HOFFNUNG | HOFFNUNG | SEIFERT | HINE | PAUSÉ
WARD | SIGNAL | SWABEY | YATES | BURTON SMITH

LIFESPAN DEVELOPMENT

FOURTH AUSTRALASIAN EDITION

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:09:30.

WILEY

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:09:30.

Lifespan development

FOURTH AUSTRALASIAN EDITION

Michele Hoffnung

Robert J. Hoffnung

Kelvin L. Seifert

Alison Hine

Cat Pausé

Lynn Ward

Tania Signal

Karen Swabey

Karen Yates

Rosanne Burton Smith

WILEY

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:09:39.

Fourth edition published 2019 by
John Wiley & Sons Australia, Ltd
42 McDougall Street, Milton Qld 4064

First edition published 2010
Second edition published 2013
Third edition published 2016

Typeset in 10/12pt Times LT Std

© John Wiley & Sons, Australia, Ltd 2010, 2013, 2016, 2019

The moral rights of the authors have been asserted.

A catalogue record for this book is available from the National Library of Australia.

Reproduction and Communication for educational purposes
The Australian *Copyright Act 1968 (the Act)* allows a maximum of 10% of the pages of this work or — where this work is divided into chapters — one chapter, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL).

Reproduction and Communication for other purposes
Except as permitted under the Act (for example, a fair dealing for the purposes of study, research, criticism or review), no part of this book may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means without prior written permission. All inquiries should be made to the publisher.

The authors and publisher would like to thank the copyright holders, organisations and individuals for the permission to reproduce copyright material in this book.

Every effort has been made to trace the ownership of copyright material. Information that will enable the publisher to rectify any error or omission in subsequent editions will be welcome. In such cases, please contact the Permissions Section of John Wiley & Sons Australia, Ltd.

Cover image: © Blend Images / Getty Images

Typeset in India by Aptara

Printed in Singapore by
C.O.S. Printers Pte Ltd

10 9 8 7 6 5 4 3 2 1

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:09:39.

BRIEF CONTENTS

About the authors xiii

PART 1: Beginnings 1

1. Studying development 2
2. Theories of development 43
3. Biological foundations, genetics, prenatal development and birth 95

PART 2: The first two years of life 160

4. Physical and cognitive development in the first two years 161
5. Psychosocial development in the first two years 226

PART 3: Early childhood 275

6. Physical and cognitive development in early childhood 276
7. Psychosocial development in early childhood 342

PART 4: Middle childhood 402

8. Physical and cognitive development in middle childhood 403
9. Psychosocial development in middle childhood 466

PART 5: Adolescence 524

10. Physical and cognitive development in adolescence 525
11. Psychosocial development in adolescence 583

PART 6: Early adulthood 647

12. Physical and cognitive development in early adulthood 648
13. Psychosocial development in early adulthood 715

PART 7: Middle adulthood 779

14. Physical and cognitive development in middle adulthood 780
15. Psychosocial development in middle adulthood 851

PART 8: Late adulthood 921

16. Physical and cognitive development in late adulthood 922
17. Psychosocial development in late adulthood 998

PART 9: Endings 1062

18. Dying, death and bereavement 1063

Name index 1114
Subject index 1163

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:09:47.

BRIEF CONTENTS

About the authors xiii

PART 1: Beginnings 1

1. Studying development 2
2. Theories of development 43
3. Biological foundations, genetics, prenatal development and birth 95

PART 2: The first two years of life 160

4. Physical and cognitive development in the first two years 161
5. Psychosocial development in the first two years 226

PART 3: Early childhood 275

6. Physical and cognitive development in early childhood 276
7. Psychosocial development in early childhood 342

PART 4: Middle childhood 402

8. Physical and cognitive development in middle childhood 403
9. Psychosocial development in middle childhood 466

PART 5: Adolescence 524

10. Physical and cognitive development in adolescence 525
11. Psychosocial development in adolescence 583

PART 6: Early adulthood 647

12. Physical and cognitive development in early adulthood 648
13. Psychosocial development in early adulthood 715

PART 7: Middle adulthood 779

14. Physical and cognitive development in middle adulthood 780
15. Psychosocial development in middle adulthood 851

PART 8: Late adulthood 921

16. Physical and cognitive development in late adulthood 922
17. Psychosocial development in late adulthood 998

PART 9: Endings 1062

18. Dying, death and bereavement 1063

Name index 1114
Subject index 1163

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:09:54.

CONTENTS

About the authors xiii

PART 1

Beginnings 1

CHAPTER 1

Studying development 2

1.1 The nature of development 3
- Multiple domains of development 4
- Development from a lifespan perspective: voices across the lifespan 8

1.2 Why study development? 14

1.3 The life course in times past 15
- Early precursors to developmental study 15
- The emergence of modern developmental study 16

1.4 Perspectives on human development 17
- Continuity within change 17
- Lifelong growth 18
- Changing meanings and vantage points 20
- Developmental diversity 20

1.5 Methods of studying developmental psychology 23
- Scientific methods 23
- Variations in time frame 24
- Variations in control: naturalistic and experimental studies 27
- Variations in sample size 30

1.6 Ethical constraints on studying development 31
- Strengths and limitations of developmental knowledge 33

Summary 34
Key terms 34
Review questions 36
Discussion questions 36
Application questions 36
Essay question 37
Websites 37
References 37
Acknowledgements 41

CHAPTER 2

Theories of development 43

2.1 The nature of developmental theories 45
- What is a developmental theory? 45
- How do developmental theories differ? 46

2.2 Psychodynamic developmental theories 48
- Freudian theory 48
- Erikson's psychosocial theory 50
- Other psychodynamic approaches 55
- Applications of psychodynamic developmental theories throughout the lifespan 57

2.3 Behavioural learning and social cognitive learning developmental theories 57
- Behavioural learning theories 57
- Social cognitive learning theory 61
- Applications of learning theories throughout the lifespan 62

2.4 Cognitive developmental theories 63
- Piaget's cognitive theory 63
- Neo-Piagetian approaches 65
- Information-processing theory 66
- Applications of cognitive developmental theories throughout the lifespan 68
- Moral developmental theories 69

2.5 Contextual developmental theories 71
- Bronfenbrenner's bioecological systems theory 71
- Vygotsky's sociocultural theory 71
- Applications of contextual developmental theories throughout the lifespan 74

2.6 Adulthood and lifespan developmental theories 76
- Normative-crisis model of development 76
- Timing-of-events model 78
- New directions: dynamic systems perspective 80
- Developmental psychopathology 81

2.7 Developmental theories compared: implications for the student 81

Summary 84
Key terms 85
Review questions 86
Discussion questions 87
Application question 87

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:10:03.

