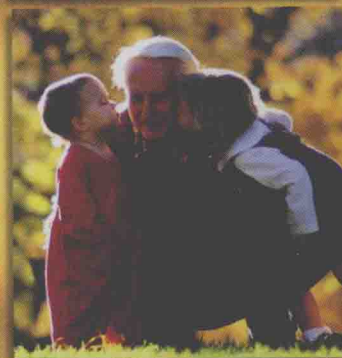


# A TOPICAL APPROACH TO LIFE-SPAN DEVELOPMENT



JOHN W. SANTROCK

A TOPICAL

APPROACH

TO

LIFE - SPAN

DEVELOPMENT

JOHN W. SANTROCK

UNIVERSITY OF TEXAS AT DALLAS



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## A TOPICAL APPROACH TO LIFE-SPAN DEVELOPMENT

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WITH

SPECIAL APPRECIATION

TO MY WIFE

MARY JO

# ABOUT THE AUTHOR

## John W. Santrock

John Santrock received his Ph.D. from the University of Minnesota in 1973. He taught at the University of Charleston and the University of Georgia before joining the Program in Psychology and Human Development at the University of Texas at Dallas, where he currently teaches a number of undergraduate courses. In 1982, John created the life-span development course at UT-Dallas and has taught it every year since then.

John has been a member of the editorial boards of *Child Development* and *Developmental Psychology*. His research on father custody is widely cited and used in expert witness testimony to promote flexibility and alternative considerations in custody disputes. John also has authored these exceptional McGraw-Hill texts: *Psychology* (6th

edition), *Child Development* (9th edition), *Children* (6th edition), *Adolescence* (8th edition), *Life-Span Development*, (8th edition), and *Educational Psychology* (1st edition).

For many years, John was involved in tennis as a player, teaching professional, and coach of professional tennis players. He has been married for more than 35 years to his wife, Mary Jo, who is a Realtor. He has two daughters—Tracy, who is a technology specialist at Nortel in Raleigh, North Carolina, and Jennifer, who is a medical sales specialist at Guidant in Los Angeles. He has one granddaughter, Jordan, age 10. Tracy recently completed the Boston Marathon, and Jennifer was in the top 100 ranked players on the Women's Professional Tennis Tour. In the last decade, John also has spent time painting expressionist art.



John Santrock, teaching in his undergraduate course in life-span development.

# PREFACE

## Why a Topical Approach?

The field of life-span development is an exciting one with an increasing number of textbooks. Most of these books are chronologically organized. Why present life-span development topically?

In a topical approach, students will be able to see the processes involved in a particular aspect of development in a single chapter and often in a particular part of a chapter. For example, in chapter 3, “Physical Development and Biological Aging,” the development of the brain from infancy through aging is explored in one section of the chapter. In contrast, in a chronologically organized textbook, a topic such as the brain is explored in a number of different chapters of the book, typically early in the book in an infancy chapter, later in a childhood chapter, and then again toward the end of the book in an aging chapter. Examining life-span development topically allows developmental changes throughout the life span to be described in close proximity to one another, which lets students make better connections between them.

## Three Themes

Three important themes appear throughout *A Topical Approach to Life-Span Development*: research, applications, and contexts. I believe it is important for students to have a firm grasp of the research foundation of the field. I also think that students benefit from knowing how that information can be applied to people’s lives. And I believe it is important to point out the contextual variations in life-span development, especially those that involve culture, ethnicity, and gender. Each of these themes—research, applications, and contexts—will be further discussed in this preface. Let’s begin with the theme of research.

## Research

Every effort was made to include both the classic studies that are the foundation of the field of life-span development and the most recent, cutting-edge contemporary research. As an indication of the currency of the topics, more than 500 citations are included from the twenty-first century alone.

To provide students with a sense of how research is conducted in life-span development, a feature called *Research in Life-Span Development* appears throughout the book. Among the research studies that are featured in these interludes are Tiffany Fields’ research on the role of touch in early develop-

ment; Charles Nelson’s research on brain development in infancy; Judith Rodin and Ellen Langer’s research on perceived control and health in older adults; Craig Ramey’s Abecedarian Project; Janellen Huttenlocher’s research on environmental influences and vocabulary development; Robert McCrae and his colleagues’ research on age differences in personality across cultures; Janet Kiecolt-Glaser’s research on the stress of caring for older adults; and Harold Stevenson’s cross-cultural research on math achievement.

## Applications

The second important theme of this book is applications. Throughout the book an effort was made to apply what we know about life-span development to people’s lives, in many instances with an eye toward how their lives can be improved.

