

# Development Through Life

■ A PSYCHOSOCIAL APPROACH ■



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ELEVENTH EDITION

# Development Through Life

## A Psychosocial Approach

Barbara M. Newman  
University of Rhode Island

and

Philip R. Newman  
University of Rhode Island



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**Barbara M. Newman and Philip R Newman**

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# Brief Contents

1	The Development Through Life Perspective	2
2	Major Theories for Understanding Human Development	20
3	Psychosocial Theory	60
4	The Period of Pregnancy and Prenatal Development	86
5	Infancy (First 24 Months)	136
6	Toddlerhood (Ages 2 and 3)	194
7	Early School Age (4 to 6 Years)	238
8	Middle Childhood (6 to 11 Years)	288
9	Early Adolescence (12 to 18 Years)	334
10	Later Adolescence (18 to 24 Years)	386
11	Early Adulthood (24 to 34 Years)	428
12	Middle Adulthood (34 to 60 Years)	482
13	Later Adulthood (60 to 75 Years)	526
14	Elderhood (75 Until Death)	562
15	Understanding Death, Dying, and Bereavement	600
	Appendix The Research Process	A-1
	Glossary	G-2
	References	R-1
	Name Index	I-1
	Subject Index	I-9

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# Contents

Preface xvi

Brief Author Biographies xxiv

## CHAPTER 1

### The Development Through Life Perspective 2

---

#### Assumptions of the Text 5

#### A Psychosocial Approach: The Interaction of the Biological, Psychological, and Societal Systems 6

The Biological System 6

The Psychological System 7

The Societal System 7

The Psychosocial Impact of Poverty 8

Overview of the Psychosocial Approach 9

Applying Theory and Research to Life: Poverty 10

Case Study: Rose 12

Meaning Making 13

#### The Life Span 13

Life Expectancy 13

Projections of Life Expectancy 15

Factors That Contribute to Longevity 16

Personal Assumptions about One's Life Expectancy 17

#### Chapter Summary 17

## CHAPTER 2

### Major Theories for Understanding Human Development 20

---

#### What Is a Theory? 22

#### The Theory of Evolution 25

Implications for Human Development 27

Links to the Psychosocial Approach 27

#### Psychosexual Theory 28

Motivation and Behavior 28

Domains of Consciousness 28

Three Structures of Personality 29

Stages of Development 31

Defense Mechanisms 32

Object Relations Theory 33

Ego Psychology 33

Implications for Human Development 34

Links to the Psychosocial Approach 35

#### Cognitive Developmental Theories 35

Basic Concepts in Piaget's Theory 36

Implications for Human Development 37

Vygotsky's Concepts of Cognitive Development 38

Culture as a Mediator of Cognitive Structuring 38

Movement from Intermental to Intramental 38

Inner Speech 39

The Zone of Proximal Development 39

Implications for Human Development 39

Links to the Psychosocial Approach 40

#### Theories of Learning 41

Social Learning Theory 41

Implications for Human Development 42

Cognitive Behaviorism 42

#### Applying Theory and Research to Life:

Cognitive Behavioral Therapy 43

Implications for Human Development 43

Links to the Psychosocial Approach 44

#### Cultural Theory 44

Continuity and Discontinuity 44

Individualism and Collectivism 45

Implications for Human Development 46

Links to the Psychosocial Approach 46

#### Human Development and Diversity:

Implications of Individualism and

Collectivism for Parenting Practices 47

**Social Role Theory 48**

Implications for Human Development 48

Applying Theory and Research to Life:

Role Strain and Parenthood 49

Links to the Psychosocial Approach 50

**Systems Theory 50**

Implications for Human Development 52

Links to the Psychosocial Approach 53

Case Study: Jack Manasky and His Daughter

Marilyn 54

**Chapter Summary 55****CHAPTER 3****Psychosocial Theory 60****The Rationale for Emphasizing Psychosocial Theory 62**

Case Study: Erik H. Erikson: A Biographical Case

Study of Psychosocial Development 62

**Basic Concepts of Psychosocial Theory 63**

Stages of Development 64

Developmental Tasks 67

Psychosocial Crisis 68

Psychosocial Crises of the Life Stages 70

The Central Process for Resolving the

Psychosocial Crisis 72

Radius of Significant Relationships 72

Applying Theory and Research to Life: Using

Autobiographical Memories to Explore

Psychosocial Stages of Life 73

Contexts of Development 74

Coping Behavior 75

Prime Adaptive Ego Qualities 77

Core Pathologies 78

**Evaluation of Psychosocial Theory 78**

Strengths 78

Weaknesses 79

A Recap of Psychosocial Theory 80

**Chapter Summary 82****CHAPTER 4****The Period of Pregnancy and Prenatal Development 86****Genetics and Development 88**

Genes and Chromosomes as

Sources of Genetic Information 88

The Laws of Heredity 89

Alleles 90

Genotype and Phenotype 90

Sex-Linked Characteristics 91

Genetic Sources of Individual Differences 92

Genetic Determinants of the Rate of  
Development 92

Genetic Determinants of Individual Traits 92

Genetic Determinants of Abnormal Development 93

Genetic Technology and Psychosocial Evolution 93

Ethical Considerations 94

Gene X Environment Interactions  
and Behavior 95

Genetics and Intelligence 95

The Norm of Reaction 96

**Normal Fetal Development 98**

Fertilization 98

Twins 99

Infertility and Alternative Means of

Reproduction 99

Applying Theory and Research to Life:

Reproductive Technologies 100

Development in the First Trimester 102

The Germinal Period 102

The Embryonic Period 103

The Fetal Period 105

Development in the Second Trimester 106

Development in the Third Trimester 106

**The Birth Process 108**

Stages of Labor 108

Cesarean Delivery 108

Infant Mortality 109

**The Mother, the Fetus, and the Psychosocial Environment 110**

The Impact of the Fetus on the Pregnant Woman 110

Changes in Roles and Social Status 110

Applying Theory and Research to Life:

The Doula or Birth Companion 111

Changes in the Mother's Emotional State 112



Fathers' Involvement during Pregnancy  
and Childbirth 112

**Case Study: A Father's Recollections About  
His Daughter's Birth 114**

The Impact of the Pregnant Woman on the Fetus 114

The Impact of Poverty 114

Mother's Age 115

**Human Development and Diversity: Psychosocial  
Factors Linked to Preterm Births for African  
American and European American Women 116**