Essay question 88
Websites 88
References 88
Acknowledgements 94

CHAPTER 3

Biological foundations, genetics, prenatal development and birth 95

3.1 Mechanisms of genetic transmission 96
The role of DNA 96
3.2 Individual genetic expression 99
Genotype and phenotype 99
Dominant and recessive genes 100
Transmission of multiple variations 101
Polygenic transmission 101
The determination of sex 101
3.3 Genetic abnormalities 105
Disorders due to abnormal chromosomes 107
Disorders due to abnormal genes 109
3.4 Genetic counselling and prenatal diagnosis 111
3.5 Relative influence of heredity and environment 113
Key concepts of behaviour genetics 114
Adoption and twin studies 114
3.6 Stages of prenatal development 117
Conception 117
The germinal stage (first two weeks) 118
The embryonic stage (third through eighth weeks) 118
The foetal stage (ninth week to birth) 119
The experience of pregnancy 121
Decisions and issues 121
3.7 Prenatal influences on the child 125
Harmful substances, diseases and environmental hazards 125
Maternal age and physical characteristics 130
Domestic violence 131
Prenatal health care 133
3.8 Birth 135
Childbirth settings and methods 136
Problems during labour and birth 140
Birth and the family 143
Moments after birth 144
Looking forward 147
Summary 148
Key terms 150
Review questions 151
Discussion questions 151
Application question 152
Essay question 152
Websites 153
References 153
Acknowledgements 159

PART 2

The first two years of life 160

CHAPTER 4

Physical and cognitive development in the first two years 161

Physical development 163
4.1 Appearance of the infant at birth 163
The Apgar Scale 164
Size and bodily proportions 164
4.2 Sleep, arousal and the nervous system 165
Sleep 166
Parental response to infant sleep and arousal 168
States of arousal 169
4.3 Visual and auditory acuity 169
4.4 Motor development 171
The first motor skills 172
Cultural and sex differences in motor development 174
Motor development screening tests and scales 176
4.5 Nutrition during the first two years 177
Infant feeding 178
Poor nutrition 179
Malnutrition 179
Overnutrition 180
4.6 Impairments in growth 181
Low-birth-weight and preterm infants 181
Nonorganic failure to thrive 184
Mortality 185
Cognitive development 188
4.7 Studying cognition and memory 188
Arousal and heart rates 188
Recognition and habituation 188
4.8 Perception and cognition 190
Visual thinking 190
Auditory thinking 193
Categorical thought — the reversal shift 194

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:10:03.

4.9 Piaget's stage theory of cognitive development 196
Stages of sensorimotor intelligence 196
Assessment of Piaget's stage theory of cognitive development 201
4.10 Behavioural learning 203
Classical conditioning 203
Operant conditioning 204
Imitation 205
4.11 Theories of language acquisition 207
Learning theory approaches 207
The nativist approach 208
Phonology 209
Semantics and first words 209
Influencing language acquisition 210
The end of infancy 214
Summary 214
Key terms 215
Review questions 217
Discussion questions 217
Application questions 217
Essay question 218
Websites 218
References 219
Acknowledgements 224

CHAPTER 5
Psychosocial development in the first two years 226
5.1 Early social relationships 228
Transition to parenthood 228
Caregiver–infant synchrony 230
Social interactions with family members 231
Interactions with non-parental caregivers 234
Interactions with peers 235
5.2 Emotions and temperament 237
Emotions 238
Temperament and development 239
5.3 Attachment formation 242
Phases of attachment formation 244
Assessing attachment: the 'strange situation' 245
Consequences of different attachment patterns 248
Influences on attachment formation 248
Long-term and intergenerational effects of attachment 253
5.4 Toddlerhood and the emergence of autonomy 255
Sources of autonomy 257
Development of self 258
Development of competence and self-esteem 259
Looking back and looking forward 261
Summary 262
Key terms 263
Review questions 263
Discussion questions 264
Application questions 264
Essay question 264
Websites 265
References 265
Acknowledgements 274

PART 3
Early childhood 275

CHAPTER 6
Physical and cognitive development in early childhood 276
Physical development 278
6.1 Variations in physical development 278
6.2 Nutritional needs 280
6.3 Health and illness 283
Injury 285
6.4 Bowel and bladder control 291
6.5 Motor development 293
Gross motor skills 294
Fine motor skills 294
Variations in gross and fine motor development 296
Brain development myelination 298
Cognitive development 300
6.6 Thinking in early childhood 300
Piaget's preoperational stage 301
Symbolic representations 302
Limitations in preoperational thought 303
Egocentrism and children's theory of mind 307
Moral reasoning 309
Neo-Piagetian theories 309
6.7 Language acquisition in the preschool years 310
Word acquisition and semantic development 311
Grammatical development 313
Development of pragmatics 315
6.8 Theories of language acquisition 317

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:10:03.

6.9 Language development in deaf children 319
6.10 Childcare and early childhood education 321
Summary 327
Key terms 328
Review questions 330
Discussion questions 330
Application questions 330
Websites 331
References 332
Acknowledgements 341

CHAPTER 7
Psychosocial development in early childhood 342
7.1 Relationships with parents 344
Parenting styles 345
Variations in parenting styles and practices 350
7.2 Relationships with siblings 352
Sibling influences 353
7.3 Peer relationships 355
Relationships with friends 356
Conceptions of friendship 356
7.4 Play 357
Types and levels of play 358
Theories of play 362
Parental and environmental influences on play 363
7.5 The development of prosocial and antisocial behaviour 365
Prosocial behaviour 365
Antisocial behaviour 368
Factors affecting the development of aggression 369
Helping aggressive children and their parents 373
7.6 Gender-role development 375
Biological theories 376
Learning theories 377
Cognitive theories 378
Androgyny 380
Looking back and looking forward 382
Summary 383
Key terms 385
Review questions 386
Discussion questions 386
Application questions 386
Essay question 388
Websites 388
References 389
Acknowledgements 401

PART 4
Middle childhood 402

CHAPTER 8
Physical and cognitive development in middle childhood 403
Physical development 404
8.1 Trends and variations in height and weight 405
8.2 Health and illness 410
Indigenous children's health 410
8.3 Motor development and sport 411
Physical and psychological effects of sport 413
Cognitive development 415
8.4 Piaget's theory: concrete operations 415
Conservation 415
Classification 419
Seriation 419
Spatial reasoning 419
Implications of Piaget's theory 420
8.5 Vygotsky's sociocultural theory 421
8.6 Information processing and cognitive development 422
Development of attention 422
Memory development 426
8.7 Language development 428
Bilingualism and its effects 429
8.8 Defining and measuring intelligence 431
The psychometric approach 432
Biases in intelligence testing 433
Uses of intelligence tests 436
Information processing approaches 436
8.9 Moral development and moral disengagement 439
8.10 The influence of formal education on cognitive development 443
Participation structures and classroom discourse 443
Social biases that affect learning 444
The impact of assessment and evaluation of student learning 446
The changing child: physical, cognitive and social 449
Summary 449
Key terms 451
Review questions 452
Discussion questions 452

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:10:03.

