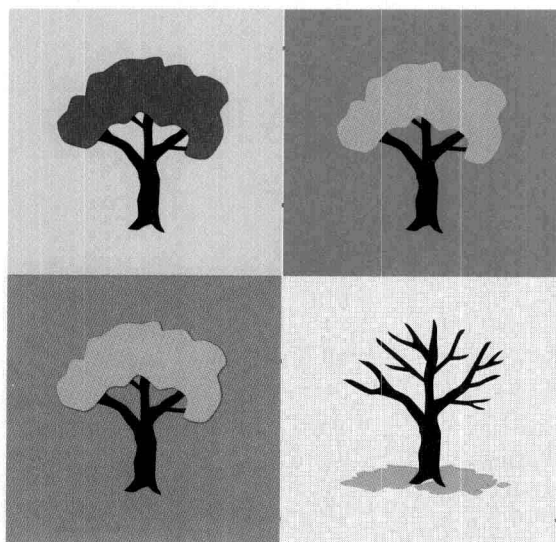


*Laura E. Berk*



*Development Through the Lifespan*



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# Development

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# Through

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# the Lifespan

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SECOND EDITION

**Laura E. Berk**

ILLINOIS STATE UNIVERSITY

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

The years since *Development Through the Lifespan* first appeared have been a period of considerable expansion in theory and research. This second edition greets the new millennium with a wealth of new content that reflects five contemporary trends in the field:

- *Diverse pathways of change are highlighted.* Investigators have reached broad consensus that variations in biological makeup and everyday tasks lead to wide individual differences in paths of change and resulting competencies. This edition pays more attention to variability in development and to recent theories that attempt to explain it. A new series of Variations boxes, with subtypes “Culture” and “Individuality,” grants special attention to this emphasis in contemporary research.
- *The lifespan perspective has been emphasized further.* A major theme in the first edition, the lifespan perspective—development as lifelong, multidimensional, multi-

directional, plastic, and embedded in multiple contexts—continues to serve as a unifying approach to understanding human change. In this edition, special “tree” icons appear beside text sections, Lifespan Vista boxes, and “Ask Yourself” questions that discuss lifespan-perspective assumptions and consider development across a wide age span. Consequently, I call even more attention to the lifespan perspective, weaving it more thoroughly into the text and its features than previously.

- *The interconnected roles of biology and environment are given greater emphasis.* Accumulating evidence on development of the brain, motor skills, cognitive competencies, temperament and personality, and developmental problems underscores the way biological factors emerge in, are modified by, and share power with experience. The interconnection between biology and environment is integral to the lifespan perspective and is revisited throughout the text narrative.
- *Inclusion of interdisciplinary research is expanded.* The move toward viewing thoughts, feelings, and behavior as an integrated whole, affected by a wide array of influences in biology, social context, and culture, has motivated developmental researchers to strengthen their links with other fields of psychology and other disciplines. Topics and findings included in this edition increasingly reflect the contributions of educational psychology, social psychology, health psychology, clinical psychology, neuropsychology, biology, pediatrics, geriatrics, sociology, anthropology, social welfare, and other fields.
- *The links between theory, research, and applications are strengthened.* As researchers intensify their efforts to generate findings that can be applied to real-life situations, I have placed greater weight on social policy issues and sound theory- and research-based applications.

## TEXT PHILOSOPHY

The basic approach of this book has been shaped by my own professional and personal history as a teacher, researcher, and parent. It consists of seven philosophical ingredients that I regard as essential for students to emerge from a course

with a thorough understanding of lifespan development. Each theme is woven into every chapter:

**1. An understanding of the diverse array of theories in the field and the strengths and shortcomings of each.** The first chapter begins by emphasizing that only knowledge of multiple theories can do justice to the richness of human development. As I take up each age sector and domain of development, I present a variety of theoretical perspectives, indicate how each highlights previously overlooked aspects of development, and discuss research that has been used to evaluate it. Consideration of contrasting theories also serves as the context for an evenhanded analysis of many controversial issues.

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

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

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

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

**6. A sense of the interdependency of all domains of development—physical, cognitive, emotional, and social.** Every chapter emphasizes an integrated approach to human development. I show how physical, cognitive, emotional, and social development are interwoven. Within the text narrative, students are often referred to other sections of the book to deepen their grasp of relationships among various aspects of change.