Maternal Drug Use 117

Environmental Toxins 119

Mother's Diet 120

Stress and Fetal Development 121

**Human Development and Diversity:  
AIDS and Mother-to-Child Transmission 122**

**The Cultural Context of Pregnancy and  
Childbirth 122**

**Human Development and Diversity:**

**Couvade 123**

Reactions to Pregnancy 123

Solicitude versus Shame 124

Adequacy versus Vulnerability 124

Reactions to Childbirth 124

**Human Development and Diversity: Taegyo  
(Fetal Education) 125**

**Applied Topic: Abortion 127**

The Legal Context of Abortion in  
the United States 127

The Incidence of Legal Abortions 128

The Psychosocial Impact of Abortion 128

**Case Study: Karen and Don 129**

Men's Reactions to Abortion 131

**Chapter Summary 131**

**CHAPTER 5**

**Infancy (First 24 Months) 136**

**Newborns 139**

**Applying Theory and Research to Life:**

**Very Small Babies 140**

**Developmental Tasks 141**

The Development of Sensory/Perceptual and Motor  
Functions 141

Brain Development in Infancy 142

Sensory/Motor Development 144

Motor Development 148

Sensorimotor Intelligence: Processing, Organizing, and  
Using Information 151

**Applying Theory and Research to Life: The Dynamic  
Development of Stepping 152**

How Infants Process Their Experiences 152

Causal Schemes 153

Understanding the Nature of Objects and Creating  
Categories 155

The Prefrontal Cortex and Infant  
Intelligence 157

Communication 158

Language Perception 158

Babbling 158

Communication with Gestures 158

Baby Signs 159

Early Grammar Recognition 160

First Words 160

Attachment 161

The Development of Attachment 161

Formation of Attachments with Mother, Father, and  
Others 164

Patterns of Attachment 164

**Applying Theory and Research to Life: Is There a  
Sensitive Period for Attachment? 166**

Parental Sensitivity and the Quality of  
Attachment 167

The Relevance of Attachment to Subsequent  
Development 169

Emotional Development 171

Emotional Differentiation 172

Emotions as a Key to Understanding Meaning 173

The Ability to Regulate Emotions 174

**Case Study: The Cotton Family 175**

How Caregivers Help Infants Manage  
Their Emotions 176

Emotions as a Channel for Adult-Infant  
Communication 177

**The Psychosocial Crisis: Trust versus  
Mistrust 178**

Trust 178

Mistrust 179

**The Central Process for Resolving the Crisis:  
Mutuality with the Caregiver 180**

- Coordination, Mismatch, and Repair of Interactions 181
- Establishing a Functional Rhythm in the Family 181
- Parents with Psychological Problems 182

### **The Prime Adaptive Ego Quality and the Core Pathology 182**

- Hope 182
- Withdrawal 183
- Human Development and Diversity: Sensitive Care in Two Cultures 184

### **Applied Topic: The Role of Parents 184**

- Safety and Nutrition 185
  - Safety 185
  - Nutrition 186
- Fostering Socioemotional and Cognitive Development 187
- Fathers' and Mothers' Parental Behaviors 187
- Parents as Advocates 188
- The Importance of Social Support 189

### **Chapter Summary 190**

## **CHAPTER 6**

# **Toddlerhood (Ages 2 and 3) 194**

- Case Study: Alice Walker Goes to the Fair 196

### **Developmental Tasks 197**

- Elaboration of Locomotion 197
- Language Development 199
  - Semiotic Thinking 199

### **Applying Theory and Research to Life:**

- How the Brain Processes Language 200**
  - Communicative Competence 201
  - Communicative Competence in Toddlerhood 202
  - Language Development beyond Toddlerhood 205
  - The Language Environment 206

### **Human Development and Diversity: Bilingualism 206**

- Fantasy Play 211
  - The Nature of Pretend Play 211
  - The Capacity for Pretense 212
  - Changes in Fantasy Play during Toddlerhood 212
  - Theoretical Views about the Contributions of Fantasy Play to Development 214

### **Applying Theory and Research to Life: Imaginary Companions 215**

- The Role of Play Companions 216
- Self-Control 216
  - Control of Impulses 216

- Applying Theory and Research to Life: The Expression and Control of Angry Feelings 218**
  - Self-Regulated Goal Attainment 221

### **The Psychosocial Crisis: Autonomy versus Shame and Doubt 223**

- Autonomy 223
- Shame and Doubt 223
- Human Development and Diversity: Toilet Training 224

### **The Central Process: Imitation 226**

### **The Prime Adaptive Ego Quality and the Core Pathology 227**

- Will 227
- Compulsion 227

### **The Impact of Poverty on Psychosocial Development in Toddlerhood 228**

### **Applied Topic: Child Care 230**

- The Impact of Child Care on Intelligence, Cognition, Academic Achievement 231
- The Impact of Child Care on Social Competence 232
- Benefits Associated with Head Start 233
- Directions for the Future of Child Care in the United States 234

### **Chapter Summary 235**

## **CHAPTER 7**

# **Early School Age (4 to 6 Years) 238**

### **Developmental Tasks 240**

- Gender Identification 241
- Case Study: Gender Identification in Early Childhood 242
  - A Framework for Thinking about Gender Identity 242

- Understanding Gender 243
- Gender Role Standards and Stereotypes 244
- Identification with Parents 245

### **Applying Theory and Research to Life: Children Raised by Gay or Lesbian Parents 246**

Gender Preference	247
Early Moral Development	249
Five Theoretical Perspectives on Moral Development	250
<b>Applying Theory and Research to Life: Moral Transgressions, Social Convention, and Personal Choice</b>	<b>253</b>
<b>Case Study: Early Learning about Obedience</b>	<b>256</b>
Empathy, Caring, and Perspective Taking	256
Parental Discipline	258
The Impact of Television and Video Games on Moral Development	259
Review of Influences on Moral Development	261
Self-Theory	262
The Neuroscience of the Self	263
The Me and the I	264
Developmental Changes in the Self-Theory	264
Culture and the Self-Theory	266
Theory of Mind	267
Self-Esteem	267
Peer Play	269
Group Games	269
Media Play	270

Human Development and Diversity: Hopscotch	271
Friendship Groups	272

### **The Psychosocial Crisis: Initiative versus Guilt 274**

Initiative	274
Guilt	275

### **The Central Process: Identification 276**

### **The Prime Adaptive Ego Quality and the Core Pathology 278**

Purpose	278
Inhibition	279

### **Applied Topic: School Readiness 279**

Defining Readiness	279
Measuring Kindergarten Readiness	280
Obstacles to School Readiness	281
Who Is Responsible for Meeting the Goal for School Readiness?	282

Human Development and Diversity: Supporting School Readiness for Young Children with Disabilities	283
---	-----

### **Chapter Summary 284**

## **CHAPTER 8**

# **Middle Childhood (6 to 11 Years) 288**

### **Developmental Tasks 291**

Friendship	291
Family Influences on Social Competence	291
Three Contributions of Friendship to Social Development	292
Loneliness	295
Rejection	296
Concrete Operations	297