Application questions 452
Essay question 453
Websites 454
References 454
Acknowledgements 465

CHAPTER 9

Psychosocial development in middle childhood 466

9.1 Psychosocial challenges of middle childhood 467
The challenge of knowing who you are 468
The challenge to achieve 468
The challenge of family relationships 468
The challenge of peers 468
The challenge of school 468
9.2 The sense of self 469
The development of self 469
9.3 The age of industry and achievement 471
Latency and the crisis of industry versus inferiority 471
Achievement motivation 473
9.4 Family relationships 477
The quality of parenting and family life 478
The changing nature of modern families 478
Divorce and its effects on children 480
The effects of parental employment on families 486
Non-parental sources of social support 490
9.5 Peer relationships 491
Why are peer relationships important? 491
The peer group 492
Peer group formation 497
Individual differences in peer status 498
Friendship 502
Looking back and looking forward 506
Summary 507
Key terms 508
Review questions 508
Discussion questions 509
Application questions 509
Essay question 510
Websites 510
References 511
Acknowledgements 522

PART 5

Adolescence 524

CHAPTER 10

Physical and cognitive development in adolescence 525

Physical development 526
10.1 Adolescence and society 527
10.2 Body growth and physical changes during adolescence 527
10.3 Puberty 530
10.4 Variations in pubertal development 532
Psychological consequences of non-normative puberty 534
10.5 Health in adolescence 536
Adolescent nutrition 537
Eating disorders 539
Sexually transmitted infections (STIs) 542
Substance abuse 543
Cognitive development 549
10.6 Piaget's theory: the stage of formal operations 549
Hypothetico-deductive reasoning 550
Propositional reasoning 551
Variations in the development of formal operations 551
The impact of formal operations on adolescent behaviour 552
10.7 Information-processing theories and adolescent cognitive development 553
10.8 The development of thinking skills during adolescence 555
Critical thinking 556
Decision making 558
10.9 Moral development 560
Elkind's egocentrism 561
Kohlberg's theory of moral development 563
Criticisms of cognitive–developmental theories of morality 565
Gilligan's theory of moral development 566
Moral reasoning and moral behaviour during adolescence 567

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:10:03.

Summary 570
Key terms 572
Review questions 573
Discussion questions 573
Application questions 573
Essay question 575
Websites 575
References 575
Acknowledgements 582

CHAPTER 11

Psychosocial development in adolescence 583

11.1 Identity development during adolescence 585
Erikson's theory: the stage of identity versus role confusion 585
The process of identity formation 587
Individual differences in identity development: Marcia's identity status model 588
Factors affecting identity development 591
11.2 Development of self during adolescence 594
Self-esteem 595
11.3 Family relationships during adolescence 598
Relationships with parents 599
11.4 Peer relationships during adolescence 607
Adolescent peer groups 608
Peer group conformity 611
Adolescent gangs 613
Bullying 614
Adolescent friendships 616
Romantic relationships during adolescence 618
11.5 Sexuality during adolescence 620
Transition to coitus 621
Sexual orientation 622
Adolescent pregnancy and parenthood 625
Looking back and looking forward 631
Summary 632
Key terms 633
Review questions 634
Discussion questions 634
Application questions 634
Essay question 636
Websites 636
References 636
Acknowledgements 646

PART 6

Early adulthood 647

CHAPTER 12

Physical and cognitive development in early adulthood 648

Physical development 649
12.1 Physical functioning 649
Growth in height and weight 650
Strength 651
Age-related changes 652
12.2 Health in early adulthood 653
Health behaviours 654
12.3 Stress 657
Stress and health 657
The experience of stress 658
12.4 Health-compromising behaviours 661
Health beliefs model 669
12.5 Sexuality and reproduction 671
The sexual response cycle 671
Sexual attitudes and behaviours 672
Lesbian/gay sexual preference 674
Common sexual dysfunctions 675
12.6 Infertility 676
Reproductive technologies 678
Cognitive development 679
12.7 Postformal thought 679
Critiques of formal operations 680
Is there a fifth stage? 681
12.8 Development of contextual thinking 683
Schaie's stages of adult thinking 683
Contextual relativism 684
Adult moral reasoning 686
12.9 Post-secondary education 691
Who attends post-secondary education? 694
12.10 Work 695
Career stages 695
Gender, ethnicity and socioeconomic status in the workplace 697
Growth and change 701
Summary 701
Key terms 702
Review questions 704

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:10:03.

Discussion questions 704
Application questions 704
Essay question 704
Websites 705
References 705
Acknowledgements 714

CHAPTER 13

Psychosocial development in early adulthood 715

13.1 Theories of adult development 716
Timing of events: social clocks 717
Crisis theory: Erik Erikson's intimacy versus isolation 719
Crisis theory: Vaillant and the Harvard 'Grant study' 721
Crisis theory: Levinson's seasons of adult lives 724
Do men and women have the same 'seasons'? 725
Relational–cultural theories of women's development 727
13.2 Intimate relationships 728
Friendship 729
Love 734
Partner selection 737
13.3 Marriage, divorce and remarriage 739
Marriage types 739
Culture and marriage 741
Division of labour within the home 742
Marital satisfaction 746
Divorce 746
Remarriage 749
13.4 Other lifestyles 750
Singlehood 750
Cohabitation 751
13.5 Parenthood 754
Transition to parenthood 755
Single parenthood 758
Step-parent and blended families 759
Gay and lesbian families 760
Child free 762
Looking back and looking forward 765
Summary 766
Key terms 767
Review questions 768
Discussion questions 768
Application questions 769
Essay question 769
Websites 769
References 769
Acknowledgements 777

PART 7

Middle adulthood 779

CHAPTER 14

Physical and cognitive development in middle adulthood 780

Physical development 782
14.1 Physical functioning 782
Strength 785
External and internal age-related changes 785
14.2 Health 788
Health and health-compromising behaviours 788
Health and inequality 791
Breast cancer 793
Prostate cancer 799
Mental health and wellbeing 802
14.3 Reproductive change and sexuality 802
Menopause 802
The male climacteric 806
Sexuality 807
Cognitive development 810
14.4 Intelligence 810
Does intelligence decline with age? 810
Schaie's sequential studies 812
Fluid and crystallised intelligence 814
Neuroplasticity in middle age 817
14.5 Practical intelligence and expertise 818
Solving real-world problems 818
Becoming an expert 820
14.6 The adult learner 822
Returning to education and training 822
14.7 Work 825
Age and job satisfaction 828
Discrimination 829
Gender 830
Unemployment 832
Change and growth 835
Summary 835
Key terms 836

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:10:03.