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

## TEXT ORGANIZATION

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

(Chapters 15 and 16), and late adulthood (Chapters 17 and 18). Topical chapters within each chronological division cover physical development, cognitive development, and emotional and social development. The book concludes with a chapter on death, dying, and bereavement (Chapter 19).

The chronological approach has the advantage of enabling students to get to know individuals of a given age period very well. It also eases the task of integrating the various domains of development, since each is discussed in close proximity. At the same time, a chronologically organized book requires that theories covering several age periods be presented piecemeal. This creates a challenge for students, who must link the various parts together. To assist with this task, I frequently remind students of important earlier achievements before discussing new developments, referring back to related sections with page references to encourage students to review. Also, chapters or sections devoted to the same topic (for example, cognitive development) are similarly organized, making it easier for students to draw connections across age periods and construct an overall view of developmental change.

### NEW COVERAGE IN THE SECOND EDITION

Lifespan development is a fascinating and ever-changing field of study, with constantly emerging new discoveries and refinements in existing knowledge. The second edition represents this burgeoning contemporary literature, with over 1,500 new citations. Cutting-edge topics throughout the text underscore the book's major themes. Here is a sampling:

- **Chapter 1:** Revised section on basic issues on which major theories take a stand; new Variations/Individuality box on resiliency; new Variations/Culture box on immigrant youths; new section on methods for studying culture, including ethnography; all research strategies richly illustrated with real studies.
- **Chapter 2:** New Lifespan Vista box on the Human Genome Project; updated information on prenatal diagnosis, fetal medicine, and reproductive technologies; enhanced discussion of the development of adopted children; updated section on environmental contexts for development, with increased attention to ecological systems theory; revised discussion of the influence of socioeconomic status on family functioning; enhanced treatment of how heredity and environment combine to influence complex traits, including updated discussion of the limitations of heritability estimates and concordance rates.
- **Chapter 3:** Expanded attention to fetal sensory and behavioral capacities; new Variations/Individuality box on fetal activity as a predictor of infant temperament; updated research on teratogens; new Lifespan Vista box on the prenatal environment and health in later life; new Social Issues box on a cross-national perspective on health care and other policies for parents and newborn babies; new section on understanding birth complications; new evidence on the functions of REM sleep; updated research on newborn sensory capacities, with special emphasis on smell and hearing.
- **Chapter 4:** Enhanced discussion of brain development, including synaptic pruning, lateralization, and plasticity of the cerebral cortex; enhanced coverage of sensitive periods in brain development; expanded discussion of dynamic systems research on early motor development; updated evidence on development of voluntary reaching and grasping; expanded coverage of development of hearing; new research on infants' perception of complex, meaningful patterns; new Variations/Individuality box on development of infants with severe visual impairments.
- **Chapter 5:** Revised and updated research evaluating Piaget's theory—including (1) a new section on physical reasoning, with findings on infants' sensitivity to object solidity, gravity, object support, and physical causality, and (2) a new section on infant problem solving; expanded and updated section on early development of attention; new research on development of categorization; revised section on the impact of infant and toddler child care on mental development; new evidence on the role of emotion in early word learning; new Variations/Individuality box on parent-child interaction and cognitive development of deaf children.
- **Chapter 6:** Expanded treatment of the functions of emotions in energizing all aspects of psychological development; new Lifespan Vista box on maternal depression and children's development; enhanced consideration of the development of emotional self-regulation; a new perspective on the structure of temperament and updated treatment of physiological measures of temperament; new Variations/Individuality box on the biological basis of shyness and sociability; expanded discussion of stability and cultural variations in temperament; updated consideration of the contributions of caregiving and infant temperament to attachment security and of attachment quality to later development; enhanced treatment of self-development, including emergence of the I-self and the me-self and the importance of self-awareness for early emotional development.
- **Chapter 7:** New Social Issues box on treating short children with growth hormone; updated research on brain development in early childhood, with implications for lateralization; expanded discussion of factors that contribute to unintentional injuries, applying an ecological systems perspective; new research on preschoolers' problem solving and categorization; new

section evaluating Vygotsky's theory; enhanced discussion of the young child's theory of mind; new Variations/Individuality box on "mindblindness" and infantile autism; new evidence on developmental outcomes associated with child-centered versus academic preschools; updated consideration of language development, including recent research on strategies young children use to acquire vocabulary.

