

Third Edition

HUMAN DEVELOPMENT

ACROSS THE LIFESPAN



Dacey/ Travers

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Preface



As we move toward the twenty-first century, our society has clearly adopted a belief that all individuals should have the opportunity to develop their potential to the fullest. One way of achieving this goal is to know as much as possible about human development—how we change from the helplessness of infancy to the competence of adulthood to the wisdom of old age.

Perhaps the human saga is not written as clearly as we would like. As Thomas Jefferson once noted, although the human condition is not open to complete scrutiny, it is, nevertheless, susceptible to considerable improvement. Clues providing insights into the riddle of human development are beginning to multiply. Genetic discoveries are occurring at a rate that can only be described as breathtaking: The gene that causes cystic fibrosis has been identified; genetic markers that point to a family disposition for breast cancer are known; the march to identify all the human genes (the Human Genome Project) continues unabated.

As the population of our nation continues to change, we have become more sensitive to the influence that culture exerts on development. We recognize that all children do not learn in the same manner; all cultures do not view adolescence from the same perspective; not all cultures place the same value on work. Never before has it been so clear that development results from the interaction of heredity and environment and that neglect of either side of our equation can only lead to damaging misinterpretations.

Basic Themes of Human Development Across the Lifespan

Reflecting the exciting changes that are taking place in our knowledge of human development, we have woven our narrative around several integrating themes: the biopsychosocial model, the cultural context of development, the role of gender, and applications to daily living. We return to these themes in each chapter as a means of making more meaningful the basic knowledge of human development.

The Biopsychosocial Model

The biopsychosocial model will help you to integrate the wealth of information that you will find in the pages to come. If you think of lifespan development as the product of the interaction of biological, psychological, and social forces, you will better appreciate the complexity of development. For example, biological influences on development range from the role of genes in development to adult health concerns; psychological influences include all aspects of cognitive and personality development; social influences refer to such powerful forces as family, school, peers, and the media. The biopsychosocial model helps to explain how the interaction of these forces is the key to understanding human development.

Cultural Influences on Development

Our goal in urging you to adopt a multicultural perspective is to help you develop a greater understanding of those who seem “different.” If you adopt this perspective, you will come to realize that different people have different worldviews that decisively influence their thinking. In this way, you can work, play, or study more congenially with others, thus fostering more positive relations in our society. People from different cultures do *not* all think alike and, as we will stress, these differences are not deficits. Recognizing how diverse people are in their thinking and behavior will help you to identify and comprehend variations in how individuals are raised, how they think, and how they become functioning members of their culture. Since we feel so strongly about this matter, you will find a discussion of multicultural issues in each chapter; we also open several sections of the book with a multicultural perspective on the issues to be discussed.

The Role of Gender

As concern about gender equity has received more publicity, the stereotypes about males and females are slowly eroding. If, however, people are treated according to stereotypical characteristics, then their potential is

immediately limited. Although gender stereotyping is only one part of the gender story, it illustrates the importance of the relationship between gender and development. For example, children at an early age construct social categories from the world around them, attach certain characteristics to these categories, and then label the categories. This process may be positive because it helps to organize the world; it may also be negative if the characteristics associated with the category are limiting—"girls just can't do math." We'll examine how this theme plays out, both positively and negatively, throughout the lifespan.

Applications to Daily Living

The study of lifespan development is an exciting, rapidly changing, and highly relevant subject that can shed light on the developmental changes you witness in yourself and see in your friends and family members of all ages. To help you put the theories and research of this book into a meaningful framework, we have written several *An Applied View* boxes for each chapter. These range from the appeal of street gangs for some children to the role of television in a child's life to an adolescent's search for identity to problems that the adult children of alcoholics encounter.

We have also included boxes that ask you to interact with the text's material. Called *What's Your View?*, these boxes are intended to have you think about and act on topics you have just read about and discussed. What does *your* knowledge and *your* experience tell you about these matters? We are not presenting answers in these boxes. Rather we hope you apply your best judgment to the questions raised.

Major Changes in the Third Edition

Thanks to suggestions from students who used the second edition of our text and the insightful comments of reviewers, we have made the following substantial changes in the second edition.