Review questions 837
Discussion questions 837
Application questions 838
Essay question 838
Websites 838
References 839
Acknowledgements 850

CHAPTER 15

Psychosocial development in middle adulthood 851

15.1 A multiplicity of images of middle age 852
Identity and perceptions of age 853
15.2 Crisis or no crisis? 854
Conceptual frameworks 854
Normative-crisis models 858
Personality 861
Normative personality change 862
15.3 Marriage, divorce and parenting 865
Long-term marriage 866
Cohabitation among midlife and older adults 868
The family life cycle 869
Delayed parenthood 875
Adolescent children 876
Young adult children 877
The empty nest 879
Multigenerational households 879
Midlife divorce 881
15.4 Extended family relationships 883
Grandparents 883
Ageing parents 890
Siblings 894
15.5 Bereavement 896
Mourning for parents 896
Bereavement and growth 897
Reactions to grief 898
15.6 Leisure 900
Looking back and looking forward 904
Summary 905
Key terms 906
Review questions 906
Discussion questions 907
Application questions 907
Essay question 907
Websites 907
References 907
Acknowledgements 919

PART 8

Late adulthood 921

CHAPTER 16

Physical and cognitive development in late adulthood 922

16.1 Ageing and ageism 924
Physical development 926
16.2 Longevity 926
Life expectancy 929
Theories of physical ageing 930
Mortality 931
16.3 Physical functioning in late adulthood 933
Slowing with age 933
Skin, bone and muscle changes 934
Cardiovascular system changes 936
Respiratory system changes 936
Sensory system changes 937
Changes in sexual functioning 940
16.4 Health behaviours in late adulthood 941
Diet 941
Exercise 942
Alcohol consumption 944
Medication use 945
16.5 Chronic illnesses 946
Cardiovascular disease 947
Cancer 948
Arthritis 949
Common symptoms in later years 950
16.6 Mental health and ageing 951
Elder suicide 954
Cognitive development 957
16.7 Wisdom and cognitive abilities 957
Cognitive mechanics 958
Cognitive pragmatics 959
Cognitive plasticity and training 961
16.8 The ageing brain 963
Brain changes 963
Multi-infarct dementia 965
Alzheimer's disease 968
16.9 Work and retirement 972
What is retirement? 973
Wellbeing in retirement 976
Summary 978
Key terms 979

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:10:03.

Review questions 980
Discussion questions 980
Application questions 980
Essay question 981
Websites 981
References 981
Acknowledgements 996

CHAPTER 17

Psychosocial development in late adulthood 998

17.1 Personality development in late adulthood 999
Continuity and change in late life 1000
Integrity versus despair 1002
Optimal ageing 1002
17.2 Marriage and singlehood 1006
Spouses as caregivers 1008
Widowhood 1011
Dating and remarriage 1015
Older lesbians, gay men and transgender people 1017
Ever-single older adults 1019
17.3 Relationships with family and friends 1021
Siblings 1023
Adult grandchildren 1024
Friends 1025
Fictive kin 1026
Childlessness 1027
17.4 Problems of living: the housing continuum 1028
Independent living 1029
Assisted living 1031
Long-term care 1032
Control over living conditions 1033
17.5 Interests and activities 1034
Community involvement 1036
Religion and spirituality 1040
Looking back and looking forward 1045
Summary 1046
Key terms 1047
Review questions 1048
Discussion questions 1048
Application questions 1048
Essay question 1049
Websites 1049
References 1049
Acknowledgements 1061

PART 9

Endings 1062

CHAPTER 18

Dying, death and bereavement 1063

18.1 Attitudes towards death 1065
Defining death 1066
18.2 Facing one's own death 1067
Death acceptance 1068
The dying process 1074
Quality of death 1076
18.3 Caring for the dying 1080
Terminal care alternatives 1080
Euthanasia and assisted suicide 1086
18.4 Bereavement 1091
Grief 1091
Support groups 1096
Funeral and ritual practices 1096
Mourning 1098
Recovery 1101
Looking back 1103
Summary 1104
Key terms 1104
Review questions 1105
Discussion questions 1105
Application questions 1106
Essay question 1106
Websites 1106
References 1106
Acknowledgements 1113

Name index 1114
Subject index 1163

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:10:03.

ABOUT THE AUTHORS

Michele Hoffnung

Michele Hoffnung is Professor of Psychology at Quinnipiac University. She received her BA at Douglass College and her PhD at the University of Michigan. Her teaching has been in the areas of research methods, psychology of women, and adult development. She is editor of *Roles Women Play: Readings Towards Women's Liberation* (1971) and author of *What's a Mother to Do? Conversations About Work and Family* (1992) and numerous articles, essays, and book reviews.

Robert J Hoffnung

Robert J Hoffnung is Emeritus Professor of Psychology at the University of New Haven and Associate Clinical Professor of Psychiatry at the Yale University School of Medicine. Robert has taught about childhood, adolescence, and lifespan development; he has also done clinical work with children, adolescents, adults, and families. He received his BA at Lafayette College, his MA at the University of Iowa, and his PhD at the University of Cincinnati. He has published articles on educational, developmental, and mental health interventions with children, adolescents and families.

Kelvin L Seifert

Kelvin L Seifert is Professor of Educational Administration, Foundations and Psychology at the University of Manitoba. He received his BA at Swarthmore College and his PhD at the University of Michigan. Kelvin's teaching has focused both on teacher education and on the education of adult learners outside of school settings. His current research focuses on how teachers and other adults form communities online in order to develop their own learning. He is author of *Educational Psychology* (1991), *Constructing a Psychology of Teaching and Learning* (1999), and *Contemporary Educational Psychology* (2009), as well as articles and chapters about gender issues in teacher education and on the dynamics of online adult learning communities.

Alison Hine

Alison Hine taught and supervised undergraduate and postgraduate students in the areas of developmental and educational psychology at Western Sydney University. She has received a top ten standing in the UniJobs Lecturer of the Year for Western Sydney University for two consecutive years, and was a national finalist in the awards in 2009. She holds a Masters degree in Educational and Developmental Psychology, and has worked extensively with leading international researchers in these fields. Alison has researched, published and presented at international and national conferences in the areas of mentoring, adult metacognition, gifted and talented, thinking skills, intelligence, and self-reflection strategies. In her career, Alison has had the privilege of meeting and dialoguing with B. F Skinner, Jerome Bruner, Howard Gardner, David Perkins and Robert Sternberg. Recently, Alison has researched and published in the areas of e-learning and metacognition, adult trust, self-efficacy and procrastination. She has researched in the area of first-year university student engagement and motivation and the emerging area of dance psychology, creativity, experiencing 'flow' and optimal performance. She enjoyed an active consultancy practice within these areas of interest, working with educators, administrators and business professionals. Alison also conducts workshops with parents and professionals in the areas of child and adolescent development, learning styles, motivation, intelligence, gifted and talented, and the development of thinking skills. Alison has 40 years of teaching experience and has taught extensively from preschool to tertiary education, specialising primarily in the areas of special education and gifted and talented. She recently retired but has been coaxed out of retirement to once again pursue her passion for teaching and learning at Western Sydney University.

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:10:03.

Cat Pausé

Cat Pausé is the lead editor of *Queering Fat Embodiment* (Ashgate). Her research focuses on the effects of fat stigma on the health and well-being of fat individuals and how fat activists resist the 'fatpocalypse'. Her work appears in scholarly journals such as *Human Development*, *Feminist Review*, *HERDSA*, and *Narrative Inquiries in Bioethics*, as well as online in *The Huffington Post* and *The Conversation*, among others. She hosted Fat Studies: Reflective Intersections in 2012 and Fat Studies: Identity, Agency, Embodiment in 2016. Cat is also involved in sociable scholarship; her work is highlighted in her social media presence, Friend of Marilyn, on Twitter, Facebook, YouTube, iTunes, and her blog.

