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[美] 罗伯特·费尔德曼 (Robert S. Feldman) 著

# 发展心理学

## 人的一生发展

Development Across the Life Span  
Sixth Edition

第6版

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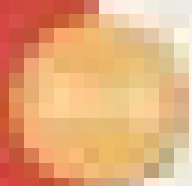
清华大学心理学系系主任彭凯平教授作序并推荐

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Developmental Psychology: A Comprehensive Textbook

# 发展心理学

第二版



Developmental Psychology

Developmental Psychology

Developmental Psychology: A Comprehensive Textbook

21世纪心理学经典原版教材

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## 人的一生发展

Development Across the Life Span 第6版

Sixth Edition

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清华大学出版社  
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## 丛书总序

### ——清华大学心理学系主任彭凯平教授寄语

国际学术届常用的社会发展指标中,对人的心理健康和对心理学的关注一直是衡量一个社会是否真正成为了一个以人为本、尚善关心的现代化社会的标志之一。中国社会最近这些年对心理学的关注和支持,实际上标志了我们中国社会已经迈入了现代化国家的门槛,已经不再是一个以衣食温饱为第一奋斗目标的发展中国家。毫无疑问,当今的中国已经进入了关注心理学、学习心理学、应用心理学的时代。

放眼我们的周围,家长们在看儿童心理学,企业家们在听管理心理学,搞教育的在学教育心理学,做市场的在研究消费心理学。中央电视台还推出了“幸福访谈”,国家领导人提出了“中国梦”的美好愿景。人们在日常生活中最常用的词汇不仅仅是“房子”、“股票”,也增加了“心态”和“幸福”。在网上广为播放的“哈佛幸福课”掀起了全国人们讨论“幸福是什么?”的热潮,并且由此催生了诸多的讨论幸福和积极的书籍、讲座、课程。心理学不仅仅走入了寻常百姓的生活,在学校里面的欢迎程度也呈现了指数型的增长。我可以肯定的说,这些热情的心理学爱好者中只有很少一部分人已经或者计划在未来从事临床心理的治疗工作或者其他的与心理学有关的工作,他们中的大多数是感受到了心理学知识的魅力和作用,它会让人在工作和生活的各个方面获益匪浅,因而心理学是和数学、语言一样,属于现代有知识群体的人基本必修的课程和不可或缺的工具。学习心理学不是为了获得一纸文凭,而是为了获得职场的竞争力和生活的幸福力。

然而,心理学是一门严谨的科学。就像学习数学、物理、金融、信息工程一样,希望真正理解和运用心理学,就需要经过系统严谨的科学训练。当今的心理学已经不再是大家心中那种坐而论道,成天讨论“是什么动机让人们这么做?”的心理学;现在的心理学家们也不再是叼着雪茄,坐在沙发后面轻柔地问出“你能回忆起5岁的时候父母的那场争执中,你是什么感受么?”的精神分析师了;历时一百多年,一代代心理学家们充分吸收了其他学科领域的发展所带来的工具。今天心理学家们,不仅仅从象牙塔里面走出来进入了日常生活,更拥有了前人不可想象的有力工具:大数据分析、云计算应用、正电子脑部扫描、功能核磁共振成像、电生理分析仪等等。今天心理学家们可以对诸多离奇古怪的心理和精神问题定位到人脑中比针尖还小的位置,也能够预测出大事件之后社会群体的生活和经济行为。心理学少了几分神秘的哲学色彩,成为了方法论科学、工具强大、理论严谨的实证科学。

而流行的话题和爆发的心理学市场会带来很多真伪难辨的信息,以及不严谨的书籍、刊物,而高度复杂的心理学又很容易被人断章取义以致形成误导。正因为这样,我迫切需要经得起科学和生活检验的心理学书籍,来带给我们真正的心理学知识和工具。我非常欣喜地看到清华大学出版社的工作人员们引进了这一套原汁原味的英文心理学经典影印教材。这些教材都由欧美大学任教并且在学术领域里声名卓著的心理学家们创作,并且结合心理学研究前沿的发展和社会文化的演变而不断地融入最新的内容,并且多次进行改版更新的大学教材。其严谨性和实用性毋庸置疑,并且作者们的写作风格也贴近生活、幽默风趣。