- **Chapter 8:** Enhanced discussion of the contributions of temperament, cognitive development, and social experience to preschoolers' understanding of emotions and emotional self-regulation; updated section on development of empathy; new sections on cultural variations in peer sociability and parental influences on early peer relations; new Variations/Individuality box on the influence of temperament on early conscience development; new research on the distinction between overt and relational aggression, including sex differences; new section on television as a source of gender stereotypes; expanded discussion of cultural variations in child-rearing styles.
- **Chapter 9:** New Lifespan Vista box on growth stunting due to malnutrition and obesity risk; expanded discussion of the impact of culture and schooling on concrete operational thought; new evidence on the contribution of brain development to gains in information processing and cognitive inhibition in middle childhood; new findings on the impact of ethnic minority language customs on intelligence test performance; expanded treatment of bilingualism; new sections on the impact of class size and grouping practices on academic achievement; enhanced discussion of Vygotsky-inspired philosophical directions in elementary education; discussion of both mainstreaming and full inclusion in teaching children with special needs.
- **Chapter 10:** Enhanced attention to social and cultural influences on self-concept and self-esteem; new Caregiving Concerns table on fostering a mastery-oriented approach to learning and preventing learned helplessness; expanded discussion of emotional development, including self-conscious emotions and emotional self-regulation, with implications for prosocial behavior and peer acceptance; new section on the impact of children's grasp of a domain of personal matters for moral understanding; updated consideration of friendship, with special attention to friendship qualities of prosocial and aggressive children; new research on the implications of relational aggression for girls' friendships, peer acceptance, and adjustment; new Variations/Individuality box on peer victimization; new evidence on factors promoting positive adjustment following divorce; updated research on the impact of maternal employment and dual earner families on children's development, including recent findings on after-school care; updated research on child sexual abuse and prevention strategies, including New Zealand's national school-based program.
- **Chapter 11:** Updated evidence on the impact of maturational timing on emotional and social development, with special attention to the role of school contexts; new section on adolescents' sleep needs; expanded discussion of adolescent motor development, sports involvement, and physical activity; updated research on eating disorders and on adolescent sexual activity; new research on biological contributions to homosexuality; new Social Issues box on homosexuality and coming out to oneself and others; enhanced consideration of adolescent fatherhood; new Lifespan Vista box on intergenerational continuity in adolescent parenthood; new research on teenage pregnancy prevention; thoroughly revised section on information processing, including research on the development of scientific reasoning and the role of metacognition in the development of formal operational thought; updated section on sex differences in mental abilities, including a new Variations/Individuality box on sex differences in spatial abilities; enhanced discussion of peer influences on academic achievement.
- **Chapter 12:** Expanded discussion of factors affecting the development of self-concept and self-esteem; enhanced attention to parent-child relationships at adolescence, including the impact of parent and adolescent life transitions and family circumstances; expanded consideration of sex differences in adolescent friendships and their implications for development; updated research on parental influences on adolescent peer relationships; enhanced consideration of dating, including both heterosexual and homosexual relationships; extensively updated section on depression in adolescence, including biological and environment contributions and sex differences; new Lifespan Vista box on two routes to adolescent delinquency.
- **Chapter 13:** New evidence on the role of telomeres, a special form of DNA located at the ends of chromosomes, in biological aging; new findings on the relationship of health indicators for heart disease (smoking, blood pressure, and blood cholesterol) to mortality; updated research on obesity in adulthood; updated Social Issues box on sex differences in sexual attitudes and behavior; new research on factors linked to sexual satisfaction; updated evidence on cultural influences on sexual coercion; expanded attention to factors influencing vocational choice, including a new section on access to vocational information during high school and college.
- **Chapter 14:** New research on generational change in the social clock; inclusion of both ethological and social

