The Life Span

Human Development for Helping Professionals
The Life Span
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Fifth Edition
Dedication

For Connor, Owen, Wesley, and Will.
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What’s New in This Edition?

The first and most comprehensive developmental textbook written specifically for helping professionals, The Life Span: Human Development for Helping Professionals is now in its fifth edition. Major changes and new features include:

- New introductory vignettes in each chapter that help students to see the relevance of chapter content for their own lives and those of the people they serve.
- Clear and comprehensive coverage of emerging data on the biological and neuropsychological underpinnings of development.
- Revamped and extended explanations of the nature of stress, its role in development, and its effects on behavior at every life stage.
- New figures and tables throughout the text that summarize and organize large amounts of data and/or provide accessible information about programs and interventions. For example, Chapter 5 presents a table listing some skills taught in parent training programs, and a table in Chapter 9 gives students pointers on ways to communicate with transgender youth.
- Expanded coverage of the best empirical work on the implications for development of cultural, ethnic, and socioeconomic contexts.
- New topics with special importance to helping professionals in every chapter. Examples include the nature of translational research (Chapter 1), the consequences of bilingual child rearing (Chapter 3), the development of children’s lying (Chapters 7), bullies and victims (Chapter 7), the differential development of self-esteem, self-efficacy, and narcissism (Chapter 7), the impact of praise on self-development (Chapter 7), gender nonconformity and ways of helping sexual minority youth (Chapters 8 and 9), parental monitoring of teens (Chapter 10), the “hook-up” culture (Chapter 12), a narrative approach to career counseling (Chapter 12), promoting well-being in adulthood (Chapter 14), and many others.
- Fully updated research and applications to practice in all chapters.

MyLab Education

One of the most visible changes in the fifth edition, also one of the most significant, is the expansion of the digital learning and assessment resources embedded in the eText and the inclusion of MyLab Education in the text. MyLab Education is an online homework, tutorial, and assessment program designed to work with the text to engage learners and improve learning. Learners see key concepts demonstrated through video footage, practice what they learn, test their understanding, and receive feedback to guide their learning and to ensure their mastery of key learning outcomes. Designed to help learners see the real and powerful impact of development concepts covered in this book, the online resources in MyLab Education with the Enhanced eText include:

- Video Examples. About four or five times per chapter, an embedded video provides an illustration of a child development principle or concept in action.
- Self-Checks. In each chapter, self-check quizzes help assess how well learners have mastered the content. The self-checks are made up of self-grading multiple-choice items that not only provide feedback on whether questions are answered correctly or incorrectly, but also provide rationales for both correct and incorrect answers.
- Application Exercises. These exercises give learners opportunities to practice applying the content and strategies from the chapters. The questions in these exercises are usually constructed-response. Once learners provide their own answers to the questions, they receive feedback in the form of model answers written by experts.

The Conceptual Framework of This Book

The study of human development over the life span reveals the fascinating story of human beings and how they change over time. The story is both universal and uniquely personal, because it speaks to us about ourselves and the people who are important in our lives. Besides being intrinsically interesting, knowledge about development has
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obvious relevance for professionals engaged in psychology, counseling, education, social work, and other helping and health-related fields. We believe that in order to understand the strengths and challenges of our clients or students, we must see them in context. One important context is developmental history. As helping professionals, we must take into account the threads of continuity and change in people’s lives that bring them to their present point in development. This text provides the background and the tools to enable professionals to view their clients from a developmental perspective.

This text also reflects the contemporary view that life span development is a process deeply embedded within and inseparable from the context of family, social network, and culture. People do not progress through life in isolation; rather, their developmental course influences and is influenced by other people and systems. Some of these forces are related to the cultural differences that exist in a world of increasing diversity. We recognize the importance of these factors in understanding human development and emphasize cultural and systemic influences on human growth and change throughout the book.