社会学家和语言学家们已经证明,由于文化传承和进化环境导致的思维结构差异的原因,不同的语言,尤其是中文和英文这样差异巨大的语言,很难做到完全的转译。对于心理学、哲学这样的复杂学科的著作几乎更是不可能的。因此,阅读几部原汁原味的专业心理学教材,对于大学生们和严肃的心理学爱好者们来说都不仅仅是吸收心理学知识和提升外语水平的好机会,更是了解西方特别是美国文化和社会的一个有效方式。书中列举的很多生活实例都是直接取自于人们的日常生活,看起来不仅生动有趣,而且回味无穷,“于我

心有戚戚焉”。

“纸上得来终觉浅，绝知此事要躬行”。我在2013年清华大学社科学院新生的迎新会上曾经做了“知识是什么？”的演讲。其中我提到“知识不仅仅是教科书，知识也不仅仅是信息的堆积、考试的成绩，或者拿到的学位。大量心理学研究表明，知识就存在于行为中、表现在身体上、蕴蓄在体验里。身心体验便是人类知识的贮存方式。书本是知识的积累、是经验的积累、也是身心体验的积累。密歇根大学的心理学家理查德·尼斯贝特(Richard Nisbett)教授做过一个经典研究，告诉了我们学习社会科学的人与学习物理、化学、生物学等自然科学的人有什么不同。尼斯贝特告诉我们，学习社会科学的人在某种程度上要更加有智慧，他们能看出人生、人心、人性中的美好，也能了解其不足。学习社会科学，就知道了样本的概念，知道了样本不能代替总体，知道了一个细胞不能代替全人类，知道了任何事情、任何案例、任何例子、任何故事都是有偏差的。这是社会科学的境界与思维方式，这也是知识。”心理学的知识要求思想，体会，沟通，积累，升华，创造，看原文就是一个心要领，神要会的机遇与媒介。

清华大学作为国内最顶尖的高等学府，曾经是中国心理学的发源地。中国的第一个心理学系，第一本心理学专业杂志，第一个心理学专业学会，都在一百年前的清华园内成立。现在的清华大学心理学系的特色是要彻底改变中国人对心理学的印象，使之成为科技的心理学和积极的心理学。自从清华大学心理学系2008年恢复以来，我们开始将清华大学原有的自然科学和工业科技知识体系与当代国际心理学的发展相结合，并且引进了高端的海内外学者来讲授最前沿的心理学知识，并为学生们提供了和新兴心理学一起发展的体验。清华大学心理学系在两个心理学最前沿的分支——研究幸福和成就的积极心理学和结合现代信息技术的应用认知科学技术——走在中国的前沿，两次中国积极心理学大会在清华园召开和中国积极心理学协会即将在清华园成立，以及为中国的海洋战略和信息战略的贡献，都展示着清华大学心理系紧跟时代的步伐，领先中国的责任和境界。

清华大学是中国历史悠久、人才辈出的大学，它又有着中国历史文化丰富的沉淀，来清华大学学习心理学，看清华大学出的心理学，你会有一种与清华人同行的感受。百年清华和百岁的心理学结合在一起，会让我们中国社会真正成为一个以人为本的社会。因为人的本质在于我们有心理活动：人者心之器也。没有心理学指导的社会建设很难说是真正意义上的以人为本，而没有我们中国人参与而贡献的心理学，也很难说是真正意义上的人类的心理学。让我们共同努力，共创人类心理学的新天地！

彭凯平

2013年10月21日，北京清华园

# PREFACE

This book tells a story: the story of our lives, and our parents' lives, and the lives of our children. It is the story of human beings and how they get to be the way they are.

Unlike any other area of study, lifespan development speaks to us in a very personal sense. It covers the range of human existence from its beginnings at conception to its inevitable ending at death. It is a discipline that deals with ideas and concepts and theories, but one that above all has at its heart people—our fathers and mothers, our friends and acquaintances, our very selves.

