

GLOBAL
EDITION



Discovering the Life Span

THIRD EDITION

Robert S. Feldman

ALWAYS LEARNING

PEARSON

PRENATAL PERIOD
(conception to birth)

INFANCY AND TODDLERHOOD
(birth to 3 years)

PHYSICAL DEVELOPMENT

GERMINAL STAGE (fertilization to 2 weeks):

- Cells divide rapidly.
- Zygote attaches to uterine wall.

EMBRYONIC STAGE (2 to 8 weeks):

- Major organs and body systems grow.

FETAL STAGE (8 weeks to birth):

- Major organs become differentiated.
- Fetus kicks and clenches fist, hears sounds outside the uterus.
- Health can be affected by mother’s diet, health, age, or substance use.
- Reflexes emerge.

- Rapid height and weight gains.
- Neurons grow and form interconnections in the brain. Some functions have “critical periods” for normal development.
- Infants wiggle, push upward, sit up, crawl, and eventually walk.
- Infants reach, grasp, and pick up small objects.
- Vision is 20/20 by 6 months, with depth perception and recognition of patterns, faces, shapes, and colors.
- Infants hear a wide range of frequencies, localize sound, and make sound distinctions that underlie language development.

COGNITIVE DEVELOPMENT

- Intelligence is partly determined, and some psychological disorders may take root.
- Cognitive functions can be affected by tobacco, alcohol/or drug use by mother.

- Infants begin to understand object permanence and “experiment” with the physical world.
- Use of representations and symbols begins.
- Information-processing speed increases.
- Language develops rapidly through prelinguistic communication (babbling), use of single words to stand for whole ideas (holophrases), and telegraphic speech.

SOCIAL/ PERSONALITY DEVELOPMENT

- Some personality traits are partly determined genetically (e.g., neuroticism, extroversion).
- Drug and alcohol use by mother can lead to irritability, difficulty dealing with multiple stimuli, and difficulty forming attachments in the child.

- Infants exhibit different temperaments and activity levels.
- Facial expressions appear to reflect emotions; facial expressions of others are understood.
- Toddlers begin to feel empathy.
- A style of attachment to others emerges.

THEORIES & THEORISTS

Jean Piaget

Sensorimotor stage

Erik Erikson

Trust-versus-mistrust stage (birth–1½ yrs)
Autonomy-versus-shame-and-doubt stage (1½–3 yrs)

Sigmund Freud

Oral and anal stages

Lawrence Kohlberg

Premoral period

PRESCHOOL PERIOD

(3 to 6 years)

MIDDLE CHILDHOOD

(6 to 12 years)

- Height and weight continue to increase rapidly.
- The body becomes less rounded and more muscular.
- The brain grows larger, neural interconnections continue to develop, and lateralization emerges.
- Gross and fine motor skills advance quickly. Children can throw and catch balls, run, use forks and spoons, and tie shoelaces.
- Children begin to develop handedness.

- Growth becomes slow and steady. Muscles develop, and “baby fat” is lost.
- Gross motor skills (biking, swimming, skating, ball handling) and fine motor skills (writing, typing, fastening buttons) continue to improve.

- Children show egocentric thinking (viewing world from their own perspective) and “centration,” a focus on only one aspect of a stimulus.
- Memory, attention span, and symbolic thinking improve, and intuitive thought begins.
- Language (sentence length, vocabulary, syntax, and grammar) improves rapidly.

- Children apply logical operations to problems.
- Understanding of conservation (that changes in shape do not necessarily affect quantity) and transformation (that objects can go through many states without changing) emerge.
- Children can “decenter”— take multiple perspectives into account.
- Memory encoding, storage, and retrieval improve, and control strategies (meta-memory) develop.
- Language pragmatics (social conventions) and metalinguistic awareness (self-monitoring) improve.

- Children develop self-concepts, which may be exaggerated.
- A sense of gender and racial identity emerges.
- Children begin to see peers as individuals and form friendships based on trust and shared interests.
- Morality is rule-based and focused on rewards and punishments.
- Play becomes more constructive and cooperative, and social skills become important.

- Children refer to psychological traits to define themselves. Sense of self becomes differentiated.
- Social comparison is used to understand one’s standing and identity.
- Self-esteem grows differentiated, and a sense of self-efficacy (an appraisal of what one can and cannot do) develops.
- Children approach moral problems intent on maintaining social respect and accepting what society defines as right.
- Friendship patterns of boys and girls differ. Boys mostly interact with boys in groups, and girls tend to interact singly or in pairs with other girls.