### **Applying Theory and Research to Life: Bullying 298**

Conservation	300
Classification Skills	301
Computational Skills	303
Metacognition	304
Skill Learning	305
Features of Skilled Learning	305

### **Applying Theory and Research to Life:**

<b>What Is Intelligence?</b>	<b>306</b>
Reading	308

### **Human Development and Diversity: Cross-National**

Comparisons of Mathematics Ability	310
Self-Evaluation	311
Feelings of Pride	312

Self-Efficacy	312
---------------	-----

### **Case Study: Becca 314**

Social Expectations	314
Team Play	318
Interdependence	318
Division of Labor	319
Competition	319
Cooperation	319
In-Group and Out-Group Attitudes	320
Team Play as a Context for Development	321

### **The Psychosocial Crisis: Industry versus Inferiority 321**

Industry	322
Inferiority	322

### **The Central Process: Education 323**

Human Development and Diversity: Disorders of Childhood That Interfere with School Success	324
--	-----

### **The Prime Adaptive Ego Quality and the Core Pathology 326**

Competence 326  
Inertia 326

**Applied Topic: Violence in the Lives of Children 327**

Consequences of Exposure to Violence 328  
Preventing Violence 329

**Chapter Summary 330**

## CHAPTER 9

# Early Adolescence (12 to 18 Years) 334

---

### Developmental Tasks 337

Physical Maturation 337

**Applying Theory and Research to Life: Sleep Loss in Adolescence 338**

**Case Study: Carly Patterson, Olympic Gymnast 339**

Physical Changes in Girls 339

Physical Changes in Boys 342

Cultural Contexts of Puberty 343

The Secular Growth Trend 343

Individual Differences in Maturation Rate 343

Romantic and Sexual Relationships 344

The Transition into Sexualized Relationships 345

Sexual Orientation 347

Problems and Conflicts Associated with Sexuality 349

Parenthood in Early Adolescence 350

Formal Operations 353

Brain Development in Adolescence 353

Piaget's Theory of Formal Operational Thought 354

Egocentrism and Decentering 358

Emotional Development 359

The Interplay of Emotion and Cognition 360

The Diversity of Emotions in Adolescence 360

Eating Disorders 361

Depression 362

Delinquency 364

**Applying Theory and Research to Life: Adolescent Suicide 365**

Membership in the Peer Group 367

Cliques and Crowds 367

Group Boundaries and Norms 368

Parents and Peers 369

### The Psychosocial Crisis: Group Identity versus Alienation 370

Group Identity 371

Cognitive Processes That Support the Formation of Group Identity 371

Four Types of Experiences That Build a Group Identity 372

Ethnic Group Identity 373

Alienation 375

The Contribution of Alienation to Group Identity and Individual Identity 375

### The Central Process: Peer Pressure 376

Affiliating with a Peer Group 376

Conflicts Between Belonging and Personal Autonomy 376

### The Prime Adaptive Ego Quality and the Core Pathology 377

Fidelity to Others 377

Dissociation 377

**Applying Theory and Research to Life: Gangs 378**

### Applied Topic: Adolescent Alcohol and Drug Use 379

Physical Effects of Alcohol 380

Factors Associated with Alcohol Use 381

Assessment of Risk 381

The Social Contexts for Understanding Alcohol Misuse 381

**Chapter Summary 382**

## CHAPTER 10

# Later Adolescence (18 to 24 Years) 386

---

### Developmental Tasks 390

Autonomy from Parents 390

Autonomy and Leaving Home 391

Autonomy and the College Experience 391

Revision of Attachment to Parents 392

Autonomy and Self-Sufficiency 393

**Applying Theory and Research to Life: Attachment and Identity Formation 394**

Gender Identity 394

The Role of Culture 395

Reevaluating Gender Constancy 396

Reevaluating Earlier Gender Role Standards and Learning New Ones	396
Revising Childhood Identifications	397
Adding a Sexual Dimension to Gender Identity	397
<b>Human Development and Diversity: Third Genders</b>	<b>398</b>
Sexual Orientation	400
Integrating One's Gender Identity	401
Internalized Morality	402
New Cognitive Capacities	402
Expansions of Kohlberg's View of Moral Development	403
Career Choice	405
Work Experiences in Early Adolescence	405
Factors Influencing Career Choice	406
Career Decision Making	409
The Impact of the Labor Market on Career Decision Making	411

### **The Psychosocial Crisis: Individual Identity versus Identity Confusion 412**

Individual Identity	412
The Private and Public Faces of Identity	412
The Content and Evaluation Components of Identity	413

## **CHAPTER 11**

# **Early Adulthood (24 to 34 Years) 428**

### **Major Concepts in the Study of Adulthood 430**

Social Roles	431
Life Course	432
Fulfillment Theories	433
Competence	434
Self-Acceptance	434
Self-Actualization	434

### **Developmental Tasks 435**

Exploring Intimate Relationships	436
Readiness to Form Intimate Relationships	437
Readiness to Marry	441
Phases in the Selection of a Partner	441

### **Case Study: How Love Makes Its Way into a Relationship 445**

Adjustment During the Early Years of Marriage	446
Childbearing	450
Fertility Rate	450
Decisions About Childbearing	451

### **Human Development and Diversity: The Reproductive Career of the Gusii 452**

<b>Case Study: Houston A. Baker, Jr.</b>	<b>414</b>
Identity Status	414
Identity Confusion	415
Identity Formation for Men and Women	416

### **The Central Process: Role Experimentation 417**

Psychosocial Moratorium	417
Individual Differences in Role Experimentation	418

### **Case Study: Turning Points in the Identity Process 419**

Role Experimentation and Ethnic Identity	420
--	-----

### **The Prime Adaptive Ego Quality and the Core Pathology 421**

Fidelity to Values and Ideologies	421
Repudiation	421

### **Human Development and Diversity: Ethnic Identity and Adjustment 422**

### **Applied Topic: Dropping Out of College 422**

Financial Factors	423
Academic Preparation	423
Personal Factors	424
Characteristics of the College Environment	424
The Consequences of Dropping Out of College	425

### **Chapter Summary 425**

Problems in Adjustment During Pregnancy and Childbearing	453
The Dual Roles of Intimate Partner and Parent	453
Nonmarital Childbearing	455
Adoption	455
The Decision Not to Have Children	456
Work	457
The World of Work	457

### **Case Study: Jay Crowe 457**

Poverty and Career Opportunities	462
Career Phases and Individual Development	462
Lifestyle	463
Pace of Life	464
Social Network	464
Competing Role Demands	465
Health and Fitness	466