- A major change in this edition is the incorporation of a student study guide throughout the text. After each major section of a chapter, we have provided a set of between four and seven fill-in-the-blank questions, together with the correct answers. These are meant to offer immediate review of material as you read through the chapter. At the end of each chapter, we have provided a set of 15 to 20 multiple-choice questions and their answers so that you may review your knowledge of the entire chapter. Professors may well use some of each type of questions on their tests, so the questions are not only reviews, but also may be previews of "coming attractions."
- Another major change involves the chapter on "troubled adolescents" in the previous edition of this book. A number of reviewers have suggested that this chapter, which addresses problems that are serious for only about 10 percent of the teen population, is an overemphasis on the difficulties of adolescence, which has an unwarranted reputation as a particularly troubled period of life. In addition, it must be admitted that adolescent problems are often the result of circumstances of the times, and as such, are not strictly developmental. Therefore, coverage of adolescent problems has been moved to appropriate sections of several other chapters. Special care has been taken to be sure that discussion of these topics is as up-to-date as possible.
- We have decided to incorporate research on cultural diversity as a regular part of the text but also continue to highlight some of this material in our *Multicultural View* boxes. We have done this because we feel that in a society where diversity is playing a greater and greater role, this material deserves special attention. Furthermore, we have replaced some of these boxes and added new ones with what we consider to be information of particularly high quality.
- Given the importance of education in a modern society, we have completely revised the section on schools and development.
- We have integrated and referred to the biopsychosocial model even more in this edition. Because the data relating to developmental psychology are so extensive, we believe that this model helps you to better organize developmental data, and it also serves as an effective memory aid. We are likewise aware that it is impossible to understand development from a single perspective. That is, biological development has both psychological and social consequences; social development has both biological and psychological effects; and psychological development has both biological and social influences.
- Earlier in this preface we mentioned that development is a lifelong process, which implies that lifespan psychology books must constantly change to accommodate fresh insights into the developmental process. To meet this challenge, we have incorporated such current topics as the exciting new genetic research, the role of early education programs in development, and the impact of poverty on learning and development.
- Because we believe that the vignettes that open each chapter in our book set the tone for that chapter, we have continued our efforts to improve these vignettes or to replace them with better ones.

Teaching–Learning Features of the Third Edition

You will enjoy and learn from this book to the extent that its topics, organization, and clarity make its contents meaningful to you. Helping you to master the book's contents in as uncomplicated a manner as possible has been the most important pedagogical goal of our work. To accomplish this task, we have built a number of features into each chapter:

- *Chapter Outlines.* The major topics of each chapter are presented initially so that you may quickly find the subject you need. An outline helps you to retain material (a memory aid) and is an efficient method for reviewing content.
- *Opening Vignette.* Each chapter opens with a vignette that illustrates the chapter's content. These vignettes are intended to demonstrate how the topics described in the chapter actually “work” in the daily lives of human beings, young and old.
- *List of Objectives.* Following the introductory section of each chapter, we present a carefully formulated list of objectives to guide your reading. When you finish reading the chapter, return to the objectives and test yourself to see if you can respond to their intent; that is, can you analyze, can you apply, can you identify, can you define, can you describe?
- *View Boxes.* We have designed our boxes to expand on the material under discussion and to do so in a manner calculated to aid student retention. The view boxes are of three types:
 - *What's Your View?* Here we present controversial issues and you are asked to give your opinion after you have studied the facts.
 - *An Applied View.* Here you will see how the topics under discussion apply to an actual situation, in settings such as a classroom or a medical facility.
 - *A Multicultural View.* Here we analyze the contributions of different cultures to individual development.
- *Conclusion.* At the end of each chapter you will find a brief concluding statement that summarizes the main themes of the chapter. This statement provides you with a quick check of the purpose of the chapter and the content covered.
- *Chapter Highlights.* Following the brief concluding section is a more detailed number of summary statements that are grouped according to the major topics of the chapter. This section should help you to review the chapter quickly and thoroughly. Turn to the chapter's table of contents and then check against the chapter highlights to determine how successful you are in recalling the pertinent material of the chapter.
- *Key Terms.* You will find at the end of each chapter a list of those terms that are essential to understanding the ideas and suggestions of that chapter. These terms are highlighted and explained in the context of the chapter. They also appear in the margins and the book's glossary. We urge you to spend time mastering the meaning of each of these terms and relate them to the context in which they appear.
- *What Do You Think?* Following the Key Terms, you will find a series of questions intended to have you demonstrate your knowledge of the chapter's content, not only by applying the material to different situations but also by asking you to be creative in answering the question or solving the problem.
- *Suggested Readings.* At the end of each chapter, you will find an annotated list of four or five books or journal articles that we think are particularly well suited to supplement the contents of the chapter. These references are not necessarily textbooks; they may not deal specifically with either education or psychology. We believe, however, that they shed an illuminating light upon the chapter's material.
- *Student Study Guide.* As we mentioned earlier, we have decided to include the student study guide in the body of the text as one means of making the material as meaningful as possible and to aid retention.
- *Questions in the Margins.* We have written several questions in the margins of the text. These questions are intended to encourage reader interaction with the material; they can also be used as the basis of discussion and as a means of relating the material to other pertinent topics.