*Applications in Life-Span Development* interludes appear in every chapter. The Applications interludes reflect three areas of life-span development: parenting, education, and health. The topics of these interludes include prenatal care and classes; pubertal timing and health care; gender, health, and the health-care system; the Fostering a Community of Learners program; an educational program based on Gardner’s concept of multiple intelligences; parenting strategies for communicating with infants and toddlers; trends in mental health care for older adults; reducing youth violence; parenting strategies for communicating with children about divorce; the Quantum Opportunities educational program for youth living in poverty; and communicating with a dying person.

## Contexts

The third important theme of *A Topical Approach to Life-Span Development* is contexts. Contextual variations in development are discussed throughout the text and in the *Contexts of Life-Span Development* interludes, which especially highlight cultural and ethnic aspects of development. The topics of these interludes include cultural beliefs about pregnancy; shared sleeping across cultures; a healthy start; cultural variations in guiding infants’ motor development; cultural bias in intelligence tests; poverty and language development; marriage in Japan and the United States; identity development in Native American youth; moral reasoning in India and the United States; marriage around the world; ethnicity in Canada; secondary schools around the world; and Amish and traditional Jewish approaches to dying.

## Writing and Level

My goal was not only to provide students with a comprehensive overview of what we currently know about the biological, cognitive, and socioemotional aspects of life-span development, but to do so in an interesting and highly readable manner.

In the last two decades, I have obtained feedback from thousands of instructors and students about the type of book they want in a life-span course. Instructors consistently say that they want a book that is neither too high level nor too watered down. They say that some texts include too many details of research that go over their students' heads and undermine their motivation in the course. However, they do say that they want a book that is research based and challenges students without overwhelming them. Reviewers consistently informed us that the level of writing in *A Topical Approach to Life-Span Development* was just right for students taking an undergraduate course in life-span development.

## Critical Thinking

Efforts were made throughout the text to stimulate students to think critically about the material being discussed. This was done not only in the main part of the text but in three other places: critical thinking inserts, photo captions, and Internet explorations.

There are *Critical Thinking* boxes in every chapter. These challenge students to think more deeply about the topics being examined. Critical thinking topics include evaluating whether there is a best age to be; politics and heredity; opening up; memory strategies; students' creative thinking skills; depression; exploring identity statuses; sexual myths and realities; values; parenting styles; goals; and dying. A number of the Critical Thinking boxes are designed to get students to think more deeply about applying the concepts in the text to their own personal lives.

Most photo captions in the text end with a question, in italics, that encourages review or critical thinking about the photograph and related material in the text.

Also, at the end of each chapter, *Taking It to the Net* Internet activities further encourage critical thinking as part of students' use of the Internet related to the chapter's topics.

## Instructor- and Student-Driven Pedagogy

*A Topical Approach to Life-Span Development* has an extensive, pedagogical system that will help students effectively learn the material. This system has evolved through feedback and class testing of various books with thousands of instructors and millions of students over the last two decades. The pedagogical features are listed and described in the Visual Tour that follows this preface.

## Technology

A large number of Internet connections appear as labels under Web icons in the margins of every chapter. These signal students that by accessing the text website, they can easily connect

with other websites to read and explore topics that interest them. There are 20 to 50 of these in every chapter. This feature allows for a broader, more in-depth exploration than is typically possible in the text itself.

Also, the end-of-chapter feature *Taking It to the Net* presents students with questions and problem-solving exercises that require them to visit the websites listed and access information that will help them answer the questions and solve the problems posed.

## Careers

Students who take a course in life-span development have varying degrees of interest in pursuing a career related to the course. Some may already have decided that they want to work in some area of life-span development, such as teaching, research, or clinical applications. They may even know that they want to work with a particular age group, such as infants, adolescents, or older adults. Many other students might not be sure about the career they want to pursue and want to learn more about possible careers in life-span development.

To help students learn more about careers in life-span development—both those who already have decided that this is the field for them and students who have not yet decided but want to learn more about such careers—we created the appendix, "Careers in Life-Span Development." This appendix includes a general introduction and then focuses on specific careers in education/research, clinical/counseling, medical/nursing/physical, and families/relationships.

## Acknowledgments

A project of this magnitude requires the efforts of many people. I owe special gratitude to Thalia Dorwick, Editorial Vice-President, Jane Karpacz, Editorial Director, and Rebecca Hope, Senior Sponsoring Editor, for believing in this project. I also benefited considerably from the extensive work on the project by Sharon Geary, Director of Development and Media, Marilyn Rothenberger, Senior Project Manager, and Wendy Nelson, Copy Editor.

I also owe a special gratitude to the many expert consultants who have reviewed my developmental texts in recent years.