### **The Psychosocial Crisis: Intimacy versus Isolation 467**

Intimacy	468
Interaction Styles of Men and Women	469

- Intimacy in the Work Setting 469
- Isolation 469
- Loneliness 469
- Applying Theory and Research to Life: Attachment Styles and Relationship Formation 470**
  - Depression 471
  - Fragile Identity 472
  - Sexual Disorders 472
  - Situational Factors 472
  - Divergent Spheres of Interest 472
  - Enmeshment 472

**The Central Process: Mutuality Among Peers 473**

**The Prime Adaptive Ego Quality and the Core Pathology 473**

- Love 473
- Exclusivity 475

**Applied Topic: Divorce 475**

- Factors Contributing to Divorce 475
  - Age at Marriage 476
  - Socioeconomic Level 477
  - Socioemotional Development of the Partners 477
  - Family History of Divorce 477
- Coping with Divorce 478
  - Attachment to a Former Spouse 478
  - Coping Strategies 479

**Chapter Summary 479**

**CHAPTER 12**

**Middle Adulthood (34 to 60 Years) 482**

**Developmental Tasks 484**

- Managing a Career 484
  - Achieving New Levels of Competence in the World of Work 486
  - Midlife Career Changes 489
  - The Impact of Joblessness 490
  - Balancing Work and Family Life 491
- Nurturing an Intimate Relationship 494
  - Characteristics of the Partners 494
  - Partners' Interpersonal Interactions 494
  - Partners' Commitment to Nurturing the Future of the Relationship 495
- Case Study: The Struggle for Commitment to Growth in a Vital Marriage 496**
  - Preserving Passion in a Long-Term Relationship 496
- Expanding Caring Relationships 497
  - Parenting 497
- Human Development and Diversity: Menopause 498**
  - Fathering 498
  - Developmental Stages of the Family 500
  - Caring for One's Aging Parents 502
- Case Study: A Daughter Cares for Her Ailing Mother 505**
  - Managing the Household 505
- Human Development and Diversity: The Hindu Joint Family 506**
  - Managing Resources and Meeting Needs 507
  - Building Networks and Coalitions 507

**Applying Theory and Research to Life:**

- Homelessness 508**
  - Remarriage and Blended Families 510
  - One-Parent Families 510
  - People Who Live Alone 511

**The Psychosocial Crisis: Generativity versus Stagnation 512**

- Generativity 512
  - Measuring Generativity 513
- Case Study: My Leadership Journey 514**
  - Stagnation 515

**The Central Process: Person-Environment Interaction and Creativity 516**

- Person-Environment Interaction 516
- Creativity 517

**The Prime Adaptive Ego Quality and the Core Pathology 518**

- Care 518
- Rejectivity 519

**Applied Topic: Discrimination in the Workplace 519**

- Sex Discrimination 519
  - Promotion 519
  - Pay 519
  - Sexual Harassment 519
- Race Discrimination 519
- Age Discrimination 519

Overview of Discrimination 520  
 Disparities in Income and the Occupational  
 Structure 520  
 How Discrimination Perpetuates Itself 521

Psychosocial Analysis:  
 Discrimination and Coping 522

## Chapter Summary 522

### CHAPTER 13

## Later Adulthood (60 to 75 Years) 526

### Developmental Tasks 529

Accepting One's Life 529  
 The SOC Model 529  
 Life Goals and Life Satisfaction 530

### Case Study: Goal Adjustment in Later Adulthood 531

Personality and Well-Being 532  
 Illness and Health 533  
 Erikson on Accepting One's Life 534  
 Promoting Intellectual Vigor 534  
 Problems in Defining and Studying Intelligence in  
 Later Adulthood 534  
 Memory 535  
 Postformal Operational Thinking 536  
 Patterns of Change in Different Mental Abilities 537  
 The Interaction of Heredity and Environment on  
 Mental Functioning 538  
 Redirecting Energy to New Roles and Activities 539  
 Grandparenthood 539  
 Human Development and Diversity: Intergenerational  
 Relationships in Various Ethnic Groups 542  
 Widowhood 544  
 Leisure Activities 545  
 Applying Theory and Research to Life: Patterns of  
 Adaptation During Widowhood 546

Developing a Point of View About Death 548  
 Changing Perspectives About Death 548  
 Case Study: Morrie Schwartz Reflects on His Views  
 About Death 549  
 Death Anxiety 550

### The Psychosocial Crisis: Integrity versus Despair 551

Integrity 551  
 Despair 552  
 Depression 552

### The Central Process: Introspection 552

### The Prime Adaptive Ego Quality and the Core Pathology 553

Wisdom 553  
 Disdain 555

### Applied Topic: Retirement 555

Adjustment to Retirement 555  
 Difficulties with Retirement 556  
 Case Study: Anna Quindlen Writes About Retiring  
 as "Stepping Aside" for the Next Generation of  
 Writers 557  
 Income Loss 558  
 The Future of Retirement 558

### Chapter Summary 559

### CHAPTER 14

## Elderhood (75 Until Death) 562

### The Longevity Revolution 564

The Gender Gap Among the Very Old 565

### A New Psychosocial Stage: Elderhood 566

### Developmental Tasks 567

Coping with the Physical Changes of Aging 567

Fitness 567  
 Sleep and Rest 568  
 Behavioral Slowing 569  
 Sensory Changes 570  
 Health, Illness, and Functional Independence 572  
 Applying Theory and Research to Life: Dementia 574



- Developing a Psychohistorical Perspective 574
- Traveling Uncharted Territory: Life Structures in Elderhood 577
- Living Arrangements 578
- Applying Theory and Research to Life: The Impact of Gentrification on the Elderly 582
- Case Study: Mr. Z 583
- Gender Role Definitions 584

### The Psychosocial Crisis: Immortality versus Extinction 586

- Immortality 587
- Human Development and Diversity: The Responsibility of Native Hawaiians for Their Ancestors' Remains 588
- Extinction 588
- Applying Theory and Research to Life: Erikson on Coping with Aging 589

### The Central Process: Social Support 590

- The Benefits of Social Support 590
- The Dynamics of Social Support 590
- The Social Support Network 591

### The Prime Adaptive Ego Quality and the Core Pathology 592

- Confidence 592
- Diffidence 592

### Applied Topic: Meeting the Needs of the Frail Elderly 593

- Defining Frailty 593
- Supporting Optimal Functioning 594
- The Role of the Community 595
- The Role of Creative Action 595

### Chapter Summary 596

## CHAPTER 15

# Understanding Death, Dying, and Bereavement 600

## Mortality and Psychosocial Development 602

### Definitions of Death 603

- Advance Directives 604

### The Process of Dying 604

- Confronting One's Death 604
- Case Study: Too Late to Die Young 605
- The Good Death 606
- Hospice Care 607
- Euthanasia 608
- Ethical Issues at the End of Life 610

### Death-Related Rituals 611

- Care of the Body 611
- Care of the Spirit 611
- Care of the Surviving Family, Friends, and Community 612