- learning perspectives on mate selection; updated research on the role of communication in enduring intimate relationships, with special attention to sex differences in conflict resolution strategies; expanded discussion of other-sex friendships; updated research on sex differences in marital satisfaction and consequences for mental health; revised and updated Social Issues box on spouse abuse, with attention to both husband-to-wife and wife-to-husband violence; expanded attention to interventions that ease the transition to parenthood; discussion of the importance of mutual support between parents for satisfaction with and competence at child rearing; new longitudinal evidence on marital problems that predict divorce; updated research on never-married parents and gay and lesbian parents; new Variations/Culture box on vocational development of highly successful African-American women.
- **Chapter 15:** Updated research on vision, including changes in structures of the eye and neural pathways; new findings on the health benefits and risks of hormone replacement therapy (HRT); expanded attention to cultural variations in symptoms of menopause; updated evidence on genetic contributions to cancer and socioeconomic variations; new research on gender-racial bias in diagnosis of heart disease and referral for follow-up tests; expanded discussion of stress management, including problem-centered and emotion-centered coping strategies; new evidence on matching exercise formats (group versus home based) with beginning exercisers' characteristics; enhanced treatment of age-related change in mental abilities, with special attention to gender and cohort effects; updated evidence on changes in attention.
  - **Chapter 16:** Updated research on the effects of midlife generativity on psychological adjustment; new evidence on stability and change in personality; new Variations/Individuality box on factors that promote psychological well-being in midlife; current findings on early child-rearing styles and parents' relations with adult children; expanded discussion of factors influencing grandparent–grandchild relations; new Social Issues box on grandparents rearing grandchildren: the skipped generation family; updated evidence on the impact of parental caregiving on adult children's psychological well-being; enhanced treatment of vocational development, including the glass ceiling.
  - **Chapter 17:** Updated research on nervous system and sensory changes in late adulthood; new evidence on the relationship of self-rated health to mortality; updated treatment of the interconnection between physical disability and mental health; enhanced discussion of the relationship of physical decline to cognitive performance and quality and length of life; revised and updated section on Alzheimer's disease, including familial and sporadic forms, genetic influences, prevention, and treatment; revised and updated sections on remote memory, prospective memory, comprehension of oral and written language, and everyday problem solving in late adulthood; new research on the contribution of overcoming personal hardships to late-life wisdom; enhanced discussion of factors related to cognitive change in late adulthood, including a mentally active life; updated findings on terminal decline.
  - **Chapter 18:** New research on reminiscence and life review, countering the stereotype that elders wish to be young again; enhanced evidence on development of a secure, multifaceted self-concept in late adulthood; updated research on the relation of religious involvement to physical and psychological functioning in old age; expanded discussion of control versus dependency, including conditions that induce positive and negative reactions to caregiving; new Variations/Individuality box on the impact of time perspective on social goals; updated research on designing congregate housing and nursing homes to foster elders' well-being; enhanced consideration of elder friendships; new evidence on aging parent–adult child relationships; new research on changing grandparent–grandchild relationships over time and grandchildren as sources of emotional meaning; updated evidence on elder maltreatment, including ethnic variations; expanded consideration of factors that affect the decision to retire.
  - **Chapter 19:** Enhanced discussion of development of understanding of death, with special attention to cultural variations; updated research on death anxiety, addressing symbolic immortality; revised and updated section on contextual influences on adaptations to dying, including the nature of the disease, personality and coping style, family members' and health professionals' behavior, and spirituality, religion, and culture; updated information on the legal status of euthanasia and assisted suicide, with special attention to Australia, the Netherlands, and the United States; expanded treatment of personal and situational variations in grieving, including new sections on sudden, anticipated versus prolonged, expected deaths, grieving the death of an intimate partner, and bereavement overload among children and adolescents exposed to deaths resulting from school violence; new research on the importance for long-term adjustment of finding personal benefit in the grieving experience.

## INSTRUCTOR'S SUPPLEMENTS

- A variety of teaching tools are available to assist instructors in organizing lectures, planning demonstrations and examinations, and ensuring student comprehension.