Lynn Ward

Lynn Ward received her PhD from the University of Adelaide in 1995, and is a senior lecturer in the University's School of Psychology. Since 1990 she has taught undergraduate courses in developmental psychology, adult development and ageing, cognitive psychology, and statistics, and a postgraduate course on clinical geropsychology. Her research supervision has covered diverse developmental topics including cross-cultural ageing, capacity assessment, resilience in parents, help-seeking in rural communities, leadership development, and health habits in older adults. She was awarded a Barbara Kidman Fellowship at the University of Adelaide in 2014, a High Commendation in the Stephen Cole the Elder Prize for Excellence in Teaching from the University of Adelaide in 2003, and was a national finalist in the UniJobs Lecturer of the Year in 2009. Her teaching is informed by her research on resilience and successful ageing, emotional functioning in older adults, and factors that influence age-related changes in cognitive abilities.

Tania Signal

Associate Professor Tania Signal received her PhD in Psychology from Waikato University in New Zealand. In 2003, she moved to Australia and took up a position at Central Queensland University teaching Biological Foundations of Psychology and Learning. Since then she has taught a range of courses including Intro to Human Development, Personality and Social Foundations of Psychology. Tania's research interests fall within the area of human–animal studies with a particular focus on the role of animals within interpersonal violence and animals as facilitators of emotional and psychological development across the lifespan.

Karen Swabey

Karen Swabey is an Associate Professor in Health and Physical Education Pedagogy in the Faculty of Education at the University of Tasmania and is the Dean and Head of School. Before entering the university sector in 1994, she had an extensive career in primary, secondary and senior secondary teaching and school leadership in Tasmania, in both state and independent schools. At the postgraduate level, Karen coordinates a number of units relating to coaching and mentoring and health and wellbeing, and also supervises a number of research higher degree students. Her areas of research interest are in social and emotional wellbeing and student preparedness for teacher education. Karen's publication output includes book chapters, academic journal articles and peer-reviewed conference papers. She is also a Consulting Editor for the *Australian Journal of Teacher Education*, and reviews for a number of international journals.

Karen Yates

Karen Yates is a lecturer with the College of Healthcare Sciences at James Cook University in Cairns. She is a registered nurse and registered midwife, with a strong interest and background in midwifery clinical care, education and maternity service provision. Karen teaches in both undergraduate and postgraduate nursing and midwifery programs, including coordinating a first-year nursing lifespan development subject with over 500 students enrolled across five campuses. She received her PhD in 2011 from James Cook University. Karen has a keen interest in nursing and midwifery education and the use of technology in

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:10:03.

teaching and learning. Her research interests include midwifery and new graduate nurse workforce issues, enhancing active learning for students enrolled across multiple campuses or in distance mode, and the use of technology and social media to enhance teaching and learning.

Rosanne Burton Smith

Rosanne Burton Smith obtained her PhD in Psychology from the University of Tasmania and also holds a Masters degree in Educational Psychology from the University of Exeter in the United Kingdom. Her professional work as a psychologist includes several years in Papua New Guinea, mainly in educational and occupational psychology, and later in the United Kingdom and New Zealand, working in the area of developmental disabilities. Her teaching and research interests include psychological assessment, developmental issues such as childhood anxiety and the effects of divorce on children and adolescents, children's peer relationships, body image, dietary behaviour and gender differences. Rosanne has taught and supervised research at both undergraduate and postgraduate levels in the School of Psychology, University of Tasmania since 1989. Rosanne retired from teaching in 2007, but continues as an Honorary Research Associate at the School of Psychology, University of Tasmania.

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:10:03.

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-05 21:10:03.

PART 1

BEGINNINGS

One of the most influential thinkers of the twentieth century, Albert Einstein, is reputed to have said 'all that is valuable in human society depends upon the opportunity for the development accorded the individual'. Development from infancy into childhood, childhood into adolescence, adolescence into adulthood, and throughout the adult years depicts how individuals change in some ways while remaining the same in others. Some changes may be small and fleeting, whereas others are profound and longlasting. We continue to grow, develop and change as we encounter new experiences, which serve as stimuli for greater understanding of ourselves and others. Change and constancy are the subjects of life and they are part of a larger interdisciplinary field known as developmental science which encompasses all changes we experience throughout the lifespan (Lerner, 2011). Among the constancies, some (such as your shoe size) matter little to personal identity, whereas others (such as your gender) matter a lot. The mix of change and constancy is the subject of this text and of the field known as *lifespan development or developmental psychology*.

The study of lifespan development offers much insight into human nature — why we are what we are and how we became that way. Because describing development is a complex task, this text begins with three chapters that orient you to what lies ahead. The first two chapters explain the concept of development and describe some of the important tools of lifespan development and developmental psychology, namely the methods and theories that guide our understanding of the developmental changes that occur from conception through to old age. The third chapter describes the genetic basis of human life and the three major events that occur at the beginning of the lifespan: conception, prenatal development and birth. After completing these three chapters, you will be ready to begin exploring the main focus of lifespan development: people changing and growing throughout their lives.

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-04 18:32:11.

CHAPTER 1

Studying development

LEARNING OUTCOMES

After studying this chapter, you should be able to:

- **1.1** describe what is meant by the term 'development'
- **1.2** clarify the reasons why development is studied, and its importance for teachers, nurses, midwives, early childhood educators, social workers and psychologists
- **1.3** compare how society's view of infancy, childhood and adolescence has changed over time
- **1.4** evaluate the general issues that are important in developmental psychology
- **1.5** explain how developmental psychologists study development
- **1.6** identify and explain the ethical considerations that should guide the study of development.

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-04 18:32:11.

OPENING SCENARIO

How many childhood memories can you recall? Do you remember your preschool years where playtime seemed endless? Can you remember your primary school years where friends were important? Can you categorise your memories into family, schools and friends? What percentage make up each group and why? When thinking back, each of us remembers different details of our life and development, but we all experience a paradoxical quality about personal memories: when comparing the past and the present, we feel as though we have changed, yet also stayed the same. As a schoolchild, perhaps you loved spelling bees or contests. Now, as an adult, you no longer participate in spelling contests and have lost some of your childhood ability to figure out and remember truly unusual spellings. But perhaps you note, too, that you can still spell better than many adults of your age, and you seem to have a general knack for handling verbal information of other kinds — perhaps computer languages — without getting mixed up. Imagine another example. As an adolescent you may have constantly wondered whether you would ever overcome shyness and be truly liked and respected by peers. As an adult, in contrast, you finally believe you have good, special friends, but maybe you also have to admit that it took effort to become sociable enough to acquire them.

Change and continuity are both integral to the experience of life.
This young girl's love for the outdoors may be motivated by a passion for nature that stays with her throughout her life. As an adult, she may choose an outdoors job, and at an older age, she may enjoy walks in her local neighbourhood with her partner and friends.

