Preface

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

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

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

**Overview of the Seventh Edition**

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

The book seeks to accomplish the following four major goals:

- First and foremost, the book is designed to provide a broad, balanced overview of the field of lifespan development. It introduces readers to the theories, research, and applications that constitute the discipline, examining both the traditional areas of the field and more recent innovations. It pays particular attention to the applications developed by lifespan development specialists, demonstrating how lifespan developmentalists use theory, research, and applications to help solve significant social problems.
- The second goal of the text is to explicitly tie development to students’ lives. Findings from the study of lifespan development have a significant degree of relevance to students, and this text illustrates how these findings can be applied in a meaningful, practical sense. Applications are presented in a contemporary framework, including current news items, timely world events, and contemporary uses of lifespan development that draw readers into the field. Numerous descriptive scenarios and vignettes reflect everyday situations in people’s lives, explaining how they relate to the field.
- The third goal is to highlight both the commonalities and of to-day’s multicultural society. Consequently, the book incorporates material relevant to diversity in all its forms—racial, ethnic, gender, sexual orientation, religion, and cultural—throughout every chapter. In addition, every chapter has at least one *Developmental Diversity* chapter. These features explicitly consider how cultural factors relevant to development both unite and diversify our contemporary, global society.
- Finally, the fourth goal is one that is implicit in the other three: making the field of lifespan development engaging, accessible, and interesting to students. Lifespan development is a joy both to study and teach because so much of it has direct, immediate meaning to our lives. Because all of us are involved in our own developmental paths, we are tied in very personal ways to the content areas covered by the book. *Development Across the Life Span*, then, is meant to engage and nurture this interest, planting a seed that will develop and flourish throughout readers’ lifetimes.

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

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

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

The revision includes a number of significant changes and additions. Most importantly, the text now includes specific, numbered Learning Objectives. This helps instructors to design tests focused on certain learning objectives, and for students to direct their study most effectively and efficiently.

In addition, every chapter begins with a new opening vignette that introduces students to the real-world implications of the chapter topic. Furthermore, all From Research to Practice boxes—which describe a contemporary developmental research topic and its applied implications—are new to this edition.

Finally, the Seventh Edition of Development Across the Life Span incorporates a significant amount of new and updated information. For instance, advances in such areas as behavioral genetics, brain development, evolutionary perspectives, and cross-cultural approaches to development receive expanded and new coverage. Overall, more than a thousand new citations have been added, with most of those from articles and books published in the last three 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 vitro
- New examples of policy issues informed by lifespan developmental research
- Debunking relationship between vaccination and autism
- Research on same-sex parenting efficacy
- Emerging adulthood

**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

**Chapter 3**
- In utero tumor removal
- 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

**Chapter 4**
- Infants’ affinity to attractive faces
- Reduced rates of infection for breastfed infants
- Shaken baby syndrome incidence
- Brain scan showing shaken baby syndrome damage
- Link between Cesarean delivery and infant obesity
- New statistics on incidence of SIDS
- Statistics on birth attendants worldwide

**Chapter 5**
- Efficacy of educational media for children
- Parent responsiveness to infants’ babbling
- Infant understanding of movement trajectories
- Infant understanding of gravity

**Chapter 6**
- Raising gender-free children
- Infants’ abilities to distinguish race
- Difficulties in raising children who don’t differentiate on the basis of race
- 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 7**
- Montessori schooling
- Meta-analysis results of reading to children

---

End-of-Chapter Material

Each chapter ends with a numbered summary, a list of key terms and concepts, and an Epilogue that refers back to the opening Prologue and that ties the chapter together. The Looking Back summary is keyed to the Learning Objectives provided at the start of major sections of each chapter.

