

ROBERT S. FELDMAN

DISCOVERING THE LIFE SPAN

5TH EDITION



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PRESCHOOL PERIOD

(3 to 6 years)

MIDDLE CHILDHOOD

(6 to 12 years)

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

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

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

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

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

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

Preoperational stage

Concrete operational stage

Initiative-versus-guilt stage

Industry-versus-inferiority stage

Phallic stage

Latency period

Preconventional morality level

Conventional morality level

	ADOLESCENCE (12 to 20 years)	EARLY ADULTHOOD (20 to 40 years)	
PHYSICAL DEVELOPMENT	<ul style="list-style-type: none"> Girls begin the adolescent growth spurt around age 10, boys around age 12. Girls reach puberty around age 11 or 12, boys around age 13 or 14. Primary sexual characteristics develop (affecting the reproductive organs), as do secondary sexual characteristics (pubic and underarm hair in both sexes, breasts in girls, deep voices in boys). 	<ul style="list-style-type: none"> Physical capabilities peak in the 20s, including strength, senses, coordination, and reaction time. Growth is mostly complete, although some organs, including the brain, continue to grow. For many young adults, obesity becomes a threat for the first time, as body fat increases. Stress can become a significant health threat. In the mid-30s, disease replaces accidents as the leading cause of death. 	
COGNITIVE DEVELOPMENT	<ul style="list-style-type: none"> Abstract thought prevails. Adolescents use formal logic to consider problems in the abstract. Relative, not absolute, thinking is typical. Verbal, mathematical, and spatial skills improve. Adolescents are able to think hypothetically, divide attention, and monitor thought through meta-cognition. Egocentrism develops, with a sense that one is always being observed. Self-consciousness and introspection are typical. A sense of invulnerability can lead adolescents to ignore danger. 	<ul style="list-style-type: none"> As world experience increases, thought becomes more flexible and subjective, geared to adept problem solving. Intelligence is applied to long-term goals involving career, family, and society. Significant life events of young adulthood may shape cognitive development. 	
SOCIAL/ PERSONALITY DEVELOPMENT	<ul style="list-style-type: none"> Self-concept becomes organized and accurate and reflects others' perceptions. Self-esteem grows differentiated. Defining identity is a key task. Peer relationships provide social comparison and help define acceptable roles. Popularity issues become acute; peer pressure can enforce conformity. Adolescents' quest for autonomy can bring conflict with parents as family roles are renegotiated. Sexuality assumes importance in identity formation. Dating begins. 	<ul style="list-style-type: none"> Forming intimate relationships becomes highly important. Commitment may be partly determined by the attachment style developed in infancy. Marriage and children bring developmental changes, often stressful. Divorce may result, with new stresses. Identity is largely defined in terms of work, as young adults consolidate their careers. 	
THEORIES & THEORISTS	Jean Piaget	Formal operations stage	
	Erik Erikson	Identity-versus-confusion stage	Intimacy-versus-isolation stage
	Sigmund Freud	Genital stage	
	Lawrence Kohlberg	Postconventional morality level may be reached	

MIDDLE ADULTHOOD

(40 to 65 years)

LATE ADULTHOOD

(65 years to death)

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

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

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

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

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

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

Generativity-versus-stagnation stage

Ego-integrity-versus-despair stage

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Discovering the Life Span

Fifth Edition

Robert S. Feldman

University of Massachusetts Amherst



To Alex, Miles, Naomi, Lilia, Rose, and Marina

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Preface

To the Student

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

Lifespan development is a field that will speak to you in a personal way. It covers the range of human existence from its beginnings at conception to its inevitable ending at death. It is a discipline that deals with ideas and concepts and theories, but one that above all has at its heart people—our fathers and mothers, our friends and acquaintances, and our very selves.

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

Getting to Know the Book

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

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

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

Similarly, the material is organized into *learning objectives*, abbreviated as *LO*. At the start of every subsection, you'll find them in the form of statements. It makes sense to pay particular attention to the learning objectives because they indicate the material that instructors most want you to learn and that they use to develop test questions. The learning objectives are also listed at the beginning of each chapter.

