



# **The Developing Person Through the Life Span**

**Fourth Edition**

**KATHLEEN STASSEN BERGER**

Bronx Community College  
City University of New York

With the assistance of

**ROSS A. THOMPSON**

University of Nebraska—Lincoln

**WORTH PUBLISHERS**

The Developing Person Through the Life Span, Fourth Edition

Copyright © 1998, 1994, 1988, 1983 by Worth Publishers, Inc.

All rights reserved

Printed in the United States of America

Library of Congress Catalog Card Number: 96-60598

ISBN: 1-57259-106-4

Printing: 2 3 4 5 - 02 01 00 99 98

Executive Editor: Catherine Woods

Developmental Editor: Peter Deane

Design: Malcolm Grear Designers

Art Director: George Touloumes

Production Editor: Timothy Prairie

Production Manager: Barbara Anne Seixas

Layout: Fernando Quiñones

Photo Editor: Elyse Rieder

Graphics Art Manager: Demetrios Zangos

Composition and separations: TSI Graphics, Inc.

Printing and binding: R.R. Donnelley & Sons Company

Cover: *The Clinic*, Francis Livingston, 1987. Oil on panel (detail).

Acknowledgments begin on page IC-1, and constitute an extension of  
the copyright page.

Worth Publishers

33 Irving Place

New York, NY 10003

# Preface

Teaching and learning are not just my profession and my vocation: they are my passion. I deeply believe that we all live richer, fuller, and more connected lives when we understand ourselves and others and the social contexts that affect us all. Just as deeply, I believe that developmental psychology can be a powerful impetus and guide for moving people toward such understanding.

Consequently, when I began the first edition of this book sixteen years ago, I had 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, so overburdened with theoretical and academic details as to be dull and difficult. I wanted 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.

## Changes and Highlights of This Edition

Development means change, day-by-day, year-by-year, era-by-era, as well as continuity throughout. Every new life is similar to those that preceded it, but is also affected by new circumstances—scientific, technological, cultural, and so on. Accordingly, this new edition reflects new research, perspectives, and contexts that shape our lives. Revisions are apparent on every page, but four particularly pervasive shifts should be noted.

### Social Contexts

Throughout this edition I have given added emphasis both to the ways development is shaped by each individual's specific social context and to the developmental diversity that exists across social contexts. This added emphasis includes particular attention to the impact that income, education, ethnicity, race, sex, and historical period can have on developmental outcomes.

The theme of diversity within universal patterns is evidenced especially in discussions of cultural influences on development. On a wide variety of topics—ranging from infants' sleep schedules, children's perception of spanking, and adolescents' propensity to take risks to adults' selection of career patterns and mates and elders' decisions about whether to retire, where to live, and how to die—I have tried to show how cultural differences in values and customs shape individual development throughout the life span.

### **Cognitive Development**

The cognitive chapters have been reorganized and reoriented to reflect the latest research findings. In infancy, perception and memory are given new prominence, as is theory of mind in preschool development. This current perspective means that Piagetian theory is no longer preeminent, but I have retained many of Piaget's insights that provide illumination into the thought processes of children and adolescents.

Intellectual development over the years of adulthood is portrayed in its multidimensional complexity, influenced by physical and mental health, personal motivation, past and current education, genetic makeup, declines in information-processing capacity, ageist stereotypes, and social opportunities for new learning. Special emphasis is now given to practical intelligence, creativity, expertise, and ongoing education.

### **Generations and Cohorts**

I see each of us as a link in a generational line of ancestors and descendants, with every birth date signifying membership in a particular cohort. Accordingly, intergenerational themes are woven into the text throughout, helping students to more fully appreciate their own location in the developmental path. Families are shown as the multigenerational, extralegal units that they are, defined more by the support and commitment they provide than by genetic overlap or the specifics of household occupancy. I have also given greater attention to differences in historical experience, showing how these differences affect not only development itself but our understanding of it as well.

