



The Developing Person Through the Life Span

Third Edition

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With the assistance of

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The Developing Person Through the Life Span, THIRD EDITION

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**The Developing Person
Through the Life Span**



Maurice Prendergast, *Yacht Race*, 1900

Contents by Topic

This brief index provides a ready reference to the major themes and topics of development through the life span and is intended to be useful for quick reference and review and for researching essays and topical term papers. This index does *not* include all the topics in this text, nor are all minor discussions listed. A complete index appears at the back of the book.

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Preface

I began the first edition of this book twelve years ago with a single goal in mind: to reveal the study of life-span development as the intriguing, exciting, and critically important discipline I myself find it to be. Years of teaching and studying had convinced me that a text should respect students' interests and experiences and at the same time reflect the complexity of human development—without being condescending or, alternatively, becoming so overburdened with theoretical and academic details as to be dull and difficult. I sought to present theory, research, practical examples, and controversial issues in such a way as to inspire critical thinking, insight, and pleasure as well. The response of instructors and students to *The Developing Person Through the Life Span* has been enormously gratifying, encouraging me to believe that the book is fulfilling its goal, and at the same time making me eager to improve as well as update each new edition.

The overriding improvement I have worked toward in this edition has been a deepening and strengthening of the contextual perspective. Between the first edition and this one a sea change has occurred in the study of human development, as the old debate between nature and nurture has been dramatically recast. Just as scientists have recently come to realize that genetic influences play a far more extensive role in total human development than had previously been thought, so too are they increasingly recognizing the crucial importance of the specific environmental contexts in which human development occurs. Scientists now view the interaction between heredity and environmental contexts as intensely dynamic and incredibly diverse, an ever changing combination of influences that affect each person differently. For example, certain inherited influences on personality—especially those underlying such basic traits, as extroversion, conscientiousness, openness, and neuroticism—are pervasive, no less so in old age than in youth. But the specific expression of these genetic influences, the actual behaviors they promote, depends not only on the individual's specific genetic makeup but on all the surrounding contexts as well—the intricate and often tangled interplay among cultural and ethnic values and expectations, socioeconomic status, cohort experiences, varying family dynamics, and the myriad other contextual elements that impinge on individual development. Developmentalists now realize that every aspect of human activity, every piece of human behavior, every biological imperative, can be understood only within the framework of the many contexts in which it is imbedded.

Throughout this edition you will see the deeper insights gained from this heightened contextual perspective, insights evident in areas as wide-ranging as attachment between caregivers and infants; the social awareness that begins to emerge as early as 2 years of age; the impact of discipline and affection on the growing child; the specific ingredients that lead to effective schooling; the links between family structure and developmental outcome; the adolescent's search for identity in a multicultural world; the diverse expressions of sexual love; the effects of divorce on ex-spouses and children; the emotional spillover between work and family; the sexism, racism, and ageism that influence health and sickness; and the vast variation in individual responses to the entire process of development, from the moment of conception to the last heartbeat. Analyses of these and many other topics benefit markedly from the field's greater appreciation of the significance of social contexts. This greater appreciation has also added a new challenge to the present edition: to highlight the universals of the human experience even as we portray the many individual paths that development can take.

The new emphasis on social contexts—with a more dynamic cross-group, cross-cultural, and cross-historical perspective—has led me to devote more attention in this edition to some of the controversial social issues of our time. Topics such as prenatal drug abuse, child maltreatment, variations of family structure, homelessness, adolescent pregnancy, AIDS, violent death, health care delivery systems, generational equity, and care for the dying are all discussed in depth. Often an international and multicultural perspective makes it clear that many of the problems commonly associated with such issues are not necessarily inevitable. In every case, when problems are examined, not to bemoan it is our contemporary scene but to understand causes and to point to possible solutions. That is, in fact, the underlying assumption of the entire discipline of human development—that a more informed and scientific understanding of human life will help lead to more fulfilled and less troubled lives for all.

In addition to its intensified contextual approach, this edition contains many new topics and emphases. Topping the list are discussions of

risk analysis and the difficulty of precisely predicting teratogenic harm;

new research on infants' development of perceptual categories, including gender perception;

the importance of "goodness of fit" between the child's temperament and parenting style;

Vygotsky's view of learning as a social interaction and of the role of language as the chief medium of interaction within the "zone of proximal development";

children's fast-mapping of vocabulary;

the cultural, school, and family factors underlying the "academic achievement gap" that exists between the United States and many other nations;

the development of social cognition and social-problem solving;

adolescent reasoning and the threat of AIDS;

person-environment fit in the high schools;

new views of adolescent drug use;
gender and violent death in young adulthood, worldwide;
new reproductive technologies and their implications;
friendship patterns in adulthood and the same-sex differences among them;
the effects of gender bias in health research and treatment;
the latest research and thinking on adult cognitive development, including the most recent views from information-processing and contextual theorists;
the stability of the “Big Five” personality trait clusters;
the significance of “aging in place” for older adults and the emergence of NORCs (naturally occurring retirement communities);
the importance of selective family involvement in old age;
ways to prevent fragility from becoming frailty in the elderly.