The book also has a way of indicating which terms are most critical to your understanding of lifespan development. Key terms and concepts are printed in **boldface type**, and are defined in the margins. Less-critical terms and

concepts are printed in *italics* and defined within the paragraph where they first appear, but not in the margin.

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

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

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

Finally, there are several features illustrating how the material is relevant from the perspectives of people in different roles and professions, including parents, educators, healthcare providers, and social workers. "From the Perspective of ..." asks you questions designed to help you think critically about how lifespan development applies to someone working in a specific field, and "Putting It All Together"—a summary at the end of each chapter—will help you integrate the material in the modules and learn how it applies across a variety of dimensions.

A Last Word ...

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

I hope this book grabs your interest in lifespan development and shows you how it can apply to your own life and

improve it. Let me know if it does, or anything else you'd like to convey to me. I'd love to hear from you, and you can easily reach me at feldman@chancellor.umass.edu. In the meantime, enjoy your introduction to lifespan development.

To the Instructor

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

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

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

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

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

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

Finally, *Discovering the Life Span, Fifth Edition*, provides complete integration between the book and a huge array of media interactives and assessments in *Revel*, comprising videos, quizzes, and literally hundreds of activities that extend the text and make concepts come alive.

An Introduction to *Discovering the Life Span, Fifth Edition*

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

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

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

The book is designed to be user friendly. Written in a direct, conversational voice, it replicates as much as possible a dialogue between author and student. The text is meant to be understood and mastered on its own by students of every level of interest and motivation. To that end,

it includes a variety of pedagogical features that promote mastery of the material and encourage critical thinking. These features include:

- **CHAPTER-OPENING PROLOGUES.** Each of the chapters starts with an attention-grabbing account of an individual who is at the developmental stage covered by the chapter. The material in the prologue sets the stage for the chapter, and the material is addressed in the end of the chapter when the physical, cognitive, and social and personality aspects are integrated.
- **MODULE-OPENING VIGNETTE.** Modules (which are nestled within chapters) begin with short vignettes, describing an individual or situation that is relevant to the basic developmental issues being addressed in the module.
- **LEARNING OBJECTIVES.** Every subsection begins with a learning objective, clearly specifying what students are expected to master after reading and studying the material. Learning objectives are listed at the beginning of each chapter.
- **FROM RESEARCH TO PRACTICE.** Each chapter includes a box that describes current developmental research or research issues, applied to everyday problems. Most of these boxes are new to the fifth edition.
- **CULTURAL DIMENSIONS.** Every chapter includes “Cultural Dimensions” sections incorporated into the text. These sections highlight issues relevant to today’s multicultural society. Examples of these sections include discussions about preschools around the world, gay and lesbian relationships, the marketing of cigarettes to the less advantaged, and race, gender, and ethnic differences in life expectancy.
- **DEVELOPMENT IN YOUR LIFE.** Every chapter includes information on specific uses that can be derived from research conducted by developmental investigators. For instance, the text provides concrete information on how to encourage children to become more physically active, how to help troubled adolescents who might be contemplating suicide, and on planning and living a good retirement. In previous editions, this feature was titled “Becoming an Informed Consumer of Development.”
- **REVIEW, CHECK, AND APPLY SECTIONS.** At the end of each module are short recaps of the chapters’ main points, a series of questions on the chapter content, and a question oriented to apply the chapter content to the real world, keyed to the learning objectives.
- **“FROM THE PERSPECTIVE OF...” QUESTIONS.** Students will encounter frequent questions throughout

the text designed to show the applicability of the material to a variety of professions, including education, nursing, social work, and healthcare.

- **THINKING ABOUT THE DATA.** Every chapter includes a “Thinking About the Data” figure, which invites students to apply critical thinking to a graph or diagram.
- **RUNNING GLOSSARY.** Key terms are defined in the margins of the page on which the term is presented.
- **END-OF-CHAPTER INTEGRATIVE MATERIAL.** At the end of each chapter, the chapter-opening prologue is recapped and addressed from the three domains of physical, cognitive, and social and personality development. In addition, questions address the prologue from the perspective of people such as parents, professional caregivers, nurses, and educators.

What’s New in the Fifth Edition?