### Bereavement and Grief 613

- Bereavement 613

### Human Development and Diversity: The Amish Way of Death 614

- Bereavement and Coping with Stress 615
- Grief 615
- Grief Work 616
- Bereavement and Grief Among Older Widows and Widowers 616
- Five Patterns of Bereavement Among Widows 616
- Factors That Affect the Distress of Survivors 618
- Unacknowledged and Stigmatized Loss 618

### Applying Theory and Research to Life:

- Ambiguous Loss 619

### Psychosocial Growth Through Bereavement 620

### Chapter Summary 622

## APPENDIX

# The Research Process A-1

## The Scientific Process A-2

- The Positivist Approach to Research A-2
- Scientific Observation A-2
- The Qualitative Inquiry Approach to Research A-3

## Research Design A-4

- Sampling A-4
- Random Samples A-4
- Stratified Samples A-5
- Matched Groups A-5



Volunteer Samples	A-5
The Qualitative Approach to Sampling	A-5
Strengths and Weaknesses of Approaches to Sampling	A-5
Research Methods	A-6
Observation	A-6
Case Study	A-8
Interviews	A-9
Surveys and Tests	A-9

Experimentation	A-10
-----------------	------

### **Designs for Studying Development A-11**

Retrospective Studies	A-12
Cross-Sectional Studies	A-12
Longitudinal Studies	A-13
Cohort Sequential Studies	A-13

### **Evaluating Existing Research A-13**

### **Ethics A-14**

Glossary	G-2
References	R-1
Name Index	I-1
Subject Index	I-9

# Preface

**T**he first edition of *Development Through Life* was published in 1975. Since that time, the science of human development and changes in longevity have converged to create a remarkable revision of our understanding of the life course including new insights about the prenatal period and infancy, new ideas about the transition from adolescence to adulthood, and new views about aging.

Today, the years of infancy and childhood comprise a smaller percentage of the life span than was the case in 1975. At the same time, researchers have looked in much greater detail at the prenatal stage as a dynamic period when learning begins, the environment impacts the developmental trajectory, and conditions of pregnancy influence fetal growth. Research on infant development, particularly development in the first days and weeks of life, has flourished and resulted in a greater appreciation for the cognitive and sensory capacities of the newborn. The expanding field of evolutionary psychology has shed new light on the adaptive capacities of infants and the features of the parent-infant relationship that contribute to survival and long-term growth.

The application of developmental systems theory has provided many new insights into the way change occurs. We view development as a product of the interaction of many levels at once, each potentially altering the other. For example, at the macro level, the resources of parents, their workplace, and their extended family relationships may all contribute to prenatal health, and infant well-being. At the micro level, changes in muscle strength, coordination, and balance contribute to new motor capacities that result in crawling or walking. Many behaviors that were once viewed as a product of genetically guided maturation are now understood as requiring a component of self-directed problem solving.

In 1975, we offered a revision of Erikson's theory by introducing two stages of adolescence, early adolescence with the psychosocial crisis of group identity versus alienation, and later adolescence, with the psychosocial crisis of personal identity versus role confusion. Today, scholars are describing an ever more gradual transition out of adolescence into adulthood, such that the period we call later adolescence is lasting well into the decade of the twenties. Research on brain development, educational and occupational attainment, and relationships with family all point to the idea that the life commitments that used to be formed in the decade of the twenties are being forestalled for many young people into their late twenties and thirties.

The slowed emergence into adulthood is due in part to the expanding life expectancy. If people can expect to live to 85 or 90, what is the urgency of settling down in family, work, or community commitments? Other explanations include the lengthening period of education and training necessary to take one's place in a postindustrial labor market, and the invention of effective birth control, resulting in changing patterns of marriage and childbearing.

Life expectancy in the United States has changed over the past 35 years, so that today those who are already age 65 can expect to live another 19 years. Those in the period of later life, which we call elderhood, are the fastest-growing segment of the U.S. population. As the baby boomers age, they will contribute to an even greater proportion of the population in elderhood. And these elders are enjoying a period of life that is more active, less constrained by financial limitations, and more continuously informed about healthy lifestyle practices than ever before.

In the current edition of *Development Through Life*, we have included reference to the conditions of life in other industrialized countries. In that regard, we have been troubled to note many ways in which life in the United States, as exciting and promising as it is, does not compare favorably. As you read, you will note that infant mortality, student performance in math and science, teen pregnancies, school dropouts, children and adolescents who are victims of violent crime, children in poverty, children who experience multiple parental transitions, adults who are homeless, and longevity are all less favorable in the United States than in many other countries. These comparisons lead us to urge students and scholars in human development to address the challenges of how to continue to promote optimal development through the life span.

## The Stage Approach

The text provides a thorough chronological introduction to the study of human development from conception through elderhood. We examine physical, intellectual, social, and emotional growth in each of the 11 stages, emphasizing that development results from the interdependence of these areas at every stage. This strategy gives full attention to important developmental themes that recur in different stages of life. For each life stage, the process of development is linked to internal conflicts, changing self-awareness, and a dynamic social environment. As a result, students gain a sense of a

multidimensional person, striving toward new levels of competence and mastery, embedded in multiple contexts.

## Advantages of the Psychosocial Framework

Psychosocial theory provides an organizing conceptual framework that highlights the continuous interaction and integration of individual competencies with the demands and resources of culture. Development is viewed as a product of genetic, maturational, societal, and self-directed factors. The psychosocial framework helps students think about how people make meaning of their experiences, and how efforts at meaning making change over the life span. Applying this integrated perspective to an analysis of human development has several advantages:

- Although the subject matter is potentially overwhelming, the psychosocial framework helps to identify and emphasize themes and directions of growth across the life span.
- The psychosocial framework helps readers assess the influence of experiences during earlier life stages on later development.
- The psychosocial framework clarifies how one's past, present, and expectations of the future are systematically connected to the lives of people who are older and younger. This perspective highlights issues of intergenerational transmission and the reciprocal influences of the generations.
- The psychosocial framework offers a hopeful outlook on the total life course. Positive psychological capacities, such as hope, purpose, love, and caring, promote growth and help to clarify how a personal worldview develops. The promise of continuous growth in later adulthood and elderhood validates the struggles of childhood, adolescence, and adulthood.
- The psychosocial perspective locates development within a framework of significant relationships. This helps students appreciate the idea that a sense of self and a sense of others emerge and mature together, fostering the simultaneous and complementary processes of autonomy and connection.

## The Life-Span Perspective

When we wrote the first edition of *Development Through Life*, we had just completed graduate study, had two young children, and were in the midst of early adulthood. Now, at the publication of the 11th edition, we are looking forward to the birth of our third grandchild; our three adult children are living in cities across the country and are thriving in their careers, and we are experiencing the new challenges of later adulthood.