Preoperational stage

Concrete operational stage

Initiative-versus-guilt stage

Industry-versus-inferiority stage

Phallic stage

Latency period

Preconventional morality level

Conventional morality level

ADOLESCENCE
(12 to 20 years)

YOUNG ADULTHOOD
(20 to 40 years)

PHYSICAL DEVELOPMENT

- Girls begin the adolescent growth spurt around age 10, boys around age 12.
- Girls reach puberty around age 11 or 12, boys around age 13 or 14.
- Primary sexual characteristics develop (affecting the reproductive organs), as do secondary sexual characteristics (pubic and underarm hair in both sexes, breasts in girls, deep voices in boys).

- Physical capabilities peak in the 20's, including strength, senses, coordination, and reaction time.
- Growth is mostly complete, although some organs, including the brain, continue to grow.
- For many young adults, obesity becomes a threat for the first time, as body fat increases.
- Stress can become a significant health threat.
- In the mid-30's, disease replaces accidents as the leading cause of death.

COGNITIVE DEVELOPMENT

- Abstract thought prevails. Adolescents use formal logic to consider problems in the abstract.
- Relative, not absolute, thinking is typical.
- Verbal, mathematical, and spatial skills improve.
- Adolescents are able to think hypothetically, divide attention, and monitor thought through meta-cognition.
- Egocentrism develops, with a sense that one is always being observed. Self-consciousness and introspection are typical.
- A sense of invulnerability can lead adolescents to ignore danger.

- As world experience increases, thought becomes more flexible and subjective, geared to adept problem solving.
- Intelligence is applied to long-term goals involving career, family, and society.
- Significant life events of young adulthood may shape cognitive development.

SOCIAL/ PERSONALITY DEVELOPMENT

- Self-concept becomes organized and accurate and reflects others' perceptions. Self-esteem grows differentiated.
- Defining identity is a key task. Peer relationships provide social comparison and help define acceptable roles. Popularity issues become acute; peer pressure can enforce conformity.
- Adolescents' quest for autonomy can bring conflict with parents as family roles are renegotiated.
- Sexuality assumes importance in identity formation. Dating begins.

- Forming intimate relationships becomes highly important. Commitment may be partly determined by the attachment style developed in infancy.
- Marriage and children bring developmental changes, often stressful. Divorce may result, with new stresses.
- Identity is largely defined in terms of work, as young adults consolidate their careers.

THEORIES & THEORISTS

Jean Piaget

Formal operations stage

Erik Erikson

Identity-versus-confusion stage

Intimacy-versus-isolation stage

Sigmund Freud

Genital stage

Lawrence Kohlberg

Postconventional morality level may be reached

MIDDLE ADULTHOOD
(40 to 65 years)

LATE ADULTHOOD
(65 years to death)

- Physical changes become evident. Vision declines noticeably, as does hearing, but less obviously.
- Height reaches a peak and declines slowly. Osteoporosis speeds this process in women. Weight increases, and strength decreases.
- Reaction time slows, but performance of complex tasks is mostly unchanged due to lifelong practice.
- Women experience menopause, with unpredictable effects. The male climacteric brings gradual changes in men's reproductive systems.

- Wrinkles and gray or thinning hair are marks of late adulthood. Height declines as backbone disk cartilage thins. Women are especially susceptible to osteoporosis.
- The brain shrinks, and the heart pumps less blood through the body. Reactions slow, and the senses become less acute. Cataracts and glaucoma may affect the eyes, and hearing loss is common.
- Chronic diseases, especially heart disease, grow more common. Mental disorders, such as depression and Alzheimer's disease, may occur.

- Some loss of cognitive functioning may begin in middle adulthood, but overall cognitive competence holds steady because adults use life experience and effective strategies to compensate.
- Slight declines occur in the efficiency of retrieval from long-term memory.

- Cognitive declines are minimal until the 80's. Cognitive abilities can be maintained with training and practice, and learning remains possible throughout the life span.
- Short-term memory and memory of specific life episodes may decline, but other types of memory are largely unaffected.