*Development Across the Life Span* seeks to capture the discipline in a way that sparks, nurtures, and shapes readers' interest. It is meant to excite students about the field, draw them into its way of looking at the world, and build their understanding of developmental issues. By exposing readers to both the current content and the promise inherent in lifespan development, the text is designed to keep interest in the discipline alive long after students' formal study of the field has ended.

## OVERVIEW OF THE SIXTH EDITION

*Development Across the Life Span, Sixth Edition*—like its predecessors—provides a broad overview of the field of human development. It covers the entire range of the human life, from the moment of conception through death. The text furnishes a broad, comprehensive introduction to the field, covering basic theories and research findings as well as highlighting current applications outside the laboratory. It covers the life span chronologically, encompassing the prenatal period, infancy and toddlerhood, the preschool years, middle childhood, adolescence, early and middle adulthood, and late adulthood. Within these periods, it focuses on physical, cognitive, and social and personality development.

The book seeks to accomplish the following four major goals:

- First and foremost, the book is designed to provide a broad, balanced overview of the field of lifespan development. It introduces readers to the theories, research, and applications that constitute the discipline, examining both the traditional areas of the field and more recent innovations. It pays particular attention to the applications developed by lifespan development specialists, demonstrating how lifespan developmentalists use theory, research, and applications to help solve significant social problems.
- The second goal of the text is to explicitly tie development to students' lives. Findings from the study of lifespan development have a significant degree of relevance to students, and this text illustrates how these findings can be applied in a meaningful, practical sense. Applications are presented in a contemporaneous framework, including current news items, timely world events, and contemporary uses of lifespan development that draw readers into the field. Numerous descriptive scenarios and vignettes reflect everyday situations in people's lives, explaining how they relate to the field.

- The third goal is to highlight both the commonalities and of today's multicultural society. Consequently, the book incorporates material relevant to diversity in all its forms—racial, ethnic, gender, sexual orientation, religion, and cultural—throughout every chapter. In addition, every chapter has at least one *Developmental Diversity* section. These features explicitly consider how cultural factors relevant to development both unite and diversify our contemporary, global society.
- Finally, the fourth goal is one that is implicit in the other three: making the field of lifespan development engaging, accessible, and interesting to students. Lifespan development is a joy both to study and teach because so much of it has direct, immediate meaning to our lives. Because all of us are involved in our own developmental paths, we are tied in very personal ways to the content areas covered by the book. *Development Across the Life Span*, then, is meant to engage and nurture this interest, planting a seed that will develop and flourish throughout readers' lifetimes.

In accomplishing these goals, the book strives to be user friendly. Written in a direct, conversational voice, it duplicates as much as possible a dialogue between author and student. The text is meant to be understood and mastered on its own by students of every level of interest and motivation. To that end, it includes a variety of pedagogical features that promote mastery of the material and encourage critical thinking.

In short, the book blends and integrates theory, research, and applications, focusing on the breadth of human development. Furthermore, rather than attempting to provide a detailed historical record of the field, it focuses on the here and now, drawing on the past where appropriate, but with a view toward delineating the field as it now stands and the directions toward which it is evolving. Similarly, while providing descriptions of classic studies, the emphasis is more on current research findings and trends.

*Development Across the Life Span* is meant to be a book that readers will want to keep in their own personal libraries, one that they will take off the shelf when considering problems related to that most intriguing of questions: How do people come to be the way they are?

## WHAT'S NEW IN THE SIXTH EDITION?

The revision includes a number of significant changes and additions. Each part now ends with a unique, visually oriented concept map that integrates key questions from the three domains of physical, cognitive, and social and personality development. It also applies key concepts to people such as parents, professional caregivers, nurses, and educators. Furthermore, students will encounter frequent questions throughout the margins of the text designed to show the applicability of the material to a variety of professions, including the education, social work, and the health-care fields.

In addition, every chapter begins with a new opening vignette that introduces students to the real-world implications of the

chapter topic. Furthermore, all *From Research to Practice* boxes—which describe a contemporary developmental research topic and its applied implications—are new to this edition.

Finally, the Sixth Edition of *Development Across the Life Span* incorporates a significant amount of new and updated information. For instance, advances in such areas as behavioral genetics, brain development, evolutionary perspectives, and cross-cultural approaches to development receive expanded and new coverage. Overall, more than a thousand new citations have been added, with most of those from articles and books published in the last 3 years.

