



DEVELOPMENT

Through the

LIFESPAN

Third Edition

LAURA E. BERK



Development Through the Lifespan

THIRD EDITION



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Dedication

*In loving memory of my parents,
Sofie Lentschner Eisenberg and Philip Vernon Eisenberg*

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About the Author

Laura E. Berk is a distinguished professor of psychology at Illinois State University, where she teaches human development to both undergraduate and graduate students. She received her bachelor's degree in psychology from the University of California, Berkeley, and her master's and doctoral degrees in educational psychology from the University of Chicago. She has been a visiting scholar at Cornell University, UCLA, Stanford University, and the University of South Australia. Berk has published widely on the effects of school environments on children's development, the development of private speech, and most recently the role of make-believe play in the development of self-regulation. Her research has been funded by the U.S. Office of Education and the National Institute of Child Health and Human Development. It has appeared in many prominent journals, including *Child Development*, *Developmental Psychology*, *Merrill-Palmer Quarterly*, *Journal of Abnormal Child Psychology*, *Development and Psychopathology*, and *Early Childhood Research Quarterly*. Her empirical studies have attracted the attention of the gen-



eral public, leading to contributions to *Psychology Today* and *Scientific American*. Berk has served as research editor for *Young Children* and consulting editor for *Early Childhood Research Quarterly*. She is author of the chapter on the extracurriculum for the *Handbook of Research on Curriculum* (American Educational Research Association), the chapter on development for *The Many Faces of Psychological Research in the Twenty-First Century* (Society for the Teaching of Psychology), and the article on Vygotsky for the *Encyclopedia of Cognitive Science*. Her books include *Private Speech: From Social Interaction to Self-Regulation*, *Scaffolding Children's Learning: Vygotsky and Early Childhood Education*, and *Landscapes of Development: An Anthology of Readings*. In addition to *Development Through the Lifespan*, she is author of the best-selling texts *Child Development and Infants, Children, and Adolescents*, published by Allyn and Bacon. Her recently published book for parents and teachers is *Awakening Children's Minds: How Parents and Teachers Can Make a Difference*.

A Personal Note to Students

My 33 years of teaching child development have brought me in contact with thousands of students like you—students with diverse college majors, future goals, interests, and needs. Some are affiliated with my own department, psychology, but many come from other related fields—education, sociology, anthropology, family studies, nursing, and biology, to name just a few. Each semester, my students' aspirations have proved to be as varied as their fields of study. Many look toward careers in applied work—caregiving, nursing, counseling, social work, school psychology, and program administration. Some plan to teach, and a few want to do research. Most hope someday to become parents, whereas others are already parents who come with a desire to better understand and rear their children. And almost all arrive with a deep curiosity about how they themselves developed from tiny infants into the complex human beings they are today.

My goal in preparing this third edition of *Development Through the Lifespan* is to provide a textbook that meets the instructional goals of your course as well as your personal in-

terests and needs. To achieve these objectives, I have grounded this book in a carefully selected body of classic and current theory and research. In addition, the text highlights the life-span perspective on development and the interacting contributions of biology and environment to the developing person. It also illustrates commonalities and differences between ethnic groups and cultures, and discusses the broader social contexts in which we develop. I have provided a unique pedagogical program that will assist you in mastering information, integrating various aspects of development, critically examining controversial issues, and applying what you have learned.

I hope that learning about human development will be as rewarding for you as I have found it over the years. I would like to know what you think about both the field of human development and this book. I welcome your comments; please feel free to send them to me at Department of Psychology, Box 4620, Illinois State University, Normal, IL 61790, or care of the publisher, who will forward them to me.

—Laura E. Berk

Preface for Instructors

My decision to write *Development Through the Lifespan* was inspired by a wealth of professional and personal experiences. First and foremost were the interests and concerns of hundreds of students of human development with whom I have worked in three decades of college teaching. Each semester, their insights and questions have revealed how an understanding of any single period of development is enriched by an appreciation of the entire lifespan. Second, as I moved through adult development myself, I began to think more intensely about factors that have shaped and reshaped my own life course—family, friends, mentors, coworkers, community, and larger society. My career well established, my marriage having stood the test of time, and my children launched into their adult lives, I felt that a deeper grasp of these multiple, interacting influences would help me better appreciate where I had been and where I would be going in the years ahead. I was also convinced that such knowledge could contribute to my becoming a better teacher, scholar, family member, and citizen. And because teaching has been so central and gratifying a part of my work life, I wanted to bring to others a personally meaningful understanding of lifespan development.

The years since *Development Through the Lifespan* first appeared have been a period of considerable expansion and change in theory and research. This third edition represents these rapidly transforming aspects of the field, with a wealth of new content and teaching tools:

- *Diverse pathways of change are highlighted.* Investigators have reached broad consensus that variations in biological makeup and everyday tasks lead to wide individual differences in paths of change and resulting competencies. This edition pays more attention to variability in development and to recent theories—including ecological, sociocultural, and dynamic systems—that attempt to explain it. Multicultural and cross-cultural findings, including international comparisons, are enhanced throughout the text. Biology and Environment and Cultural Influences boxes also accentuate the theme of diversity in development.
- *The lifespan perspective is emphasized.* As in previous editions, the lifespan perspective—development as life-long, multidimensional, multidirectional, plastic, and embedded in multiple contexts—continues to serve as a unifying approach to understanding human change and is woven thoroughly into the text. In addition, special Lifespan Vista boxes discuss lifespan-perspective assumptions and consider development across a wide age span.
- *The complex, bidirectional relationship between biology and environment is given greater attention.* Accumulating

evidence on development of the brain, motor skills, cognitive competencies, temperament and personality, and developmental problems underscores the way biological factors emerge in, are modified by, and share power with experience. The interconnection between biology and environment is integral to the lifespan perspective and is revisited throughout the text narrative.