### **Public Policy**

It is obvious that laws and institutions can enhance or limit development; it is less apparent but equally true that individual decisions—and often the individual voice—can influence the political process. To highlight this interactive view, Public Policy boxes have been included in this edition to focus on some of the most compelling policy issues in human development. Critical issues, both practical and ethical, are presented in their multisided complexity.

### **New Topics**

In addition to the changes and shifts in emphasis noted above, this edition includes a great many new topics that will be of special interest to students.

Here is a sampling of just a few of them:

- heritability and what it does and does not mean
- implications of the Human Genome Project
- teratogenic risk and genetic vulnerability
- preventive medicine in infancy
- sudden infant death syndrome
- the “transient exuberance” of early neural development
- infants’ surprising long-term memory
- effects of early day care
- the contextual dimensions of child maltreatment
- the effects of spanking
- autism and ADHD
- IQ testing and multiple intelligences
- bullies and their victims
- the impact of poverty and homelessness on children
- “gateway drugs” and adolescent drug abuse
- suicide contagion among adolescents
- legal and ethical questions surrounding fertility technology
- spouse abuse
- adapting to the modern workplace
- balancing work and family roles
- health differences related to SES, ethnicity, gender, and geography
- hormone replacement therapy
- the myth of the midlife crisis
- caring for disabled adult children
- the squaring of the population pyramid
- generational equity
- new views on intellectual decline in old age
- assisted suicide and hastening death

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 goals of development study, the major theories and methodologies 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. One important new pedagogical aid is the addition of an on-page glossary, with definitions of key terms occurring in the margin of the page on which the terms are first used.

## 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 *Study Guide* by Richard Straub (University of Michigan, Dearborn) 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. New to this edition of the Instructor's Resource Manual are internet assignments for instructors to help students access the World Wide Web for better research resources.

A set of acetate *transparencies* of key illustrations, charts, tables, and summary information from the textbook, as well as supplemental material by Richard Straub, 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 Windows and Macintosh.

A new supplement, *The Scientific American Frontiers Video Collection for Developmental Psychology*, provides instructors with twelve video segments (approximately 15 minutes each). Use these videos as lecture launchers or to emphasize or clarify material from the text.

*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. A new edition of 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.

Finally, students and instructors are encouraged to visit our new World Wide Web site at <http://worthpublishers.com/berger> for additional learning and teaching resources.

## Thanks

This book has benefited from the work of the entire community of scholars involved in human development. Foremost of these is Ross A. Thompson, renowned scholar and professor of psychology at the University of Nebraska, Lincoln, who was my coauthor for the fourth edition of *The Developing Person Through Childhood and Adolescence*. His work and influence are strongly felt throughout this book. I have also 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, criticisms, 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:

Cynthia Berg, University of Utah

Thomas O. Blank, University of Connecticut

Ava Craig, Sacramento City College

Dana H. Davidson, University of Hawaii, Manoa

Linda E. Flickinger, St. Clair County Community College

Deborah Gold, Duke University Medical Center

Sandra Hale, Washington University

Margaret Huyck, Illinois Institute of Technology

Russ Isabella, University of Utah

Leonor Boulín Johnson, Arizona State University

Margaret K. Moroney, Delgado Community College

Anne O'Reilly, West Virginia University

Joseph M. Price, San Diego State University

Tamina Toray, Western Oregon University

Nancy Wargny, Vanier College

Janine A. Watts, University of Minnesota

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 Timothy Prairie, a meticulous and unflappable production editor, who are responsible for the high quality of the book's appearance. My thanks also go to Barbara Anne Seixas, who bore the burden of trying to keep this book on schedule.

## Dedication

The first edition of my first textbook was dedicated to "my students, who have provided inspiration throughout." Later editions were dedicated to various family members and to my editor. With this edition I return to students, but now in a wider perspective and context. *The Developing Person Through the Life Span*, 4th edition, is dedicated to the synergy of all students *and* their teachers, and to the sparks that connect them when learning transforms them.

New York City  
May, 1997

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.