Supplementary Materials

Brown & Benchmark Publishers has gathered a group of talented individuals with many years of experience in teaching lifespan development to create supplementary materials that will assist instructors and students who use this text. The supplements are designed to make it as easy as possible to customize the entire package for the unique needs of professors and their students.

An **Instructor's Manual** has been prepared by Lynne Blesz Vestal. Each chapter of the manual includes a chapter overview, learning objectives, key terms (page referenced to the text), lecture suggestions, classroom/student activities, and questions for review and discussion. The instructor's manual is conveniently housed within an attractive 11" × 13" × 9" carrying case. This case is designed

to accommodate the complete ancillary package. It contains the material for each chapter within a separate handling file, allowing you to keep all your class materials organized and at your fingertips.

The Instructor's Manual includes a comprehensive **Test Item File** consisting of more than 1,000 items. Each test item is referenced to its related learning objective and text page and is classified as factual, conceptual, or applied, based on the first three levels of Benjamin Bloom's taxonomy.

The questions in the Test Item File are available on **MicroTest III**, a powerful but easy-to-use test-generating program by Chariot Software Group. MicroTest is available for DOS, Windows, and Macintosh. With MicroTest, you can easily select questions from the Test Item File and print a test and an answer key. You can customize questions, headings, and instructions, you can add or import questions of your own, and you can print your test in a choice of fonts if your printer supports them. You can obtain a copy of MicroTest III by contacting your local Brown & Benchmark Sales Representative or by phoning Educational Resources at 800-338-5371.

The *Brown & Benchmark Developmental Psychology Transparency/Slide Set* consists of 100 newly developed acetate transparencies or slides. These full-color illustrations include graphics from various outside sources. Created by Lynne Blesz Vestal, these transparencies were expressly designed to provide comprehensive coverage of all major topic areas generally covered in developmental psychology. A comprehensive annotated guide provides a brief description for each transparency and helpful suggestions for use in the classroom.

A large selection of **Videotapes**, including *Seasons of Life*, and *Childhood*, is also available to instructors, based upon the number of textbooks ordered from Brown & Benchmark Publishers by your bookstore.

The AIDS Booklet, 3e by Frank D. Cox of Santa Barbara City College, is a brief but comprehensive introduction to the Acquired Immune Deficiency Syndrome which is caused by HIV (Human Immunodeficiency Virus) and related viruses.

The Critical Thinker, written by Richard Mayer and Fiona Goodchild of the University of California, Santa Barbara, uses excerpts from introductory psychology textbooks to show students how to think critically about psychology. Either this or the AIDS booklet are available at no charge to first-year adopters of our textbook or can be purchased separately.

A **Customized Transparency Program** is available to adopters for *Human Development Across the Lifespan*, third edition, based on the number of textbooks ordered. Consult your Brown & Benchmark Representative for ordering policies.

The **Human Development Interactive Videodisc Set** produced by Roger Ray of Rollins College, brings lifespan development to life with instant access to over 30 brief video segments from the highly acclaimed *Seasons of Life* series. The 2-disc set can be used alone for selecting and sequencing excerpts, or in tandem with a Macintosh computer to add interactive commentary capability, as well as extra video and search options. Consult your Brown & Benchmark Sales Representative for details.

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To the Student

Owner's Manual: A Guide to Content Features

Chapter Outline

Outlines at the beginning of each chapter show what material will be covered.