The psychosocial life-span perspective has been a valuable orienting framework for our scholarly work as well as our personal lives. It has provided insights into the birth and parenting of our three children; the deaths of our parents; the successes, disappointments, and transitions of our work lives; and the conflicts and delights of our relationship as husband and wife. The themes of this book have allowed us to anticipate and cope with the challenges of adult life, and to remain hopeful in the face of crises. We hope that the ideas presented in this text will provide these same benefits to you.

In addition to enhancing self-understanding, the life-span perspective is a means of comprehending the conflicts, opportunities, and achievements of central importance to people living through different stages than one's own. In this respect, it challenges our egocentrism. The life-span perspective assumes an interconnection among people at every period of life. This knowledge helps guide interactions with others so that they are optimally sensitive, supportive, and facilitative for growth at each life stage.

## Effects of Cultural and Historical Contexts

Studying development over the course of life requires sensitivity to the ways societies change over time. The developing person exists in a changing cultural and historical context. Events since the 10th edition of *Development Through Life* was published include the election of our first African American president; continuing wars in Iraq and Afghanistan and the large number of injuries and deaths associated with these wars; the devastation and relocation of thousands associated with the earthquake in Haiti and floods in Pakistan; the mortgage crisis in the United States and the associated worldwide financial recession; a massive oil drilling catastrophe in the Gulf of Mexico with related economic, cultural, and environmental impacts; the loss of millions of jobs in the United States and the highest unemployment rate in 20 years; the formation of new political parties clamoring for less government; and the continued spread of the AIDS epidemic in Africa and China. There is growing international awareness of global warming, which is associated with renewed efforts to make lifestyle changes at the personal, community, and corporate levels. These are just a few examples of the contexts in which development takes place that may dramatically alter people's lived experiences. Nothing could be more fascinating than trying to understand patterns of continuity and change over the life course within the context of a changing environment.

## Effects of Poverty, Discrimination, and Other Forms of Societal Oppression

The number of children in the United States who lived in families with incomes below the poverty level in 2009 was 15.5 million, or 20.7% of all children. Numerous examples

of the ways that poverty, discrimination, and various forms of societal oppression affect individual development are interwoven throughout the text. The expanding literature aids the further analysis of poverty by pointing out how its impact cascades from increased risks during the prenatal period through disruptions in physical, cognitive, and emotional development in childhood, in adolescence, and into adult life. At the same time, increased research on resilience illustrates the remarkable capacities for growth and adaptation at every period of life.

## Organization

The following summarizes the basic organization of the text.

### Introducing the Field: Chapters 1 to 3

Chapter 1 describes the orientation and assumptions of the text and introduces the life-span perspective. Chapter 2 introduces the role of theory in human development and outlines significant ideas about change and growth from seven theoretical perspectives. The presentation of each theory emphasizes its basic features, its implications for the study of human development, and its links to the psychosocial framework. Chapter 3 introduces basic concepts of psychosocial theory, including an analysis of its strengths and weaknesses. As in the 10th edition, the chapter on the research process was shortened and moved to the appendix, based on user feedback.

### The Latest on Fetal Development and Genetics: Chapter 4

In Chapter 4, fetal development is presented, highlighting the bidirectional influences of the fetus and the pregnant woman within her social and cultural environments. Continuing discoveries in the field of behavioral genetics have been included in this revision. The chapter traces changes in physical and sensory development across three trimesters. We have emphasized research on the risks to fetal development associated with a pregnant woman's exposure to a wide range of substances, especially nicotine, alcohol, caffeine, other drugs, and environmental toxins. Poverty is discussed as a context that increases risks for suboptimal development. This chapter includes a detailed description of cultural differences in the way pregnancy and childbirth are conceptualized, providing a first model for considering the psychosocial process as it will unfold in subsequent chapters.

### Growth and Development from Infancy to Elderhood: Chapters 5 to 14

Chapters 5 through 14 trace basic patterns of normal growth and development in infancy, toddlerhood, early school age,

middle childhood, early adolescence, later adolescence, early adulthood, middle adulthood, later adulthood, and elderhood. In these chapters we consider how individuals organize and interpret their experience, noting changes in their behavior, attitudes, worldview, and the coping strategies that they use in the face of changing environmental demands.

Each chapter begins with an examination of four or five of the critical developmental tasks of the stage. These tasks reflect global aspects of development, including physical maturation, sensory and motor competence, cognitive maturation, emotional development, social relationships, and self-understanding. We consider the psychosocial crisis of each stage in some detail. We also show how successfully resolving a crisis helps individuals develop a prime adaptive ego quality and how unsuccessful resolution leads to core pathology. Although most people grow developmentally—albeit with pain and struggle—others do not. People who acquire prime adaptive ego qualities are more likely to lead active, flexible, agentic lives, and be resilient in the face of stressors. People who acquire core pathologies are more likely to lead withdrawn, guarded lives; they are more vulnerable to stressors resulting in greater risk of mental and physical health problems.

### Applied Topics at the End of Each Chapter

We conclude each chapter by applying research and theory to a topic of societal importance. These applied topics provide an opportunity for students to link the research and theory about normative developmental processes to the analysis of pressing social concerns. The flyleaf on the front cover of the book contains an overview of the basic tasks, crises, and applied topics for each stage of life.

### Understanding Death, Dying, and Bereavement: Chapter 15

The book closes with a chapter that addresses end-of-life issues within a psychosocial framework. As with the developmental stage chapters, the topic illustrates the interaction of the biological, psychological, and societal systems as they contribute to the experiences of dying, grieving, and bereavement. The chapter includes definitions of death, the process of dying, death-related rituals, grief, and bereavement, including a focus on the role of culture in shaping ideas about death and expressions of grief. We conclude the chapter with a discussion of the opportunities for psychosocial growth that are a result of bereavement and the considerations of one's own mortality.

## New to This Edition

The 11th edition has retained the basic structure and positive developmental emphasis of previous editions. We continue to strive to make the text clear, readable, and thought provoking, while still capturing the complexities and novel concepts that make the study of human development so fascinating. Many new sections bring greater clarity, elaboration, and a fresh way of thinking about a topic. The text has been completely updated. New research findings and recent census data have been integrated into the narrative. The following list highlights examples of the new material in each chapter.

### Chapter 1: “The Development Through Life Perspective”

- The case of Patrick Jonathan Carmichael is systematically linked to the discussion of biological, psychological, and societal systems.
- A new emphasis on meaning making.
- Discussion of technology and its influences on the societal system.
- New data on life expectancy at birth for four groups from 1970 to 2004.
- Discussion of the discrepancy in longevity between African American and Anglo populations in the United States.
- International data on life expectancy at birth for 220 countries.

