

Lifespan Development

Eighth Edition

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Preface

Having taught human development for many years, I know that teaching a course in lifespan development is one of the most difficult assignments an instructor can face. You must deal with the challenge of getting through all the necessary descriptive material in a single semester. At the same time, you have to cover theories of development, some of which are among the most complex and important theories in the behavioral sciences. In preparing this eighth edition of *Lifespan Development*, I hoped to support lifespan development instructors by producing a text that thoroughly addresses the basic facts of development, makes the more abstract material about theories understandable to students, and motivates them to read the text by presenting information in a way that is both engaging and relevant to real-world applications of developmental science.

Content Organization and Highlights

We begin our exploration of lifespan development in Chapter 1 by introducing students to the science of human development, its history, and its methods. In Chapter 2, we turn to theories of development. We cover both classic and contemporary theories as well as the criteria that developmentalists use to compare them. Chapter 3 deals with prenatal development and the beginning days of life.

Perceptual development in infancy is the subject of Chapter 4. We explore infants' remarkable sensory abilities and how they interpret what they see, hear, smell, taste, and touch. We discuss infants' cognitive development in Chapter 5. The chapter addresses Piaget's research and the theoretical concepts he proposed to explain his findings. Learning, memory, the beginnings of language, and a discussion of individual differences in intelligence follow. In Chapter 6, we move on to infants' social and personality development, including the important topics of temperament and attachment.

Early childhood (ages 2 to 6) physical and cognitive development are the subjects of Chapter 7. We outline the critical changes in children's bodies and minds that enable them to become less dependent on adults. In Chapter 8, we focus on the development of important aspects of the self, such as personality and gender role development. Social relationships are also addressed in this chapter.

We discuss cognitive development among school-age children (ages 6 to 12) in Chapter 9. In explaining cognitive

development, we emphasize the interactive influence of internal factors such as intelligence and external factors such as formal education. Themes of personality change and the development of stable peer relationships are the topics of Chapter 10.

Moving on to the teen years in Chapter 11, we present adolescence as a period of risks and opportunities that teens navigate with the help of newly developed, yet powerful, cognitive tools. Peer relationships occupy an important place in Chapter 12. Nevertheless, we point out that relationships with parents continue to be important to teens.

In early adulthood, about ages 20 to 40, developmental pathways begin to diverge significantly. As we show in Chapter 13, many adults reach their physical peak during these years. Others establish habits that lead to poor health later in life. Young adults' educational choices are another source of divergence. In Chapter 14, we discuss the obstacles and milestones that young adults confront as they become established in adult relationships, roles, and careers.

The importance of the behavioral choices of early adulthood comes to light in middle adulthood (ages 40 to 65), as we discuss in Chapter 15. We point out that many of the challenges of this period arise from physical and cognitive changes. Changing social roles is the theme of Chapter 16.

Chapters 17 and 18 deal with later adulthood, age 65 and beyond. We discuss inevitable physical declines and the strategies that older adults use to cope with them. Social roles continue to be redefined as adults age. In many cases, social networks become more important than family networks. Finally, in Chapter 19, we address the topics of death, dying, and bereavement.

Why Do You Need This New Edition?

Each revision of *Lifespan Development* provides us with an opportunity to critically examine and improve all aspects of the text's organization and pedagogy. Here are some of the improvements we've made to the eighth edition:

Assessment-Driven Learning Objectives

College faculty and administrators are seeking ways to integrate opportunities for assessment and accountability

into the instructional materials that they require students to use. In response to this need, we have revised every instructional objective in *Lifespan Development* to increase the text's focus on assessment. Our goal is to provide readers with the direction they need to extract key information from the text. Importantly, too, we want to be sure that every objective helps instructors choose test items and build assignments that answer the questions, "Are students learning what they should from a course in human development, and are they capable of applying what they are learning to practical questions about human development?"

Updated Coverage

This edition includes new information on these topics:

- Prenatal exposure to maternal stress and children's social reasoning skills (Chapter 3)
- Interactions between parenting and temperament (Chapter 6)
- Abuse in early childhood as a predictor of adolescent substance abuse (Chapter 7)
- Preschool participation and adolescent health outcomes (Chapter 7)
- Interactions between socioeconomic status and cognitive development (Chapter 7)
- Nonverbal communication skills and theory of mind development (Chapter 7)
- Parenting styles in same-sex-couple-headed families (Chapter 8)
- Executive control development and the transition to school (Chapter 9)
- Effects of working memory training on school-age children's memory performance (Chapter 9)
- School-age children's beliefs about intelligence and academic ability (Chapter 10)
- Cross-gender behavior in childhood as a predictor of sexual orientation in adolescence (Chapter 11)
- Political self-efficacy and cognitive development (Chapter 11)
- Gender differences in achievement goal orientations (Chapter 11)
- Relations among aggression, parenting, and personality (Chapter 12)
- Social-support seeking and social competence (Chapter 12)
- Neurological effects of peer rejection (Chapter 12)
- Cross-ethnic friendships (Chapter 12)
- Peer relationships and religious beliefs (Chapter 12)

- Maternal influence on ethnic identity development (Chapter 12)
- Intimate partner abuse and self-rated quality of life (Chapter 13)
- Self-esteem, depression, and intimate partnerships (Chapter 14)
- Selection, optimization, and compensation in everyday life (Chapter 15)
- Unemployment and depression (Chapter 16)
- Difficult life experiences and the development of wisdom (Chapter 17)
- Effects of verbalization on memory function (Chapter 17)
- Function of reminiscence among nursing home residents (Chapter 18)
- Social support and caregiver stress (Chapter 19)

In-Chapter Videos

Video topics range from discussions of contemporary research to personal stories of individuals' struggles with and triumphs over the challenges associated with each phase of the lifespan. Here is a list of video titles.