Marginal References

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

Putting it All Together

In end-of-part integrative concept maps, a short vignette is presented and students are asked to consider the vignette from both their point of view and the point of view of parents, educators, health-care workers, social workers, etc. Students can then log onto www.mydevelopmentlab.com to read how real professionals responded to the questions.
Lack of link between vaccination and autism
Importance of serving food with low sodium and fat content
Head Start enrollment figures
Head Start outcomes
Preschool benefits 25 years after participation
Additional characteristics of high-quality child care
Chapter 8
Effect of violent video games
Incidence of autism
Spanking as a violation of human rights
Genetic roots of generosity and selfishness
Methods for promoting generosity and empathy
Chapter 9
Benefits of bilingualism
Emotional well-being and bilingualism
Cost of psychological disorders in children
ADHD incidence and treatment
Changes in brain due to reading
Change in term “mental retardation” to “intellectual disability”
Chapter 10
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 11
Brain damage due to binge drinking in teenagers
Summer learning loss
Stealth learning
Cyberbullying
Risky behavior caused by overestimation of rewards
Choices between media options by adolescents
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
Chapter 12
Friendship and social networks
Sexting
Teenage pregnancy rates at historic lows
Declines in rate of adolescent sexual intercourse
Increase in use of condoms
Religion as viewing the world in terms of intentional design
Cross-group friendships promote more positive intergroup attitudes
Gender-nonconforming gays and lesbian adjustment
More positive societal attitudes toward homosexuality; majority support of gay and lesbian marriage
Increase in bicultural identity
Chapter 13
College completion for blacks
Future orientation personality variable
Perceived racial discrimination
Sex discrimination in math-intensive fields
Average weight cross-culturally
Desirable qualities of friends
Chapter 14
Emerging adulthood
Total costs of raising children
New figure on ideal family size
Fertility rate in United States, Afghanistan, and Zambia
Average time spent on paid and unpaid work by fathers and mothers
Increase in cohabitation
New data of husband/wife division of labor
Majority of births occur outside of marriage for women under 30
Secure relationships lead individuals to feel energized
Chapter 15
Multitasking and thinking quality
Driving and texting
Sexual activity in middle age
Differences in brain activity in older adults
Decline in percentage of postmenopausal women taking hormone therapy
Chapter 16
Subjective well-being across the lifespan
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 17
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
Chapter 18
Grandparenting classes
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
Chapter 19
Effectiveness of grief counseling
Efficacy of encouraging people to express negative emotions following grief
Criticisms of Kubler-Ross

Ancillaries

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

Print and Media Supplements for the Instructor

- Instructor’s Resource Manual (ISBN: 0205940137). The Instructor’s Resource Manual has been thoroughly reviewed and revised for the seventh edition. It includes learning objectives, key terms and concepts, self-contained lecture suggestions and class activities for each chapter.

  The Instructor’s Resource Manual will be available for download via the Pearson Instructor’s Resource Center (www.pearsonhighered.com) or on the MyDevelopmentLab® platform (www.mydevelopmentlab.com).

- Video Enhanced PowerPoint Slides. These slides, available on the Instructor’s Resource DVD (ISBN 020593515X), bring the Feldman design right into the classroom, drawing students into the lecture and providing wonderful interactive activities, visuals, and videos.

- PowerPoint Lecture Slides (ISBN: 0205940331). The lecture slides 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.pearsonhighered.com) or on the MyDevelopmentLab® platform (www.mydevelopmentlab.com).

- Test Item File (ISBN: 0205940226). For the Seventh Edition, each question was checked for accuracy to ensure that the correct answer was marked and the page reference was accurate. The test bank contains over 3,000 multiple-choice, true/false, and essay questions, each referenced to the relevant page in the book and correlated to both 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.
MyTest (ISBN: 0205935125). The test item file comes with the Pearson MyTest, a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests can be authored online, allowing instructors ultimate flexibility and the ability to efficiently manage assessments anytime, anywhere. For more information, go to www.PearsonMyTest.com.

My Virtual Life. Raise your child. Live your life. MyVirtualLife is two simulations in one. The first simulation allows students to raise a child from birth to age 18 and monitor the effects of their parenting decisions over time. In the second simulation students make first person decisions and see the impact of those decisions on their simulated future self over time. By incorporating physical, social, emotional, and cognitive development throughout the entire lifespan, MyVirtualLife helps students think critically as they apply their course work to their own virtual life. You can access MyVirtualLife within MyDevelopmentLab or as a standalone product. To package the student text with MyVirtualLife use ISBN 0205941559.