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

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

The fifth edition also includes the following improvements:

- **THEORETICAL PERSPECTIVES.** Each chapter includes a look at a topic through the lenses of various theoretical perspectives. For example, Chapter 1 discusses how various theorists would study the Ruiz family, profiled in the chapter opener.
- **STRONGER EMPHASIS ON CULTURE.** More so than in previous editions, *Discovering the Life Span*, Fifth Edition emphasizes the impact of culture on development.
- **REDESIGNED CHAPTER SUMMARIES.** “Putting It All Together” chapter summaries have been redesigned to more closely link to chapter content.
- **CHAPTER-OPENING PHOTO.** Every chapter opens with a photo representing the content to follow and tying into the Summary vignette.

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: Introduction

- Revised prologue on Louise Brown and Elizabeth Carr, both born by *in vitro* fertilization
- Revised “perspective” prompt on cohort membership, emphasizing the cell phone generation
- Revised material on gender, culture, ethnicity, and race, including:
 - How roles played by men and women vary across cultures
 - Revised *Cultural Dimensions* box “How Culture, Ethnicity, and Race Influence Development” discusses cultural, ethnic, racial, socioeconomic, and gender considerations in the study of development
- Revised discussion of critical and sensitive periods
- Streamlined coverage of Freud’s psychoanalytic perspective
- New examples in assessment of behavioral perspective
- New section on assessing cognitive neuroscience approaches
- New Figure 1-1 on brain differences in a person with autism
- Additional material on Vygotsky and scaffolding
- Theoretical perspectives: Discussion of how various theorists would study the Ruiz family, profiled in the chapter opener
- Updated Figure 1-5 on longitudinal vs. cross-sectional research
- New example of application of theories
- New Figure 1-2 on scientific method
- Additional coverage of ethnographic research and challenges
- Additional coverage of the importance of replication in psychological experiments
- New replication crisis discussion
- Revised *From Research to Practice* box on using lifespan development research for public policy
- Expanded meta-analysis discussion
- New coverage of informed consent and vulnerable populations

Chapter 2: The Start of Life

- New prologue on genetic testing
- New Figure 2-2 showing rise in number of triplet and higher-order births
- New *From Research to Practice* box on transgenerational epigenetic inheritance
- Updated Table 2-1 on the genetic basis of various disorders
- Updated Table 2-2 on fetal development monitoring techniques

- Updated Table 2-3 on DNA-based genetic tests
- Updated abortion statistics
- Marijuana use during pregnancy
- Opioid use during pregnancy
- Cultural myths of pregnancy
- New guidelines on drugs during delivery from the American College of Obstetricians and Gynecologists
- Importance of touch in newborns
- New research on immediate mother-child bonding
- Updated statistics on length of hospital stay
- New data on rates of infant mortality in the United States by race, including new Figure 2-17
- New Figure 2-14 on worldwide rates of infant mortality
- New Table 2-4 on risk factors for low-birthweight preterm infants
- New estimates of cost of caring for premature infants
- New material on risk factors for premature births
- Family and Medical Leave Act (FMLA) update
- Additional material on postpartum depression
- Updated statistics on IVF infants
- New coverage of circumcision rates

Chapter 3: Infancy

- Statistics on shaken baby syndrome, with new Figure 3-5 showing damage to the brain of a shaken baby
- Causes of cultural differences in infant sleep patterns
- Rates of poverty and hunger in the United States and worldwide
- Clarification of timing of breastfeeding and introduction of solid foods
- Change in key term from **scheme** to **schema**
- New *From Research to Practice* box on why formal education is lost on infants
- Theoretical perspectives: Comparing application of Piagetian and information processing theories
- Updated statistics on single-parent and no-parent families
- Updated statistics on teen pregnancy
- American Academy of Pediatrics guidelines on infant sleep location
- Mothers’ sleep difficulties
- Efficacy of strategies to increase infant intelligence
- Suggestion to teach cause-and-effect in infants
- Newer critiques of Chomsky’s nativist approach to language learning
- Imitative vocalization of infants
- Average size of families—changes