- *Inclusion of interdisciplinary research is expanded.* The move toward viewing thoughts, feelings, and behavior as an integrated whole, affected by a wide array of influences in biology, social context, and culture, has motivated developmental researchers to strengthen their links with other fields of psychology and with other disciplines. Topics and findings included in this edition increasingly reflect the contributions of educational psychology, social psychology, health psychology, clinical psychology, neuropsychology, biology, pediatrics, geriatrics, sociology, anthropology, social welfare, and other fields.
- *The links between theory, research, and applications are strengthened.* As researchers intensify their efforts to generate findings that can be applied to real-life situations, I have placed greater weight on social policy issues and sound theory- and research-based applications.
- The role of active student learning is made more explicit. Ask Yourself questions at the end of each major section have been expanded to promote three approaches to engaging actively with the subject matter—*Review, Apply, and Connect*. This feature assists students in reflecting on what they have read from multiple vantage points. In addition, definitions of important terms have been highlighted within the text, allowing students to see these terms in a meaningful context.

Text Philosophy

The basic approach of this book has been shaped by my own professional and personal history as a teacher, researcher, and parent. It consists of seven philosophical ingredients that I regard as essential for students to emerge from a course with a thorough understanding of lifespan development. Each theme is woven into every chapter:

1. An understanding of the diverse array of theories in the field and the strengths and shortcomings of each. The first chapter begins by emphasizing that only knowledge of multiple theories can do justice to the richness of human development.

As I take up each age period and domain of development, I present a variety of theoretical perspectives, indicate how each highlights previously overlooked aspects of development, and discuss research that evaluates it. Consideration of contrasting theories also serves as the context for an evenhanded analysis of many controversial issues.

2. A grasp of the lifespan perspective as an integrative approach to development. I introduce the lifespan perspective as an organizing framework in the first chapter and continually refer to and illustrate its assumptions throughout the text, in an effort to help students construct an overall vision of development from conception to death.

3. Knowledge of both the sequence of human development and the processes that underlie it. Students are provided with a discussion of the organized sequence of development along with processes of change. An understanding of process—how complex combinations of biological and environmental events produce development—has been the focus of most recent research. Accordingly, the text reflects this emphasis. But new information about the timetable of change has also emerged. In many ways, the very young and the old have proved to be far more competent than they were believed to be in the past. In addition, many milestones of adult development, such as finishing formal education, entering a career, getting married, having children, and retiring, have become less predictable. Current evidence on the sequence and timing of development, along with its implications for process, is presented for all periods of the lifespan.

4. An appreciation of the impact of context and culture on human development. A wealth of research indicates that people live in rich physical and social contexts that affect all domains of development. Throughout the book, students travel to distant parts of the world as I review a growing body of cross-cultural evidence. The text narrative also discusses many findings on socioeconomically and ethnically diverse people within the United States and Canada. Furthermore, the impact of historical time period and cohort membership receives continuous attention. In this vein, gender issues—the distinctive but continually evolving experiences, roles, and life paths of males and females—are granted substantial emphasis. Besides highlighting the effects of immediate settings, such as family, neighborhood, and school, I make a concerted effort to underscore the influence of larger social structures—societal values, laws, and government programs—on lifelong well-being.

5. An understanding of the joint contributions of biology and environment to development. The field recognizes more powerfully than ever before the joint roles of hereditary/constitutional and environmental factors—that these contributions to development combine in complex ways and cannot be separated in a simple manner. Numerous examples of how biological dispositions can be maintained as well as transformed by social contexts are presented throughout the book.

6. A sense of the interdependency of all domains of development—physical, cognitive, emotional, and social. Every

chapter emphasizes an integrated approach to human development. I show how physical, cognitive, emotional, and social development are interwoven. Within the text narrative, and in a special series of Ask Yourself questions at the end of major sections, students are referred to other sections of the book to deepen their grasp of relationships among various aspects of change.

7. An appreciation of the interrelatedness of theory, research, and applications. Throughout this book, I emphasize that theories of human development and the research stimulated by them provide the foundation for sound, effective practices with children, adolescents, and adults. The link between theory, research, and applications is reinforced by an organizational format in which theory and research are presented first, followed by practical implications. In addition, a current focus in the field—harnessing knowledge of human development to shape social policies that support human needs throughout the lifespan—is reflected in every chapter. The text addresses the current condition of children, adolescents, and adults in the United States, Canada, and around the world and shows how theory and research have combined with public interest to spark successful interventions. Many important applied topics are considered, such as family planning, infant mortality, maternal employment and child care, teenage pregnancy and parenthood, domestic violence, exercise and adult health, lifelong learning, grandparents rearing grandchildren, adjustment to retirement, and adapting to widowhood.