Continuity in the midst of change marks every human life. Sometimes changes seem more obvious than continuities, such as when a speechless infant becomes a talkative preschooler, or when a child reaches puberty and becomes an adolescent. At other times, continuities seem more obvious than changes, such as when a 60 year old still feels like a 10 year old whenever he visits his elderly parents. But close scrutiny of examples like these suggests both factors may be operating, even when one of them is partially hidden. The 60 year old feels like a child again, but, at the same time, feels different from that child. The 50-year-old professional who is now preoccupied with her job still cares deeply about her family. Although the adolescent has reached puberty they are still searching for a sense of identity. It takes both continuity and change to be fully human. We are linked to our past as part of our historical connectedness, but we are neither locked into it nor fully determined by it.

1.1 The nature of development

LEARNING OUTCOME 1.1 Describe what is meant by the term 'development'.

The processes of continuity and change throughout the lifespan are called human **development**, a concept that explores both *changes* and *constancies* in physical growth, feelings and ways of thinking. As we will see in later chapters, a focus on change may be appropriate at certain points in a person's life. A girl undergoing her first menstrual period, for example, may experience a number of important and sudden changes at the same time: her body begins looking different, she begins thinking of herself differently, and other people begin treating her differently. But at other times of life, continuity dominates over change. As a young adult settles into a job and family, life may seem rather stable from day to day, month to month, or even year to year. However, with the birth of a child, this stability can suddenly change and take on different dimensions. Lifespan development is the field of study that explores these patterns of stability, continuity, growth and change that occur throughout a person's life, from birth to death. Although this

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-04 18:32:11.

definition seems simplistic, we need to look deeper at the intricacies and complexities of human life to fully understand lifespan development.

Both continuities and changes can take many forms. Changes can be relatively specific, such as when an infant takes their first unassisted step. Others can be rather general and unfold over a long time, such as when an older middle-aged adult gradually becomes more aware of their growing wisdom. The same can be said of continuities. Some last for only a short time compared to the decades-long span of life: a 12 year old who enjoys a certain style of rock music, for example, is likely to become a 16 year old who enjoys the same style of music; but not necessarily a 30 year old who does. Other continuities seemingly last a lifetime: an extroverted teenager — one who seeks and enjoys social companionship — is likely to still seek and enjoy companionship as a 40 year old and as an 80 year old.

These examples may make the notion of *lifespan development* seem very broad, but note that not every change or continuity is truly 'developmental'. Think about the impact of the weather. A sudden cold snap makes us behave differently: we put on warmer clothing and select indoor activities over outdoor ones. A continuous spell of cold weather, on the other hand, creates constancy in behaviour: we wear the same type of clothing for a period of time and engage in the same (indoor) set of activities repeatedly. In each case, our behaviour is triggered by relatively simple external events and has no lasting impact on other behaviours, feelings or thinking and so does not qualify as 'development'.

Conversely, sometimes aspects of development can occur, yet be overlooked or dismissed as something other than development. Personal identity or sense of self is an example. For each of us, our identity evolves and changes as we grow older and the changes affect our actions and feelings differently when they occur. So, our identity is undergoing patterns of growth, stability and change throughout our lives.

Lifespan development researchers methodically apply scientific methods to develop theories about development, validate the accuracy of assumptions, and systematically investigate human development. A *theory* is a set of ordered, integrated statements that seek to explain, describe and predict human behaviour. *Developmentalists* are interested in how people grow and change, focusing on stability, continuity and consistency. They view development as a continuing process of growth, constancy and change.

Multiple domains of development

As we have seen, human development can take many forms. For convenience of discussion, this text distinguishes among three major types, or **domains**, of development: physical, cognitive, and psychosocial. The organisation of the text reflects this division by alternating chapters about physical and cognitive changes with chapters about psychosocial changes. The domain of **physical development**, or biological change, includes changes in the body itself and how a person uses their body. Some of these changes may be noticeable to a casual observer, such as the difference in how a person walks when they are two, twenty and eighty years of age. Others may be essentially invisible without extended observation or even medical investigation, such as the difference in the ability to hear between a 40-year-old man and his 75-year-old father. Like other forms of development, physical changes can span very long periods — years or even decades — or very short periods. For example, changes in height and weight occur rather rapidly during the early teenage years but extremely slowly during middle age.

Cognitive development involves changes in methods and styles of thinking, language ability and language use, and strategies for remembering and recalling information. We tend to think of these abilities and skills as somewhat isolated within individuals; a person is said to 'have' a good memory, for example, as if he or she carries that skill around all the time and can display it anywhere with equal ease, no matter what the situation. As later chapters will discuss, these conceptions of cognitive development may be more convenient than accurate: memory, language and thinking are all heavily dependent on supports (and impediments) both from other people and from circumstances. A child

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-04 18:32:11.

learns to read more easily, for example, if parents and teachers give lots of personal support for their efforts. In this sense, cognitive changes of reading 'belong' to the helpful adults as well as to the child who acquires them, and the changes are best understood as partially physical and social in nature, and not merely cognitive.

Changes happen in all domains at once — physical, cognitive and psychosocial.
As this baby learns to walk, walking will become less of a goal as such and more of a means to other ends, as it is for this elderly man.

Psychosocial development is about changes in feelings or emotions as well as changes in relations with other people. It includes interactions with family, peers, classmates and coworkers, but it also includes a person's personal identity or sense of self. Because identity and social relationships evolve together, we often discuss them together in this text, and, as already pointed out, they also evolve in combination with physical and cognitive changes. A widower who forms satisfying friendships is apt to feel more competent than one who has difficulty doing so, and he is likely to stay healthier as well. Each domain — physical, cognitive and psychosocial — influences and relates to each of the others. The Multicultural view feature offers a cross-cultural perspective on parental acceptance and rejection, and shows how relationships can affect identity development.

MULTICULTURAL VIEW

Cross-cultural parental acceptance and rejection

Cross-cultural studies worldwide have confirmed the belief that children need acceptance — namely, love from parents and other attachment persons (Ali, Khaleque, & Rohner, 2015; Chyung & Lee, 2008; Khaleque, 2017; Khaleque & Rohner, 2002; Ripoll-Nunez & Alvarez, 2008; Rohner, 2014;

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-04 18:32:11.

Rohner & Britner, 2002; Rohner, Khaleque, & Cournoyer, 2012; Rohner, Melendez, & Kraimer-Rickaby, 2008). Regardless of age, gender or ethnicity, individuals report specific forms of psychological maladjustment. Perceiving themselves to be rejected, individuals are more inclined to develop depression, substance abuse, behaviour and mental health–related issues. Also, investigations have found that universally the perceptions of acceptance and rejection by adults and children are organised around four aspects of behaviour: warmth/affection (coldness/lack of affection), hostility/aggression, indifference/neglect and undifferentiated rejection.

Findings across cultures show that parental acceptance is strongly associated with high self-esteem, independence and emotional stability in children throughout the lifespan.