# Contents in Brief

<b>Preface</b>		xxi	<b>PART IV</b>	<b>The School Years</b>	<b>301</b>
<b>PART I</b>	<b>Beginnings</b>	<b>1</b>			
CHAPTER 1	Introduction	3	CHAPTER 11	The School Years: Biosocial Development	303
CHAPTER 2	Theories and Methods	29	CHAPTER 12	The School Years: Cognitive Development	325
CHAPTER 3	Heredity and Environment	65	CHAPTER 13	The School Years: Psychosocial Development	353
CHAPTER 4	Prenatal Development and Birth	97			
<b>PART II</b>	<b>The First Two Years: Infants and Toddlers</b>	<b>129</b>	<b>PART V</b>	<b>Adolescence</b>	<b>383</b>
CHAPTER 5	The First Two Years: Biosocial Development	131	CHAPTER 14	Adolescence: Biosocial Development	385
CHAPTER 6	The First Two Years: Cognitive Development	161	CHAPTER 15	Adolescence: Cognitive Development	411
CHAPTER 7	The First Two Years: Psychosocial Development	191	CHAPTER 16	Adolescence: Psychosocial Development	437
<b>PART III</b>	<b>The Play Years</b>	<b>223</b>	<b>PART VI</b>	<b>Early Adulthood</b>	<b>465</b>
CHAPTER 8	The Play Years: Biosocial Development	225	CHAPTER 17	Early Adulthood: Biosocial Development	467
CHAPTER 9	The Play Years: Cognitive Development	249	CHAPTER 18	Early Adulthood: Cognitive Development	491
CHAPTER 10	The Play Years: Psychosocial Development	277	CHAPTER 19	Early Adulthood: Psychosocial Development	507

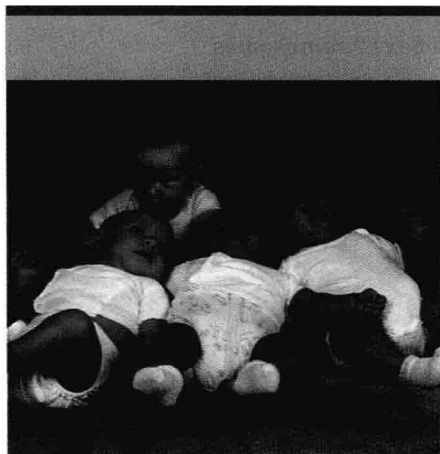
<b>PART VII</b>	<b>Middle Adulthood</b>	<b>541</b>
<b>CHAPTER 20</b>	Middle Adulthood: Biosocial Development	543
<b>CHAPTER 21</b>	Middle Adulthood: Cognitive Development	565
<b>CHAPTER 22</b>	Middle Adulthood: Psychosocial Development	583
<b>PART VIII</b>	<b>Late Adulthood</b>	<b>603</b>
<b>CHAPTER 23</b>	Late Adulthood: Biosocial Development	605
<b>CHAPTER 24</b>	Late Adulthood: Cognitive Development	631
<b>CHAPTER 25</b>	Late Adulthood: Psychosocial Development	661
<b>EPILOGUE</b>	Death and Dying	E-1
Glossary		G-1
Bibliography		B-1
Illustration Credits		IC-1
Name Index		NI-1
Subject Index		SI-1