Chapter 4: The Preschool Years

- New opening vignette
- New definition of obesity in terms of BMI
- New statistics on obesity
- Obesity and overweight children in developing countries
- “Just-right phenomenon” eating rituals in children
- Updated statistics on parents’ views of children’s health
- Updated statistics on early childhood education
- Long-term benefits of preschool education
- Explaining the complementary nature of alternate theoretical perspectives
- Additional comparison of differing theoretical approaches
- Transgender preschoolers’ challenges
- Mental health advantages of androgyny
- More symptoms of autism spectrum disorder
- New statistics of family life demographics
- Success of immigrant children despite different parenting styles
- New figure on child abuse
- Additional signs of child abuse
- Revised discussion of screen time
- Video deficit hypothesis
- Revised end-of-chapter summary to reflect new chapter opener

Chapter 5: Middle Childhood

- Revised obesity statistics
- New Figure 5-1 on obesity rates in childhood
- Obesity demographics
- Risk factors in asthma
- Prevalence of asthma
- Demographic differences in asthma
- Updated material on cyber-safety
- Prevalence of learning disabilities
- Theoretical perspectives: Explanatory theories of learning disabilities
- Incidence of ADHD
- New Figure 5-5 on bilingualism rates in the United States
- Cognitive advantages of bilingualism
- Revised section with new support for code-based reading instruction
- New edition of WISC-V
- Individuals with Disabilities Education Act (IDEA)
- Categories of bullying
- One-child policy in China and academic performance

- Updated material on family demographics
- Multigenerational families
- Self-care laws
- Free-range parenting

Chapter 6: Adolescence

- BMI definition of obesity
- Updated information on males with anorexia
- *From Research to Practice* box on brain development in adolescence
- Updated statistics on marijuana use and opioid abuse
- Figure 6-4 on marijuana use among teens
- Updated statistics on binge drinking and alcohol use among teens and its effect on the brain
- New Figure 6-5 on binge drinking
- Updated coverage of e-cigarettes
- New statistics on grade inflation
- New Figure 6-6 on child care choices
- New Figure 6-8 on how teens prefer to communicate with friends
- New statistics on social media use and video games
- Emerging adulthood
- Adolescent anxiety
- New statistics on suicide among adolescents
- New Figure 6-9 on behavioral problems of teens in terms of time spent with parents
- New *From Research to Practice* box on social comparison, self-esteem, and social media
- Cross-race friendships
- Transgender and gender-fluid persons
- New Figure 6-12 on teen pregnancy

Chapter 7: Early Adulthood

- New learning objective relating to emerging adulthood
- Brain development in early adulthood
- New recommendations for physical fitness
- New Figure 7-1 on connection between fitness and longevity
- New Figure 7-2 on obesity rates in the United States
- Updated statistics on obesity
- New Figure 7-3 on obesity rates worldwide
- More on cross-cultural differences in health beliefs
- Using mindfulness to reduce stress
- New section comparing theories of post-formal thinking in adulthood
- Additional creativity peaking examples
- Decline in flexibility in thinking relating to creativity

- Updated statistics on college attendance
- New Figure 7-6 on diversity increases in college attendance
- New Figure 7-7 on increase in students reporting problems with anxiety, depression, and relationships
- New statistics on support of gay marriage
- Mother's attachment style and parenting of infants
- New statistics on delay of marriage
- New Figure 7-9 on rates of cohabitation
- New Figure 7-10 on median age at first marriage
- New divorce statistics
- New fertility rate statistics
- Millennial generation views of work
- New material on emerging adulthood
- New Figure 7-14 on the gender gap in wages

Chapter 8: Middle Adulthood

- SES and health
- Cause of death statistics
- New data on hormone replacement therapy
- New Figure 8-5 on incidence of breast cancer
- Routine mammogram controversy
- Normative crises theories
- Life events theories
- Application of life events theories
- Updated divorce statistics
- Updated causes for divorce
- Remarriage failure statistics
- Stress from children returning compared to leaving during middle adulthood
- Rise in multigenerational families
- New statistics on life expectancy
- Update on intimate partner violence
- Honor killings and spousal abuse
- Revised leisure time statistics
- Burnout on the job
- Suicide and job loss