- People in middle adulthood take stock, appraising accomplishments against a "social clock" and developing a consciousness of mortality.
- Middle adulthood, despite the supposed "midlife crisis," usually is tranquil and satisfying. Individuals' personality traits are generally stable over time.
- While marital satisfaction is usually high, family relationships can present challenges.
- The view of one's career shifts from outward ambition to inner satisfaction or, in some cases, dissatisfaction. Career changes are increasingly common.

- Basic personality traits remain stable, but changes are possible. "Life review," a feature of this period, can bring either fulfillment or dissatisfaction.
- Retirement is a major event of late adulthood, causing adjustments to self-concept and self-esteem.
- A healthy lifestyle and continuing activity in areas of interest can bring satisfaction in late adulthood.
- Typical circumstances of late adulthood (reduced income, the aging or death of a spouse, a change in living arrangements) cause stress.

Generativity-versus-stagnation stage

Ego-integrity-versus-despair stage

DISCOVERING THE LIFE SPAN

THIRD EDITION

GLOBAL EDITION

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Authorized adaptation from the United States edition, entitled Discovering the Life Span, 3rd edition, ISBN 978-0-205-99231-7, by Robert S. Feldman, published by Pearson Education © 2015.

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ISBN 10: 1-292-05777-7
ISBN 13: 978-1-292-05777-4

British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from the British Library

10 9 8 7 6 5 4 3 2 1
14 13 12 11 10

Typeset in Minion 10/12 by Lumina Datamatics, Inc.

Printed and bound by Ashford Colour Press in the United Kingdom.

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TO THE STUDENT

Welcome to the field of lifespan development! It's a discipline that's about you, about your family and those who came before you, and about those who may follow in your footsteps. It's about your genetic heritage, and it's about the world in which you were raised.

Lifespan development is a field that will speak to you in a very personal way. 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, and our very selves.

But before we jump into the world of lifespan development, let's spend a little time getting to know this book and the way it presents the material. Knowing how the book is constructed will pay off in big ways.

Getting to Know the Book

You've probably already read a fair number of textbooks over the course of your college career. This one is different.

Why? Because it's written from your perspective as a student. Every word, sentence, paragraph, and feature in this book is included because it's meant to explain the field of lifespan development in a way that excites you, engages you with the content, and facilitates the study of the material. And by doing that, it maximizes your chances for not only learning the material and getting a good grade in your class, but also applying the material in a way that will improve your life.

The very organization of the book is based on what psychologists know about how students study most effectively. The text is divided into short modules, nestled within chapters, with each module having several clearly demarcated subsections. By focusing your study in short sections, you're much more likely to master the material.

Similarly, the material is organized into *learning objectives*, abbreviated as *LO*. At the start of every major section, you'll find them in the form of questions. It makes sense to pay particular attention to the learning objectives, because they indicate the material that instructors most want you to learn and that they use to develop test questions.

The book also has a way of indicating which terms are most critical to your understanding of lifespan development. Key terms and concepts are printed in **boldface type**, and are defined in the margins. Less-critical terms and concepts are printed in *italics* and defined within the paragraph where they first appear, but not in the margin.

To further help you study, modules end with a "Review, Check, and Apply" section. The "Review" section includes a summary of the material in the module, organized by learning objective. There are also several "Check Yourself" questions, which require that you recall and understand the material in order to answer correctly. Finally, there's a question that requires you to apply the material in the chapter to some real-world issue. By answering the "Applying Lifespan Development" question, you're demonstrating a higher-order understanding related to critical thinking.

You'll also find several recurring features in every chapter. There are opening vignettes designed to illustrate how lifespan development is relevant to everyday life. There are boxes, called "From Research to Practice," which include recent research that is applied to current social issues, and "Cultural Dimensions" sections that highlight multicultural issues related to lifespan development.

Ever wish you could apply the theoretical material you're reading about in a textbook to your own life? The section called, "Becoming an Informed Consumer of Development," offers a variety of tips and guidelines, based on the chapter's theme, ranging from child-rearing tips to choosing a career and planning your retirement. By applying these to your life, you'll learn the diversity of what the field of lifespan development has to offer.

Finally, there are several features illustrating how the material is relevant from the perspectives of people in different roles and professions, including parents, educators, health

care providers, and social workers. “From the Perspective of...” asks you questions designed to help you think critically about how lifespan development applies to someone working in a specific field, and “Putting It All Together”—a summary at the end of each chapter—will help you integrate the material in the modules and learn how it applies across a variety of dimensions.

A Last Word...