Text Organization

I have chosen a chronological organization for *Development Through the Lifespan*. The book begins with an introductory chapter that describes the history of the field, contemporary theories, and research strategies. It is followed by two chapters on the foundations of development. Chapter 2 combines an overview of biological and environmental contexts into a single, integrated discussion of these multifaceted influences on development. Chapter 3 is devoted to prenatal development, birth, and the newborn baby. With this foundation, students are ready to look closely at seven major age periods: infancy and toddlerhood (Chapters 4, 5, and 6), early childhood (Chapters 7 and 8), middle childhood (Chapters 9 and 10), adolescence (Chapters 11 and 12), early adulthood (Chapters 13 and 14), middle adulthood (Chapters 15 and 16), and late adulthood (Chapters 17 and 18). Topical chapters within each chronological division cover physical development, cognitive development, and emotional and social development. The book concludes with a chapter on death, dying, and bereavement (Chapter 19).

The chronological approach assists students in thoroughly understanding each age period. It also eases the task of integrating the various domains of development because each is discussed in close proximity. At the same time, a chronologically organized book requires that theories covering several age periods be presented piecemeal. This creates a challenge

for students, who must link the various parts together. To assist with this task, I frequently remind students of important earlier achievements before discussing new developments, referring back to related sections with page references. Also, chapters or sections devoted to the same topic (for example, cognitive development) are similarly organized, making it easier for students to draw connections across age periods and construct an overall view of developmental change.



New Coverage in the Third Edition

Lifespan development is a fascinating and ever-changing field of study, with constantly emerging new discoveries and refinements in existing knowledge. The third edition represents this burgeoning contemporary literature, with over 1,700 new citations. Cutting-edge topics throughout the text underscore the book's major themes. Here is a sampling:

- **Chapter 1:** Updated Biology and Environment box on resiliency ● New illustration of information-processing research—a study of children's problem solving ● New section on evolutionary developmental psychology ● Updated consideration of Vygotsky's view of development ● New, clearer illustration of the structure of the environment in ecological systems theory ● New Social Issues box on the Access Program, a community–researcher partnership ● Enhanced discussion of cohort effects, with examples.
- **Chapter 2:** Expanded and updated discussion of basic genetics, including resemblance of the human genome to the genomes of other species and gene–environment exchanges within the cell ● Updated Social Issues box on the pros and cons of reproductive technologies, including new techniques and related ethical concerns ● Updated consideration of the implications of the Human Genome Project for lifespan development, with emphasis on the status of genetic treatments ● Revised and updated section on the development of adopted children ● Updated section on environmental contexts for development, with special attention to family and neighborhood influences and the overall well-being of children, families, and the aged in the United States and Canada ● New section on environmental influences on gene expression, including discussion of epigenesis ● New Biology and Environment box on uncoupling genetic–environmental correlations for mental illness and antisocial behavior.
- **Chapter 3:** Updated discussion of teratogens and other maternal influences on birth outcomes and later development ● Enhanced Lifespan Vista box on prenatal development and health in later life ● Updated statistics and findings on medical interventions during childbirth ● Revised and updated Social Issues box on a cross-national perspective on health care and other policies for parents and newborn babies ● Updated Biology and Environment box on sudden infant death syndrome ● Enhanced section
- on infant crying, including cultural variations in infant soothing and new evidence on abnormal crying ● New findings on infant pain perception ● Updated consideration of the role of newborn smell in locating food and identifying the caregiver.
- **Chapter 4:** Enhanced discussion of brain development, including production and migration of neurons, formation of synapses, and synaptic pruning ● Updated research on the role of early experience in inducing brain lateralization ● New Lifespan Vista box on brain plasticity throughout the lifespan, with insights from research on children and adults with brain damage ● Updated Cultural Influences box on cultural variation in infant sleeping arrangements, with information on the protective value of cosleeping for at-risk infants ● Enhanced coverage of sensitive periods in brain development, including discussion of appropriate stimulation in infancy ● Updated information on the benefits of breastfeeding ● New research on the negative consequences of malnutrition for health and psychological development ● Updated findings on the development of speech perception ● New findings on the relationship of motor development to depth perception ● Expanded and updated consideration of early face perception.
- **Chapter 5:** Reorganized and condensed presentation of Piaget's sensorimotor stage ● Clarified definition of mental representation and its functions in cognition ● Description and critique of the violation-of-expectation method ● Updated research on development of object permanence ● Inclusion of the core knowledge perspective on cognitive development ● New Biology and Environment box addressing the question, Do infants have built-in numerical knowledge? ● Revised presentation of the information-processing system, including the central executive ● Updated research on development of infant attention ● Updated findings on development of representation, memory, and categorization in infancy ● Updated Lifespan Vista box on infantile amnesia ● Expanded treatment of the social context of early cognitive development, with attention to cultural variations in mental strategies ● New evidence on long-term effects of the Carolina Abecedarian Project ● Updated findings on the role of babbling in early language development.
- **Chapter 6:** Updated Lifespan Vista box on maternal depression and children's development ● Cross-cultural research on development of stranger anxiety ● Enhanced discussion of emotional self-regulation, including cultural variations ● Expanded discussion of Rothbart's model of temperament ● New research on the stability of temperament ● Enhanced treatment of cultural influences on temperament ● Updated discussion of the stability of attachment ● New findings on the relationship of disorganized/disoriented attachment to later development ● Enhanced discussion of the ecological context of attachment ● Updated consideration of early sibling relationships ●

Updated Social Issues box on whether child care in infancy threatens attachment security and later adjustment, including new findings from the NICHD Study of Early Child Care • Clarified description of the I-self and the me-self • Enhanced discussion of individual differences in early development of self-control, with emphasis on the importance of sensitive, supportive parenting.