Chapter 9: Late Adulthood

- New *From Research to Practice* box on cognitive skills training in late adulthood
- New Figure 9-1 on growing size of the late adulthood population
- New data on leading causes of death in elderly people
- New data on Alzheimer rates
- New Figure 9-3, data on vehicular crashes involving older adults vs. teens

- Lengthening telomeres
- New drug therapies for extending life
- New Figure 9-6 on longer life spans
- New Figure 9-10 on technology adoption in late adulthood
- Socioemotional selectivity theory
- Cost of nursing home care
- New Figure 9-12 on living arrangements in late adulthood
- New Figure 9-13 on perceived benefits of growing older

Chapter 10: Death and Dying

- New prologue on a good death
- Theoretical perspectives: Alternative theories on dying to that of Kübler-Ross
- Four-component theory of grieving
- New *From Research to Practice* box on grief after spouse death
- Professional mourners in China
- Displays of grief in Egypt
- Additional ways of helping children deal with grief
- New statistics on assisted suicides and jurisdictions
- Treatment of dying across cultures
- Updated statistics on infant mortality in the United States and other countries
- New Figure 10-4 on predictions of life span versus reality
- Discussion of crisis intervention used for children who survived the Sandy Hook school shooting
- New Check Yourself question in module 10.3
- Revised Summary

A Final Note

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

Teaching and Learning Resources

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

Revel™

Revel is an interactive learning environment that deeply engages students and prepares them for class. Media and assessment integrated directly within the authors' narrative lets students read, explore interactive content, and practice in one continuous learning path. Thanks to the dynamic

reading experience in Revel, students come to class prepared to discuss, apply, and learn from instructors and from each other.

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The fifth edition includes integrated videos and media content throughout, allowing students to explore topics more deeply at the point of relevancy. Revel makes the content come alive as students respond to “Myth or Truth” and “Fun Facts and a Lie” interactives. Each chapter also includes at least one “Trending Topic” feature, which explores cutting-edge research or current events.

Highly engaging interactives encourage student participation. Interactive scenarios invite students into “choose your own path”-type activities. Other interactives lead them through how a health-care professional, counselor, teacher, or parent might react to a specific developmental situation or solve a problem. Students can also explore interactive figures using drag-and-drop and predictive graphing tools.

Each chapter includes a *Thinking About the Data* prompt, which encourages the student to think about what is behind the data they see in graphs and tables using a data-driven Social Explorer activity in Revel.

Finally, a set of carefully curated videos builds on text content, exploring developmental psychology from a variety of perspectives, including a deeper look at diversity and the latest in neuroscience.

Revel also offers the ability for students to assess their content mastery by taking multiple-choice quizzes that offer instant feedback and by participating in a variety of writing assignments, such as peer-reviewed questions and autograded assignments.

MyVirtualLife integration enables students to apply developmental concepts in a simulated environment within their Revel™ course. MyVirtualLife is an interactive simulation that allows students to parent a child from birth to age 18, making decisions on the child’s behalf. Once the virtual child turns 18, the student user’s perspective flips for the second half of the program, which enables students to live a simulated life and see the impact of their first-person decisions over the course of a lifetime.

Print and Media Supplements

- **Instructor’s Resource Manual (ISBN: 9780135871904).** Designed to make your lectures more effective and save you preparation time, this extensive resource gathers together the most effective activities and strategies for teaching your course. The *Instructor’s Resource Manual* includes learning objectives, key terms and concepts, self-contained lecture suggestions, and class activities for each chapter. Available for download via the Pearson Instructor’s Resource Center (www.pearsonhighered.com).
- **PowerPoint Lecture Slides (ISBN: 9780135872222).** The PowerPoints provide an active format for presenting concepts from each chapter and feature prominent figures and tables from the text. The PowerPoint Lecture Slides are available for download via the Pearson Instructor’s Resource Center (www.pearsonhighered.com).
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- **PowerPoint Slides for Photos, Figures, and Tables (ISBN: 9780135871881).** These slides contain only the photos, figures, and line art from the textbook. Available for download on the Instructor’s Resource Center (www.pearsonhighered.com).
- **Test Bank (ISBN: 9780135871843).** For the fifth edition, each question was checked to ensure that the correct answer was marked and the page reference was accurate. The test bank contains multiple-choice, true/false, and essay questions, each referenced to the relevant page in the book and correlated to chapter learning objectives. The test bank features the identification of each question as factual, conceptual, or applied and also makes use of Bloom’s Taxonomy. Finally, each item is also identified in terms of difficulty level to allow professors to customize their tests and ensure a balance of question types. Each chapter of the test item file begins with the Total Assessment Guide: an easy to reference grid that makes creating tests easier by organizing the test questions by text section, question type, and whether it is factual, conceptual, or applied. The Test Bank is available for download via the Pearson Instructor’s Resource Center (www.pearsonhighered.com).
- **MyTest (ISBN: 9780135872178).** The test bank 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.
- **Pearson Teaching Films Lifespan Development Video (ISBN: 0205656021).** This video engages students and brings to life a wide range of topics spanning prenatal through the end of the life span. International videos shot on location allow students to observe similarities and differences in human development across various cultures.