I wrote this book for you. Not for your instructor, not for my colleagues, and not to see it sitting on my own bookshelf. I wrote this book as an opportunity to extend what I do in my own classes at the University of Massachusetts Amherst, and to reach a wider, and more diverse, set of students. For me, there’s nothing more exciting as a college professor than to share my teaching and knowledge with as many students as possible.

I hope this book grabs your interest in lifespan development and shows you how it can apply to your own life and improve it. Let me know if it does, or anything else you’d like to convey to me. I’d love to hear from you, and you can easily reach me at feldman@psych.umass.edu. In the meantime, enjoy your introduction to lifespan development.

TO THE INSTRUCTOR

I’ve never met an instructor of a lifespan development course who didn’t feel that he or she was fortunate to teach the course. The subject matter is inherently fascinating, and there is a wealth of information to convey that is at once intriguing and practical. Students come to the course with anticipation, motivated to learn about a topic that, at base, is about their own lives and the lives of every other human being.

At the same time, the course presents unique challenges. For one thing, the breadth of lifespan development is so vast that it is difficult to cover the entire field within the confines of a traditional college term. In addition, many instructors find traditional lifespan development texts too long. Students are concerned about the length of the texts and have trouble completing the entire book. As a result, instructors are often reluctant to assign the complete text and are forced to drop material, often arbitrarily.

Finally, instructors often wish to incorporate into their classes computer-based electronic media that promote understanding of key concepts and take advantage of students’ capabilities using electronic media. Yet traditional lifespan development textbooks do little to integrate the electronic media with the book. Consequently, in most courses, the book and accompanying electronic media stand largely in isolation to one another. This lack of integration diminishes the potential impact of both traditional and electronic media and the advantages that an integration of the two could produce in terms of helping students engage with and learn the subject matter.

Discovering the Life Span, Third Edition, directly addresses these challenges. The book, which is based on the highly popular ***Development Across the Life Span***, is some 25 percent shorter than traditional lifespan books. At the same time, it maintains the student friendliness that has been the hallmark of the original. It is rich in examples and illustrates the applications that can be derived from the research and theory of lifespan developmentalists.

The book uses a modular approach to optimize student learning. Each chapter is divided into two or three modules, and in turn each module is divided into several smaller sections. Consequently, rather than facing long, potentially daunting chapters, students encounter material that is divided into smaller, more manageable chunks. Of course, presenting material in small chunks represents a structure that psychological research long ago found to be optimum for promoting learning.

The modular approach has another advantage: It allows instructors to customize instruction by assigning only those modules that fit their course. Each of the book’s chapters focuses on a particular period of the life span, and within each chapter separate modules address the three main conceptual approaches to the period: physical development, cognitive development, and social and personality development. Because of the flexibility of this structure, instructors who wish to highlight a particular theoretical or topical approach to lifespan development can do so easily.



AN INTRODUCTION TO *DISCOVERING THE LIFE SPAN*, THIRD EDITION

Discovering the Life Span, third edition—like its predecessor—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.

In a unique departure from traditional lifespan development texts, each chapter integrates the physical, cognitive, and social and personality domains within each chronological period. Chapters begin with a compelling story about an individual representing the age period covered by the chapter, and the chapter ends by refocusing on that individual and integrating the three domains.

The book also 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.

The book is designed to be user-friendly. Written in a direct, conversational voice, it replicates 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. These features include:

- **CHAPTER-OPENING PROLOGUES.** Each of the chapters starts with an attention-grabbing account of an individual who is at the developmental stage covered by the chapter. The material in the prologue sets the stage for the chapter, and the material is addressed in the end of the chapter when the physical, cognitive, and social and personality aspects are integrated.
- **LEARNING OBJECTIVES.** Every module begins with a set of learning objectives, clearly specifying what students are expected to master after reading and studying the material. The learning objectives are couched in the form of engaging questions meant to intrigue students and motivate learning.
- **MODULE-OPENING VIGNETTE.** Modules (which are nestled within chapters) begin with short vignettes, describing an individual or situation that is relevant to the basic developmental issues being addressed in the module.
- **FROM RESEARCH TO PRACTICE.** Each chapter includes a box that describes current developmental research or research issues, applied to everyday problems.
- **CULTURAL DIMENSIONS.** Every chapter includes several “Cultural Dimensions” sections incorporated into the text. These sections highlight issues relevant to today’s multicultural society. Examples of these sections include discussions about 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.
- **BECOMING AN INFORMED CONSUMER OF DEVELOPMENT.** Every chapter includes information on specific uses that can be derived from research conducted by developmental investigators. For instance, the text provides concrete information on how to encourage children to become more physically active, help troubled adolescents who might be contemplating suicide, and planning and living a good retirement.
- **REVIEW, CHECK, AND APPLY SECTIONS.** Each module is divided into several subsections. At the end of each section are a series of questions on the chapter content, short recaps of the chapters’ main points, and a question oriented to apply the chapter content to the real world, keyed to the learning objectives.