Parents can vary across and within cultures in the way in which they are accepting or rejecting of their children, particularly when resettling and parenting in a different environment or context (Deng, 2016; Deng & Marlowe, 2013; Rohner, Khaleque, & Cournoyer, 2012). Parents can express acceptance verbally through praise, compliments and support, or non-verbally through hugging, approving glances and smiling. Like acceptance, parents can express rejection verbally (bullying or harsh criticism) or non-verbally (hitting, smacking, shaking or simply neglecting). Worldwide interest in this phenomenon had led to the development of the parental acceptance–rejection theory (PART).

Parental acceptance–rejection theory (PART) is a socialisation theory that attempts to predict major psychological and environmental conditions whereby parents worldwide are likely to accept or reject their children (Rohner, 1980, 2014, 2016; Rohner, Khaleque, & Cournoyer, 2012; Rohner, Melendez, & Kraimer-Rickaby, 2008). This theory focuses mainly on the expressions, impact and origins of parental love. Parental acceptance and rejection were once considered polar opposites of a single dimension, and they are clearly related. However, like positive and negative affect, they can be measured independently and have somewhat independent effects. A parent who is often loving can also sometimes be harsh or even abusive (Pettit, 1997). However, in a recent study Tu, Gregson, Erath, and Pettit (2017) investigated whether parenting behaviours influenced adolescent adjustment to their peers and their peer status. The parenting behaviours studied included facilitating peer interactions, coaching on how to handle peer issues and suggesting strategies to adjust to peers. Results showed that parents facilitating in this way predicted enhanced friendship quality and lower levels of loneliness among adolescents with high peer acceptance but not among adolescents with low peer acceptance. In contrast, parental social coaching predicted better friendship quality among adolescents with low peer acceptance, but lower friendship quality among adolescents with high peer acceptance. This study concluded that not all forms of positive peer-related parenting are beneficial for all adolescents.

In general, findings both within the West and across cultures show that parental acceptance is quite consistently associated with high self-esteem, independence and emotional stability, whereas the opposite is true of parental rejection (MacKinnon-Lewis, Starnes, Volling, & Johnson, 1997; Rohner & Britner, 2002; see also Caspi & Barrios, 2016; Erkman & Rohner, 2006; Muñoz et al., 2017). One longitudinal study with a Western sample found that individuals who had a warm or affectionate parent are more likely, 35 years later, to have a long and happy marriage, children and close friendships in middle age (Franz, Carol, McClelland, David, & Weinberger, 1991; see also Waldinger & Schulz, 2016).

A converging body of data suggests that parents (particularly mothers) who interact with their infants and preschoolers in ways that show mutual responsiveness and 'connectedness' tend to have children with better peer relationships, greater empathy for others and accelerated moral development (Clark & Ladd, 2000; Ferreira, Cadima, Matias, Vieira, Leal, & Matos, 2016; Kochanska, Murray, & Harlan, 2000). Conversely, multiple studies find that abused children and adults with childhood histories of abuse are more likely than their non-abused peers to view the world as a dangerous place, have poor self-esteem and have difficulty maintaining close relationships (see Bolger & Patterson, 2001; Bolger, Patterson, & Kupersmidt, 1998; Finkelhor, 1994; Gelinas, 1983; Jud, Fegert, & Finkelhor, 2016).

A large cross-cultural study correlating parental acceptance–rejection with personality traits in children and adults demonstrated that these patterns are indeed universal (Khaleque, 2017; Rohner, 1975).

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-04 18:32:11.

Cultures in which parents were more rejecting (as rated from anthropological reports) produced children who were more hostile and dependent and adults who were less emotionally stable than cultures with more benign parenting practices.

Table 1.1 shows some major landmarks of development in each of the three domains. It also hints at some of the connections among specific developments, both between domains and within each single domain. Gender role awareness, for example, is noted as emerging in early childhood; it sets the stage for gender segregation in middle childhood and identity in adolescence. Retirement is noted as happening in late adulthood. Declines in health or physical strength often accompany this change in social circumstances.

Development is a continual unfolding and integration of changes in all domains, beginning at birth. Changes in one domain often affect those in another domain. In addition to the examples from table 1.1, numerous other relationships exist between and within domains of development. We will discuss these relationships in later chapters. Meanwhile, to obtain a better concept of what development from a lifespan perspective means, consider a more extended, complete example.

TABLE 1.1 Selected landmarks of development

	Domain		
	Physical	**Cognitive**	**Psychosocial**
Birth	• Startle reflex • Grasping • Sucking	• Visual • Auditory • Tracking	• Cries • Soothes at feeding
Infancy (ages 0–2)	• Walking • Standing • Reaching and grasping	• Language acquisition • Searches for lost objects	• Becomes attached to caregiver(s)
Early childhood (ages 2–5)	• Climbing stairs • First throw of a ball • Simple drawings • Writing	• Vocabulary grows • Dramatic play	• Preferred playmates • Gender role awareness • Racial awareness
Middle childhood (ages 6–12)	• Skilful running • Throwing • Special skills (e.g. riding a bicycle)	• Problem solving • Reading • Writing	• Friendships • Gender segregation
Adolescence (ages 12–18)	• Puberty • Growth spurt	• Some abstract thinking • Development of adultlike interests	• Interest in sexual relations (for most) • Dating (for some) • First job
Early adulthood (ages 20–40)	• Peak of fertility, strength and speed	• Development of postformal thought	• Finding a mate • Earning a living • Making a home
Middle adulthood (ages 40–60)	• Decline in fertility	• Expertise and practical intelligence	• Family changes • Death of parents
Late adulthood (ages 60 and beyond)	• Decline in physical strength	• Achievement of wisdom	• Retirement • Death of spouse/partner

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-04 18:32:11.

Development from a lifespan perspective: voices across the lifespan

Throughout the lifespan, individuals are trying to make sense of what it means to become a child, adolescent or adult and how at each stage their development changes or remains constant. What particular developmental issues are they facing at each stage and how are they influenced by differing contexts of development? To understand these developmental changes, we interviewed individuals at different developmental periods and asked them what being a child, adolescent, parent or adult meant to them. Watch the video to hear their voices across the lifespan!

The voices across the lifespan reveal several things about human development. The voices show that the domains of development unfold continuously across the lifespan and are influenced by differing contexts and environments, according to ages and stages. The voices of children, teenagers, adults and older adults depict the importance of unique, personal experiences when exploring human development. Some aspects of development may be unique to the individual, but other experiences can be understood as examples of human changes that are universal or nearly universal. From the point of view of lifespan development, these voices raise questions about continuity, change, developmental context and stages over time. To help organise thinking about the developmental questions expressed by these voices, developmental psychologists such as Bronfenbrenner, Baltes, and Ford and Lerner have investigated development from an ecological systems model, normative and non-normative development, and a dynamic systems perspective.

Developmental perspectives

Developmental psychologist Urie Bronfenbrenner has created a widely used framework for thinking about the multiple influences on individuals (Bronfenbrenner, 1989, 2005; Bronfenbrenner & Evans, 2000;

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-04 18:32:11.