- **Instructor's Resource Manual (IRM)** Prepared by Gabrielle Principe of Cornell University, Elizabeth Kenny, and myself, this thoroughly revised IRM contains additional material to enrich your class presentations. For each chapter, the IRM provides a Chapter-at-a-Glance grid, Brief Chapter Summary, Learning Objectives, detailed Lecture Outline, Lecture Extensions, Learning Activities, Web Activities, answers to "Ask Yourself" questions, Suggested Readings, Transparencies listing, and Media Materials.
- **Test Bank** Prepared by Gabrielle Principe of Cornell University and Naomi Tyler of Vanderbilt University, the Test Bank contains over 2,000 multiple-choice questions, each of which is cross-referenced to a Learning Objective, page-referenced to chapter content, and classified by type (factual, applied, or conceptual); essay questions; and premade tests.
- **Computerized Test Bank** This computerized version of the Test Bank is available in Windows and Macintosh formats using Test Manager, the best-selling test-generation software.
- **Transparencies** Over 200 full-color transparencies taken from the text and other sources are referenced in the IRM for the most appropriate use in your classroom presentations.
- **Seasons of Life Video Series** Illustrating the text's interdisciplinary focus, this five-video series explores a multitude of biological, psychological, and social influences on development. Nearly 75 psychologists, biologists, sociologists, and anthropologists present theory, methods, and research. Student Activities are provided in the IRM to help you integrate *Seasons of Life* into your course. Your publisher's representative can provide you with details on class enrollment restrictions.
- **Films for the Humanities & Sciences: Human Development Videotape** Complementing the text's linkage of theory and research to applications, this revised two-videotape set features high-interest segments on topics such as genetic counseling, fetal alcohol syndrome, the child's theory of mind, teen depression, domestic violence, coping with menopause, and hospice and palliative care. The IRM provides synopses and Discussion Questions for each videotape.
- **"Development Through the Lifespan in Action" Observation Program** In conjunction with the Illinois State University Television Production Studio, I have revised and expanded this real-life videotape, containing a wealth of observation segments that illustrate theories, concepts, and milestones of human development. An Observation Guide helps students use the video in conjunction with the textbook, deepening their understanding of the material and applying what

they have learned to everyday life. The videotape and Observation Guide are free to instructors who adopt the text and are available to students at a discount when packaged with the text.

- **Website** <http://www.abacon.com/berk> Designed for students and faculty of human development classes, this comprehensive website encourages online and interactive learning and also offers current links and information about development. It includes Online Practice Tests, a Teaching Aids section, Websketches (extensions of the stories illustrating development in the text), and a variety of additional features.
- **PowerPoint CD-ROM** A PowerPoint CD-ROM offers lecture outlines and illustrations from the textbook.
- **WebCT** This unique course management system allows you to construct your own course website to enhance your teaching and your students' learning experiences.

For a complete list of study aids available to your students, see page xxvi.

## ACKNOWLEDGMENTS

The dedicated contributions of many individuals helped make this book a reality and contributed to refinements and improvements in this second edition. An impressive cast of reviewers provided many helpful suggestions, constructive criticisms, and enthusiasm for the organization and content of the text. I am grateful to each one of them.

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Current and former graduate students in psychology at Illinois State University aided my research and contributed significantly to the text's supplements. Kathy Martensen, Cory Baxter, Carolyn Clawson, and Amy Petersen helped conduct literature searches, secure library materials, and obtain permission for use of copyrighted material. Dorothy Welty-Rodriguez participated in many hours of planning for the revised *Observation Video*, collaborated with me on its accompanying *Observation Guide*, and assisted with preparation of website materials and other media supports. Dorothy's organizational skills, expertise in human development, and dedication have been invaluable throughout this project.

The supplement package benefited from the talents and diligence of several other individuals. Gabrielle Principe of Cornell University made outstanding contributions to the *Instructor's Resource Manual* and, along with Naomi Tyler of Vanderbilt University, revised the *Test Bank* with meticulous concern for clarity and accuracy. I am pleased to have collaborated with Amy Petersen, Illinois State University, on the *Study Guide*.

I have been fortunate to work with an exceptionally capable editorial team at Allyn and Bacon. It has been a privilege

to author this book under the sponsorship of Executive Editor Carolyn Merrill. When I first met Carolyn, she told me that she was a “woman of action,” and she has been true to her word! Her enthusiasm, inspiration, superb organizational skills, day-to-day communication, and prompt fielding of potential difficulties made the revision process uniquely smooth and pleasurable. Her genuine interest in human development sparked many fruitful discussions that influenced my approach to preparing sections of the book as well as its pedagogical features. As an added bonus, I’m pleased to have found in Carolyn such a warm and rewarding friendship. Many thanks, also, to Sean Wakely, editor of the first edition, for his keen sense of vision, diplomatic problem solving, and commitment to forging a true editor–author partnership, which made the creation and publication of this text possible. The rich tree images that grace the covers of both editions, radiant metaphors of lifespan development, were Sean’s inspiration.