- **“FROM THE PERSPECTIVE OF...” QUESTIONS.** 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.
- **RUNNING GLOSSARY.** Key terms are defined in the margins of the page on which the term is presented.
- **END-OF-CHAPTER INTEGRATIVE MATERIAL.** At the end of each chapter, the chapter-opening prologue is recapped and addressed from the three domains of physical, cognitive, and social and personality development. In addition, questions address the prologue from the perspective of people such as parents, professional caregivers, nurses, and educators.

WHAT’S NEW IN THE THIRD EDITION?

The third edition of *Discovering the Life Span* has been extensively revised in response to the comments of dozens of reviewers. Among the major changes are the following:

Additions of New and Updated Material. The revision incorporates a significant amount of new and updated information. For instance, advances in areas such as behavioral genetics, brain development, evolutionary perspectives, and cross-cultural approaches to development receive expanded and new coverage. In addition, this new edition reflects the recently-published new edition of DSM-5. Overall, hundreds of new citations have been added, with most of those from articles and books published in the last 2 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

Update on first person conceived in *in vitro*
 New examples of police issues by lifespan development research
 Debunking relationship between vaccination and autism
 Research on same-sex parenting efficacy
 Emerging adulthood

Shaken baby syndrome incidence
 Brain scan showing shaken baby syndrome damage
 Line between Cesarean delivery and infant obesity
 New statistics on incidence of SIDS
 Efficacy of educational media for children
 Parent responsiveness to infants’ babbling
 Infant understanding of movement trajectories

Chapter 2

Transgenerational epigenetic inheritance
 Placental role in brain development
 Down syndrome treatment
 In vitro fertilization success rates
 In vitro fertilization live birth rates
 Psychological consequences of miscarriage
 Statistics on international abortion incidence
 Incidence of hunger worldwide
 Miscarriage and postpartum depression
 Controversy regarding routine screening
 Statistics on infant mortality
 Water birthing
 Costs of caring for premature infants
 Increase in cesarean deliveries
 Higher risk of mental illness in preterm infants

Infant understanding of gravity
 Evidence of infants’ theory of mind at 18 months
 Research showing 10 and 13-month olds mentally represent social dominance
 Infant preferences for helpful versus antisocial behavior

Chapter 4

Lack of link between vaccination and autism
 Importance of serving food with low sodium and fat content
 Preschool benefits 25 years after participation
 Additional characteristics of high quality child care
 Effect of violent video games
 Incidence of autism
 Spanking as a violation of human rights
 Genetic roots of generosity and selfishness

Chapter 3

Reduced rates of infection in breastfed infants

Chapter 5

Autistic spectrum disorders
Asthma
Cost of psychological disorders in children
ADHD incidence and treatment
Changes in brain due to reading
Change in term “mental retardation” to “intellectual disability”
Decreasing digital divide between poor and affluent children
Unmonitored digital use in children raised in poverty
Immigrant children’s physical health
Sibling experiences in different cultural contexts
Anti-bullying programs

Chapter 6

Brain damage due to binge drinking in teenagers
Cyberbullying
Risky behavior caused by overestimation of rewards
Media use supplants other forms of social interaction
New figure on teens and cell phone use
Waivers for “No Child Left Behind” law
Use of Adderall to increase academic performance
New AIDS statistics
Friendship and social networks
Sexting
Teenage pregnancy rates at historic lows
Declines in rates of adolescent sexual intercourse
Increase in use of condoms
Religion as viewing the world in terms of intentional design
Gender-nonconforming gays and lesbian adjustment
More positive societal attitudes towards homosexuality: majority support of gay and lesbian marriage
Increase in bicultural identity

Chapter 7

College completion for blacks
Future orientation personality variable
Sex discrimination in math intensive fields
Average weight cross-culturally
Emerging adulthood
Total costs of raising children