- *The Experimental Method*
- *Research Ethics*
- *Freud's Theory of Personality*
- *Late Adulthood Relationships*
- *Conservation of Volume*
- *Family and Twin Studies*
- *Object Permanence Across Cultures*
- *Researcher Kimberly Cuevas Talks About Infant Learning*
- *Self-Awareness*
- *Gender Socialization*
- *Parenting Styles and Their Effects*
- *Effects of Physical Punishment*
- *Stereotypes and Testing*
- *Adolescent Brain Development*
- *Treatment of Eating Disorders*
- *How to Make Healthier Choices*
- *Overcoming Phobias*
- *Stress About the Future: Amanda*
- *The Dating Game*
- *The Physical Effects of Alcohol*
- *Health Disparities*
- *Midlife Transition*
- *Relationships in Late Adulthood*

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- *Remembering and Honoring the Dead Across Cultures*
- *Grieving Part I: Losing a Wife and Mother to Cancer*
- *Grieving Part II: Losing a Daughter and Sister in a Terrorist Attack*

Themed Essays

Themed essays are among the most popular features of *Lifespan Development*. In the eighth edition, the REVEL platform has enabled us to give them a fresh look. We have also integrated interactive journals into all of three types of essays.

NO EASY ANSWERS No Easy Answers essays introduce students to the idea that there are many questions for which developmental psychologists cannot provide definitive answers. For example, the essay in Chapter 15 deals with hormone therapy and discusses the benefits and potential risks of this therapy. In an interactive journal at the end of the essay, students are asked to reflect on whether they feel that, due to the risks involved, hormone therapy should be a last resort or that, because no medical treatment is entirely free of risk, women should feel free to take hormone therapy to help relieve some of their menopausal symptoms.

I developed these discussions in response to my own students' continuing difficulty in understanding that psychology is not a science that can offer straightforward recipes for perfect behavioral outcomes. My hope is that, by reading these discussions, students will become more sensitive to the complexity of human development and more tolerant of the ambiguities inherent in the behavioral and social sciences.

RESEARCH REPORT These essays provide detailed accounts of specific research studies. For example, Chapter 5 discusses research on early gestural language in the children of deaf parents, and Chapter 17 examines research on mild cognitive impairment and Alzheimer's disease. Interactive journal questions appear at the end of each feature to help students assess the research and make connections between the research study and everyday developmental issues.

DEVELOPMENTAL SCIENCE Developmental Science essays explore practical applications of developmental theory and research. For example, the Developmental Science in the Classroom essay in Chapter 5 describes a pre-kindergarten teacher's questions about whether the toddlers he has been assigned to teach benefit from being read to. Likewise, Developmental Science in the Clinic in Chapter 11 examines crisis intervention for pregnant teenagers, and Developmental Science at Home in Chapter 6 addresses choosing a day-care center. Each

Development Science essay concludes with an interactive journal question that prompts students to reflect on its content.

Revel™

Educational technology designed for the way today's students read, think, and learn

When students are engaged deeply, they learn more effectively and perform better in their courses. This simple fact inspired the creation of Revel: an immersive learning experience designed for the way today's students read, think, and learn. Built in collaboration with educators and students nationwide, Revel is the newest, fully digital way to deliver respected Pearson content.

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Learn more about Revel: <https://www.pearson.com/revel>

Available Instructor Resources

We have designed a collection of instructor resources for this edition that will help you prepare for class, enhance your course presentations, and assess your students' understanding of the material. These can be downloaded at <https://www.pearsonhighered.com>.

Instructor's Manual. The Instructor's Manual has been thoroughly revised and reorganized to be even more user-friendly. Each chapter has the following resources: A Chapter Overview, a list of the numbered Learning Objectives, and a complete Key Terms table. Each chapter also offers an extensive, detailed, and fully integrated Teaching Notes section with Discussion Launchers, Feature Box Activities, Classroom Activity ideas, and Critical Thinking Questions. The Teaching Notes are closely tied to the numbered learning objectives from the text so you can easily connect the content of this manual to the corresponding learning objectives. For instructors looking to expand on the textbook content, each chapter closes with an optional relevant Lecture Enhancer.

Test Bank. The Test Bank is composed of approximately 2,000 fully referenced multiple-choice, short-answer, and essay questions. The test questions are tied to the numbered learning objectives from the text, allowing you

to assess knowledge of specific skills. Questions may also be viewed by level of difficulty and skill type. This supplement is also available in MyTest, a computerized Test Bank version that allows for easy creation of polished hard-copy tests.

MyTest. The Test Bank is also available via 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 **<https://www.pearsonhighered.com/mytest>**.

PowerPoint presentations. These slides, presented in a traditional format with excerpts of the text material and artwork, are available for download at **<https://www.pearsonhighered.com>**.

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