





# The Developing Person

*Through the Life Span*

SIXTH EDITION

**Kathleen Stassen Berger**

Bronx Community College  
City University of New York

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# The Developing Person

## *Through the Life Span*





**Christian Pierre**, *Beachside Generations* (front cover), *Friends* (back cover) The artist Christian Pierre has lived in several cultures and has experienced many of life's vicissitudes, yet her paintings are luminous and expressive. Note the joy and thoughtfulness reflected in these scenes, showing people appreciating butterflies, infancy, and music in brilliant, colorful places. This is a metaphor for using this textbook: Study and learn, of course, but also enjoy every page, every idea, and every age of life.

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# About the Author

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

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

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



# Preface

Development happens, ready or not. Every year brings gains and losses, continuity and discontinuity, constantly discovered and reported by the scientists, and then described and understood by you and me. Between the fifth and sixth editions of this textbook, not only did the World Trade Center disappear from my neighborhood but my mother, my father, and my husband died. Yet there were gains. Among them, I taught in California, Ohio, New Jersey, Texas, and Connecticut, all places I had never taught before. Now I am again in the Bronx, teaching life-span development again to students of various backgrounds and ages.

Development is not only about our personal gains and losses but also about the gathering of new research and theory. Worldwide, the birth rate is falling and the life span increasing, which has led to increased attention to each newborn and each centenarian. More babies are not just surviving but thriving, with less malnutrition, more breast feeding, less neglect, and more intellectual stimulation than ever before. Most older children are in school, learning more deeply as well as for a longer time than earlier cohorts. Teenagers and young adults wait to marry and have children, and their middle-aged parents have altered the context of marriage, the workplace, and retirement. Each of these changes affects us all.

Globalization has also altered our understanding of the human experience. People in all cultures, of all ethnic groups, from all backgrounds, grow and develop in ways specific to their culture, their ethnicity, their personality, and their birthplace, yet universal verities—love, work, family, attachment, death—are the foundation of life for all of us, expressed in hundreds of variations. As the global economy changes the human experience, the Human Genome Project reveals genetic similarities and differences among humans not imagined before.

This book could easily be thousands of pages long if it were to reflect all that developmentalists believe is crucial for everyone to understand, but it must be manageable for students to read (and carry!) in one semester. Just as there is more that I hope to accomplish each day than I actually do, deciding what to delete is always the most difficult part of writing. But this is a task I've undertaken with more determination in this edition than ever before.

Since the very first edition, I have tried to make this book reflect the values of my own classroom—high standards and clear expectations. But effective learning does not occur unless the instructor follows through with enthusiasm, humor, and intellectual honesty, as I know from my own teaching. I try to apply this philosophy to textbook writing as well.

The best developmental textbooks integrate theory and practice with such powerful clarity that they make students think deeply about the long-term implications of the research and concepts, and simultaneously enable students to master the specific facts and applied skills required of practiced professionals. There should be no gap between theory and practice; they need each other. This vision describes the high standards I hold; I hope these standards as well as my enthusiasm for the field and my humor are evident in this book. If so, I thank my heroes and mentors. These include not only my own gifted professors who studied directly with Erikson, Piaget, and Skinner but also researchers whom I admire from the cool distance of the printed page: Ainsworth, Baltes, Bem, the



Coles, Garbarino, Gardner, the Gibsons, Lightfoot, Olweus, Plomin, Rutter, Schaie, Vygotsky, Whitborne, Zigler—and many more (which explains why the bibliography is longer than any comparable book's)—plus the thousands of peers and students who continue to teach me.

I expect every student to learn and understand. Specific current issues—adult attachment, ageism, alcohol abuse, Alzheimer's disease, amniocentesis, anorexia, apprenticeship, assisted reproduction, asthma, attention-deficit disorder, bilingual education, breast feeding, birth abnormalities, bulimia, brain development, bullying, and many, many more—are defined and delineated fairly, raising questions that have no easy answers. More important, controversies are put into context: Genetic, cultural, historical, ethnic, and economic influences are never ignored.