New topics were added to every chapter. The following sample of new and revised topics featured in this edition provides a good indication of the currency of the revision:

#### Chapter 1

Benefits of foster care for older children  
Qualitative research  
Graphical representation of experiment  
Geriatric pregnancy

#### Chapter 2

Maternal depression during pregnancy  
Home genetic testing  
Examples of in vitro fertilization  
Mental health during pregnancy  
IVF statistics

#### Chapter 3

U.S. Family and Medical Leave Act  
Vaccination controversies  
Bonding  
Post-traumatic stress syndrome and stillbirth

#### Chapter 4

Milk formula  
Auditory cortex  
Visual cortex  
Brain plasticity

#### Chapter 5

Educational toys and media  
Violation-of-expectation and object permanence  
Nonhuman numeric skills

#### Chapter 6

Infant emotions  
Jealousy  
High reactivity and brain structure  
Infant temperament and susceptibility to depression and anxiety disorders in adulthood  
Fusiform gyrus and adult attention to children's faces

#### Chapter 7

Economic benefits of outside-the-home child care  
Forensic developmental psychology  
Preparing preschoolers for future education

#### Chapter 8

Play and brain development  
Preschool admission applications and parenting

#### Chapter 9

Body image  
Accidental death rates  
Asthma triggers  
ADHD and brain development

#### Chapter 10

Gay and lesbian parenting  
Stress, poverty, and susceptibility to disease  
Children of immigrant parents

#### Chapter 11

Obesity and fast foods  
Risks of social networking sites  
Sleep deprivation in adolescents  
No Child Left Behind  
Use of technology

#### Chapter 12

Adolescent suicide and antidepressants  
Religion  
Spirituality  
Racial and ethnic identity  
Teenage pregnancy rate changes  
Racial and ethnic differences in timing of first intercourse

#### Chapter 13

Addictive gambling  
Murder rates  
Social support and stress  
First-generation college students  
Acute and chronic stressors

#### Chapter 14

Parenting and happiness  
Holland personality typology and college career centers  
Costs of raising a child  
Homosexual relationships

#### Chapter 15

Mammography frequency guidelines  
Testosterone replacement therapy

#### Chapter 16

Stability in personality  
Infidelity  
Boredom and marital satisfaction  
Stability of happiness set points

#### Chapter 17

Brain size and cognitive decline  
Technology and learning in late adulthood  
Aging stereotypes  
Decision making in late adulthood

#### Chapter 18

Depression and social support  
Complicated grief  
Happiness in late adulthood

#### Chapter 19

Grieving through social networking sites  
Self-awareness of dying children  
Prolonged grief disorder statistics  
Resilience in the bereaved

## ANCILLARIES

*Development Across the Life Span, Sixth Edition*, is accompanied by a superb set of teaching and learning materials.

### Print and Media Supplements for the Instructor

- **Instructor's Resource Manual (ISBN: 0205811930).** The Instructor's Resource Manual has been thoroughly reviewed and revised for the sixth edition. It includes learning objectives, key terms and concepts, self-contained lecture suggestions and class activities for each chapter with handouts, supplemental reading suggestions, and an annotated list of additional multimedia resources.

The Instructor's Resource Manual will be available for download via the Pearson Instructor's Resource Center ([www.pearsonhighered.com](http://www.pearsonhighered.com)) or on the MyDevelopmentLab® platform ([www.mydevelopmentlab.com](http://www.mydevelopmentlab.com)).