### Chapter 2: “Major Theories for Understanding Human Development”

- Revised explanation of the role of theory in the study of human development.
- Introduction to the concept of resilience.
- Distinction between theory, research, and fact.
- New discussion of evolutionary theory and William James’ theory of consciousness.
- New discussion of ego psychology in psychosexual theory.
- New box focusing on cognitive behavioral therapy.
- In theories of learning, we have expanded the discussions of social learning and cognitive behaviorism.
- In cultural theory, new research on the role of culture in shaping the neural pathways.
- In social role theory, a new case example of social identity in a Pakistani American adolescent.
- In systems theory, we present new research about the importance of having links to multiple systems as a buffer against depression.
- New research about how workplace conditions contribute to role strain in the parent role.

### Chapter 3: “Psychosocial Theory”

- Analyzes the case of Erik Erikson throughout the chapter using the basic concepts of psychosocial theory.

- Expands the discussion of resilience as an aspect of coping.
- New evidence from longitudinal research supporting the sequence of psychosocial stages.

### Chapter 4: “The Period of Pregnancy and Prenatal Development”

- New section about epigenetics including imprinting and epigenetic marks.
- Discussion of plasticity as it relates to the interaction of genes and the environment.
- Explanation about how some genotypes flourish in certain environments but not in others.
- New data about assisted reproductive technology cycles and success.
- New discussion of adoption as an alternative to child-bearing.
- Research on fetal memory.
- New data about the increasing incidence of cesarean delivery.
- Expanded discussion of stress, especially workplace stress, and its impact on pregnancy and fetal development.
- New research on how men think about their responsibility for their partner’s pregnancy.
- New studies linking poverty, ethnicity, and smoking to the risk of preterm delivery.
- Findings from a Task Force of the American Psychological Association on the relationship of abortion to mental health.

### Chapter 5: “Infancy”

- Addition of communication as a developmental task, including language perception, communication with gestures, grammar recognition, and first words.
- Expanded discussion of neural development, including transient exuberance—the rapid increase in the number of neurons, dendrites, and synapses during the first 2 years of life.
- New section on information processing, including attention, processing speed, memory, and representational skills.
- Possible benefits of insecure attachment under conditions of danger or threat.
- Increased discussion of the sense of mistrust among abused infants and infants’ sensitivity to increased hostility in the household.
- Increased discussion of the role of nutrition and safety concerns related to food as part of the role of parents.
- Three features of parenting quality that relate to optimal development: sensitivity, cognitive stimulation, and warmth.
- Quotation about how infants play with their fathers.

### Chapter 6: “Toddlerhood”

- Discussion of the fact that toddlers are not getting enough moderate to vigorous physical activity to support optimal physical development.



- Impact of the television on language development in toddlerhood.
- A new explanation for theory of mind and a new example of theory of mind research.
- Section on the qualities of early attachment and experiences of shame.
- New studies about the long-lasting consequences of exposure to poverty in young children.
- New studies about the relationship of early, high-quality child care and academic performance in sixth grade.
- New studies about the effects of low-quality child care.
- Costs as well as benefits of bilingualism.
- Introduces the idea of relational aggression.

### Chapter 7: “Early School Age”

- Use of gender labels is linked to gender stereotyped play.
- Clarification of concepts of gender permanence and gender constancy.
- Expanded discussion of gender nonconformity and gender dysphoria (the desire to be the opposite sex).
- The principle of care and caring is added to the discussion of moral development.
- New discussion of the relationship between playing violent video games and moral development.
- Discussion about the fact that unstructured, child-initiated play time is dwindling.
- New section on media play.
- New data about family risk factors and reading scores from kindergarten through third grade.

### Chapter 8: “Middle Childhood”

- International agreement to stop the use of children as soldiers in armed conflict.
- Expanded definition of social competence.
- New discussion of the role of sibling relationships as they influence social development.
- New discussion of ways to help children who are socially anxious to increase their sense of closeness to friends.
- Section on the use of the Internet to supplement face-to-face friendship.
- New research about bullying.
- Results of policy report indicating that current mathematics instruction is of poor quality.
- Discussion about the impact of early deprivation on higher level skill mastery.
- Expanded discussion of reading as a complex skill.
- Introduced feelings of pride and the attributions that lead to feelings of pride in the discussion of self-evaluation.
- New discussion of cooperation and the evolutionary basis for cooperative behavior.
- Results from the American Psychological Association’s report on stress in America, which highlights aspects of their lives that children worry about.
- New information about the number of children who are victims of corporal punishment in their school.

### Chapter 9: “Early Adolescence”

- New discussion of early adolescence as a time of positive strides toward maturity.
- New research about how peers influence a girl’s body dissatisfaction.
- New research about the secular trend.
- New data suggesting that there is a delay in the onset of sexual experience.
- Risk factors for becoming a teen mother.
- New data about the likelihood of pregnant teens having an abortion.
- New data about characteristics of teen fathers.
- More extensive discussion of brain development.
- New examples of the ways that high school experiences may foster formal operational reasoning.
- New discussion of the interaction of cognition and emotion and the way the brain processes emotions.
- Research showing that depression plays a role in engaging in stressful interpersonal relationships, which then increases depression.
- The role of common home language for forming peer groups.
- Examples of how Chinese early adolescents view parents’ efforts to control their behavior.
- New research on the development of ethnic identity.
- Added discussion of how hostile and aggressive parenting can lead to increased feelings of alienation for early adolescent children.
- Narrative about feelings of alienation by a Bosnian immigrant.
- New discussion of four contexts for predicting alcohol misuse: parents, peers, school, and neighborhood.

### Chapter 10: “Later Adolescence”

- New introduction explaining our rationale for calling the stage later adolescence rather than emerging adulthood.
- New data showing the percentages of men and women at three ages who have completed the five markers of adult status.
- New research about later adolescents’ living arrangements and their relationships with their parents.
- New research on financial self-sufficiency.
- New box on human development and diversity explaining third gender.
- New studies focusing on the sexual and reproductive health of later adolescents.
- Discussion of the contribution of community service in fostering moral development.
- Added a discussion of the concept of career decision-making self-efficacy.
- New discussion of role experimentation as a cycling of commitment formation and commitment reevaluation.
- Added a first-person account of a student who dropped out of college.

## Chapter 11: “Early Adulthood”

- New discussion of how the transition into adulthood has changed.
- Expanded discussion of cohabitation.
- Expanded discussion of relationships between partners of the same sex.
- Discussion of speed dating and online dating as new ways of finding a partner.
- Expanded discussion of the positivity bias and the similarity bias as ways of strengthening partners’ commitment to one another.
- New discussion of the communal norm and the exchange norm as explanations for how relationships are sustained in the early years of marriage.
- Expanded discussion of decisions about childbearing, including unintended pregnancies and characteristics of the firstborn that influence the decision to have another child.
- New section about problems during pregnancy and maternal depression.
- New section on adoption as an alternative to childbearing.
- In section on work, there is a new section on retraining in the context of massive firings and economic recession.
- New discussion of workers who experience hostility from their supervisors.
- New discussion of national comparison and the poverty rate and the limited resources dedicated to workers in the United States.
- Added discussion of online social networking.
- Added section on the benefits of sleep.
- New international data about bike riding and walking as contributors to fitness.
- Expanded discussion about the adaptive value of love.