List of Objectives

A carefully formulated list of objectives is presented after each chapter introduction to help guide your reading. After reading each chapter, you can use the objectives as a way to test your knowledge and to review the material.

The Biological Basis of Development 51

- When you finish reading this chapter, you should be able to
- Recall that development results from the interaction of heredity and environment.
 - Identify the essential elements in the reproductive process.
 - Distinguish between internal and external fertilization.
 - List the steps that lead to ovulation.
 - Describe how the genetic process functions.
 - Formulate questions relating to the sensitive nature of the new reproductive technology.

Internal fertilization

A natural process in which fertilization occurs within the woman.

External fertilization

Fertilization occurs outside of the woman's body.

In vitro fertilization

Fertilization that occurs "in the dish," an external fertilization technique.



The sperm (a), in its search for the egg (b), carries the 23 chromosomes from the male.

The Fertilization Process

The fusion of two specialized cells, the sperm and the egg (or ovum), mark the beginning of development and the zygote (the fertilized ovum) immediately begins to divide. This fertilized ovum contains all of the genetic material that the organism will ever possess. During the initial phase of development following fertilization, distinguishing the male from the female is almost impossible.

The Beginnings

Any discussion of fertilization today must account for the advances that both research and technology have made available. Consequently, our discussion will be broken into two parts:

- **Internal**, or natural, **fertilization**
- **External fertilization** techniques, such as **in vitro fertilization** (the famous "test-tube" babies)

Table 3.1 contains a glossary of many of the terms you will find in this discussion. Be sure to refer to it when you meet an unfamiliar term. Otherwise, the amazing richness of the genetic world can escape you.

In our analysis of genetic material and its impact on our lives, we'll attempt to follow the manner in which we receive genes from our parents. (Even this fundamental fact today requires further explanation. Genes may come from surprising sources, thanks to our technology [Grobstein, 1988]—more about this later.) But our story begins with the male's sperm and the female's egg.

The Sperm

Certain cells are destined to become the sperm and eggs. The chief characteristics of the sperm are its tightly packed tip (the acrosome), containing 23 chromosomes, a short neck region, and a tail to propel it in its search for the egg (Wolpert, 1991). Sperm are so tiny that estimates are that the number of sperm equal to the world's population could fit in a thimble. Sperm remain capable of fertilizing an egg for about 24 to 48 hours after ejaculation. Of the 200 million sperm that enter the vagina, only about 200 survive the journey to the woman's fallopian tubes, where fertilization occurs.

The major purpose of a male's reproductive organs is to manufacture, store, and deliver sperm. The sperm has as its sole objective the delivery of its DNA to the egg. Males, at birth, have in their testes those cells that will eventually produce sperm. At puberty, a meiotic division occurs in which the number of chromosomes is halved and actual sperm are formed. Simultaneously, the pituitary gland stimulates the hormonal production that results in the male secondary sex characteristics: pubic hair, a beard, and a deep voice.

CHAPTER 1

Lifespan Psychology: An Introduction

Chapter Outline

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In Colin Powell's life we see the impact of those forces that so powerfully affect development: family, peers, and experiences.

This is a book about lifespan psychology, that is, those changes in life that occur from conception to death. If you think about changes in your own life—beginning school, perhaps going off to college, beginning a job, getting married, having a child—you begin to appreciate the complexity of development. It's usually difficult, however, to look at ourselves objectively, so let's examine the life of an outstanding individual—Colin Powell—whose rise to fame and power offers an insightful view into what is meant by lifespan development.

Powell, whom America came to know quite well as chairman of the Joint Chiefs of Staff, was born in Harlem on April 5, 1937, the son of Jamaican immigrant parents. He gained confidence and self-esteem from the care, love, and attention that he received from his family. His parents valued education and he quickly realized the importance of learning. As a young African American, Powell decided that opportunities were greater in the army than in the corporate world.

A product of the ROTC program at the City College of New York, Powell soon demonstrated those leadership qualities that would mark him as an outstanding soldier. In 1963, as a second lieutenant and newly married, Powell was sent to Vietnam. Wounded in action there, he showed the bravery and the compassion for his colleagues that have been constant themes in his career. Returning to the United States, he obtained a master's degree in business administration and in 1972 was selected as a White House Fellow.