- **Chapter 7:** New evidence on lateralization and handedness • Expanded discussion of environmental influences on preschoolers' eating behaviors • Updated statistics on child health indicators, including nutrition, immunization, and infectious disease • New Social Issues box on consequences of chronic middle ear infection for development • International comparisons of rates of childhood unintentional injuries • Updated consideration of development of drawing • Inclusion of research on scaffolding and cognitive development • Revised section evaluating Vygotsky's theory • New Cultural Influences box on young children's daily life in a Yucatec Mayan village, illustrating diversity in preschool cognitive development • New section on advances in autobiographical memory, including research on adult communication styles for prompting children's autobiographical narratives • Updated discussion of the young child's theory of mind, including an illustration of a typical false-belief task • Enhanced consideration of early literacy experiences, with emphasis on the consequences of storybook reading for language, literacy, and academic skills • Updated discussion of children's early math problem-solving strategies • New evidence on outcomes associated with child-centered versus academic preschools and kindergartens • Expanded and updated discussion of the long-term benefits of preschool intervention for poverty-stricken children • New findings on the impact of educational television on cognitive and social skills • Updated research on vocabulary development, emphasizing the diverse strategies preschoolers use to figure out word meanings.
- **Chapter 8:** New Cultural Influences box on implications of cultural variations in personal storytelling for preschoolers' self-concepts • Updated research on preschoolers' self-esteem • New evidence on understanding of emotions, emotional self-regulation, and self-conscious emotions • Revised and updated section on parenting and children's peer relations, including direct and indirect influences • New evidence on North American parents' use of corporal punishment • New research on moral understanding, with special attention to preschoolers' capacity to distinguish among moral imperatives, social conventions, and matters of personal choice • Updated research on development of aggression, including new findings on the effects of TV violence • Enhanced discussion of genetic influences on gender typing, including a new Lifespan Vista box describing a case study of a boy reared as a girl • Updated treatment of child-rearing styles and their impact on development • New findings on ethnic variations in child-rearing styles • Updated section on child maltreatment.

- **Chapter 9:** Current findings on development of myopia • Updated and expanded discussion of childhood obesity • Enhanced consideration of childhood illnesses, including children with chronic diseases • Current information on extent of physical education • Expanded discussion of spatial reasoning, including children's understanding of maps • Enhanced treatment of an information-processing view of concrete operational thought, with greater attention to Case's neo-Piagetian theory • Attention to parents' and teachers' influences on children's planning and cognitive self-regulation • Updated findings on reading and mathematics development • Revised section on Sternberg's triarchic theory of intelligence • New research on culture, communication styles, and children's mental test performance • Discussion of dynamic testing in reducing cultural bias in intelligence testing • Revised and updated sections on bilingual development and bilingual education • New Caregiving Concerns table on signs of high-quality education in elementary school • New Social Issues box on school readiness and early grade retention • Consideration of reciprocal teaching, a Vygotsky-inspired educational innovation • Updated research on gifted children, with attention to the distinction between talent and creativity and family contributions to development of talent • New evidence on academic achievement of American and Canadian students in cross-national perspective.
- **Chapter 10:** Enhanced discussion of self-concept and self-esteem, including cultural variations and parenting influences • Expanded treatment of self-conscious emotions, emotional understanding, and emotional self-regulation • Updated consideration of children's understanding of links between moral rules and social conventions • Expanded discussion of peer groups • New evidence on peer acceptance, including two subtypes of popular children • Updated Biology and Environment box on bullies and their victims • Updated section on divorce, with special attention to long-term consequences • New evidence on child care for school-age children • Updated Lifespan Vista box on children of war.
- **Chapter 11:** Updated statistics on physical activity rates of American and Canadian teenagers • Expanded treatment of ethnic variations in pubertal growth • New findings on the contribution of family experiences to pubertal timing • Enhanced discussion of changes in parent-child relationships at puberty • Updated research on anorexia nervosa and bulimia nervosa • Expanded discussion of factors related to adolescent parenthood • Updated findings on substance use and abuse, including international comparisons • Expanded treatment of information-processing research on adolescent cognition • Updated coverage of sex differences in mathematical and spatial abilities • Current evidence on the impact of school transitions on adolescent adjustment • Enhanced discussion of parenting and adolescent achievement, including a new section on parent-school partnerships • Updated research on factors leading up to dropping out

of high school and long-term consequences • New Lifespan Vista box on extracurricular activities and positive youth development.