## New Features

A number of aspects of this edition may be singled out for special mention:

- *Even stronger integration of theory and practice* The five theories introduced in Chapter 2—psychoanalytic, behaviorism, cognitive, sociocultural, and epigenetic—are applied many more times in the book, from explanations of how babies learn language to how adults can combat secondary aging. We all must become accustomed to alternative perspectives. Nothing is quite so practical as a good theory, as my mentors taught me, and nothing about development is a mere abstraction. In this new edition, more than ever, theoretical insights are connected to practical issues. This link is evident throughout, notably in the “Especially for . . .” questions in the margins and through features in the new “Thinking Like a Scientist” and “A Case to Study” series, which help readers see how the experience of each developing person illustrates theories and applications.
- *Up-to-date research* Every year brings new concepts and research. The best of these are integrated into the text, including hundreds of new references on many topics—among them, challenges to Piaget's theories, origins of infant language, causes of emotional regulation, genetics of Alzheimer's disease, and impact of stereotype threat.
- *Streamlined presentation* In talking with faculty who have been using this book, I realized that over five editions, this book had grown, becoming too long. This edition is shorter by almost 100 pages, and each topic is more explicitly linked to the next.
- *New learning features* With every edition, changes in the narrative are made to enhance readers' understanding of what scientists do. Readers are offered many opportunities to test their observational and analytical skills. The new “Thinking Like a Scientist” and “A Case to Study” features illuminate core ideas, from recognizing child neglect to planning a good death. In addition, there are more observational quizzes for photographs, and some quizzes for graphs and tables have been added to ensure that quantitative data will be examined at the detailed level required for solid science. I've also added a medial summary at the end of each major section to allow students to pause and reflect on what they've learned. These and other pedagogical elements of the text reflect recent research in learning strategies.

## Ongoing Features

Many characteristics of this text have been acclaimed since the first edition and have been retained in this revision:



- *Language that communicates the excitement and challenge of the field* An overview of the science of human development should be lively, just as children and adults are. Consequently, each sentence has been crafted to convey tone as well as content. More summarizing and transitional statements are provided, in order to clarify the logical connection between one idea and the next. Sentences are shorter and less daunting, although I still choose some vocabulary words that will expand comprehension. Chapter-opening vignettes are more evocative, to bring students into the immediacy of development from the very first paragraph.
- *Coverage of diversity* Cross-cultural, international, multiethnic, rich and poor, male and female—all these words and ideas are vital to appreciating how we all develop. Studies of various groups make it clear that we are all the same, yet each of us is unique. From the discussion of the cultural context in Chapter 1 to the coverage of religious beliefs about dying in the Epilogue, each chapter refers to the vast possibilities in human cultural experience. New research on family structures, immigrants, bilingualism, and ethnic variations in disease are among the many topics that are presented, always with respect for human diversity, throughout the book. Below are just a few of the places where you can find discussions of culture and diversity in this new edition.

Defining culture, pp. 10–14

Family sleeping arrangements as an example of cultural traits, pp. 12–14

Ethnicity and culture, p. 14

Sociocultural theory, pp. 45–46

Applications of sociocultural theory, p. 53

Cultural variations in birth, pp. 109–111

International and domestic diversity in low birthweight, pp. 104–105, 113

Cultural variations in motor skill development, pp. 134–136

Ethnicity, culture, and SIDS, pp. 139–141

Malnutrition worldwide, pp. 142–143

Cultural variations in language development, pp. 160–161

Temperament and caregiving across cultures, p. 176

Sociocultural theory and the social context of infant development, p. 177

Cultural variations in parental and familial roles in child rearing,  
pp. 186–187

Ethnic variations in growth patterns, pp. 197–198

Learning across cultures, p. 221

Culture and context as influences on theory of mind, p. 223

Cultural and social context for early childhood language acquisition  
(including coverage of bilingualism), pp. 228–230