We would also be remiss if we neglected to emphasize the rapidly growing body of knowledge from neuroscience that is refining our appreciation of how biology and context interact. The marriage of “nature and nurture” and our greater awareness of how they interrelate contribute significantly to a more fully informed understanding of how people change over the life course. This emphasis, which has been strengthened in this new edition, provides an overarching template for practitioners to use in understanding development and in applying developmental knowledge to their work.

Research and applications within the field of human development are becoming more and more interdisciplinary with expanding links to health, social processes, well-being, and so forth. This can make it exceptionally difficult to summarize this dynamic field. Presumably, every author of a book of this nature needs to make some choices about what to include. This particular text is configured to emphasize selected theories and research that have useful applications for helping professionals. A main purpose of this book is to provide students in the helping professions with information that can be translated into professional “best practice” applications. To this end, we have tried to use the most current research available to summarize domains of knowledge that remain, essentially, fields “under investigation.” Science by its very nature continually evolves in its efforts to reveal the nature of human experience. Thus, one of the assumptions we continue to emphasize in this edition is the importance of reflective practice for helping professionals.

Reflective practice involves “active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it leads” (Dewey, 1933/1998, p. 9). Our primary vehicle for accomplishing this goal is twofold: (1) encouraging the reader to reflect on personal experience and assumptions about development, and (2) communicating the value of research-based knowledge as a means of understanding human development. Our particular orientation intentionally emphasizes the significance of developmental research to the work of the professional helper. We attempt to integrate various lines of developmental research into a useful whole that has practical value for helpers in applied settings. This book bears witness to the enormous amount of work done by developmental researchers, particularly in the last several decades. Without their groundbreaking contributions, helping professionals’ efforts to improve people’s lives would be greatly impoverished. It has been a challenge and an honor to record their contributions in this book.

Coverage and Organization

The opening chapters establish the theme of the text and introduce broad issues in development. Chapter 1 begins with an examination of the role of developmental knowledge in reflective practice. Students are introduced to classic and contemporary theoretical models and to issues that appear and reappear throughout the text. They are encouraged to reflect on their own theoretical assumptions about development and on the impact those assumptions could have in practice. Students are introduced to developmental psychopathology in a focus feature, where they can learn about prevention science and its connection to developmental research.

Chapter 2 takes a close look at the coaction of genetic and environmental factors in the development of all aspects of the human organism. Students are introduced to genetic mechanisms in the context of epigenesis, the control of genetic expression by forces beyond the genes themselves. Sections on atypical early developments and on early brain development highlight the coaction of many genetic and environmental factors in prenatal and early postnatal development. Students are also introduced to the concept of development as adaptation and to the critical stress and adaptation system. Students emerge with an understanding of how biology and experience together craft this system and determine healthy and unhealthy outcomes.

The remaining chapters follow a chronological sequence, covering a full range of critical topics in physical, cognitive, social, and emotional development. In Chapters 3 through 5, the infancy and preschool periods are the focus. Among the topics covered are the many aspects of early cognitive growth, such as the development of representational thought and memory, executive functions, early “theory of mind” or naive psychology, the early understanding
of symbols and of language, and more. Coverage of early social development includes the emergence of emotions, emotion regulation, attachment processes, early self-development, temperament, and the role of parental disciplinary style in the growth of self-regulation.

Chapters 6, 7, and 8 examine important developments in middle childhood and in the transition to adolescence, including the growth of logical thinking, the expanding capacity to process and remember information, perspective taking skills and friendship development, influences on cognitive functioning, such as teacher and school characteristics, influences on the developing self-concept, developments in moral thinking, influences on the emergence of prosocial and antisocial behavior, gender-role development, and peer relationships. The impact of culture and context for many of these developments, such as self-concept, are highlighted.

Adolescence is the subject of Chapters 9 and 10, covering pubertal change, advances in logical and metacognitive skill, changes to the brain and stress system, identity development, sexual orientation, risk taking, and the influences of biology, peers, parents, school, media, and culture on adolescent behavior. Chapters 11 and 12 describe the young adult period, or what has been called “emerging adulthood,” and include a close look at the way thinking changes as adulthood looms and at the progress of work, career, and intimate relationships.