- **Chapter 12:** Updated research on self-concept and self-esteem • Enhanced discussion of identity development, including the role of close friends • Updated Cultural influences box on ethnic identity • Expanded treatment of sex differences in moral reasoning, including cross-cultural research • Enhanced discussion of influences on moral reasoning, including a revised section on the impact of culture • New Social Issues box on development of civic responsibility • Updated discussion of parent–child relationships in adolescence • Expanded treatment of parent–child relationships and peer-group membership • Updated consideration of adolescent dating, including special challenges for homosexual adolescents • New evidence on adolescent depression, including sex differences • Special emphasis on the joint influence of personal and contextual factors on adolescent problem behavior, as illustrated by depression, suicide, and delinquency.
- **Chapter 13:** Updated discussion of theories of biological aging • Expanded consideration of SES differences in health, including, cross-national variations • Updated discussion of factors contributing to the decline in female reproductive capacity after age 35 • Current evidence on implications of overweight and obesity for health • New Lifespan Vista box on why the United States exceeds all other nations in prevalence of obesity • Updated findings on exercise intensity and health, including a comparison of American and Canadian government recommendations • Current evidence on the prevalence of smoking in young adults • New research on attitudes toward homosexuality • Updated discussion of factors linked to sexual coercion • Expanded consideration of psychological stress, including changes from early to middle adulthood • Enhanced discussion of psychological changes during the college years • New findings on gender differences in vocational choice • Updated Cultural Influences box on work–study apprenticeships in Germany.
- **Chapter 14:** Updated research on gender differences and similarities in mate selection • Updated Lifespan Vista box on associations between childhood attachment patterns and adult romantic relationships • New research on factors related to partner abuse, including international comparisons illustrating the importance of traditional gender roles and poverty • Enhanced discussion of changes in loneliness during adulthood • Updated findings on factors linked to timing of leaving home in early adulthood • New research on marital roles, with international comparisons of men’s and women’s participation in housework • New findings on factors linked to marital satisfaction, including the role of religiosity • Revised section on the transition to parenthood, including factors that predict continued marital happiness versus marital strain • Updated research on family size and parents’ and children’s well-being • New Cultural Influences box providing a global perspective on family planning •
- Expanded discussion of the relationship of cohabitation to marital success, including the role of cultural values and the cohabitation experience • Enhanced consideration of factors linked to divorce • New evidence on adjustment of stepparents and never-married single parents • Expanded and updated consideration of career development of women and ethnic minorities • Updated discussion of factors linked to work–family role overload and its consequences for parents’ and children’s well-being.
- **Chapter 15:** Updated discussion of changes in vision, including risk of glaucoma • Revised and updated discussion of hormone therapy, including recent evidence on benefits and risks • Updated statistics on illness and disability in midlife • Expanded discussion of stress management in adulthood • Enhanced consideration of physical and mental health benefits of exercise in midlife, and ways to encourage middle-aged adults to exercise • New research on gender and the double standard of aging • Expanded discussion of changes in mental abilities during adulthood, including Kaufman’s research on verbal and performance IQ, with implications for development of crystallized and verbal intelligence • Enhanced consideration of changes in the quality of creativity in middle adulthood • Revised section on supporting returning students.
- **Chapter 16:** Expanded discussion of generativity, including ethnic variations • New Lifespan Vista box on life stories of generative adults • New findings on midlife crisis • Updated consideration of midlife gains in coping strategies • New evidence on stability of personality traits during adulthood • Enhanced discussion of changing parent–child relationships in midlife, including cultural variations in “launching children and moving on” • Updated section on caring for aging parents, including cultural variations in sense of obligation and in caregiver stress • Revised and updated Social Issues box on grandparents rearing grandchildren • New evidence on development of midlife sibling relationships • Updated research on midlife job satisfaction • Enhanced consideration of planning for retirement.
- **Chapter 17:** Revised and expanded discussion of average life expectancy and active lifespan, including international comparisons • Updated Lifespan Vista box on centenarians • Updated research on aging of the nervous system and declines in vision and hearing • Revised and expanded consideration adapting to physical changes of late adulthood, including new sections on assistive technology and overcoming stereotypes of aging • Enhanced treatment of cultural variations in the experience of aging • New findings on the impact of diet, vitamin-mineral supplements, and exercise on physical aging and health in late adulthood • Updated discussion of barriers to regular exercise in late life, with implications for effective intervention • Updated statistics on leading causes of death in late adulthood • Updated statistics on SES and ethnic variations in late-life health • New findings

on risk of dementia in African Americans • Updated research on genetic and environmental risk factors for Alzheimer’s disease • New Social Issues box on interventions for caregivers of elders with dementia • Enhanced discussion of long-term care, including nursing home placement and ethnic and international comparisons • Expanded discussion of changes in memory, including a new section on associative memory • New research on competence in everyday problem solving in late adulthood • Expanded and updated discussion of the cognitive and emotional ingredients of wisdom, and its development.

- **Chapter 18:** Updated research on the functions of reminiscence • Enhanced discussion of religion and spirituality, with new findings on consequences for elders’ well-being • Updated Lifespan Vista box on the influence of a shortened time perspective on elders’ social goals • New section on elderly gay and lesbian partners • Updated consideration of adjustment to widowhood • New findings on changes in sibling relationships in late adulthood • Updated research on grandparent–adult grandchild relationships • New evidence on adaptation to retirement • Increased emphasis on elders’ active efforts to sustain a sense of personal continuity in coping with diverse life

challenges • Expanded treatment of gender differences in late-life adjustment • New research on successful aging.

- **Chapter 19:** Updated research on death anxiety • Revised and updated discussion of thinking and emotions of dying people, emphasizing individual and cultural differences • Expanded explanation of appropriate death • New findings on cultural variations in candidness with dying people • Updated consideration of hospital death, pointing out the need for comprehensive treatment programs aimed at easing physical, emotional, and spiritual pain • Inclusion of research on the benefits of hospice for dying patients and their families • Updated discussion of euthanasia and assisted suicide, including recent opinion polls and legal status in Western nations • Enhanced consideration of legalization of doctor-assisted suicide in Oregon • Updated Social Issues box on legalization of voluntary active euthanasia, with special emphasis on the Netherlands • Inclusion of the dual-process model of grieving • Expanded discussion of bereavement overload, including risks posed by random school murders and terrorist attacks • Updated coverage of bereavement interventions • Updated Cultural Influences box on cultural variations in mourning behavior, including discussion of website “cemeteries.”