In addition to these and many other changes, new photographs, charts, and tables have been chosen, and for the first time the book is full-color throughout.

To help orient students to the contents and direction of individual chapters, each chapter is introduced with a brief, informal overview paragraph and a short list of questions intended to stimulate interest and curiosity.

In a number of important ways, the book remains unchanged, including its basic organization. The first part consists of four chapters that deal with, respectively, the definitions and methodologies of development study, the major theories of the field, the interplay of heredity and environment, and prenatal development and birth. The remainder of the book is divided into seven parts that correspond to the seven major periods of life-span development—infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood. Each of these parts consists of a trio of chapters dealing with, respectively, biosocial development, cognitive development, and psychosocial development. This topical organization within a chronological framework fosters students’ appreciation of how the various aspects of development are interrelated—of how body, intellect, and personality develop through interaction rather than separately.

The pedagogical aids have also been retained. Thus, at the end of each chapter there is a chapter summary, a list of key terms (with page numbers indicating where the term was introduced), and a series of key questions for reviewing important concepts. At the end of each part there is a full-page chart that provides an overview of the significant biosocial, cognitive, and psychological events covered in that part. A comprehensive glossary at the back of the book lists all the key terms that appear in the text, along with the page number for each term’s initial use.

Supplementary Materials

As one who has taught many courses in college and graduate school for twenty years, I know that some instructor’s aids are not very helpful, and that many of my colleagues ignore them. If this describes you, I urge you to

examine the resources available with this book. I think you will be pleasantly surprised by the exceptional quality and usefulness of these supplements.

The new *Study Guide* by Richard Straub (University of Michigan, Dearborn) and Joan Winer Brown uses the SQ3R format to help students learn more and retain their learning longer. Each chapter includes a review of the key concepts, guided study questions, and section reviews that make students active participants in the learning process. Two practice tests and a challenge test of multiple-choice, true/false, and matching questions help students to determine their degree of mastery of the material. The correct answers to test questions are explained, to ensure understanding.

Each chapter of the *Instructor's Resource Manual* by Richard Straub features a chapter preview and lecture guide, learning objectives, lecture/discussion/debate topics, handouts for group and individual student projects, and supplementary readings from journal articles with introductions and questions. The general resources include course planning suggestions, ideas for term projects, including observational activities, and a guide to commercially available audio-visual and software materials.

A set of acetate *transparencies* of key illustrations, charts, tables, and summary information from the textbook is available to adopters.

An extensive *Test Bank*, revised by Carolyn Meyer (Lake Sumter Community College) includes approximately 80 multiple-choice questions and 50 fill-in, true/false, and essay questions for each chapter. Each question is keyed to the textbook topic and page numbers, and its level of difficulty is noted. The *Test Bank* questions are also available with test-generation systems for IBM PC, Macintosh, and Apple II.

Finally, *The Developing Person Through the Life Span* is the textbook that accompanies "Seasons of Life," a telecourse produced by The Annenberg/CPB Project that first aired on public television in September 1989. The telecourse study guide is available from Worth Publishers. Information about the telecourse and its other supplements can be obtained by calling The Annenberg/CPB Project at 1-800-LEARNER.

The Author

My theoretical roots are diverse. My graduate-school mentors included gifted teachers who studied directly with Erik Erikson, B. F. Skinner, Carl Rogers, and Jean Piaget, and I continue to have great respect for each of these theorists. However, like most developmentalists today, my overall approach is eclectic, influenced by all the theories rather than adhering to any one. The abiding influence of my academic study and training is in my respect for knowledge attained through the scientific method: I believe that the more we know about development, the better we can help all people fulfill their potential.

As great an influence on my thinking as those who have taught me have been those whom I have taught, for my students have had a powerful effect on how I interpret and envision the material I study and write about. I have taught at a variety of institutions, ranging from the United Nations High School to Fordham University Graduate School to Sing Sing Prison, and I have been a member of the psychology department at Bronx Community College of the City University of New York for the past twenty years. My

students have come from a great diversity of ethnic, economic, and educational backgrounds, and my work with them and my ongoing appreciation for their interests and concerns have greatly broadened my own understanding of human development.