# Contents

<b>Preface</b>	<b>xxi</b>	<i>Childhood and Adolescence: Heartening Progress</i>	<b>18</b>
		<i>Looking Back and Looking Forward</i>	<b>19</b>
<b>PART I Beginnings</b>	<b>1</b>	<b>Two Controversies</b>	<b>20</b>
		Nature and Nurture	<b>20</b>
		The First Years of Life: Determining Force or Fading Influence?	<b>23</b>
		<b>Developmental Study as a Science</b>	<b>25</b>
		<b>CHAPTER 2 Theories and Methods</b>	<b>29</b>
		<b>What Theories Do</b>	<b>29</b>
		<b>Psychoanalytic Theory</b>	<b>30</b>
		Freud's Ideas	<b>31</b>
		Erikson's Ideas	<b>32</b>
		Evaluation of Psychoanalytic Theory	<b>33</b>
		<b>Learning Theory</b>	<b>34</b>
		Laws of Behavior	<b>35</b>
		<i>Classical Conditioning</i>	<b>35</b>
		<i>Operant Conditioning</i>	<b>36</b>
		Social Learning Theory	<b>37</b>
		<i>Modeling</i>	<b>38</b>
		<i>Reciprocal Determinism</i>	<b>38</b>
		Evaluation of Learning Theory	<b>39</b>
		<b>Cognitive Theory</b>	<b>40</b>
		Piaget's Theory	<b>40</b>
		<i>Stages of Cognitive Development</i>	<b>40</b>
		<i>How Cognitive Development Occurs</i>	<b>41</b>
		Information-Processing Theory	<b>42</b>
		<i>Developmental Changes</i>	<b>43</b>
		Evaluation of Cognitive Theory	<b>44</b>
<b>CHAPTER 1 Introduction</b>	<b>3</b>		
<b>The Scientific Study of Human Development</b>	<b>4</b>		
The Three Domains	<b>4</b>		
<b>The Many Contexts of Development</b>	<b>6</b>		
An Example: The Family in Social Context	<b>8</b>		
<i>A "Difficult" Child</i>	<b>8</b>		
The Historical Context	<b>10</b>		
<i>Cohort Differences</i>	<b>11</b>		
The Socioeconomic Context	<b>12</b>		
The Cultural Context	<b>14</b>		
<i>Ethnicity and Culture</i>	<b>15</b>		
The Individual and the Social Context	<b>15</b>		
David's Story: Domains and Contexts at Work	<b>16</b>		
<i>The Early Years: Heartbreaking Handicaps, Slow Progress</i>	<b>16</b>		

<b>Sociocultural Theory</b>	<b>46</b>	<b>Genetic and Chromosomal Abnormalities</b>	<b>82</b>
Vygotsky's Theory	47	Chromosomal Abnormalities	82
Evaluation of Sociocultural Theory	48	<i>Down Syndrome</i>	82
<b>The Theories Compared</b>	<b>49</b>	<i>Abnormalities of the Sex Chromosomes</i>	83
<b>Research Methods</b>	<b>50</b>	<i>Causes of Chromosomal Abnormalities</i>	84
Observation	51	Harmful Genes	85
RESEARCH REPORT Ways to Make Research More Valid	52	<b>Genetic Counseling</b>	<b>88</b>
<i>Limitations of Observation</i>	54	Who Should Receive Counseling?	88
A CLOSER LOOK Correlation: What It Does, and Does Not, Mean	55	Genetic Testing	89
The Experiment	56	Many Alternatives	90
<i>Limitations of Experiments</i>	57	PUBLIC POLICY The Human Genome Project	92
The Interview or Survey	58		
The Case Study	58	<b>CHAPTER 4 Prenatal Development and Birth</b>	<b>97</b>
Designing Developmental Research	59	<b>From Zygote to Newborn</b>	<b>97</b>
<i>Cross-Sectional Research</i>	59	The Germinal Period: The First Fourteen Days	97
<i>Longitudinal Research</i>	60	The Period of the Embryo: The Third Through the Eighth Week	99
<i>Cross-Sequential Research</i>	61	The Period of the Fetus: The Ninth Week Until Birth	100
<b>CHAPTER 3 Heredity and Environment</b>	<b>65</b>	A CLOSER LOOK Interaction with the Surrounding World	102
<b>The Beginning of Development</b>	<b>65</b>	<b>Preventing Complications</b>	<b>102</b>
<b>The Genetic Code</b>	<b>66</b>	Determining Risk	103
Chromosomes	67	<i>Timing</i>	103
<i>The Sex Chromosomes</i>	68	<i>Amount</i>	104
Human Diversity	69	<i>Genetic Vulnerability</i>	105
<i>Twins</i>	69	<i>Protective Steps</i>	106
<b>From Genotype to Phenotype</b>	<b>70</b>	Specific Teratogens and Preventive Measures	108
Gene-Gene Interaction	71	<i>Diseases</i>	108
<i>X-Linked Genes</i>	73	<i>Medicinal Drugs</i>	109
Gene-Environment Interaction	74	<i>Psychoactive Drugs</i>	109
<i>Distinguishing Hereditary and Environmental Influences</i>	74	Low Birthweight	113
A CLOSER LOOK Twins Reared in Separate Homes	76	<i>Causes</i>	113
<i>Physical Traits</i>	77	<i>Consequences of Low Birthweight</i>	115
<i>Psychological Traits</i>	77	PUBLIC POLICY Very-Very-Low-Birthweight Infants	116
<i>Psychological Problems</i>	78	<b>The Normal Birth</b>	<b>118</b>
<i>Alcoholism: A Clear Example of Gene-Environment Interaction</i>	78	The Newborn's First Minutes	119
A CLOSER LOOK Heritability: What It Is, and What It Is Not	80	Medical Intervention	120
		<b>The Beginning of Bonding</b>	<b>124</b>