Pedagogical Features

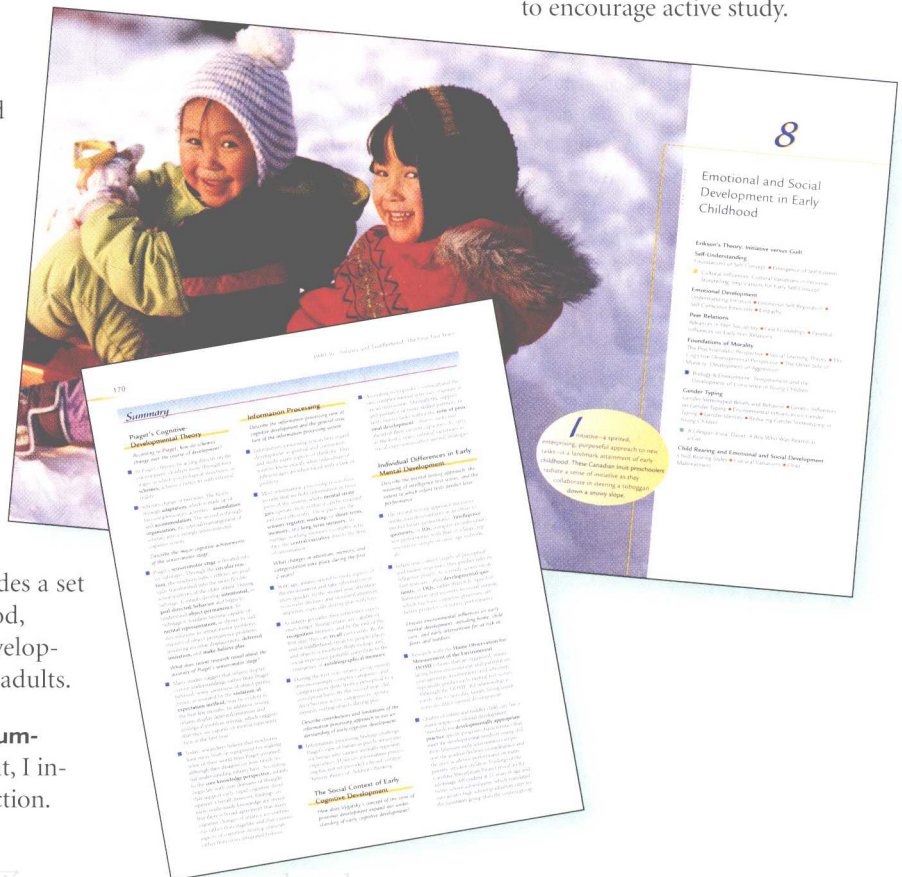
Maintaining a highly accessible writing style—one that is lucid and engaging without being simplistic—continues to be one of the text’s goals. I frequently converse with students, encouraging them to relate what they read to their own lives. In doing so, I hope to make the study of human development involving and pleasurable.

● Stories and Vignettes About Real People.

To help students construct a clear image of development and to enliven the text narrative, each chronological age division is unified by case examples woven throughout that set of chapters. For example, the middle childhood section highlights the experiences and concerns of 10-year-old Joey; 8-year-old Lizzie; their divorced parents, Rena and Drake; and their classmates Mona, Terry, and Jermaine. In the chapters on late adulthood, students get to know Walt and Ruth, a vibrant retired couple, along with Walt’s older brother Dick and his wife Goldie and Ruth’s sister Ida, a victim of Alzheimer’s disease. Besides a set of main characters, who bring unity to each age period, many additional vignettes offer vivid examples of development and diversity among children, adolescents, and adults.

● **Chapter Introductions and End-of-Chapter Summaries.** To provide a helpful preview of chapter content, I include an outline and overview in each chapter introduction.

Especially comprehensive end-of-chapter summaries, organized according to the major divisions of each chapter and highlighting important terms, remind students of key points in the text discussion. Review questions are included in the summary to encourage active study.



● **Ask Yourself Questions.** Active engagement with the subject matter is also supported by Ask Yourself questions at the end of each major section. Three types of questions prompt students to think about human development in diverse ways: **Review** questions help students recall and comprehend information they have just read; **Apply** questions encourage the application of knowledge to controversial issues and problems faced by children, adolescents, and adults; **Connect** questions help students build an image of the whole person by integrating what they have learned across age periods and domains of development. An icon (*www.*) in the text indicates that each question is answered on the text's companion website. Students may compare their reasoning to a model response.

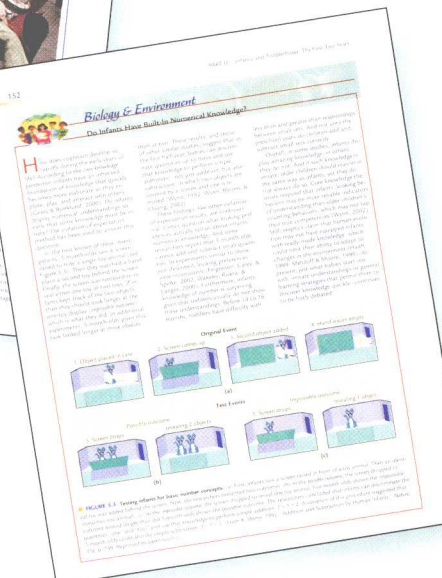
Four types of thematic boxes accentuate the philosophical themes of this book:

● **A Lifespan Vista boxes** are devoted to topics that have long-term implications for development or involve intergenerational issues. Examples include: *Brain Plasticity: Insights from Research on Brain-Damaged Children and Adults*; *David: A Boy Who Was Reared as a Girl*; *Extracurricular Activities: Contexts for Positive Youth Development*; *The Obesity Epidemic: How Americans Became the Heaviest People in the World*; and *Generative Adults Tell Their Life Stories*.