- **Video Enhanced PowerPoint Slides.** These slides, available on the Instructor's Resource DVD (ISBN 0205820212), bring the Feldman design right into the classroom, drawing students into the lecture and providing wonderful interactive activities, visuals, and videos.
- **PowerPoint Lecture Slides (ISBN: 0205811981).** The lecture slides have been wholly reworked and completely revised by Pauline D. Zeece of the University of Nebraska—Lincoln, and feature prominent figures and tables from the text. The PowerPoint Lecture Slides are available for download via the Pearson Instructor's Resource Center ([www.pearsonhighered.com](http://www.pearsonhighered.com)) or on the MyDevelopmentLab® platform ([www.mydevelopmentlab.com](http://www.mydevelopmentlab.com)).
- **Classroom Response System PowerPoint Slides (ISBN: 0205811914).** These slides are intended to be the basis not only for class lectures, but also for class discussions. The incorporation of the CRS questions into each chapter slideshow facilitates the use of "clickers"—small hardware devices similar to remote controls, which process student responses to questions, and interpret and display results in real time. CRS questions are a great means to engage students in learning and precipitate contemplation of text concepts. The slides will be available for download via the Pearson Instructor's Resource Center ([www.pearsonhighered.com](http://www.pearsonhighered.com)) or on the MyDevelopmentLab® platform ([www.mydevelopmentlab.com](http://www.mydevelopmentlab.com)).



# SPECIAL FEATURES

## 3 Birth and the Newborn Infant



### PROLOGUE: Smaller than a Soda Can

Doctors gave infant Tamara Dixon at best a 15% chance of survival. The tiny girl entered the world after only 25 weeks of gestation, months earlier than normal. When she was born, she was 10 inches long, and weighed a mere 11 ounces—less than a can of soda.

Tamara was born by Cesarean section after her mother, Andrea Haws, experienced health problems during the pregnancy. “To see an 11-ounce baby, you wouldn’t believe what it looked like,” Andrea Haws said. “It was just skin and bones.”

Despite their tiny size, premature babies have an increasingly good chance of survival.

### Chapter-Opening Prologues

Each chapter begins with a short vignette, describing an individual or situation that is relevant to the basic developmental issues being discussed in the chapter. For instance, the chapter on birth describes a premature birth; one of the chapters on adolescence provides accounts of two teenagers confronting the question of going to college; and a chapter on late adulthood discusses a housebound senior’s use of online social networking.

### Looking Ahead Sections

These opening sections orientate readers to the topics to be covered, bridging the opening prologue with the remainder of the chapter. Students are presented with questions that will be answered in the upcoming section of the text.

### AHEAD

#### LOOKING

After reading this chapter, you will be able to answer these questions:

- What physical changes do adolescents experience?
- What are the consequences of early and late maturation?
- What nutritional needs and concerns do adolescents have?
- In what ways does cognitive development proceed during adolescence?
- What factors affect adolescent school performance?
- What dangerous substances do adolescents use and why?

## the vaccination wars

### FROM RESEARCH TO PRACTICE

*My wife Cassandra and I haven’t had many fights about child-rearing yet. This is mostly because all our son does so far is sleep and eat. However, we did have a major disagreement about vaccination. . . .*

*Several friends have not vaccinated their children, and we know pediatricians who recommend avoiding some or all shots. . . . I go with the consensus of mainstream media, academia and the government. Not because they’re always right but because they’re right far more often than not.*

*Cassandra has her reasons for distrusting the drug companies and the Federal Government, so we compromised. Our son got all the shots, but we searched for brands low in aluminum and spaced out the injections over time. Which is fine with me*

this inflammation, releasing toxins that caused damage in the brain (Wakefield et al., 1998).

Although their hypothesis has since been discredited, media coverage at the time ensured that the association was firmly planted in the public consciousness. Adding to the fear was controversy surrounding the use of thimerosal, a mercury-based preservative, in prepared vaccines. Could vaccines containing mercury, a known toxin, be driving the rise in autism?

As it turns out, no. The Centers for Disease Control and Prevention and the American Academy of Pediatrics agree that the rise in autism is unconnected to the MMR vaccine. A report by the Institute of Medicine also concluded that there is no link between autism and the MMR vaccine or vaccines that contain thimerosal. Furthermore, the U.S. Court of Federal Claims handed down decisions in 2009 in three

### From Research to Practice

Each chapter includes a section that describes current developmental research applied to everyday problems, helping students to see the impact of developmental research throughout society.

### Developmental Diversity

Every chapter has at least one “Developmental Diversity” section incorporated into the text. These sections highlight issues relevant to today’s multicultural society. Examples of these sections include discussions of preschools around the world, gay and lesbian relationships, the marketing of cigarettes to the less advantaged, and race, gender, and ethnic differences in life expectancy.