## Chapter 12: “Middle Adulthood”

- Data from the Organization for Economic Cooperation and Development that provides an international comparison of the working conditions of adults.
- Introduces the concept of adaptive leadership.
- Expands the discussion of interpersonal skills that are needed for effective career management with special emphasis on working in teams.
- Updates the discussion about the use of estrogen therapy for menopausal women.
- Comparison of how fathers and mothers interact with their children when they come home from work.
- Expands the definition of filial obligation including a discussion about its measurement.
- Expands the presentation about building and preserving a positive parent-child relationship as parents age.
- New research on the relationship of generativity to well-being for people who are parents and people who are childless.
- Introduces the case of Bernie Madoff as an example of stagnation.
- New discussions of sex discrimination, age discrimination, race discrimination, and sexual harassment.

## Chapter 13: “Later Adulthood”

- New analysis of life goals, including goal domains, goal orientation, and goal-related actions.
- Discussion of openness to experience and sense of humor as aspects of personality that are associated with well-being.
- New research on changes in cognitive abilities across the life span.
- New first-person narrative from grandparents discussing raising their grandchildren.
- Expands the discussion of death anxiety among older adults.
- New data about the increasing involvement of older adults in the labor force and delaying retirement.
- New case study: Anna Quinlin explains her decision to retire as a writer for *Newsweek*.
- New box, “Applying Theory and Research to Life” on patterns of adaptation to widowhood.

## Chapter 14: “Elderhood”

- Explanation of the term elderhood as a final stage of the life span.
- Identifies seven components of fitness to assess for the elderly.
- New data about the percentage of the elderly who engage in physical activity.
- New discussion of insomnia in elderhood.
- New discussions of osteoarthritis and osteoporosis.
- New data about the percentage of people in three age groups who need help in the activities of daily living.
- Discussion about online resources that allow elders to pool their experiences and support each other.
- In the discussion of the psychosocial crisis of immortality versus extinction, adds the notion of transcendent future time.
- Updates the symptoms and causes of dementia.

## Chapter 15: “Understanding Death, Dying and Bereavement”

- First-person account of a woman describing what she thinks are the benefits of registering her advanced directive.
- Results of a British study describing 12 principles of a good death.
- New first-person account of a woman who changed from being an intensive care nurse to working in hospice.
- Expands the discussion of Oregon Death With Dignity Act.
- Updated information on the moral acceptability of physician-assisted suicide.
- New data from a Gallop poll about Americans’ beliefs about heaven.

## Features That Support Learning

Several features are included in the 11th edition that we expect will contribute to the learning process.

## Basic Chapter Pedagogy

Each chapter begins with an outline and a list of objectives. These can be used to guide the reader to the main topics and help summarize basic ideas of the chapter. The chapter objectives are repeated at the point in the text where the material addressing each objective is presented, and again in the chapter summary to help students connect the material in the chapter to the major themes. Glossary terms are presented in boldface to help introduce new concepts. Each chapter ends with a chapter summary, which highlights main ideas in an integrative fashion, and a set of questions. With these questions, we hope to encourage students to synthesize information across chapters, to link topics in the text to their own experiences, and to think about how they might relate ideas from the chapters to applied settings. A list of key terms and page numbers is included to draw attention to important ideas presented in the chapter.

## Boxed Features

Two types of boxed features are included to extend discussion on topics of special interest:

*Applying Theory and Research to Life* illustrates how new research and theory can be applied to concerns of daily social life.

*Human Development and Diversity* presents a wide range of human differences that shape the nature of development at various stages of life.

Each box concludes with a group of critical thinking questions to encourage students to make connections with the topics in the text.

## Case Studies

- *Case Studies* and accompanying questions encourage students to apply concepts from the chapter to real-life experiences. The cases can be a focus for self-study or used in groups to foster discussion regarding the application of the main ideas in the chapter.

## Acknowledgments

The works of Erik Erikson and Robert Havighurst have guided and inspired our own intellectual development. The combined contributions of these scholars have shaped the basic direction of psychosocial theory and have guided an enormous amount of research in human development. They directed us to look at the process of growth and change across the life span. They recognized the intimate interweaving of the individual's life story with a sociohistorical context, emphasizing societal pressures that call for new levels of functioning at each life stage. In their writing, they com-

municated an underlying optimism about each person's resilience, adaptability, and immense capacity for growth that finds new expression in the work of positive psychology. At the same time, they wrote with a moral passion about our responsibility as teachers, therapists, parents, scholars, and citizens to create a caring society. We celebrate these ideas and continue their expression in the 11th edition of *Development Through Life*.

We want to express our thanks to our many students, colleagues, and friends who shared their experiences and expertise. Through the years, our mentors, Bill McKeachie and Jim Kelly, have been unfailing sources of support and fresh ideas. Theirs are the voices of wisdom we count on, reminding us of the values of good scholarship and a generous heart. Our former students, Brenda Lohman and Laura Landry Meyer, were excellent collaborators on our life-span development case book. For this edition, we want to thank Clarissa Uttley who revised the Student Study Guide and prepared the Instructor's resource materials. Phil was Clarissa's academic advisor when she was an undergraduate student. He encouraged her to go on for her master's degree in human development, and then her Ph.D. in psychology. She is now a faculty member at Plymouth State University in Plymouth, New Hampshire. It has been a delight to work with her and watch her flourish. With each new edition, we turn to our children and their families to offer new observations, try out ideas, and talk over controversies. At each stage, they bring new talents and perspectives that enrich our efforts.

The 11th edition was produced under the guidance of our editor, Jaime Perkins, the managing development editor, Jeremy Judson, and a team of developmental editors including Dan Money Penny, Kirk Bomont, Shannon LeMay Finn, and Rebecca Dashiell. Their advice, encouragement, support, and vision have been instrumental in bringing this edition to fruition. We are very lucky to have had the benefit of their creative energy. In addition, we would like to express our appreciation to the other professionals at Wadsworth who have helped make this book possible: Charlene Carpentier, Content Project Manager; Vernon Boes, Art Director; Kelly Miller, Assistant Editor; Mary Noel, Media Editor; Jessica Egbert, Marketing Manager; Laura Localio, Marketing Communications Manager; and Janay Pryor, Marketing Coordinator.

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