**PART II    The First Two Years: Infants and Toddlers** 129



**CHAPTER 5    The First Two Years: Biosocial Development** 131

<b>Physical Growth and Health</b>	<b>131</b>
Size and Shape	131
Preventive Medicine	133
Sudden Infant Death Syndrome	135

<b>Brain Growth and Development</b>	<b>138</b>
The Role of Experience in Brain Development	139
Regulation of Physiological States	140
RESEARCH REPORT Schedules and the Culture of Infant Care	141

<b>Motor Skills</b>	<b>143</b>
Reflexes	143
Gross Motor Skills	145
Fine Motor Skills	147
Variations in Timing	148

<b>Sensory and Perceptual Capacities</b>	<b>149</b>
Research on Infant Perception	150
Vision	150
<i>Infant Visual Preferences</i>	152
Hearing	152

<b>Nutrition</b>	<b>154</b>
The Ideal Diet	154
Nutritional Problems	155

**CHAPTER 6    The First Two Years: Cognitive Development** 161

<b>Perception and Cognition</b>	<b>162</b>
The Gibsons' Contextual View	162
Perceiving the Constancy of Objects	164
<i>Dynamic Perception</i>	165
Coordination of the Sensory Systems	166

<b>Key Elements of Cognitive Growth</b>	<b>167</b>
Categories	168
Object Permanence	169
Memory	171
RESEARCH REPORT Long-Term Memory in Infancy?	172
Causes and Effects	174


<b>Active Intelligence: Piaget's Theory</b>	<b>175</b>
The Six Stages of Sensorimotor Intelligence	176
<i>Stages One and Two</i>	176
<i>Stages Three and Four</i>	177
<i>Stages Five and Six</i>	178

<b>Language Development</b>	<b>179</b>
Steps in Language Development	180
<i>Cries, Coos, and Babbling</i>	180
<i>Comprehension</i>	182
<i>First Spoken Words</i>	182
<i>Combining Words</i>	184
Teamwork: Adults and Babies Teach Each Other to Talk	184
<i>A Social Interaction</i>	187

**CHAPTER 7    The First Two Years: Psychosocial Development** 191

<b>Emotional Development</b>	<b>191</b>
The First Days and Months	192
Further Growth in Emotionality	193
<i>Social Referencing</i>	194
<i>Self-Awareness</i>	195

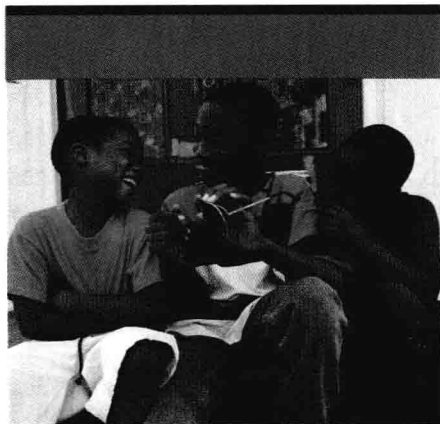
<b>The Origins of Personality</b>	<b>197</b>
Psychological Theory: The Importance of Nurture	197
<i>Learning Theory</i>	197
<i>Psychoanalytic Theory</i>	197