MyDevelopmentLab (ISBN: 0205952453). Available at www.mydevelopmentlab.com, MyDevelopmentLab is an online homework, tutorial, and assessment program that truly engages students in learning. It helps students better prepare for class, quizzes, and exams—resulting in better performance in the course. It provides educators a dynamic set of tools for gauging individual and class performance:

- Customizable MyDevelopmentLab is customizable. Instructors choose what students’ course looks like. Homework, applications, and more can easily be turned on and off.
- Blackboard Single Sign-on MyDevelopmentLab can be used by itself or linked to any course management system. Blackboard single sign-on provides deep linking to all New MyDevelopmentLab resources.
- Pearson eText and Chapter Audio Like the printed text, students can highlight relevant passages and add notes. The Pearson eText can be accessed through laptops, iPads, and tablets. Download the free Pearson eText app to use on tablets. Students can also listen to their text with the Audio eText.
- Assignment Calendar & Gradebook A drag and drop assignment calendar makes assigning and completing work easy. The automatically graded assessment provides instant feedback and flows into the gradebook, which can be used in the MyDevelopmentLab or exported.
- Personalized Study Plan Students’ personalized plans promote better critical thinking skills. The study plan organizes students’ study needs into sections, such as Remembering, Understanding, Applying, and Analyzing.
- MyDevelopmentLabMarginIconsMarginicons guidestudents from their reading material to relevant videos and activities. To package MyDevelopmentLab with the student text, use ISBN 0205940749.

- Class Preparation Tool. Available for instructors within MyDevelopmentLab, this exciting instructor resource makes lecture preparation easier and less time consuming. MyClassPrep collects the very best class preparation resources—art and figures from our leading texts, videos, lecture activities, classroom activities, demonstrations, and much more—in one convenient online destination. You can search through MyClassPrep’s extensive database of tools by content topic or by content type. You can select resources appropriate for your lecture, many of which can be downloaded directly; or you can build your own folder of resources and present from within MyClassPrep.

Video Resources for Instructors

- The MyDevelopmentLab Video Series engages students and brings to life a wide range of topics spanning prenatal through the end of the lifespan. New international videos shot on location allow students to observe similarities and differences in human development across various cultures.

Media Supplements for the Student

- MyDevelopmentLab. With this exciting new tool students are able to self-assess using embedded diagnostic tests and instantly view results along with a customized study plan.

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

- CourseSmart eTextbook (ISBN: 0205940277). CourseSmart offers students an online subscription to Development Across the Life Span, 6/e at up to 60% savings. With the CourseSmart eTextbook, students can search the text, make notes online, print our reading assignments that incorporate lecture notes, and bookmark important passages. Ask your Pearson sales representative for details or visit www.coursesmart.com.

Supplementary Texts

Contact your Pearson representative to package any of these supplementary texts with Development Across the Life Span, Seventh 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 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.


• **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:

- Wanda Clark—South Plains College
- Ariana Durando—Queens College
- Dawn Kriebel—Immaculata University
- Yvonne Larrier—Indiana University South Bend
- Meghan Novy—Palomar College
- Laura Pirazzi—San Jose State University

In addition, I am grateful to the reviewers of previous editions:

- Kristine Anthis—Southern Connecticut State University
- Jo Ann Armstrong—Patrick Henry Community College
- Sindy Armstrong—Ozarks Technical College; Stephanie Babb—University of Houston-Downtown; Verneda Hamm Baugh—Kean University; Laura Brandt—Adal E. Stevenson High School; Jennifer Brennon—Kirkwood Community College; Lisa Brown—Frederick Community College; Cynthia Calhoun—Southwest Tennessee Community College; Cara Cashon—University of Louisville; William Elmhurst—Marshall High School; Donnell Griffin—Davidson County Community College; Sandra Hellyer—Ball State University; Dr. Nancy Kalish—California State University, Sacramento; Barb Ramos—Simpson College; Linda Tobin—Austin Community College; Scott Young—Iowa State University

Amy Boland—Columbus State Community College; Ginny Boyum—Rochester Community and Technical College; Krista Forrest—University of Nebraska at Kearney; John Gammon—Ozarks Technical College; Tim Killian—University of Arkansas; Peter Matsos—Riverside City College; Troy Schiedenhelm—Rowan-Cabarrus Community College; Charles Shairs—Bunker Hill Community College; Deirdre Slavik—NorthWest Arkansas Community College; Cassandra George Sturgis—Washburn Community College; Rachelle Tannenbaum—Anne Arundel Community College; Lois Willoughby—Miami Dade College.