## DEVELOPMENTAL DIVERSITY AND YOUR LIFE

### Race Segregation: The Great Divide of Adolescence

*When Philip McAdoo, a [student] at the University of North Carolina, stopped one day to see a friend who worked on his college campus, a receptionist asked if he would autograph a basketball for her son. Because he was African American and tall, “she just assumed that I was on the basketball team,” recounted McAdoo.*



## mydevelopmentlab

Do you understand habituation? To learn more about it, check MyDevelopmentLab for an Observations video.

### My Development Lab

MyDevelopmentLab icons direct students to topic-related videos and resources relevant to the content from that section. See the wealth of additional resources and apply your understanding of the content with MyVirtualChild available at [www.mydevelopmentlab.com](http://www.mydevelopmentlab.com). To order MyDevelopmentLab with this text book, please use ISBN: 9780205802593 or ISBN: 9780205838585 for MyDevelopmentLab in Pegasus.

**operant conditioning** a form of learning in which a voluntary response is strengthened or weakened, depending on its association with positive or negative consequences

### Running Glossary

Key terms are defined in the margins of the page on which the term is presented.



## HOOKED ON DRUGS OR ALCOHOL?

### Are You an Informed Consumer of Development?

Although it is not always easy to determine whether an adolescent has a drug or alcohol abuse problem, there are some signals. Among them are the following:

#### Identification with the drug culture

- Drug-related magazines or slogans on clothing
- Conversation and jokes that are preoccupied with drugs

### Review and Apply Sections

Interspersed throughout each chapter are three short recaps of the chapter's main points, followed by questions designed to provoke critical thinking.



### REVIEW

- In humans, the male sex cell (the sperm) and the female sex cell (the ovum) provide the developing baby with 23 chromosomes each.

### EPILOGUE

In this chapter, we looked at children in the preschool years, focusing on their physical development, growth, nutritional needs, overall health, brain growth, and advances in gross and fine motor skills. We discussed cognitive development from the Piagetian perspective, with its description of the characteristics of thought in the preoperational stage, and from the perspective of information processing theorists and Lev Vygotsky, who emphasized the social and cultural influences on cognitive development. We then discussed the burst in linguistic ability that occurs during the preschool years and the influence of television on preschoolers' development. We concluded with a discussion of preschool education and its effects.

Before moving on to a discussion of children's social and personality development in the next chapter, turn back for a moment to

this chapter's prologue, which describes William's eventful exploration of the drawers at his preschool. Consider these questions.

1. Why, specifically, do you think William opened the drawers? Was it merely to hunt for food?
2. What gross and fine motor skills were involved in William's walk across the preschool room and in opening the drawers, tupperware, and boxes?
3. What dangers did William face in this incident?
4. What could William's teachers, who had a class-full of preschoolers to attend to, have done to prevent William's getting into the drawers?

### End-of-Chapter Material

Each chapter ends with an Epilogue that refers back to the opening Prologue, a numbered summary, and a list of key terms and concepts. The Looking Back summary answers the questions posed in "looking ahead" at the beginning of the chapters.

### Apply Marginal References

Students will encounter frequent questions throughout the text designed to show the applicability of the material to a variety of professions, including education, nursing, social work, and healthcare providers.

### From an educator's perspective:

How might a preschool teacher or parent help children notice the violence in the programs they watch and protect them from its effects?

**PUTTING IT ALL TOGETHER**

**Middle Adulthood**

**mydevelopmentlab**

**PHYSICAL DEVELOPMENT**

- Learn how the size of the prefrontal cortex of adults and the decrease in gray matter in the frontal cortex are related to cognitive development (p. 462)
- It is possible that Lyle's memory impairment may reflect changes in the hippocampus (p. 462)
- Lyle appears to be generally healthy and has many activities open to him. He continues to value his work, including (p. 462)

**COGNITIVE DEVELOPMENT**

- Lyle is pursuing a doctoral degree, which demands intellectual resources and activity (p. 462)
- Lyle's use of working memory and active recall is a component to using his intelligence (p. 462)
- It is likely that Lyle has a great deal of practical intelligence in addition to the more traditional (p. 462)
- The memory process being used in Lyle's case is the use of his (p. 462)