During the following years, Powell served in various parts of the world, gradually attaining the rank of Major General. He was recalled to the White House to be military adviser to the Secretary of Defense in 1982, then in 1986 returned to the army. In 1987 he was asked to be National Security Adviser to the president, and in 1989 he became chairman of the Joint Chiefs of Staff. During these years, he became the first African American to attain the rank of a four-star general.

Powell's rise to the top military post in the United States confounded many who thought that only West Point graduates could ascend to such heights. His courage in Vietnam, however, resulted in six medals (including the Purple Heart and a Bronze Star) and earned him the respect and admiration of President George Bush, who recommended his appointment. During the Gulf War, Powell played a pivotal role in determining strategy and in advising the president.

As you examine the paths that Colin Powell followed in his life, you can begin to identify those themes that make studying the human lifespan so fascinating. You can see how his family was a powerful and positive influence throughout his early years. Later, his wife, Alma Johnson, and their three children provided additional support. His decision to make the army a career led to international experiences and a network of friends who would help shape his future. These developmental milestones in Colin Powell's life served to make him the person he is today, but at the same time it is possible to discern behaviors that have been remarkably persistent throughout his lifespan: courage, compassion for others, and devotion to family and country. ✎

Opening Vignette

Each chapter opens with a vignette or quotation that illustrates the chapter's content and demonstrates how chapter material actually works in our daily lives.

Key Terms

Because key terms are essential to your ability to understand material, they are highlighted and explained in the context of each chapter, and are briefly defined in the text's margins. The key terms are also listed and page referenced at the end of each chapter, and are defined again in a glossary at the end of the book.

A Multicultural View

Research on cultural diversity has been integrated throughout the third edition of *Human Development Across the Lifespan*. Highlights of this material are featured in the Multicultural View boxes.

Figure 13.1

Percentage of 15- to 19-year-old AIDS victims in the United States, by race/ethnicity

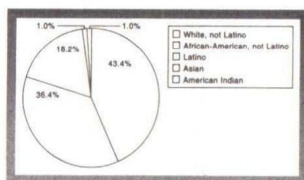
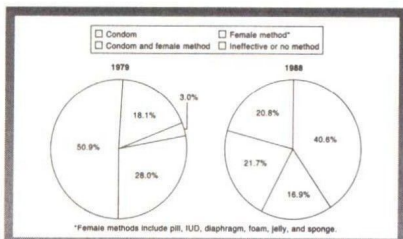


Figure 13.2

Contraceptive use among United States teenage males. The chart shows the percentage of 17- to 19-year-olds who say they used (or didn't use) contraceptives during their last sexual intercourse.



AN APPLIED VIEW

How Adolescent Hypocrisy Can Affect Condom Use

Between 1989 and 1991, the incidence of HIV infection among adolescents rose 77 percent while at the same time condoms, the only effective preventative against HIV for those engaged in sex, are used every time they have sex by only 17 percent of teens (Azar, 1994a). Why the discrepancy?

University of California researcher Elliot Aronson believes this occurs because of two widespread hypotheses:

- Obsession with sex versus the puritanical view of sex
- Condom use promotes early sexual practices versus condoms provide safety

Denial, Aronson believes, is the mechanism that makes otherwise savvy students accept these obviously hypocritical positions. Neither threatening adolescents with dire results nor trying to "eroticize" condoms was found to have any lasting effects (Azar, 1994b). Therefore Aronson tried a different approach. He got groups of college students to make videotapes promoting safe sex and then use these tapes to teach high school students. Compared with a control group of college students who simply made videotapes, the "teachers" reduced unsafe sex practices significantly. Apparently actually talking to others made it harder for them to use denial, and thus they were more likely to change their own behavior.

An Applied View

These boxed features give examples to show how the material you are learning can be applied to real life situations, such as in a classroom or medical facility.

What's Your View?

Controversial issues related to developmental psychology are presented in these boxes for you to read and think over.

Marginal Questions

Questions that encourage you to think about pertinent issues and promote discussion are placed in the margins of the text.

Negative Identity

Persons with a negative identity adopt one pattern of behavior because they are rebelling against demands that they do the opposite.