- **Supplementary Texts.** Contact your Pearson representative to package any of these supplementary texts with *Discovering the Life Span*, Fifth Edition.
- **Current Directions in Developmental Psychology (ISBN: 0205597505).** Readings from the American Psychological Society. This exciting reader includes more than 20 articles that have been carefully selected for the undergraduate audience, and taken from the 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.
- **Human Development in Multicultural Contexts: A Book of Readings (ISBN: 0130195235).** Written by Michele A. Paludi, this compilation of readings highlights cultural influences in developmental psychology.
- **The Psychology Major: Careers and Strategies for Success (ISBN: 0205684688).** Written by Eric Landrum (Idaho State University), Stephen Davis (Emporia State University), and Terri Landrum (Idaho State University), this 160-page paperback provides valuable information on career options available to psychology majors, tips for improving academic performance, and a guide to the APA style of research reporting.

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 Jean Poppei, *The Sage Colleges/Russell Sage College*
 Lydia Powell, *Vance-Granville Community College*
 Sherri Restauri, *Jacksonville State University*
 Kate Rhodes, *Dona Ana Community College*
 Shannon Rich, *Texas Woman's University*
 Cynthia Riedi, *Morrisville State College, Norwich Campus*
 Laura Rieves, *Tidewater Community College*
 Vicki Ritts, *St. Louis Community College–Meramec*
 Jane Roda, *Penn State–Hazleton Campus*
 Keith Rosenbaum, *Dallas Baptist University*
 Karl Rosengren, *University of Illinois at Urbana–Champaign*
 Renda Ross, *Capital University*
 Willow Rossmiller, *Montana State University–Great Falls College of Technology*
 Melinda Rouse, *Alamance Community College*
 Marlo Rouse-Arnett, *Georgia Southern*
 Lisa Routh, *Pikes Peak Community College*
 Loretta Rudd, *Texas Tech University*
 Robert Rycek, *University of Nebraska at Kearney*
 Brooke Saathoff, *Labette Community College*
 James Sapp, *Kentucky Christian University*
 Marie Saracino, *Stephen F. Austin State University*
 Al Sarno, *Hannibal-LaGrange College*