● **Social Issues boxes** discuss the impact of social conditions on children, adolescents, and adults and emphasize the need for sensitive social policies to ensure their well-being—for example, *The Access Program: A Community—Researcher Partnership*; *School Readiness and Early Grade Retention*; *Chronic Middle Ear Infection in Early Childhood and Consequences for Development*; *Development of Civic Responsibility*; and *Interventions for Caregivers of Elders with Dementia*.

● **Cultural Influences boxes** have been expanded and updated to deepen attention to culture threaded throughout the text. They highlight both cross-cultural and multicultural variations in human development—for example, *Young Children's Daily Life in a Yucatec Mayan Village*; *Implications of Cultural Variations in Personal Storytelling for Preschoolers' Self-Concepts*; *A Global Perspective on Family Planning*; and *Cultural Variations in the Experience of Aging*.

● **Biology & Environment boxes.** New to this edition, this special feature highlights the growing attention to the complex, bidirectional relationship between biology and environment. Examples include *Uncoupling Genetic—Environmental Correlations for Mental Illness and Antisocial Behavior*; *Do Infants Have Built-In Numerical Knowledge?*; *Children with Attention-Deficit Hyperactivity Disorder*; *Sex Differences in Spatial Abilities*; and *Anti-Aging Effects of Dietary Calorie Restriction: Relevant to Humans?*

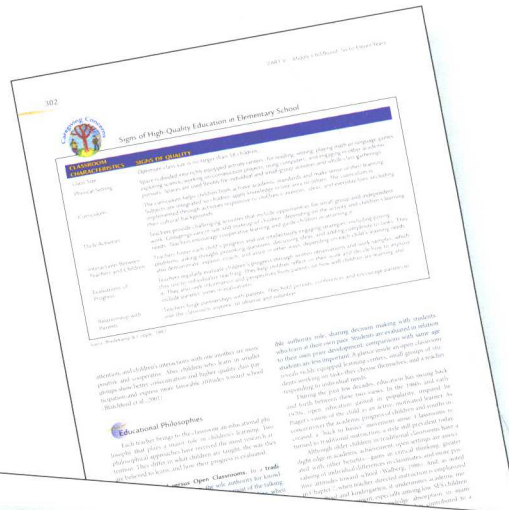


● **Caregiving Concerns Tables.** The relationship of theory and research to practice is woven throughout the text narrative. To accentuate this linkage, Caregiving Concerns tables provide easily accessible practical advice on the importance of caring for oneself and others throughout the lifespan. They include: *Dos and Don'ts for a Healthy Pregnancy*; *Building a Foundation for Good Eating Habits*; *Signs of High-Quality Education in Elementary School*; *Ways to Foster a Mastery-Oriented Approach to Learning and Prevent Learned Helplessness*; *Helping Children Adjust to Their Parents' Divorce*; *Keeping Love Alive in a Romantic Partnership*; *Ways Middle-Aged Parents Can Promote Positive Ties with Their Adult Children*; *Fostering Adaptation to Widowhood in Late Adulthood*; and *Resolving Grief After a Loved One Dies*.

● **Milestones Tables.** A Milestones table appears at the end of each age division of the text. These tables summarize major physical, cognitive, language, emotional, and social attainments, providing a convenient aid for reviewing the chronology of lifespan development.

● **Additional Tables, Illustrations, and Photographs.** Tables are liberally included to help students grasp essential points in the text narrative and extend information on a topic. The many full-color figures and illustrations depict important theories, methods, and research findings. Photos have been carefully selected to portray human development and to represent the diversity of people in the United States, Canada, and around the world.

● **In-Text Key Terms with Definitions, End-of-Chapter Term List and End-of-Book Glossary.** Mastery of terms that make up the central vocabulary of the field is promoted through highlighted key-term and concept definitions, which appear in the text narrative, an end-of-chapter term list, and an end-of-book glossary.





Acknowledgments

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—*Laura E. Berk*



Supplementary Materials

● **Instructor's Supplements.** A variety of teaching tools are available to assist instructors in organizing lectures, planning demonstrations and examinations, and ensuring student comprehension:

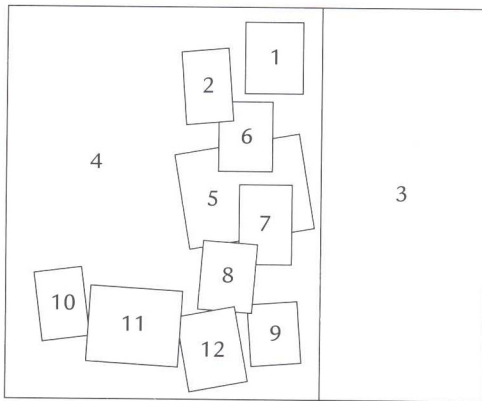
- **Instructor's Resource Manual (IRM).** Prepared by Laura Berk and Sara Harris of Illinois State University and Leslie Barnes-Young of Francis Marion University, this thoroughly revised IRM contains additional material to enrich your class presentations. For each chapter, the IRM provides a Chapter-at-a-Glance grid, Brief Chapter Summary, Learning Objectives, detailed Lecture Outline, Lecture Enhancements, Learning Activities, Ask Yourself questions with answers, Suggested Student Readings, Transparency listing, and Media Materials.
- **Test Bank.** Prepared by Gabrielle Principe of Ursinus College and Naomi Tyler of Vanderbilt University, the Test Bank contains over 2,000 multiple-choice questions, each of which is cross-referenced to a Learning Objective, page-referenced to chapter content, and classified by type (factual, applied, or conceptual). Each chapter also includes a selection of essay questions and sample answers.
- **Computerized Test Bank.** This computerized version of the Test Bank, in easy-to-use software, lets you prepare tests for printing as well as for network and online testing. It has full editing capability for Windows and Macintosh.
- **Transparencies.** Two hundred full-color transparencies taken from the text and other sources are referenced in the IRM for the most appropriate use in your classroom presentations.
- **"Development Through the Lifespan in Action" Observation Program.** This revised and expanded real-life videotape is over two hours in length and contains hundreds of observation segments that illustrate the many theories, concepts, and milestones of human development. New additions include Childbirth, Adolescent Friendship, and Confronting a Life-Threatening Illness in Early Adulthood. An Observation Guide helps students use the video in conjunction with the textbook, deepening their understanding and applying what they have learned to everyday life. The videotape and Observation Guide are free to instructors who adopt the text and are available to students at a discount when packaged with the text.
- **"A Window on Lifespan Development" Running Observational Footage Video.** This second video complements the Observation Program above, through two hours of unscripted footage on many aspects of develop-

ment through the lifespan. An accompanying Video Guide is also available.

- **PowerPoint CD-ROM.** This CD offers electronic slides of lecture outlines and illustrations from the textbook and allows you to customize content.
- **Allyn & Bacon Digital Media Archive for Berk.** This collection of media products—including charts, graphs, tables, figures, audio, and video clips—assists you in meeting your classroom goals.
- **Online Course Management.** This tool permits the integration of text-specific content, testing materials, and your own material. Available in CourseCompass, Blackboard, and WebCT formats.
 - **Student Supplements** Beyond the study aids found in the textbook, Allyn and Bacon offers a number of supplements for students:
 - **Grade Aid with Practice Tests.** Prepared by JoDe Paladino, Laura Berk, and Sara Harris of Illinois State University, this helpful guide offers Chapter Summaries, Learning Objectives, Study Questions organized according to major headings in the text, Ask Yourself questions that also appear in the text, Crossword Puzzles for mastering important terms, and two multiple-choice Self-Tests per chapter.
 - **Website.** The companion website, <http://www.ablongman.com/berk> offers support for students through chapter-specific learning objectives, annotated web resources, flashcard vocabulary building, activities, practice tests, model answers to the book's Ask Yourself questions, and milestones tables. The site also features an *eThemes of the Times* section with full text articles from the *New York Times*.
 - **Video Workshop for Development Through the Lifespan.** This complete teaching and learning system includes quality video footage on an easy-to-use CD-ROM plus a Student Learning Guide and an Instructor's Teaching Guide—both with text-specific Correlation Grids. VideoWorkshop is available FREE when packaged with the text. Contact your Allyn & Bacon sales representative for additional details and ordering information or visit www.ablongman.com/videoworkshop.
 - **ResearchNavigator™.** Through three exclusive databases, this intuitive search interface allows students to efficiently make the most of their research time and provides extensive help in the research process. EBSCO's *ContentSelect* Academic Journal Database permits a discipline-specific search through professional and popular journals. Also featured are the *New York Times* Search-by-Subject Archive, and *Best of the Web* Link Library. (A required access code is contained in *Research Navigator Guide*).

■ **Research Navigator Guide: Human Development, with Research Navigator Access Code.** Designed to help students select and evaluate research from the Web, this booklet contains a practical discussion of search engines, detailed information on evaluating online sources, citation guidelines for web resources, additional web activities and links for psychology, and an access code and guide to *ResearchNavigator* (available only when packaged with the text).

■ **Tutor Center.** (Access Code Required) The Tutor Center provides students free, one-on-one, interactive tutoring from qualified instructors on all material in the text. Tutors offer help with understanding major developmental principles and suggest effective study techniques. Tutoring assistance is available by phone, FAX, Internet, and e-mail during Tutor Center hours. For more details and ordering information, please contact your Allyn & Bacon publisher's representative or visit www.aw.com/tutorcenter.



Legend for Photos Accompanying Sofie's Story Sofie's story is told in Chapters 1 and 19, from her birth to her death. The photos that appear at the beginning of Chapter 1 follow her through her lifespan. They are:

1. Sofie as a baby, with her mother in 1908.
2. Sofie, age 6, with her brother, age 8, in 1914.
3. Sofie, age 10, before a birthday party in 1919.
4. Sofie, age 18, high school graduation in 1926.
5. Sofie's German passport.
6. Sofie and Phil in their mid-thirties, during World War II, when they became engaged.
7. Sofie, age 60, and daughter Laura on Laura's wedding day in 1968.
8. Sofie and Phil in 1968, less than 2 years before Sofie died.
9. Sofie, age 61, and her first grandchild, Ellen, October 1969, less than 3 months before Sofie died.
10. Sofie's grandsons, David and Peter, ages 5 and 2, children of Laura and Ken.
11. Laura, Ken, and sons Peter and David, ages 10 and 13, on the occasion of David's Bar Mitzvah in 1985.
12. Laura and sons Peter and David, as young adults, in 2001.