International differences in preschool education, pp. 231–233

Cultural influences on emotional development, p. 242

Worldwide prevalence of rough-and-tumble play, p. 244

Parenting styles, pp. 246–250

Sociocultural theory and gender role development, p. 257

In Person: Two Children of Mexican Heritage Living in California, p. 266

Culture, ethnicity, and physical development in middle childhood,  
pp. 269–271

Brain and motor skill development, p. 273

Culture and the IQ test, p. 275

Cultural and cognitive development in the school years, p. 292

Criticism of Kohlberg's stages from international perspectives, pp. 293–294

Schooling and cultural values, pp. 301–302, 304–308

Bilingual education, pp. 308–309



Culture and the understanding of self, p. 316  
 Bullying around the world, pp. 320–323  
 Cultural variations in parenting and family roles, pp. 329, 333–334  
 Impact of environment on the timing of puberty, p. 345  
 Cultural attitudes toward pregnancy, p. 353  
 International differences in adolescent drug use, p. 359  
 International trends in secondary education, p. 375  
 Culture and adolescent work, p. 376  
 International differences in adolescent sexual attitudes, pp. 377, 380  
 Culture and identity status, pp. 386–387  
 Gender and ethnic identity development, pp. 389–390  
 International differences in adolescent risk taking, suicide, and lawbreaking, pp. 394–395  
 Cultural variations in the timing of parent–adolescent conflict, pp. 398–399  
 Immigrant adolescents’ bicultural identity development, pp. 402–403  
 Sociocultural theories of eating disorders, p. 427  
 International rates of violence among young men worldwide, p. 431  
 Stereotype threat, pp. 439–443  
 Culture and cognition in adulthood, pp. 444–445  
 Diversity and higher education, pp. 452–454  
 Attitudes toward cohabitation in various cultures, p. 469  
 Cultural context of divorce, pp. 472–473  
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 International trends in overweight, pp. 505–506  
 Ethnicity and health, pp. 509–511  
 Social norms and life expectancy, pp. 513–516  
 Culture and defining intelligence, p. 529  
 Culture and the Big Five personality traits, pp. 544–546  
 Grandparenting, pp. 559–560  
 Centenarians, pp. 600–601  
 Alzheimer’s disease, pp. 618–619  
 Stratification by age, gender, and ethnicity, pp. 639–643  
 Caring for the frail elderly, pp. 639–643, 663–664  
 Cultural beliefs about euthanasia, pp. Ep-5–Ep-7  
 A Case to Study: “Ask My Son and My Husband,” on cultural beliefs about death, pp. Ep-8–Ep-9  
 Cultural beliefs about death, pp. Ep-9–Ep-11  
 Bereavement, pp. Ep-12–Ep-13

- *Up-to-date coverage* My students as well as my children keep me current through their questions and concerns. I learned from my mentors’ curiosity, creativity, and suspicion; as a result, I am eager to read but ready to analyze thousands of journal articles and books on everything from abuse to zygosity. The recent explosion of research in neuroscience and genetics has challenged me, once again, first to understand and then to explain many complex findings and speculative leaps.
- *Topical organization within a chronological framework* The book’s basic organization remains unchanged. Four chapters begin the book with coverage of definitions, theories, genetics, and prenatal development, used not only as a developmental foundation but also as the structure for explaining the life-span perspective, plasticity, nature and nurture, multicultural awareness, risk analysis, the damage–repair cycle, family bonding, and many other concepts that yield insights for all of human development. The ensuing seven parts correspond to the major periods of development. Each part contains three chap-