- Patricia Sawyer, *Middlesex Community College*
 Linda Schaefer, *Minot State University*
 Troy Schiedenhelm, *Rowan Cabarrus Community College*
 Celeste Schneider, *Saint Mary's College*
 Pamela Schuetze, *Buffalo State College*
 Joe Schuh, *Northern Kentucky University*
 Candace Schulenburg, *Cape Cod Community College*
 Eric Seemann, *University of Alabama–Huntsville*
 Nancy Segal, *California State University–Fullerton*
 Sandy Sego, *American International College*
 ZewelANJI Serpell, *James Madison University*
 Nitya Sethuraman, *Indiana University*
 Stacie Shaw, *Presentation College–Fairmont Campus*
 Virginia Shipman, *University of New Mexico*
 Beth Sigmon, *Robeson Community College*
 Theresa Simantirakis, *Wilbur Wright College*
 Denise Simonsen, *Fort Lewis College*
 Julie Singer, *University of Nevada, Reno*
 Peggy Skinner, *South Plains College*
 Tara Smith, *Elizabethtown College*
 Todd Smith, *Lake Superior State University*
 Jerry Snead, *Coastal Carolina Community College*
 James Snowden, *Midwestern State University*
 Le'Ann Solmonson, *Stephen F. Austin State University*
 Brooke Spatta, *Lynn University*
 Tracy Spinrad, *School of Social and Family Dynamics*
 Melinda Spohn, *Spokane Falls Community College*
 Jeannine Stamatakis, *Lincoln University*
 Richard States, *Allegheny College of Maryland*
 Jill Steinberg, *University of Wisconsin–Madison*
 Robby Stewart, *Oakland University*
 Nancy Stinnett, *University of Alabama*
 Mary Hughes Stone, *San Francisco State University*
 Terry Stone, *University of Nebraska–Omaha*
 Julia Stork, *Jefferson State Community College*
 Amy Strimling, *Sacramento City College*
 Rose Suggett, *Southeast Community College*
 Terre Sullivan, *Chippewa Valley Technical College*
 Cyril Svoboda, *University of Maryland University College*
 Peter Talty, *Keuka College*
 Amber Tatnall, *SUNY Delhi*
 Becky Taylor, *Texas Christian University*
 Marianne Taylor, *Pacific Lutheran University*
 Samuel Taylor, *Tacoma Community College*
 Luis Terrazas, *California State University–San Marcos*
 Thomas Thieman, *College of St. Catherine*
 Linda EagleHeart Thomas, *The University of Montana–COT*
 Mojisola Tiamiyu, *University of Toledo*
 Vicki Tinsley, *Brescia University*
 Ed Titus, *Troy University*
 Ivonne Tjoefat, *Rochester Community & Technical College*
 Adrian Tomer, *Shippensburg University*
 Barbara Townsend, *Gannon University*
 Jeannine Turner, *Florida State University*
 Jeffrey Turner, *Mitchell College*
 Dave Urso, *Lord Fairfax Community College*
 Cecelia Valrie, *East Carolina University*
 Michael Vandehey, *Midwestern State University*
 Marina Vera, *Southwestern College*
 Monica Vines, *Central Oregon Community College*
 Steven Voss, *Moberly Area Community College*
 John Wakefield, *University of North Alabama*
 Rebecca Walker-Sands, *Central Oregon Community College*
 James Wallace, *St. Lawrence University*
 Todd Walter, *D'Youville College*
 Mark Wasicsko, *Northern Kentucky University*
 Debbie Watson, *Shawnee State University*
 Sheree Watson, *University of Southern Mississippi*
 Nancy Wedeen, *Los Angeles Valley College*
 Glenn Weisfeld, *Wayne State University*
 Orville Weiszhaar, *Minneapolis Community and Technical College*
 Lori Werdenschlag, *Lyndon State College*
 Laurie Westcott, *New Hampshire Community Technical College*
 Linda Whitney, *Houston Community College Northwest*
 Robert Wiater, *Bergen Community College*
 Sharon Wiederstein, *Blinn College*
 Vicki Will, *Brescia University*
 Jacqueline Williams, *Moorpark College*
 June Williams, *Southeastern Louisiana University*
 Kay Williams, *Tidewater Community College*
 Patti Williams, *Tidewater Community College*
 Lois Willoughby, *Miami Dade College*
 Stephen Wills, *Mercer University*
 Cynthia Wilson, *University of South Alabama–Baldwin County*
 Christy Wolfe, *University of Louisville*
 Peter Wooldridge, *Durham Technical Community College*
 Shelly Wooldridge, *University of Arkansas Community College at Batesville*
 Bonnie Wright, *Gardner-Webb University*
 Kent Yamauchi, *Pasadena City College*
 Robin Yaure, *Penn State Mont Alto*
 Ani Yazedjian, *Texas State University–San Marcos*
 Mahbobeh Yektaparast, *Central Piedmont Community College*
 Susan Zandrow, *Bridgewater State College*
 Rowan Zeiss, *Blue Ridge Community College*
 Laura Zettel-Watson, *California State University–Fullerton*
 Elizabeth Zettler, *Rellinger Illinois College*
 Ginny Zhan, *Kennesaw State University*
 Ling-Yi Zhou, *University of St. Francis*
 Renee Zuccherro, *Xavier University*