Nancy Ashton, R. Stockton College; Dana Davidson, University of Hawaii at Manoa; Margaret Dombrowski, Harrisburg Area Community College; Bailey Drechsler, Cuesta College; Jennifer Farell, University of North Carolina—Greensboro; Carol Flaugher, University at Buffalo; Rebecca Glover, University of North Texas; R. J. Grisham, Indian River Community College; Martha Kuehn, Central Lakes College; Heather Nash, University of Alaska Southeast; Sadie Oates, Pitt Community College; Patricia Sawyer, Middlesex Community College; Barbara Simon, Midlands Technical College; Archana Singh, Utah State University; Joan Thomas—Spiegel, Los Angeles Harbor College; Linda Veltri, University of Portland.

Libby Balter Blume, University of Detroit Mercy; Bobby Carlsten, Averett College; Ingrid Cominsky, Onondaga Community College; Amandie Cunningham, Emporia State University; Felice J. Green, University of North Alabama; Mark Hartlaub, Texas A&M University—Corpus Christi; Kathleen Hultbert, University of Massachusetts—Lowell; Susan Jacob, Central Michigan University; Laura Levine, Central Connecticut State University; Pameyln M. MacDonald, Washburn University; Jessica Miller, Mesa State College; Shirley Albertson Owens, Vanguard University of Southern California; Stephanie Weyers, Emporia State University; Karen L. Yanowitz, Arkansas State 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 Krausmeier, 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 central roles in the development of this book. John Bickford and Christopher Poirier provided important research and editorial input, and I am thankful for their help. Most of all, John Graff was essential in juggling and coordinating the multiple aspects of writing a book, and I am very grateful for the substantial role he played.

I am also grateful to the superb Pearson team that was instrumental in the inception and development of this book. Erin Mitchell, Executive Editor, has brought enthusiasm and thoughtful ideas to this edition. Editorial Project Manager Diane Szulecki went way...
beyond the call of duty to provide help in bringing this book to press. I am grateful for their support. On the production end of things, Denise Forlow, the production supervisor, and Annemarie Franklin, the production project manager, helped in bringing all the aspects of the text together. I am also perennially grateful to Jeff Marshall, whose many ideas permeate this book. Finally, I'd like to thank (in advance) marketing manager Nicole Kunzmann, 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 terrific kids, Jonathan (and wife, Leigh), Joshua (and wife Julie), and Sarah not only are nice, smart, and good-looking, but my pride and joy. My wonderful grandsons, Alex and Miles, have brought immense happiness from the moment of their births. And ultimately my wife, Katherine Vorwerk, provides the love and grounding that makes everything worthwhile. I thank them, with all my love.

Robert S. Feldman  
University of Massachusetts Amherst

About the Author

Robert S. Feldman is Professor of Psychology and Dean of the College of Social and Behavioral Sciences at the University of Massachusetts, Amherst. A recipient of the College Distinguished Teacher Award, he teaches psychology classes ranging in size from 15 to nearly 500 students. During the course of more than two decades as a college instructor, he has taught both undergraduate and graduate courses at Mount Holyoke College, Wesleyan University, and Virginia Commonwealth University in addition to the University of Massachusetts.

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.

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 (from which he received the Distinguished Alumni Award). He has an MS and Ph.D. from the University of Wisconsin-Madison. He is a winner of a Fulbright Senior Research Scholar and Lecturer award, and he has written more than 100 books, book chapters, and scientific articles. He has edited Development of Nonverbal Behavior in Children (Springer-Verlag) and 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 many languages, including Spanish, French, Portuguese, Dutch, Chinese, Korean, German, Arabic, and Japanese. His research interests include honesty and deception in everyday life, work that he described in The Liar in Your Life, a trade book published in 2009. His research has been supported by grants from the National Institute of Mental Health and the National Institute on Disabilities and Rehabilitation Research. He is also president-elect of the Federation of Associations in the Behavioral and Brain Sciences Foundation, an organization that promotes the social sciences.

Professor Feldman loves music, is an enthusiastic pianist, and enjoys cooking and traveling. He has three children and two young grandsons. He and his wife, a psychologist, live in western Massachusetts in a home overlooking the Holyoke Mountain Range.