Thanks

This book has benefited from the work of the entire community of scholars involved in human development. I have learned much from conferences, journals, and conversations with fellow developmentalists. Of course, I am particularly indebted to the many academic reviewers who have read various drafts of this book in each edition, providing suggestions, criticism, references, and encouragement. Each of them has made the book a better one, and I thank them all. I especially wish to thank those who reviewed this new edition or offered suggestions for its improvement:

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The editorial, production, and marketing people at Worth Publishers are dedicated to meeting the highest standards of excellence. Their devotion of time, effort, and talent to every aspect of publishing is a model for the industry. When I decided to publish with them, I was told I would have to work twice as hard as I would for any other publisher, and that the result would be many times better. It is true, and I am grateful.

I particularly would like to thank Peter Deane, my editor, who has helped me through every edition of this book, maintaining his perseverance, brilliance, creativity, and humor despite sometimes compelling reasons not to. Without him, the book would lose much of its elegance and good sense. I also deeply appreciate the efforts of the production staff, and of Toni Ann Scaramuzzo, the production editor, who are responsible for the high quality of the book's appearance.

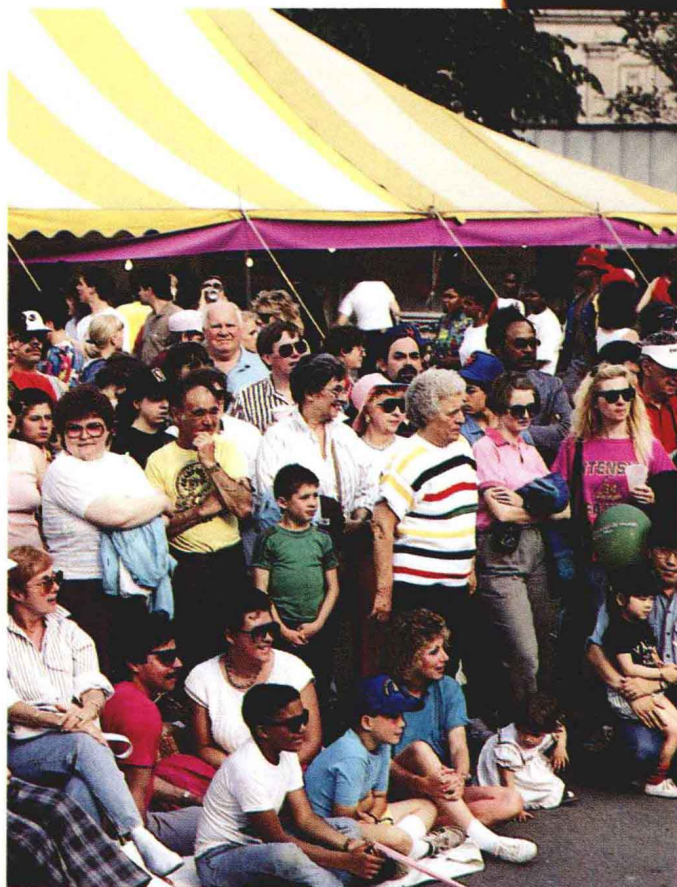
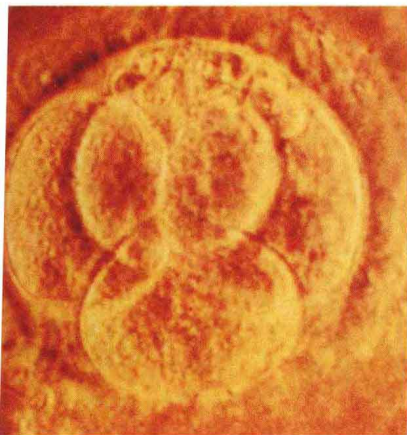
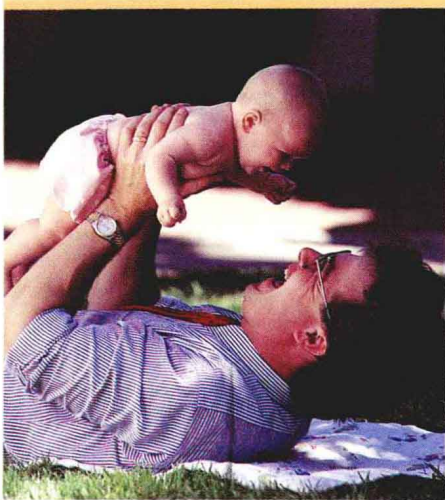
With this edition I have a new person to thank—Ross Thompson, a renowned child-development scholar and professor of psychology at the University of Nebraska, Lincoln. Increasingly, instructors who use my books have been requesting that *The Developing Person Through Childhood and Adolescence* and *The Developing Person Through the Life Span* be put on