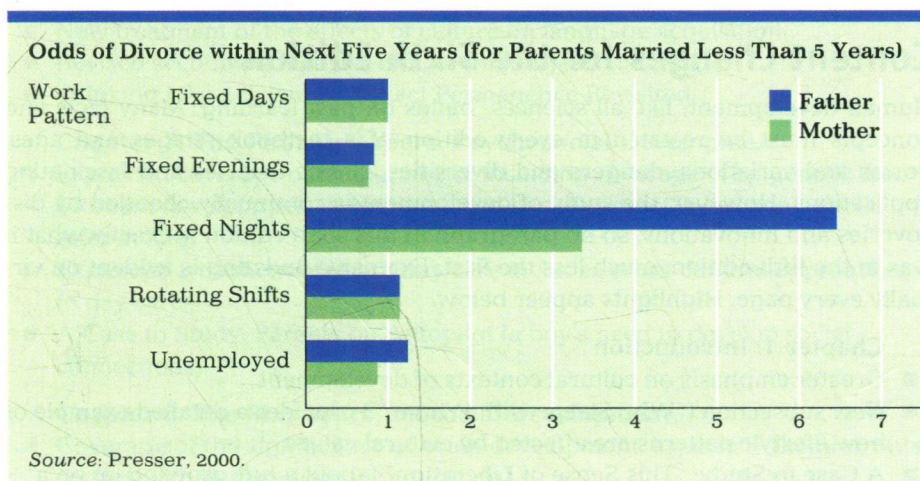


ters, one for each of the three domains: biosocial, cognitive, and psychosocial. The topical organization within a chronological framework is a useful scaffold for student understanding of the interplay between age and domain as they themselves actually experience it. Linking science to everyday life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

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

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

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



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

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

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



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

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

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



## Content Changes for the Sixth Edition

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

### Chapter 1: Introduction

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

### Chapter 2: Theories of Development

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



**Chapter 3: Heredity and Environment**

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

**Chapter 4: Prenatal Development and Birth**

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

**Chapter 5: The First Two Years: Biosocial Development**

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

**Chapter 6: The First Two Years: Cognitive Development**

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

**Chapter 7: The First Two Years: Psychosocial Development**

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

**Chapter 8: The Play Years: Biosocial Development**

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

**Chapter 9: The Play Years: Cognitive Development**

- Expanded coverage of Vygotsky's theory
- More explanations and data on theory of mind
- New insights into language development, including the role of cognition
- Enhanced coverage of bilingual education
- The pros and cons of early-childhood education (including the qualities of good pre-K programs)



**Chapter 10: The Play Years: Psychosocial Development**

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

**Chapter 11: The School Years: Biosocial Development**

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

**Chapter 12: The School Years: Cognitive Development**

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

**Chapter 13: The School Years: Psychosocial Development**

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

**Chapter 14: Adolescence: Biosocial Development**

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

**Chapter 15: Adolescence: Cognitive Development**

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

**Chapter 16: Adolescence: Psychosocial Development**

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

**Chapter 17: Early Adulthood: Biosocial Development**

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

**Chapter 18: Early Adulthood: Cognitive Development**

- New discussion of the impact of stereotype threat on cognition
- New coverage of culture and cognition
- Updated material on contemporary college students



- Thinking Like a Scientist: Reducing Stereotype Threat
- In Person: Faith and Tolerance

### **Chapter 19: Early Adulthood: Cognitive Development**

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

### **Chapter 20: Middle Adulthood: Biosocial Development**

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

### **Chapter 21: Middle Adulthood: Cognitive Development**

- New emphasis on life-span changes and fluctuations in intelligence
- New section on culture and cognition
- New coverage of the impact of stress on coping
- In Person: An Expert Parent

### **Chapter 22: Middle Adulthood: Psychosocial Development**

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

### **Chapter 23: Late Adulthood: Biosocial Development**

- Updated material on compensation strategies
- New biological theories of aging
- New section contrasting ageism in various nations
- Increased emphasis on health habits that can prevent or moderate secondary aging
- In Person: "Do I Want to Live to 100?"

### **Chapter 24: Late Adulthood: Cognitive Development**

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

### **Chapter 25: Late Adulthood: Psychosocial Development**

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

### **Epilogue**

- New coverage of culture and dying
- Updated treatment of palliative care, the hospice movement, and euthanasia
- A Case to Study: "Ask My Son and My Husband"



**Appendix A: Supplemental Charts, Graphs, and Tables**

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

**Appendix B: More About Research Methods**

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

**Appendix C: Three Research Assignments**

## Supplements

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

### Exploring Life-Span Development: A Media Tool Kit

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

### Journey Through the Life Span Observational Videos

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

### The Scientific American Frontiers Videos for Developmental Psychology

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



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

## Life-Span Development Telecourse

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

## Instructor's Resource eLibrary (IReL)

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

## Instructor's Resources

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

## Study Guide

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

## PowerPoint Slides

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

## The Worth Image and Lecture Gallery

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