the work of Lev Vygotsky
- Applications of theory to real-world examples, including hyperactivity and sexual orientation
- Thinking Like a Scientist: What Is a Mother For? (Harlow's surrogate mothers)
- In Person: My Beautiful, Hairless Babies (the ethological perspective on why I adore my children)

Chapter 3: Heredity and Environment

- Expanded discussion on the interaction between genes and environment in senility and Alzheimer's disease
- Changing Policy: Too Many Boys? Too Many Girls?
- Thinking Like a Scientist: The Human Genome Project
- A Case to Study: "What Do People Live to Do?" (a young couple's quandary over their Down syndrome fetus)
- Changing Policy: Decisions and Values (some of the ethical dilemmas brought up in genetic counseling)

Chapter 4: Prenatal Development and Birth

- Updated international data on low birthweight, exposure to teratogens, and infant mortality
- Changing Policy: AIDS and Alcohol as Teratogens

Chapter 5: The First Two Years: Biosocial Development

- New research on sleep
- Expanded discussion of brain growth, including expansion, pruning, sculpting, and the development of the cortex
- New coverage of early infant cognition
- Updated information on infant nutrition, including breast feeding and malnutrition
- Heavily revised section on public health issues and initiatives worldwide, with specific coverage of immunization and sudden infant death syndrome
- A Case to Study: Toni's Well-Child Visit (identifying the signs of early deprivation)
- Thinking Like a Scientist: Plasticity and Young Orphans (Romanian adoptees)

Chapter 6: The First Two Years: Cognitive Development

- Research-based challenges to Piaget's theories of early cognition
- Expanded coverage of information processing
- New treatment of the effects of culture on language acquisition
- Revised section on theories of how infants learn language
- Thinking Like a Scientist: Object Permanence Revisited

Chapter 7: The First Two Years: Psychosocial Development

- Expanded coverage of temperament, including coverage of epigenetic theory
- More on development of emotions and social context (synchrony, social referencing)
- Expanded treatment of infant day care
- A Case to Study: Parents on Autopilot (a boy's need to develop social connections)

Chapter 8: The Play Years: Biosocial Development

- Coverage of the significance of brain development, especially the prefrontal cortex (with implications for education)
- Updated section on injury control and prevention
- Revised discussion of the incidence and prevention of child maltreatment
- A Case to Study: The Neglect of Neglect: A 2-Year-Old Boy

Chapter 9: The Play Years: Cognitive Development

- Expanded coverage of Vygotsky's theory of children as "apprentices in thinking"
- More explanations and data on how 4-year-olds develop a "theory of mind"
- New insights into language development, including the role of cognition
- Enhanced coverage of bilingual education
- The pros and cons of early-childhood education (including the qualities of good pre-K programs)

Chapter 10: The Play Years: Psychosocial Development

- Importance of emotional regulation and emotional intelligence
- New cross-cultural comparisons of parenting practices
- Expanded section on the influence of violent TV and video games on young children

Chapter 11: The School Years: Biosocial Development

- Coverage of cultural variations in childhood obesity
- New treatment of the importance of brain development to coordination and body movement
- New research on autism, ADHD, and ADD
- In Person: Two Children of Mexican Heritage in California
- A Case to Study: Billy: Dynamo or Dynamite?

Chapter 12: The School Years: Cognitive Development

- Expanded coverage of Piagetian and Vygotskian theory
- New research on information processing in the school years, emphasizing the importance of brain development
- New international data on children's understanding of logic
- New criticisms of Kohlberg's theory of moral development
- Various approaches to teaching reading and mathematics (including ideological controversies)
- New discussion of educational standards
- Thinking Like a Scientist: How Does Class Size Affect Learning?

Chapter 13: The School Years: Psychosocial Development

- Updated research on ways to stop and prevent bullying
- New coverage of family functions and structures
- New discussion of resilience in school-age children
- Thinking Like a Scientist: Intervention to Stop Bullying: Impossible?

Chapter 14: Adolescence: Biosocial Development

- New research on timing of puberty, including the impact of genes, stress, and evolution
- New material on risks of teenage sex

Chapter 15: Adolescence: Cognitive Development

- Coverage of intuitive and analytic modes of cognition
- Revised discussion of adolescent risk taking regarding school, jobs, and sex
- Expanded section on high school, including worldwide attendance and dropout rates
- Thinking Like a Scientist: Piaget's Balance Experiment

Chapter 16: Adolescence: Psychosocial Development

- Updated coverage of low self-esteem, depression, suicide, and rebellion in adolescence
- Restructured discussion of adolescent romance and sex
- Expanded treatment of the importance of parents and peers in social development
- In Person: Talking to My Children About Marriage and Parenthood