Temperament: The Importance of Nature	200	Gross Motor Skills	229
<i>Dimensions of Temperament</i>	200	PUBLIC POLICY Injury Control Is No Accident	230
RESEARCH REPORT Early Signs of Shyness	202	Fine Motor Skills	232
Stability and Change in Temperament	203	<i>Children's Art</i>	232
<b>Parent-Infant Interaction</b>	<b>205</b>	<b>Child Maltreatment</b>	<b>233</b>
Becoming Social Partners	205	Changing Definitions of Maltreatment	234
<i>Developing and Maintaining Synchrony</i>	207	A CLOSER LOOK Child Maltreatment in Context	235
A CLOSER LOOK Fathers and Infants	208	Causes of Maltreatment	236
Attachment	211	<i>The Cultural and Community Context</i>	236
<i>Measuring Attachment</i>	211	<i>The Family Context</i>	239
<i>Attachment and Context</i>	212	<i>Problems in the Parents</i>	240
<i>The Importance of Attachment</i>	213	Consequences of Maltreatment	240
PUBLIC POLICY Attachment Theory and the Infant		Treatment and Prevention	242
Day-Care Controversy	214	<i>Treatment</i>	242
<i>The Parents' Side of Attachment</i>	216	<i>Foster Care</i>	243
<b>Developing Peer Relations</b>	<b>218</b>	<i>Prevention</i>	245
<b>PART III The Play Years</b>	<b>223</b>	<b>CHAPTER 9 The Play Years: Cognitive Development</b>	<b>249</b>
		<b>How Preschoolers Think</b>	<b>250</b>
		Number	250
		Problem Solving	252
		Memory	253
		<i>Memories of Mickey Mouse</i>	255
		Theory of Mind	256
		PUBLIC POLICY Young Children as Eyewitnesses	257
		<b>Piaget's Theory of Preoperational Thought</b>	<b>261</b>
		Conservation and Logic	261
		<b>Vygotsky's Theory of Children as Apprentices</b>	<b>264</b>
		The "Zone of Proximal Development"	265
		Talking to Learn	266
		<b>Language Development</b>	<b>267</b>
		Vocabulary	267
		A CLOSER LOOK Fast Mapping: Advantages and Disadvantages	268
		Grammar	269
		<i>Difficulties with Grammar</i>	271
		<b>Preschool Education</b>	<b>272</b>
		Headstart: A Longitudinal Look	273
<b>CHAPTER 8 The Play Years: Biosocial Development</b>	<b>225</b>		
<b>Size and Shape</b>	<b>225</b>		
Eating Habits	227		
<b>Brain Growth and Development</b>	<b>228</b>		
<b>Mastering Motor Skills</b>	<b>228</b>		

## CHAPTER 10 The Play Years: Psychosocial Development 277

<b>The Self and the Social World</b>	277
Self-Concept and Social Awareness	278
Self-Evaluation	279
Gender Identification	280
<i>Theories of Gender-Role Development</i>	281
A CLOSER LOOK Professor Berger and Freud	283
<b>Relationships and Psychosocial Growth</b>	285
The Parent-Child Relationship	286
<i>Styles of Parenting</i>	286
RESEARCH REPORT The Effects of Spanking	290
<i>Parenting in Context</i>	291
Sibling Relationships	292
<i>The Only-Child</i>	294
Peer Relationships and Play	294
<i>Varieties of Play</i>	295

## PART IV The School Years 301



## CHAPTER 11 The School Years: Biosocial Development 303

<b>Size and Shape</b>	303
Variations in Physique	304
Childhood Obesity	305
<i>Causes of Obesity</i>	306
<i>Help for Overweight Children</i>	307
<b>Motor Skills</b>	308
Differences in Motor Skills	309
<b>Children with Special Needs</b>	310

The Developmental Psychopathology Perspective	311
Autism	312
<i>The Developmental Path of Autism</i>	312
<i>Causes and Treatment of Autism</i>	313
Learning Disabilities	314
<i>Causes and Remediation of Learning Disabilities</i>	315
Attention-Deficit Hyperactivity Disorder	317
PUBLIC POLICY Lead Poisoning	318
<i>Causes of Attention-Deficit Hyperactivity Disorder</i>	319
<i>Help for Children with ADHD</i>	320