Erikson suggests that the young Martin Luther was an excellent example of his concept of negative identity. Because of what happened in his youth, he spent his adulthood rebelling against what he had been taught. Here Frau Cotta, the woman who cared for him when he was 11 (in 1494) introduces the shy boy to her family.

suggest to youths that the adult community now has more confidence in their ability to make decisions. The effect depends on the explanation of the goals of the ceremony.

Although some youths tend to be overly idealistic, Erikson believed that idealism is essential for a strong identity. In young people's search for a person or an idea to be true to, they are building a commitment to an ideology that will help them unify their personal values. They need ideals to avoid the disintegration of personality that is the basis of most forms of mental illness.

Negative Identity

Although most adolescents do not go through changes as great as Erikson did in his youth, many do take on what he calls a **negative identity**. People with negative identities adopt one pattern of behavior because they are rebelling against demands that they do the opposite. An example is the boy who joins a gang of shoplifters, not because he wants to steal, but because he doubts his masculinity and seeks to prove, through the dangerous act of theft, that he is not a coward. Another example is the sexually permissive girl who is punishing her mother for trying to keep unreasonably strict control over her. Sex is not her goal; proving that she is no longer her mother's baby is.

In his psychohistorical biography of German religious leader Martin Luther (1483-1546), called *Young Man Luther* (1958), Erikson painted a somber picture of negative identity. Luther's greatness as a leader, says Erikson, was partly built on the enormous anger and unresolved conflict he experienced in his late teens. Luther's decision to become a monk and enter the monastery was the assumption of a negative identity. The choice expressed his rejection of fifteenth-century society rather than his devotion to Catholicism. Luther indulged in further contrariness by trying to be a better monk than anyone else. Luther's strong internal conflict is illustrated by the story of his falling into a faint while performing in the choir. As he fell to the ground, he is said to have cried out, "It isn't me!" Many other incidents also indicate that he couldn't accept being who he was.

A MULTICULTURAL VIEW

Ethnic Self-Concept

One African American male recalls, "Much of my junior and high school years were difficult because, on top of the typical problems of this time period, I had to combine the struggle of being black and having my race always looked down upon, expected to fail, expected to cause trouble, and expected to be unproductive. During this time, I had to fight to maintain my confidence. I did not know who I was. . . . I was confused." He went on to describe how he was kicked off the football team for a falling grade, but when his parents spoke to the teacher, it was discovered that he actually had a C+. "He had given me an F not because I earned it, but because he expected me to deserve it" (John B. Diamond in Schoen, 1991).

A Mexican American male stated, "As I moved to junior high, the issue of my ethnicity became a problem. I remember thinking that I would be a great deal more

popular if only I had Bobby's face and body and brains. I would look in the mirror and imagine what I would look like. The mythical Bobby was, of course, always white and popular with girls. That fantasy was away at my self-esteem, and I found myself bitterly questioning why I had been born a brown-faced Mexican. . . . From this point on, all my energies were spent on the elusive quest for acceptance by my peers—and unconsciously, by myself" (Carlos Manjarrez in Schoen, 1991).

Do you think ethnic prejudice can make the development of self-concept and positive self-esteem difficult? Do you think the African American teen felt that he mattered to his teacher? What are the social expectations for him and how might they influence self-concept? What values of American society make the development of self-concept and positive self-esteem challenging for adolescents of color?

58 Beginnings

YOUR VIEW?

ADOPTION: CLOSED OR OPEN?

For many couples who remain childless in spite of several attempts at external fertilization, adoption (to take a child of other parents voluntarily as one's own) offers a viable option. The process of adoption has changed radically in the past few years because of a limited number of children and an increase in the number of couples who wish to adopt. This statement is not quite as simple as it appears. More children are available for adoption than is commonly thought, but they fall into several categories.

- Older children
- Minority children
- Handicapped children

While these children are available for immediate adoption, the waiting period for healthy white infants may run into years.

Adoption procedures were formerly closed, that is, the biological parents were completely removed from the life of their child once the child was surrendered for adoption. The bonds between birth parents and child were legally and permanently severed; the child's history was sealed by the court. The child was effectively cut off from its genetic past (Gilman, 1987). Supposedly this prevented the natural parents and the adoptive couple from emotional upset. Many biological mothers, however, reported in later interviews that they never recovered from the grieving process.