**SOCIAL AND PERSONALITY DEVELOPMENT**

- Lyle's focus on work projects in middle adulthood has the potential of making it difficult for him to maintain his social relationships (p. 462)
- The contributions to his continued growth include the support of a successful (p. 462)
- Lyle's focus on his current situation should show that signs of a gradual decline after (p. 462)
- Lyle focuses on the impact of an activity and what that has to offer in relation to his (p. 462)

**WHAT WOULD YOU DO?**

- Would you advise Lyle to consider taking the academic course by giving up the teaching job or by staying in the teaching job or by not?
- What factors in the scenario would influence your recommendation? How do the age and educational level of the student make a difference in your recommendation?

**WHAT WOULD A MARRIAGE COUNSELOR DO?**

- What factors in the scenario would influence your recommendation? How do the age and educational level of the student make a difference in your recommendation?

**WHAT WOULD A HEALTH CARE PROVIDER DO?**

- How would you advise Lyle to consider taking the academic course by giving up the teaching job or by staying in the teaching job or by not?
- What factors in the scenario would influence your recommendation? How do the age and educational level of the student make a difference in your recommendation?

**WHAT WOULD AN EDUCATIONAL COUNSELOR DO?**

- Would you advise Lyle to consider taking the academic course by giving up the teaching job or by staying in the teaching job or by not?
- What factors in the scenario would influence your recommendation? How do the age and educational level of the student make a difference in your recommendation?

### Putting it All Together

In the new end-of-part integrative concept maps, a short vignette is presented and students are asked to consider the vignette from both their point of view and the point of view of parents, educators, health-care workers, career counselors, social workers, etc. Page references help students to review the key concepts such as a professional would consider. Students can then log onto [www.mydevelopmentlab.com](http://www.mydevelopmentlab.com) to read how real professionals responded to the questions.

- **Test Item File (ISBN: 0205811949).** For the Sixth Edition, every single question has been reviewed and edited by professors using the current edition. Each question was accuracy checked to ensure that the correct answer was marked and the page reference was accurate. The test bank contains over 3,000 multiple-choice, true/false, and essay questions, each referenced to the relevant page in the textbook. An additional feature for the test bank is the identification of each question as factual, conceptual, or applied. This allows professors to customize their tests and to ensure a balance of question types. Each chapter of the test item file begins with the Total Assessment Guide: an easy to reference grid that makes creating tests easier by organizing the test questions by text section, question type, and whether it is factual, conceptual, or applied.
- **MyTest (ISBN: 0205811957).** The test item file comes with the NEW Pearson MyTest, a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests can be authored online, allowing instructors ultimate flexibility and the ability to efficiently manage assessments anytime, anywhere. For more information, go to [www.PearsonMyTest.com](http://www.PearsonMyTest.com).
- **My Virtual Child.** MyVirtualChild is an interactive web-based simulation that allows you to raise a child from birth to age 18 and monitor the effects of your parenting decisions over time. This engaging resource helps students apply the key concepts they are learning in class and reading about in their textbook. You can access MyVirtualChild within MyDevelopmentLab or as a standalone product. To package the student text with MyVirtualChild use ISBN 0205004776.
- **MyDevelopmentLab (ISBN: 0205604250).** Available at [www.mydevelopmentlab.com](http://www.mydevelopmentlab.com), this learning and assessment tool can be used to supplement a traditional lecture course or to administer a course entirely online. Instructors decide the extent of integration—from independent self-assessment for students to total course management. Students benefit from an easy-to-use site where they can test themselves on key content, track their progress, and utilize individually tailored study plans. MyDevelopmentLab is an all-inclusive tool, including a Pearson eText, plus teaching and learning resources organized by chapter in the form of videos, simulations, animations, assessments, and other tools to engage students and reinforce learning. Fully customizable and easy to use, MyDevelopmentLab meets the individual teaching and learning needs of every instructor and every student. To package MyDevelopmentLab (WPS) with the student text, use ISBN 0205802591. To package MyDevelopmentLab (Pegasus) with the student text, use ISBN 0205838588.
- **MyClassPrep.** Available for instructors within MyDevelopmentLab, this exciting new instructor resource makes lecture preparation easier and less time consuming. MyClassPrep collects the very best class preparation resources—art and figures from our leading texts, videos, lecture activities, classroom activities, demonstrations, and much more—in one convenient online destination. You can search through MyClassPrep's extensive

database of tools by content topic or by content type. You can select resources appropriate for your lecture, many of which can be downloaded directly; or you can build your own folder of resources and present from within MyClassPrep.