Chapter 17: Early Adulthood: Biosocial Development

- New section on psychopathologies (depression, schizophrenia, and antisocial behavior, especially male violence) in early adulthood
- New coverage of gender differences in health status
- A Case to Study: Julia: "Too Thin, As If That's Possible"

Chapter 18: Early Adulthood: Cognitive Development

- New discussion of the impact of stereotype threat on cognition
- New coverage of culture and cognition

- Updated material on contemporary college students
- Thinking Like a Scientist: Reducing Stereotype Threat
- In Person: Faith and Tolerance

Chapter 19: Early Adulthood: Cognitive Development

- New coverage of the impact of culture on courtship and marriage
- Expanded discussion and new research on same-sex unions
- Updated coverage of domestic violence
- Reorganized and expanded section on marital roles includes new research on dual-earner families and single parents
- A Case to Study: Linda: “Her Major Issues Were Relationships and Career” and Linda Again: “A Much Sturdier Self” (impact of identity on early adult development)

Chapter 20: Middle Adulthood: Biosocial Development

- Updated discussion of menopause, including new research on hormone replacement therapy
- New research on ethnic variations in health
- Increased emphasis on health habits that can moderate secondary aging
- Thinking Like a Scientist: World Health and the Tragedy of the Commons

Chapter 21: Middle Adulthood: Cognitive Development

- New emphasis on life-span changes and fluctuations in intelligence
- New section on cultural setting and cognitive abilities
- New coverage of ways of coping with stress
- In Person: An Experienced Parent

Chapter 22: Middle Adulthood: Psychosocial Development

- New research on marriage and divorce
- Updated material on caregiving in middle age
- New coverage of international trends in nest-leaving
- New coverage of culture and grandparenting, including custodial grandparents
- Research on scaling back and retirement
- Changing Policy: Income and Age

Chapter 23: Late Adulthood: Biosocial Development

- Updated material on strategies for compensating for sensory losses
- New biological theories of aging
- New section contrasting ageism in various nations
- Increased emphasis on health habits that can prevent or moderate secondary aging

Chapter 24: Late Adulthood: Cognitive Development

- Updated material on normative memory changes in aging
- New research on risk factors for Alzheimer’s disease and current treatments
- Thinking Like a Scientist: Neuroscience and Brain Activity

Chapter 25: Late Adulthood: Psychosocial Development

- New coverage of diversity in elder-care practices and values
- Deeper discussion of caregiving, including the psychological impact on both caregiver and care receiver
- Updated coverage of widows and widowers and growing old alone
- A Case to Study: Mrs. Edwards, Doing Just Fine
- Changing Policy: Between Fragile and Frail: Protective Buffers

Epilogue

- New coverage of cultural beliefs related to death and mourning
- Updated treatment of palliative care, the hospice movement, and euthanasia
- A Case to Study: “Ask My Son and My Husband”

Appendix A: Supplemental Charts, Graphs, and Tables

- Quantitative data (in chart, graph, or table form) for further exploration, keyed to each chapter

Appendix B: More About Research Methods

- New section on how research validity can be enhanced (through representative sampling, and use of a comparison group)
- Hints about using the Internet for research

Appendix C: Three Research Assignments

Supplements

As an instructor myself, I know the importance of good supplements. I have been known to reject a textbook adoption because the company had a bad record on ancillaries and service. Fortunately, Worth has a well-deserved reputation for the quality of such materials—for both professors and students. With this edition you will find:

Exploring Life-Span Development: A Media Tool Kit

This CD series (also available for instructors on VHS and DVD) was prepared by a talented team of instructors including Lisa Huffman, Ball State University; Tom Ludwig, Hope College; Tanya Renner, Kapiolani Community College; Stavros Valenti, Hofstra University; and Catherine Robertson, Grossmont College. Combining video, animations, self-tests, and interactive exercises, the Exploring Life-Span Development Media Tool Kit offers students hands-on, interactive learning. These activities range from investigations of classic experiments (like the Visual Cliff and the Strange Situation) to observations on children's play, adolescent risk-taking, and successful aging. The student tool kit includes more than 60 interactive video-based student activities, quizzes, and flashcards tied to every chapter of the book. The instructor tool kit includes more than 350 video clips and animations, along with teaching tips and discussion starters.

Journey Through the Life Span Observational Videos

Bringing observational learning to the classroom, this new life-span development video allows students to watch and listen to children and adults as a way of amplifying their reading of the text. Students will be able to observe children from birth through death, in day-care centers, in schools, homes, nursing homes, and hospices and from a multitude of cultures and communities across the globe (Africa, Europe, Latin America, and Asia). Some of the most noted experts in development—Patricia Greenfield, Charles Nelson, Barbara Rogoff, and Carolyn Rovee-Collier—talk about their work in areas ranging from the biology of early brain development to bereavement. This three-video set also includes more than six hours of footage, including one hour of observational clips without narration. An instructor's observation workbook provides teaching and activity tips, while a student workbook helps students sharpen their observational skills and relate text material to real-life settings.