Today, however, if a pregnant woman approaches an adoption agency, she gets what she wants. She can insist that her child be raised by a couple with specific characteristics: nationality, religion, income, number in family. She can ask to see her child several times a year,

perhaps take the youngster on a vacation, and telephone the child frequently. The adoption agency will try to meet these demands. This process is called *open adoption*, and although many adoptive couples dislike the arrangement, they really have no choice. Thus we see a new definition of adoption: the process of accepting the responsibility of raising an individual who has two sets of parents (Gilman, 1987).

Open adoption is a radical departure from the days when a woman who had decided to give up her baby for adoption had to wear a blindfold and earplugs during delivery so she wouldn't see or hear her baby.

Today the natural mother may actually select the adoptive couple from several profiles that are given to her. (These profiles contain information about the adoptive couple: food preferences, television politics, how the couple deals with stress, how they would handle a 2-year-old with a temper tantrum.) Most officials at adoption agencies agree that biological mothers rarely select a couple solely on the basis of income, religion, lifestyle, and family stability seem much more important. Face-to-face meetings between the couples are becoming more common and often are decisive in the natural mother's decision.

Although problems occur with open adoption—for example, frequently the adoptive parents resent the continuing presence of the biological mother—most experts agree that a change was needed. Too many adopted children have shown emotional difficulties on learning that they were relinquished, and a large number of biological mothers have prolonged difficulty as a result of relinquishing their babies. Only time can tell how successful this new procedure will be.

What's your view—closed or open adoption?

Could you be an adopting parent under open adoption conditions?

Guided Review

1. _____ is the process uniting sperm and egg.
2. A fertilized egg is known as a _____.
3. The _____ gland secretes hormones that stimulate the ovaries to ripen and release an egg each month.
4. The most well known example of an external fertilization technique is _____ fertilization.
5. The most popular external fertilization technique is _____.
6. Estimates are that _____ in _____ American couples are infertile.
7. A form of adoption that today is becoming more popular is _____ adoption.

Answers

1. Fertilization 2. zygote 3. pituitary 4. in vitro 5. AID 6. one 7. open

Chapter Highlights

Each chapter conclusion is followed by a series of summary statements. These highlights are grouped according to chapter topic and help you review the chapter quickly and thoroughly.

What Do You Think?

Following the Key Terms, you will find a series of questions challenging you to demonstrate your knowledge of the chapter's content.

CONCLUSION

At the beginning of the early childhood years, most children meet other youngsters. By the end of the period, almost all children enter formal schooling. Their symbolic ability enriches all of their activities, although limitations still exist. Given their boundless energy and

enthusiasm, early childhood youngsters require consistent and reasonable discipline. Yet they should be permitted to do as many things for themselves as possible to help them gain mastery over themselves and their surroundings.

By the end of the early childhood period, children have learned much about their world and are prepared to enter the more complex, competitive, yet exciting world of middle childhood.

CHAPTER HIGHLIGHTS

The Family in Development

- The meaning of "family" in our society has changed radically.
- How parents treat their children has a decisive influence on developmental outcomes.
- Baumrind's types of parenting behavior help to clarify the role of parents in children's development.
- Research has demonstrated how divorce can affect children of different ages.

- Divorce plus remarriage produces a series of transitions to which children must adjust.
- Many children attend some form of day care, and the developmental outcomes of these experiences are still in question.

The Self Emerges

- The emergence of the self follows a clearly defined path.
- Self-esteem plays a crucial role in a child's development.

- Youngsters acquire their gender identity during the early childhood years.
- Children initially seem to acquire an understanding of gender before they manifest sex-typed behavior.

The Importance of Play

- Play affects all aspects of development: physical, cognitive, social, and emotional.
- The nature of a child's play changes over the years, gradually becoming more symbolic.

KEY TERMS

Authoritarian parents 190
Authoritative parents 190
Day care 197
Individuation 188
Insecure parents 191

Intimidated parents 191
Overinterpretive parents 191
Pathological parents 192
Permissive parents 190
Play 208

Reconciliation fantasies 197
Secure parents 191
Sex cleavage 205
Socialization 188
Victimized parents 191

WHAT DO YOU THINK?