New figure on ideal family size
Fertility rate in the United States, Afghanistan, and Zambia
Increase in cohabitation
New data on husband/wife division of labor
Majority of births occur outside of marriage for women under 30

Chapter 8

Multitasking and thinking quality
Driving and texting
Sexual activity in middle age
Differences in brain activity in older adults
Decline in percentage of post-menopausal women taking hormone therapy
Coping mechanisms in successful marriages
Disengagement from work during leisure time
Boomerang generation statistics/figures
Helicopter parenting
Divorce rate increase for people 50 and older (statistics and graph)

Chapter 9

Discovery of gene mutation that prevents Alzheimer’s disease
Updated statistics on life expectancy
Drug therapy with mTOR to extend life
Maximum aging possibilities
Increase in sexually transmitted diseases in late adulthood
Dwindling confidence in ability to retire comfortably
Grandchildren as part of grandparents’ social networks
Health improvements lead to greater involvement of great-grandparents in the lives of their great-grandchildren
Elder abuse prevalence
Changes in theory of mind in late adulthood
Light/dark adaptation changes
Selective optimization with compensation term changed
Health screenings table condensed

Chapter 10

Effectiveness of grief counseling
Efficacy of encouraging people to express negative emotions following grief
Criticisms of Kubler-Ross

A FINAL NOTE

I am very excited about this new edition of *Discovering the Life Span*. I believe its length, structure, and media and text integration will help students learn the material in a highly effective way. Just as important, I hope it will nurture an interest in the field that will last a lifetime.



Ancillaries

Discovering the Life Span is accompanied by a superb set of teaching and learning materials.

FOR THE INSTRUCTOR:

- **Instructor's Resource Manual** Designed to make your lectures more effective and save you preparation time, this extensive resource gathers together the most effective activities and strategies for teaching your course. The *Instructor's Resource Manual* 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* is available for download via the Pearson Instructor's Resource Center (www.pearsonglobaleditions.com/Feldman).

- **PowerPoint Lecture Slides** The PowerPoints provide an active format for presenting concepts from each chapter 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.pearsonglobaleditions.com/Feldman).
- **Test Item File** For the third edition, each question was checked to ensure that the correct answer was marked and the page reference was accurate. The test bank contains multiple-choice, true/false, and essay questions, each referenced to the relevant page in the book and correlated to chapter learning objectives and APA learning outcomes. 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. The Test Item File is available for download via the Pearson Instructor's Resource Center (www.pearsonglobaleditions.com/Feldman).

FOR THE STUDENT:

Media Supplements for the Student

- **CourseSmart eTextbook*** CourseSmart offers students an online subscription to *Discovering the Life Span*, third edition at up to 60 percent 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.co.uk.

SUPPLEMENTARY TEXTS

Contact your Pearson representative to package any of these supplementary texts with *Discovering the Life Span*, third edition.

- **Current Directions in Developmental Psychology (ISBN: 0205597505)**. Readings from the American Psychological Society. This 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. The journal is 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

*This product may not be available in all markets. For more details, please visit www.coursesmart.co.uk or contact your local Pearson representative.

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.

Acknowledgments

I am grateful to the following reviewers who provided a wealth of comments, constructive criticism, and encouragement:

Lola Aagaard, Morehead State University
Glen Adams, Harding University
Sharron Adams, Wesleyan College
Carolyn Adams-Price, Mississippi State University
Leslie Adams Lariviere, Assumption
Judi Addeleston, Valencia Community College
Bill Anderson, Illinois State University
Carrie Andreoletti, Central Connecticut State University
Harold Andrews, Miami Dade College–Wolfson
Ivan Applebaum, Valencia Community College
Sally Archer, The College of New Jersey
Janet Arndt, Gordon College
Christine Bachman, University of Houston–Downtown
Harriet Bachner, Pittsburg State University
Nannette Bagstad, Mayville State University
Mary Ballard, Appalachian State University
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Ted Barker, Okaloosa-Walton College
Catherine Barnard, Kalamazoo Valley Community College
Gena Barnhill, Lynchburg College
Sue Barrientos, Butler Community College
Sandra Barrueco, The Catholic University of America
Carolyn Barry, Loyola College in Maryland
Chris Barry, University of Southern Mississippi
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Dan Bellack, Trident Technical College
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 Robert Wiater, Bergen Community College
 Sharon Wiederstein, Blinn College
 Jacqueline Williams, Moorpark College
 June Williams, Southeastern Louisiana University
 Kay Williams, Tidewater Community College
 Patti Williams, Tidewater Community College
 Lois Willoughby, Miami Dade College
 Stephen Wills, Mercer University
 Cynthia Wilson, University of South Alabama–Baldwin County
 Christy Wolfe, University of Louisville
 Peter Wooldridge, Durham Technical Community College
 Shelly Wooldridge, University of Arkansas Community College at Batesville
 Bonnie Wright, Gardner-Webb University
 Kent Yamauchi, Pasadena City College
 Robin Yaure, Penn State Mont Alto
 Ani Yazedjian, Texas State University–San Marcos
 Mahbobeh Yektaparast, Central Piedmont Community College
 Susan Zandrow, Bridgewater State College
 Rowan Zeiss, Blue Ridge Community College
 Laura Zettel-Watson, California State University–Fullerton
 Elizabeth Zettler, Rellinger Illinois College
 Ginny Zhan, Kennesaw State University
 Ling-Yi Zhou, University of St. Francis
 Renee Zuccherro, Xavier University

Many others deserve a great deal of thanks. I am indebted to the numerous people who provided me with a superb education, first at Wesleyan University and later at the University of Wisconsin. Specifically, Karl Scheibe played a pivotal role in my undergraduate education, and the late Vernon Allen acted as mentor and guide through my graduate years. It was in graduate school that I learned about development, being exposed to such experts as Ross Parke, John Balling, Joel Levin, Herb Klausmeier, and many others. My education continued when I became a professor. I am especially grateful to my colleagues at the University of Massachusetts, who make the university such a wonderful place in which to teach and do research.

Several people played important roles in the development of this book. Edward Murphy and Christopher Poirier provided significant research and editorial support. In addition, John Graiff was essential in juggling and coordinating the multiple aspects of writing a book. I am very grateful for his help.

I am also thankful to the superb Pearson team that was instrumental in the inception and development of this book. Jeff Marshall, the original Executive Editor, conceived of the format of this book. Now Amber Chow has taken over, and she has brought creativity and a wealth of good ideas to the project. I'm also extremely grateful to Program Manager Diane Szulecki, who stayed on top of every aspect of the project and brought inventiveness and imagination to the book. I can't thank her enough for her way-beyond-the-call-of-duty efforts and patience with me.

Editor-in-Chief Dickson Musslewhite stood behind the project, and I'm very grateful for his support. On the production end of things, Maria Piper, the project manager, and Kathryn Foot, the designer, helped in giving the book its distinctive look. Finally, I'd like to thank (in advance) marketing manager Jeremy Intal, on whose skills I'm counting.

I also wish to acknowledge the members of my family, who play such an essential role in my life. My brother, Michael, my sisters-in-law and brother-in-law, my nieces and nephews, all make up an important part of my life. In addition, I am always indebted to the older generation of my family, who led the way in a manner I can only hope to emulate. I will always be obligated to the late Harry Brochstein, Mary Vorwerk, and Ethel Radler. Most of all, the list is headed by my father, the late Saul Feldman, and my mother, Leah Brochstein.

In the end, it is my immediate family who deserve the greatest thanks. My son, Jon, his wife, Leigh, and my grandsons Alex and Miles; my son, Josh, and his wife, Julie; and my daughter, Sarah, and her husband, Jeff, not only are nice, smart, and good-looking, but my pride and joy. And ultimately my wife, Katherine Vorwerk, provides the love and grounding that makes everything worthwhile. I thank them, with all my love.

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Pearson wishes to thank and acknowledge the following people for their work on the Global Edition:

Contributor:

Ivy Wong, Department of Psychology, The University of Hong Kong

Reviewers:

Crendy Tan Yen Teng

Ritu Bhandari

Neelam Rathee

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Professor Feldman, who initiated the Minority Mentoring Program at the University of Massachusetts, also has served as a Hewlett Teaching Fellow and Senior Online Teaching Fellow. He initiated distance learning courses in psychology at the University of Massachusetts.

Professor Feldman also is actively involved in promoting the field of psychology. He is President of the Federation of Associations of the Behavioral and Brain Sciences Foundation, and he is on the Board of Directors of the Social Psychology Network.