## CHAPTER 12 The School Years: Cognitive Development 325

<b>The Growth of Thinking, Memory, and Knowledge</b>	325
Selective Attention	326
Memory Strategies	327
Processing Speed and Capacity	328
Knowledge Growth	329
Metacognition	330


<b>Concrete Operational Thought</b>	331
Logical Principles	331
Limitations of Piaget's Theory	333

<b>Language</b>	334
Vocabulary and Grammar	334
Pragmatics	336
Bilingualism	337
RESEARCH REPORT Bilingual Education	339

<b>Thinking, Learning, and Schooling</b>	341
RESEARCH REPORT Education in the United States, Japan, and China: A Cross-Cultural Comparison	343
Cognitive Development and Classroom Learning	345
Evaluating Individual Differences in Cognitive Growth	346
<i>Multiple Intelligences</i>	349
Schooling and Culture	349

## CHAPTER 13 The School Years: Psychosocial Development 353

<b>An Expanding Social World</b>	353
A Common Theoretical Thread	353
Understanding Others	354
Understanding Oneself	356

<i>The Rising Tide of Self-Doubt</i>	357	<i>Organ Growth</i>	390
<i>Self-Esteem and Poverty</i>	357	Sexual Maturation	391
<b>The Peer Group</b>	<b>358</b>	<i>Changes in Primary Sex Characteristics</i>	391
The Society of Children	359	<i>Secondary Sex Characteristics</i>	393
<i>Aggression</i>	360	A CLOSER LOOK Body Image	394
<i>Lacking Acceptance Among Peers</i>	360	Early and Late Maturation	396
RESEARCH REPORT Bullies in School	362	<i>School, Family, and Cultural Factors</i>	397
Friendship	365	Sexual Abuse	398
<b>Family Structure and Child Development</b>	<b>366</b>	<i>Typical Sexual Abuse</i>	398
Living with Both Biological Parents	367	<i>Consequences of Sexual Abuse</i>	399
<i>Reasons for the Benefits</i>	367	<b>Health, and Hazards to It</b>	<b>400</b>
<i>Caveats</i>	368	Nutrition	400
When the Two-Parent Family Breaks Down	369	Drug Use	402
<i>Stability of Daily Life</i>	369	<i>Disquieting Trends</i>	403
<i>Custody and Caregiving</i>	370	RESEARCH REPORT Distinctions in Adolescent Drug Use	405
Single-Parent Households	371	<b>CHAPTER 15 Adolescence: Cognitive Development</b>	<b>411</b>
Blended Families	374	<b>Adolescent Thought</b>	<b>411</b>
<b>Coping with Life</b>	<b>375</b>	New Intellectual Powers	412
Assessing Stress	376	<i>Hypothetical Thinking</i>	413
Focus on Strengths	376	<i>Deductive Reasoning</i>	414
PUBLIC POLICY Homelessness	377	Thinking About Oneself	416
Social Support	378	<b>Schools, Learning, and the Adolescent Mind</b>	<b>418</b>
<b>PART V Adolescence</b>	<b>383</b>	Adolescent Vulnerability	419
		Enhancing Education	421
<b>CHAPTER 14 Adolescence: Biosocial Development</b>	<b>385</b>	<b>Moral Development</b>	<b>422</b>
<b>Puberty</b>	<b>385</b>	Kohlberg's Stages of Moral Development	422
The Timing of Puberty	387	<i>Kohlberg's Critics</i>	424
Hormones and Puberty	388	<b>Adolescent Decision Making</b>	<b>425</b>
The Growth Spurt	389	Sexual Decision Making: Unanticipated Outcomes	426
		PUBLIC POLICY Adolescent Risk-Taking	427
		Reasoning About Sex	430
		Promoting Better Judgment	431
		<i>Sex Education</i>	431
		<b>CHAPTER 16 Adolescence: Psychosocial Development</b>	<b>437</b>
		<b>The Self and Identity</b>	<b>437</b>
		Multiple Selves	437