## Video Resources for Instructors

- **Prentice Hall Lecture Launcher Video for Developmental Psychology (ISBN 0205811965).** Adopters can receive this new DVD covering all the major topics in developmental psychology.
- **Pearson Teaching Films Lifespan Development Video, ISBN: 0205656021.**

## Print and Media Supplements for the Student

- **CourseSmart eTextbook (ISBN: 0205811906).** This new Pearson Choice offers students an online subscription to *Development Across the Life Span, 6/e* at a 50% savings. With the CourseSmart eTextbook, students can search the text, make notes online, print our reading assignments that incorporate lecture notes, and bookmark important passages. Ask your Pearson sales representative for details or visit [www.coursesmart.com](http://www.coursesmart.com).
- **Observations in Developmental Psychology (ISBN: 0136016588).** These videos bring to life more than 30 key concepts discussed in the narrative of the text, indicated by a marginal icon, and offers additional extended videos that coincide with each part in the text to allow students to see real children in action. Students get to view each video twice: once with an introduction to the concept being illustrated and again with commentary describing what is taking place at crucial points in the video. Whether or not your course has an observation component, these videos provide your students the opportunity to see children in action. The videos can be accessed through MyDevelopmentLab ([www.mydevelopmentlab.com](http://www.mydevelopmentlab.com)) or by purchasing the supplementary CD-ROM on [www.pearsonhighered.com](http://www.pearsonhighered.com).
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- **MyDevelopmentLab.** With this exciting new tool students are able to self-assess using embedded diagnostic tests and instantly view results along with a customized study plan.

The customized study plan will focus on the student's strengths and weaknesses, based on the results of the diagnostic testing, and present a list of activities and resources for review and remediation, organized by chapter section. Some study resources intended for use with portable electronic devices are made available exclusively through the MyDevelopmentLab, such as key terms flashcards and optimized *Observations* video clips. Students will be able to quickly and easily analyze their own comprehension level of the course material, and study more efficiently, leading to exceptional exam results! An access code is required and can be purchased at [www.pearsonhighered.com](http://www.pearsonhighered.com) or at [www.mydevelopmentlab.com](http://www.mydevelopmentlab.com).

## Supplementary Texts

Contact your Prentice Hall representative to package any of these supplementary texts with *Development Across the Life Span*, Sixth Edition.

- ***Current Directions in Developmental Psychology* (ISBN: 0205597505).** Readings from the American Psychological Society. This new and exciting reader includes over 20 articles that have been carefully selected for the undergraduate audience, and taken from the very accessible *Current Directions in Psychological Science* journal. These timely, cutting-edge articles allow instructors to bring their students a real-world perspective about today's most current and pressing issues in psychology. Discounted when packaged with this text for college adoptions.
- ***Twenty Studies That Revolutionized Child Psychology* by Wallace E. Dixon Jr. (ISBN: 0130415723).** Presenting the seminal research studies that have shaped modern developmental psychology, this brief text provides an overview of the environment that gave rise to each study, its experimental design, its findings, and its impact on current thinking in the discipline.
- ***Human Development in Multicultural Contexts: A Book of Readings* (ISBN: 0130195235).** Written by Michele A. Paludi, this compilation of readings highlights cultural influences in developmental psychology.
- ***The Psychology Major: Careers and Strategies for Success* (ISBN: 0205684688).** Written by Eric Landrum (Idaho State University), Stephen Davis (Emporia State University), and Terri Landrum (Idaho State University), this 160-page paperback provides valuable information on career options available to psychology majors, tips for improving academic performance, and a guide to the APA style of research reporting.

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## Preface

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*Robert S. Feldman*  
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