I would like to express a heartfelt thank you to Joyce Nilsen, Director of Marketing, and Caroline Croley, Marketing Manager of Psychology, for the outstanding work they have done in marketing my texts. Joyce was in command of marketing activities for *Development Through the Lifespan* during its first edition, making sure that accurate and clear information about my books and their ancillaries reached Allyn and Bacon’s sales force and that the needs of prospective and current adopters were met. Each time I have watched Joyce teach others about my texts, I have been impressed with both her knowledge of their content and the vitality with which she conveys her message. After Joyce assumed the position of marketing director, Caroline took over direct marketing responsibilities for my books, and they could not be in better hands. Marci Melia, Field Marketing Specialist, has also devoted much time and energy to marketing activities,

and I greatly appreciate the kind greetings she sends from time to time, despite her very busy schedule.

Sue Gleason, Senior Developmental Editor, offered astute advice and prompt and patient responses to my concerns as I prepared the revision. Her assistance over the years is very much appreciated. Many thanks, also, to Elizabeth Kenny, development editor, for the superb job she has done in coordinating the preparation of a first-rate set of text supplements.

Tom Dorsaneo managed the complex production tasks that resulted in a beautiful second edition. His competence, flexibility, efficiency, and courtesy have made working with him a great delight. Every so often, a message from Tom rolls through my FAX machine containing the latest news release on research breakthroughs in child and adult development. These thought-provoking communications have often caused me to reconsider and revise portions of the book, bringing it right to the cutting edge at publication. I am very grateful for Tom’s thoughtfulness, and I look forward to a continuing partnership with him in the years to come. I thank Sarah Evertson for obtaining the exceptional photographs that so aptly illustrate the text narrative. Lara Zeises, Editorial Assistant, graciously arranged for manuscript reviews and attended to a wide variety of pressing, last-minute details.

A final word of gratitude goes to my family, whose love, patience, and understanding have enabled me to be wife, mother, teacher, researcher, and text author at the same time. My sons, David and Peter, have taken a special interest in this project. Their reflections on events and progress in their own lives, conveyed over telephone and e-mail and during holiday visits, helped mold the early adulthood chapters. My husband, Ken, willingly made room for yet another time-consuming endeavor in our life together and communicated his belief in its importance in a great many unspoken, caring ways.

—Laura E. Berk



My goal in preparing this second edition of *Development Through the Lifespan* is to provide a textbook that meets the instructional goals of your course as well as your own personal needs. I aimed for a text that is intellectually stimulating, that provides depth as well as breadth of coverage, and that portrays the complexities of human development in a way that will capture your interest while helping you learn.

To achieve these objectives, I have grounded this book in a carefully selected body of classic and current theory and research, brought to life with stories and vignettes of children, adolescents, and adults, many of whom I have known personally. In addition, the text discussion highlights the joint contributions of biology and environment to development throughout the lifespan, emphasizes how the research process helps solve real-world problems, and pays special attention to policy issues that are crucial to safeguarding children's and adults' well-being in today's world. I have also provided a unique pedagogical program that will assist you in mastering information, integrating the various aspects of development, critically examining controversial issues, and applying what you have learned.

PEDAGOGICAL FEATURES

Maintaining a highly accessible writing style—one that is lucid and engaging without being simplistic—continues to be one of the text's goals. I will frequently converse with you and encourage you to relate what you read to your own life. In doing so, I hope to make the study of human development involving and pleasurable.

STORIES AND VIGNETTES ABOUT REAL PEOPLE.

To help you construct a clear image of development and to enliven the text narrative, each chronological age division is unified by case examples woven throughout that set of chapters. For example, within the middle childhood section, you'll share the experiences and concerns of 10-year-old Joey; 8-year-old Lizzie; their divorced parents, Rena and Drake; and their classmates Mona, Terry, and Jermaine. In the chapters on late adulthood, you'll get to know Walt and Ruth, a vibrant retired couple, along with Walt's older brother Dick and his wife Goldie and Ruth's

sister Ida, a victim of Alzheimer's disease. Besides a set of main characters who bring unity to each age period, many additional vignettes offer vivid examples of development and diversity among children, adolescents, and adults.