The Scientific American Frontiers Videos for Developmental Psychology

This remarkable resource provides instructors with 17 video segments of approximately 15 minutes each, on topics ranging from language development to nature–nurture issues. The videos can be used to launch classroom lectures or to

emphasize and clarify course material. The Faculty Guide by Richard O. Straub (University of Michigan) describes and relates each segment to specific topics in the text.

Life-Span Development Telecourse

This new Life-Span Development TeleWeb Course, *Transitions Throughout the Life Span* developed by Coast Learning Systems and Worth Publishers, will teach the fundamentals of life-span development. The course also explores the variety of individual and developmental contexts that influence development, such as socioeconomic status, culture, genetics, family, school, and society. Each video lesson includes specific real-life examples interwoven with commentary by subject matter experts. The course includes 26 half-hour video lessons, a Telecourse Study Guide, and a Faculty Manual with test bank. The test bank is also available electronically.

Instructor's Resource eLibrary (IREL)

The Instructor's Resource eLibrary brings together all of the existing text and supplementary resources in a single, easy-to-use Web interface. This searchable, Web-based integrator includes materials from the textbook, the *Instructor's Resources*, and electronic supplements, including PowerPoints, and video clips. Through simple browse and search tools, instructors can quickly access virtually any piece of content and either download it to their computer or create a Web page to share with students.

Instructor's Resources

This collection of resources written by Richard O. Straub has been hailed as the richest collection of instructor's resources in developmental psychology. This manual features chapter-by-chapter previews and lecture guides, learning objectives, springboard topics for discussion and debate, handouts for student projects, and supplementary readings from journal articles. Course planning suggestions, ideas for term projects, and a guide to audiovisual and software materials are also included. New to this edition are additional media teaching suggestions.

Study Guide

The Study Guide, by Richard O. Straub helps students evaluate their understanding and retain their learning longer. Each chapter includes a review of key concepts, guided study questions, and section reviews that encourage students' active participation in the learning process; two practice tests and a challenge test help them assess their mastery of the material.

PowerPoint Slides

A number of different presentation slides are available on the Web site or on a CD-ROM. There are two prebuilt PowerPoint slide sets for each text chapter—one featuring chapter outlines, the other featuring all chapter art and illustrations. These slides can be used as is or customized to fit individual needs. Catherine Robertson (Grossmont College) has also produced a set of slides featuring tables, graphs, and figures.

The Worth Image and Lecture Gallery

Using Worth's Image and Lecture Gallery, located at www.worthpublishers.com/ilg, instructors can browse, search, and download illustrations from every Worth title and prebuilt PowerPoint presentation files for specific chapters, containing all

chapter art or all chapter section headings in text form. Users can also create personal folders on a personalized home page for easy organization of the materials.

Overhead Transparencies

This set of 100 full-color transparencies consists of key illustrations, charts, graphs, and tables from the textbook.

Test Bank and Computerized Test Bank

The test bank prepared by myself, Bob Rainey (Florida Community College at Jacksonville), and Jill Saxon includes at least 80 multiple-choice and 50 fill-in, true-false, and essay questions for each chapter. Each question is keyed to the textbook by topic, page number, and level of difficulty. The Diploma computerized test bank, available for Windows and Macintosh, guides instructors step-by-step through the process of creating a test, and allows instructors to add an unlimited number of questions, edit questions, format a test, scramble questions, and include pictures, equations, and multimedia links. Online testing is also available through the system.

Companion Web Site

The companion Web site (www.worthpublishers.com/berger) is an online educational setting for students and instructors. It is free and does not require any special access codes or passwords. Student resources include: chapter outlines; learning objectives; Internet exercises; annotated Web links, sample essay question; case study question; online quizzes with immediate feedback and instructor notification; interactive flashcards and frequently asked questions about developmental psychology. For instructors, the Web site includes a full array of teaching tools, such as PowerPoint slides, syllabus posting, an online gradebook, and links to various resources, including WebCT, Blackboard, and the Worth Image and Lecture Gallery.

Thanks

I'd like to thank those academic reviewers who have read this book in every edition and who have provided suggestions, criticisms, references, and encouragement. They have all made this a better book. I want to mention especially those who have reviewed this edition:

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Dedication

To my daughters, Bethany Ruth Berger, Rachel Stassen-Berger, Elissa Aria Rivka Berger, and Sarah Ariel Martha Berger. They were little girls when I began writing (except Sarah, who was not yet conceived), and they have supported and sustained me all these many years, especially since January 28, 2003, when their father died. I love them now, more than ever.



New York, February 2004

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