A Fellow of both the American Psychological Association and the Association for Psychological Science, Professor Feldman received a B.A. with High Honors from Wesleyan University and an M.S. and Ph.D. from the University of Wisconsin-Madison.

Professor Feldman is a winner of a Fulbright Senior Research Scholar and Lecturer award, and he has written more than 200 books, book chapters, and scientific articles. He has edited *Development of Nonverbal Behavior in Children* (Springer-Verlag), *Applications of Nonverbal Behavioral Theory and Research* (Erlbaum), and co-edited *Fundamentals of Nonverbal Behavior* (Cambridge University Press). He is also author of *Child Development*, *Understanding Psychology*, and *P.O.W.E.R. Learning: Strategies for Success in College and Life*. His books have been translated into a number of languages, including Spanish, French, Portuguese, Dutch, Chinese, and Japanese.

His research interests include honesty and deception in everyday life and the use of nonverbal behavior in impression management, and his research has been supported by grants from the National Institute of Mental Health and the National Institute on Disabilities and Rehabilitation Research.

Professor Feldman loves music, is an enthusiastic, if not-exactly-expert, pianist, and enjoys cooking and traveling. He has three children, and he and his wife, a psychologist, live in western Massachusetts, in a home overlooking the Holyoke mountain range.

DISCOVERING THE LIFE SPAN

INTRODUCTION

The Ruiz “Happy Birthday Family Reunion” was a big success. Marco Ruiz’s grandfather, Geraldo, who would turn 90 tomorrow, was in his glory at the center of the festivities.

Marco’s wife, Louise, had hatched the reunion idea while planning next summer’s wedding of their youngest daughter Eva. Eva’s husband-to-be, Peter, would be the first African American in the family, and Louise’s idea was to introduce him early so his ethnicity would be old news by the wedding day.

Louise’s brainstorm was apparently working, given the happy din of the huge throng in attendance. Marco took a quiet census: his father, Damiano, and Louise’s mom and dad, plus a gaggle of uncles, aunts, siblings, and cousins from his and Louise’s families. One generation down, he counted his children and their families, and virtual busloads of nieces and nephews with their families, down to the youngest child, the daughter of Marco’s niece Terri and her husband Tony, 4-year-old Alicia Wei-Li Saucedo, Geraldo’s great-great-granddaughter, who had been adopted from China.

Marco watched as Grandpa Geraldo hugged and chatted happily with Alicia. There in one small picture frame was the story of the five generations of Grandpa’s family, from 4 to 90.

Marco thought to himself: What is Grandpa making of all this? Is he wondering how he spawned all these different personalities? Is he speculating about their careers, their futures? Is he looking for traces of his stubbornness and short temper, his generosity and open-mindedness? Does he find in this gathering the vast ambitions that he had as a boy? Will any of them be—at last—the athlete that he never was, or will they be writers and thinkers like him and his children?

Marco smiled at Louise’s idea of “integrating” Peter into the family. Peter’s skin color wasn’t even an issue. The main stories were that Marco’s nephew Ted was here with his fiancé Tom, and his niece Clarissa had her fiancée Rosa on her arm. Marco’s smile grew broader. Let Grandpa wonder where this latest family trend came from.

Lifespan development is a diverse and growing field with a broad focus and wide applicability. It covers the entire life span of the individual from birth to death as it examines the ways in which people develop physically, intellectually, and socially. It asks and attempts to answer questions about the ways in which people change and remain the same over their years of life.

Many of the questions that developmentalists ask are, in essence, the scientist’s version of the questions that parents ask about their children and themselves: How the genetic legacy of parents plays out in their children; how children learn; why they make the choices they make; whether personality characteristics are inherited and whether they change or are stable over time; how a stimulating environment affects development; and many others. To pursue these answers, of course, developmentalists use the highly structured, formal scientific method, while parents mostly use the informal strategy of waiting, observing, engaging with, and loving their kids.

In this chapter, we will introduce the field of lifespan development. We first discuss the breadth of the field, both in the range of years it covers and in the topics it addresses, and we look at the major theoretical perspectives that have examined those topics. We also describe the key features of the scientific method, the main approach that scientists take to answering questions of interest.



BEGINNINGS

Nature vs. nurture: Which has the greater influence?



THEORETICAL PERSPECTIVES ON LIFESPAN DEVELOPMENT

Is one right and one wrong?



RESEARCH METHODS

What kind of research could you conduct using Marco's five-generation family?



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