CHAPTER INTRODUCTIONS AND END-OF-CHAPTER SUMMARIES. To provide a helpful preview of what you are about to read, an outline and overview of chapter content appears in each chapter introduction. Especially comprehensive end-of-chapter summaries, organized according to the major headings in each chapter and including review questions and boldfaced terms, will remind you of key points in the text discussion.



ASK YOURSELF . . . Active engagement with the subject matter is also supported by critical thinking questions, which can be found at the end of major sections. The focus of these questions is divided between theory and applications. Many describe problematic situations and ask you to resolve these in light of what you have learned. In this way, the questions inspire high-level thinking and new insights.

LIFESPAN PERSPECTIVES ICON. A tree-of-life icon highlights text sections, Lifespan Vista boxes, and "Ask Yourself" questions that contain material especially relevant to the text's lifespan-perspective theme. By marking text and critical thinking questions that illustrate assumptions of the lifespan perspective and that consider constancy and change across a wide age span, the icon encourages you to deepen your understanding of lifespan development.

BOXES. Four types of boxes accentuate the philosophical themes of this book:

LIFESPAN VISTA BOXES. A special set of boxes is devoted to topics that have long-term implications for development or involve intergenerational issues. Examples include: The Human Genome Project; The Prenatal Environment and Health in Later Life; Maternal Depression and Children's Development; Like Mother, Like Child: Intergenerational Continuity in Adolescent Parenthood; Two Routes to Adolescent Delinquency; Childhood Attachment Patterns and Adult Romantic Relationships; and What Can We Learn About Aging from Centenarians?

SOCIAL ISSUES BOXES. These boxes discuss the impact of social conditions on children, adolescents, and adults and emphasize the need for sensitive social policies to ensure their well-being—for example, A Cross-National Perspective on Health Care and Other Policies for Newborn Babies; Treating Short Children with Growth Hormone; Homosexuality: Coming out to Oneself and Others; Sex Differences in Attitudes Toward Sexuality; Grandparents Rearing Grandchildren: The Skipped-Generation Family; and Voluntary Active Euthanasia: Lessons from Australia and the Netherlands.

VARIATIONS/CULTURE BOXES. This subtype of the Variations boxes highlights cross-cultural and multicultural variations in human development—for example, Immigrant Youths: Amazing Adaptation; Identity Development Among Ethnic Minority Adolescents; Work-Study Apprenticeships in Germany; Persistence, Passion, and Connection: Vocational Development of Highly Successful African-American Women; Menopause as a Biocultural Event; and Cultural Variations in Mourning Behavior.

**ASK YOURSELF . . .**

- What shortcoming of the information-processing approach is a strength of ethology, ecological systems theory, and Vygotsky's sociocultural theory?
- What features of Vygotsky's sociocultural theory make it very different from Piaget's theory?

Is Bronfenbrenner's ecological systems theory compatible with assumptions of the lifespan perspective: development as lifelong, as multidirectional, as highly plastic, and as embedded in multiple contexts? Explain.

**LIFESPAN VISTA**

**LIKE MOTHER, LIKE CHILD: INTERGENERATIONAL CONTINUITY IN ADOLESCENT PARENTHOOD**

Just as the long-term consequences of being the child of an adolescent parent have been explored, the effects of teenage childbearing in the next generation have also been explored. In a study of 1,000 mother and father dyads, researchers found that the first generation of adolescent parents had a 28 percent increase in the rate of teenage pregnancy in the second generation. The researchers studied an extensive database of records maintained on the social development of 12-year-olds, including 23 million records of family functioning, school performance, and mental health. In addition, they interviewed 27 to 31 years of age, asking about their own teenage pregnancy and the pregnancy of their mothers. The study found that the rate of teenage pregnancy in the second generation was 28 percent higher than in the first generation. This finding is consistent with the idea of intergenerational continuity, which suggests that the behaviors and attitudes of one generation can influence the behaviors and attitudes of the next.

**SOCIAL ISSUES**

**GRANDPARENTS REARING GRANDCHILDREN: THE SKIPPED-GENERATION FAMILY**

More than 1.5 million children and adolescents in the United States are being raised by grandparents. This is a significant increase from the 1990s, when about 1 million children were being raised by grandparents. The reasons for this increase are complex, but they include the fact that more parents are struggling with financial difficulties, substance abuse, and mental health issues. Grandparents are often stepping in to provide a stable home for their grandchildren. However, rearing grandchildren can be a challenging experience for grandparents, as they may not have the same resources or knowledge as parents. It is important for society to provide support and resources for grandparents who are rearing grandchildren.