Chapters 13, 14, and 15 are concerned with developmental processes in middle and late adulthood. Chapter 13 focuses on changes in physical, cognitive, and social functioning during the middle adult years. Chapter 14 considers the questions that all middle adults face: What constitutes a well-lived life, and how do normally functioning adults cope with the enormous demands, progress, and setbacks that adult life brings? Finally, Chapter 15 reviews the challenges and developmental processes involved in late adulthood and end-of-life experiences. These chapters examine the many kinds of change that adults experience and the maintenance of well-being in the face of loss. Among the key developmental tasks discussed are marriage and its discontents, the experience of child rearing, spirituality, coping and health, the role of wisdom, stereotypes about aging, facing death and bereavement, and many more.

Features and Highlights

• **Depth of coverage:** Because the book is designed for graduate and advanced undergraduate students, most topics, especially those that have special relevance to helping professionals, are covered in greater depth than in a typical life span text. The expanded coverage of research in specific areas will enhance students’ understanding of the scientific basis for applications.

• **Applications:** Blending empirically supported information about treatments with the issues covered in each chapter, these revised and expanded sections offer extensive discussion of how developmental science can inform practice. Applications sections include new and expanded topics such as preventing child maltreatment, prenatal and postnatal maternal depression, managing sibling rivalry and other common problems of early childhood, improving children’s executive functions, advancing children’s social-emotional learning, reducing hostile attributional bias, helping sexual minority youth, family therapy with adolescents, helping college students develop critical thinking skills, narrative approaches to career counseling, and fostering adult wellness, among many others.

• **Focus on Developmental Psychopathology:** In many chapters, sections on psychopathology trace the developmental roots of autism, attachment disorders, conduct problems, depression, eating disorders, and PTSD. These specific disorders were selected because each represents an example of how developmental processes interact to produce psychopathology. Linkages between normal and abnormal pathways of development are explained. A review of basic concepts of developmental psychopathology and prevention science is also included.

• **Boxed features:** In many chapters, boxes highlight special topics and provide opportunities for in-depth coverage of research. These may be the biographies of influential theorists or detailed examinations of issues such as how adversity alters child outcomes, children’s credibility as eyewitnesses, issues facing children of immigrant families, the effects of divorce on children, the criminal culpability of juveniles, identity processes in multiracial individuals, gay and lesbian couples and their families, gender differences in STEM fields, leadership development in women and men, the burden of caring for elderly relatives, cross-cultural differences in funeral rituals, and many others.

• **Culture and gender:** In every chapter, cross-cultural and cross-gender issues are discussed wherever relevant developmental research is available. Many tables examine cultural differences, such as in parenting, in identity development, and in coping strategies.

• **Chapter summaries:** Every chapter ends with a summary of the major topics covered in that chapter, providing a study tool for students and a planning tool for instructors.

• **Case studies and case study discussion questions:** Case studies and questions at the end of each chapter are another set of pedagogical tools for helping students think about the clinical implications of the developmental facts and theories they have learned.
Supplemental Materials

Two online supplements are available for instructors at www.pearsonhighered.com/educator. Simply enter the author, title, or ISBN and select this textbook. Click on the “Resources” tab to view and download the available supplements.

• Online Instructor’s Manual and Test Bank: A new Online Instructor’s Manual and Test Bank (ISBN: 0-13-520616-2) has been developed with an average of 30 multiple-choice test items and 3 to 5 essay-style questions per chapter. Carefully scrutinized for accuracy, the multiple-choice questions in the Test Bank include both lower-level and higher-level questions. The lower-level questions expect students to access content knowledge and comprehension; the higher-level questions assess students’ ability to synthesize, compare and contrast, and apply their knowledge to problem solving.

• Online PowerPoint® Slides: The Online PowerPoint® slides (ISBN: 0-13-520613-8) include key concept summaries, outlines, and other graphic aids to enhance learning. These slides are designed to help students understand, organize, and remember concepts and developmental theories.
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