three-year revision cycles. Given the various demands on my time, this seemed impossible unless the work of the revision could be shared. I therefore invited Ross to help me in the revision of several chapters of the third edition of *The Developing Person Through Childhood and Adolescence*, and our collaboration was such a pleasure that I have asked him to join me as coauthor in the next edition. Ross was also gracious enough to help in preparing several chapters of the present revision, and assuming that his many academic and family responsibilities permit it, he will be joining me as coauthor in future editions of this book as well.

New York City
July, 1993

A handwritten signature in cursive script that reads "Kath Stassen Berger". The signature is written in dark ink and is positioned to the right of the typed name and date.

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Through the Life Span**



Glossary

This glossary provides brief definitions of the most important terms used in this book. To understand the terms more fully in context, consult the Index and read about the terms in the pages on which they first appear.

AB error A mistake made by infants between 8 and 12 months of age who have not yet achieved full realization of object permanence. After watching an object being taken from one place, A, and hidden in a second place, B, the infant will search for the object in the first place, A. According to Piaget, this mistake is apparent in the fourth stage of sensorimotor intelligence. (147) (See also *object permanence*.)

abuse All actions that are deliberately harmful to an individual's well-being. (192)

accommodation Piaget's term for the process of shifting or enlarging usual modes of thinking, or schemas, in order to encompass new information. For example, many Americans would have to expand their concept of food in order to be able to consider eating octopus, even though it is a delicacy in some cultures. (53)

achievement tests Tests designed to measure how much a person has learned in a specific subject area by testing knowledge of specific facts and concepts. (294)

achieving stage The first of Schaie's adult cognitive stages, in which young adults move away from the indiscriminate acquisition of knowledge and become more discerning about gaining the knowledge they need to establish themselves in the world. (465)

acquired immune deficiency syndrome (AIDS) A disease that destroys the immune system and leaves the victim vulnerable to many opportunistic infections. AIDS is caused by the human immunodeficiency virus (HIV), which can be spread through direct blood contact (typically through shared hypodermic needles in intravenous drug use), but is most commonly transmitted through sexual contact. (403)

active euthanasia The practice whereby someone intentionally acts to terminate the life of a suffering person. (686)

activities of daily life (ADLs) Actions that are important to independent living, typically comprising five tasks: eating, bathing, toileting, walking, and dressing. The inability to perform these tasks is a sign of frailty. (665)

activity level A measure of how much and how often a person moves his or her body. (215)

activity theory A theory of psychosocial development in late adulthood that was developed to counteract the theory of disengagement. According to activity theory, those of the elderly who maintain active social lives are happier and better adjusted than those who do not. (643)

adaptation Piaget's term for the processes through which a person cognitively adjusts to new ideas or experiences. Adaptation takes two forms, assimilation and accommodation. (53)

adaptive thought Truly mature thought, involving the interaction between abstract, objective forms of processing and expressive, subjective forms that arise from sensitivity to context. (467)

additive pattern A common pattern of genetic inheritance in which each gene affecting a specific trait makes an active contribution to the final outcome. (72)

adolescent egocentrism A characteristic of adolescent thought that leads the young person to think of his or her own case as unique—for example, in terms of the intensity of particular emotional experiences. (391) (See also *imaginary audience*, *invincibility fable*, and *personal fable*.)

affordances The opportunities for interaction that a given object offers. Such opportunities are perceived differently by each person depending on his or her past experiences and present needs. For example, a stack of books might be perceived as reading material, as something to sit on, or as a paperweight, depending on the individual and the situation. (156)

ageism A term that refers to prejudice against the aged. Like racism and sexism, ageism works to prevent elderly people from being as happy and productive as they could be. (586)

age of viability The age at which a fetus has some chance of surviving outside the mother's uterus if optimal care is available (usually between twenty and twenty-six weeks after conception). (97)

agreeableness A personality dimension characterized by a tendency to be kind and helpful. (576)

alienation In vocational psychology, a feeling of distance from, and lack of interest in, one's work. Employees who have dull, repetitive jobs, where there is little opportunity to experience a sense of pride and completion in a job well done, are thought to be especially likely to experience alienation. (573)

alphafetoprotein (AFP) A substance in a pregnant woman's blood which, when tested, can indicate the possibility that a fetus has a neural tube defect or Down syndrome. (89)