I also benefitted a great deal from the extensive reviews provided by instructors who teach child and life-span development courses. Substantial positive changes in subsequent drafts of the manuscript resulted from the detailed reviews of these instructors:

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A final note of thanks goes to my family. I sincerely appreciate the support of my wife, Mary Jo. I also deeply value the guidance my parents provided and the opportunities my two daughters, Tracy and Jennifer, now in their thirties, and my granddaughter Jordan, age 10, have given me to see firsthand the intricacies and beauty of development.

## Supplements

*A Topical Approach to Life-Span Development* is accompanied by an array of supplemental materials, both print and electronic, written specifically for instructors and students of life-span development.

The supplements listed here may accompany Santrock, *A Topical Approach to Life-Span Development*. Please contact your McGraw-Hill representative for details concerning policies, prices, and availability as some restrictions may apply.

## For the Instructor

### Instructor's Manual

**Suzanne Krinsky, University of Southern Colorado**

This comprehensive manual provides a variety of useful tools for both the seasoned instructor and those new to the topical life-span development course. Features include a chapter introduction, learning objectives, and key concepts, terms, and people. The Instructor's Manual provides a focused introduction on teaching the topical life-span development course. The manual contains helpful material for new instructors including course planning ideas, term paper ideas, and teaching resources.

### Printed Test Bank

**Pamela Schuetze, Buffalo State College**

This comprehensive Test Bank includes a wide range of multiple-choice, fill-in-the-blank, critical thinking, and short-essay questions for each of the text's seventeen chapters.

### Computerized Test Bank CD-ROM (Mac/IBM)

The computerized test bank contains all of the questions in the print test bank.

### The McGraw-Hill Developmental Psychology Image Bank

This set of 200 full-color images was developed using the best selection of our human development art and tables and is available online for both instructors and students on the text's Online Learning Center at [www.mhhe.com/santrockld1](http://www.mhhe.com/santrockld1).

### Online Learning Center

This extensive website, designed specifically to accompany Santrock, *A Topical Approach to Life-Span Development*, offers an array of resources for both instructor and student. For instructors, the website includes hotlinks for the text's topical web links that appear in the margins and for the *Taking It to the Net* exercises that appear at the end of each chapter. These resources and more can be found by logging on to the text site at [www.mhhe.com/santrockld1](http://www.mhhe.com/santrockld1).

### Annual Editions—Developmental Psychology

Published by Dushkin/McGraw-Hill, this is a collection of articles on topics related to the latest research and thinking in human development. These editions are updated annually, and their helpful features include a topic guide, an annotated table of contents, unit overviews, and a topical index. An Instructor's Guide containing testing materials is also available.

### Sources: Notable Selections in Human Development

This is a collection of over 40 articles, book excerpts, and research studies that have shaped the study of human development and our contemporary understanding of it. The selections are organized topically around major areas of study within human development. Each selection is preceded by a headnote that establishes the relevance of the article or study and provides biographical information on the author.

### Taking Sides

A debate-style reader designed to introduce students to controversial viewpoints on the field's most crucial issues. Each issue is carefully framed for the student, and the pro and con essays represent the arguments of leading scholars and commentators in their fields. An Instructor's Guide containing testing materials is available.

## For the Student

### Student Study Guide

**Anita Rosenfield, DeVry Institute**

The Student Study Guide provides a complete introduction for students in the "How to Use this Study Guide" and "Guide to Academic Success" sections. Features include, for each chapter, learning objectives from the Instructor's Manual, and a guided review for students with highlighted key terms. A self-test section contains an interactive workbook for students to complete the fill-in-the-blank format that corresponds to the main text chapters and sections. In addition, the Student Study Guide contains research project ideas for students, as well as crossword puzzles and Internet exercises for more effective student learning.

### Online Learning Center

This extensive website, designed specifically to accompany Santrock, *A Topical Approach to Life-Span Development*, offers an array of resources for instructors and students. For students, the website includes interactive quizzing and exercises as well as hotlinks for the text's topical web links that appear in the margins and for the *Taking It to the Net* exercises that appear at the end of each chapter. These resources and more can be found by logging on to the text site at <http://www.mhhe.com/santrockld1>.

**Guide to Life-Span Development for Future Educators****Guide to Life-Span Development for Future Nurses**

These are course supplements that help students apply the concepts of human development to education. The supplements contain information, exercises, and sample tests designed to help students prepare for certification and understand human development from a professional perspective.

**PowerWeb**

**Packaged for free** with each new copy of *A Topical Approach to Life-Span Development*, First Edition, this card gives you access to a password-protected dynamic website, offering a suite of original web-based materials for the life-span development course. PowerWeb is the first Internet tool to help students learn how to research online. The site offers daily and weekly course updates, access to key articles on important course topics, and self-assessments.

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