- With today's accepted changes in the gender roles of males and females, do you think that a boy or girl growing up in these times could become confused about gender identity? Does your answer also apply to gender roles? Why?
- Think back on your days as a child. Can you put your parents' behavior

in any of Baumrind's categories? Do you think it affected your behavior? Explain your answer by linking your parents' behavior to some of your personal characteristics.
In this chapter you read about the "deeper" effect of divorce (effects show up quite a bit later). Do you agree with these findings? Can you

explain them by the child's age at the time of the divorce? (Consider all aspects of a child's development at that age.)
You probably have read about child abuse in some day-care centers. Do you think there should be stricter supervision? Why? By whom?

Suggested Readings

An annotated list of four or five books or journal articles to supplement the chapter reading can be found at the end of each chapter.

Student Study Guide

To help you fully learn the material, the third edition of this text includes a built-in student study guide. (Students need not buy a separate study guide—it is part of the book!) The student study guide is composed of:

- Chapter opening learning objectives
- In-chapter guided reviews featuring fill-in-the-blank questions
- End of chapter multiple-choice sample tests

SUGGESTED READINGS

Amoroso, S. (1983). *Eveningstar*. (Vol. 1). New York: Simon & Schuster. Includes the long-held date of the moon (it would become visible general and present). A revealing account of the family and community forces that helped to shape his destiny.

Wallerstein, J. B. (1981). *The becoming a family: The growth of attachment*. New York: Delacorte. An

engrossing account of the development of family relationships by one of America's most respected pediatricians.

Carver, C. (1980). *Play*. Cambridge, MA: Harvard Univ. Press. A brief, thorough examination of what we mean by play and how children play with objects, language, and roles among others.

Wallerstein, J., & Blakeslee, S. (1989). *Second chances*. New York: Simon & Schuster. This book is most reading for anyone interested in the effect of divorce on children. It summarizes Wallerstein's 10-year follow-up of the children of divorced parents and families, insights into the entire spectrum of divorce in our society today.

CHAPTER REVIEW TEST

- The National Commission on Children has identified several characteristics of a strong family. Which of the following is *not* included?
 - open and frequent communication among members
 - respect for individual members
 - an ability to cope with stressful events
 - extended generational membership
- A child who is aggressive and demonstrates a lack of responsibility is associated with _____ parenting behavior.
 - authoritative
 - permissive
 - unaffiliated
 - doing
- Conditions associated with homelessness can produce hardships on children. Which of the following conditions is *not* necessarily associated with homelessness?
 - health problems
 - hunger and poor nutrition
 - lower intelligence
 - developmental delays
- _____ percent of divorced mothers remarry.
 - Seventy-five
 - Fifty
 - Thirty
 - Twenty-five
- Almost _____ percent of today's marriages will end in divorce.
 - 25
 - 50
 - 10
 - 75
- Which one of the following is *not* a commonly reported reaction of early childhood youngsters to divorce?
 - lowered cognitive competence
 - shock
 - depression
 - family conflict
- Wallerstein discovered that even after 10 years following a divorce, children wished their parents would get together again. This phenomenon is called _____.
 - reconciliation fantasies
 - divorce-related depression
 - cognitive incompetence
 - separation anxiety
- Almost _____ of women with children under age 14 are in the labor force.
 - 1/2
 - 3/4
 - 2/3
 - 1/3
- Most children in day care are being cared for _____.
 - by a father at home
 - by a grandparent in another home
 - by a nonrelative in another home
 - in a nursery preschool
- A long-term developmental consequence of day care is _____.
 - insecurity
 - adaptation
 - self-sufficiency
 - No definite conclusion is possible
- There are about _____ places providing day-care services.
 - 20,000-25,000
 - 25,000-30,000
 - 30,000-35,000
 - 35,000-40,000
- Probably the best type of day care is found in the _____ center, which may not provide an accurate picture of all centers.
 - nursery
 - company
 - commercial
 - family run
- _____ is how children feel about themselves and how they value themselves.
 - Self-esteem
 - Self-esteem
 - Sense of belonging
 - Sense of competence
- Social learning theory states that parents _____ appropriate gender-role behavior.
 - discuss
 - analyze
 - reinforce
 - ignore
- In cognitive development theory, children first acquire their _____.
 - gender identity
 - appropriate gender behavior
 - play stability
 - conditioned behavior
- Social learning theory depends on the concept of _____ to explain the acquisition of appropriate gender behavior.
 - schema
 - assimilation
 - reinforcement
 - adaptation

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