**VARIATIONS/CULTURE**

**IDENTITY DEVELOPMENT AMONG ETHNIC MINORITY ADOLESCENTS**

As the United States becomes more diverse, it is important to understand the experiences of ethnic minority adolescents. Identity development is a key challenge for these adolescents, as they navigate between their cultural heritage and the dominant culture. Research shows that ethnic minority adolescents often experience a sense of "cultural conflict" or "acculturation stress." This can lead to difficulties in self-identity and social relationships. However, many ethnic minority adolescents also experience a sense of pride and strength in their cultural heritage. It is important for society to recognize and support the diverse experiences of ethnic minority adolescents.

ASK YOURSELF . . .



MARGINAL GLOSSARY, END-OF-CHAPTER TERM LIST, AND END-OF-BOOK GLOSSARY. Mastery of terms that make up the central vocabulary of the field is promoted through a marginal glossary, an end-of-chapter term list, and an end-of-book glossary. Important terms and concepts also appear in boldface type in the text narrative.

## STUDY AIDS

Beyond the study aids found in the textbook, Allyn and Bacon offers a number of supplements for students. The website is open to all visitors to the Internet.

- *Study Guide.* Prepared by Amy Petersen and myself, this helpful guide offers Chapter Summaries, Learning Objectives, Study Questions organized according to major headings in the text, “Ask Yourself . . .” questions that also appear in the text, crossword puzzles for mastering important terms, and multiple-choice self-tests.
- *Practice Tests.* Twenty multiple-choice items per chapter plus an answer key with justifications are drawn in part from the Test Bank to assist you in preparing for course exams.

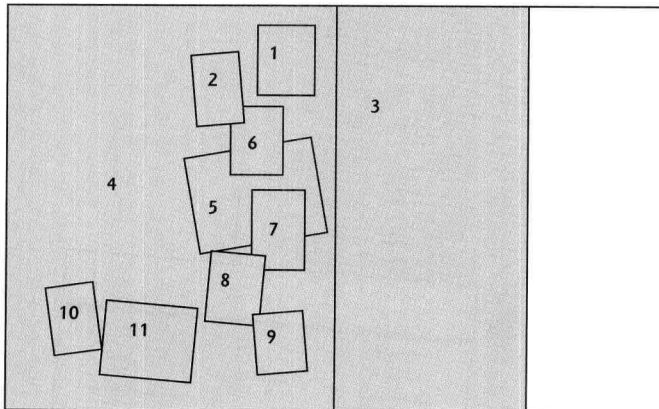
- *Portraits.* A booklet of expanded stories and critical thinking questions about the many characters featured in the text helps you make knowledge of human development personally meaningful, apply it to real-life situations, and get to know the characters better.
- *Website* <http://www.abacon.com/berk> Designed for students and faculty of human development classes, this comprehensive website encourages online and interactive learning and also offers current links and information about development. It includes Online Practice Tests, a Teaching Aids section, Websketches (extensions of the stories in the text), and a variety of additional features.

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

—Laura E. Berk

## L

### LEGEND FOR PHOTOS ACCOMPANYING SOFIE'S STORY



- **SOFIE'S STORY** is told in Chapters 1 and 19, from her birth to her death. The photos that appear at the beginning of Chapter 1 follow her through her lifespan. They are:
  1. Sofie as a baby, with her mother in 1908.
  2. Sofie at age 6, with her brother, age 8, in 1914.
  3. Sofie at age 10, before a birthday party in 1919.
  4. Sofie at age 18, high school graduation in 1926.
  5. Sofie's German passport.
  6. Sofie and Phil in their mid-thirties, during World War II, when they became engaged.
  7. Sofie, age 60, and daughter Laura on Laura's wedding day in 1968.
  8. Sofie and Phil in 1968, less than 2 years before Sofie died.
  9. Sofie, age 61, and her first grandchild, Ellen, October 1969, less than 3 months before Sofie died.
  10. Sofie's grandsons, David and Peter, ages 5 and 2, children of Laura and Ken.
  11. Laura, Ken, and sons Peter and David, ages 10 and 13, on the occasion of David's Bar Mitzvah in 1985.

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