Bronfenbrenner & Morris, 2006; Garbarino, 1992, 2014) to help organise thinking about developmental questions such as 'What are some of the influences on human development?' and 'In making us who we are today, what do we owe to family, peers, societal values and attitudes?' Bronfenbrenner's framework depicts the individual as developing within a complex system of relationships and contexts — described as *ecological systems* — which are sets of people, settings, recurring events, cultural values and programs that are related to one another, have stability and influence the person over time. Table 1.2 and figure 1.1 illustrate Bronfenbrenner's four ecological systems.

TABLE 1.2 Bronfenbrenner's model of ecological system levels

Ecological level	Definition	Examples	Issues affecting the individual
Microsystem	Situations in which the person has face-to-face contact with influential others. 'A pattern of activities, social roles, interpersonal relationships experienced by the developing person in a given face to face setting with particular physical, social and symbolic features that invite, permit, more complex interaction.' (Bronfenbrenner, 1994, p.1649)	Family, school, peer group, church, workplace	Is the person regarded positively? Is the person accepted? Is the person reinforced for competent behaviour? Is the person exposed to enough diversity in roles and relationships? Is the person given an active role in reciprocal relationships?
Mesosystem	Relationships between microsystems; the connections between situations	Home–school, workplace–family, school–neighbourhood	Do settings respect each other? Do settings present basic consistency in values?
Exosystem	Settings in which the person does not participate but in which significant decisions are made affecting the individuals who do interact directly with the person	Spouse's place of employment, local school board, local government	Are decisions made with the interests of the person in mind? How well do social supports for families balance stresses for parents?
Macrosystem	'Blueprints' for defining and organising the institutional life of the society	Ideology, social policy, shared assumptions about human nature, the 'social contract'	Are some groups valued at the expense of others (e.g. sexism, racism)? Is there an individualistic or a collectivistic orientation? Is violence a norm?

Source: Adapted from Garbarino (1992).

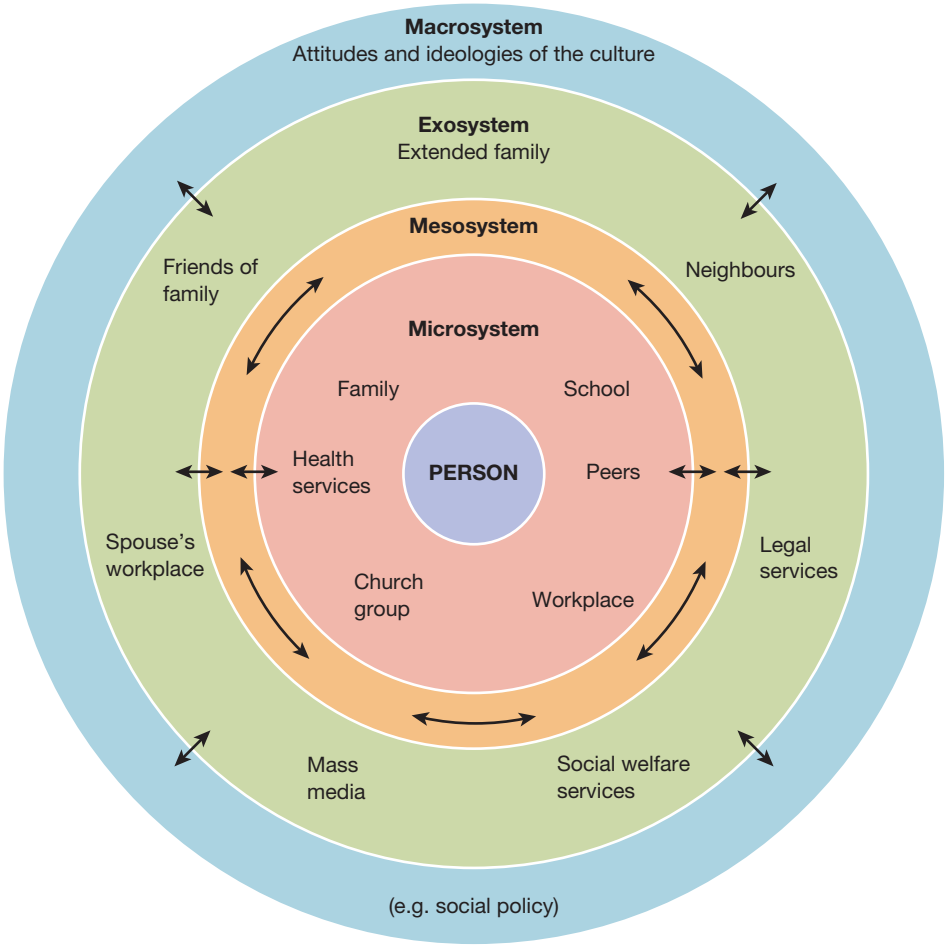
1. The *microsystem* refers to situations in which the person has face-to-face contact with influential others.
2. The *mesosystem* refers to the connections and relationships that exist between two or more microsystems and that influence the person because of their relationships.
3. The *exosystem* consists of settings in which the person does not participate but still experiences decisions and events that affect them indirectly.

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-04 18:32:11.

4. The *macrosystem* is the overarching institutions, practices and patterns of belief that characterise society as a whole and take the smaller micro-, meso- and exosystems into account.

FIGURE 1.1 **Bronfenbrenner's four ecological settings for developmental change**
As shown here, Bronfenbrenner describes human development as a set of overlapping ecological systems. All of these systems operate together to influence what a person becomes as they grow and develop. In this sense, development is not exclusively 'within' the person but is also 'within' the person's environment. The *chronosystem*, not included in the diagram, is part of the dynamic ever-changing environment of the individual that produces new conditions affecting development. The prefix 'chrono' means 'time'. In this temporal dimension, life changes can be imposed on the individual or they can arise from within the individual. For example, as children grow and develop, they select, create and modify many of their own experiences and settings. Therefore, time has a prominent place in each of the levels of microsystem, mesosystem, exosystem and macrosystem.



Source: Adapted from Garbarino (1992).

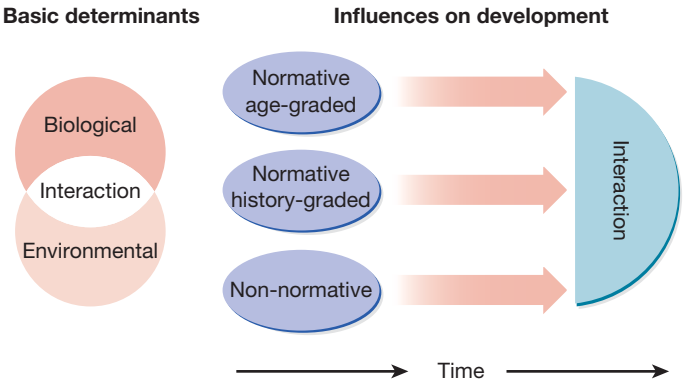
Recently, Bronfenbrenner characterised his model as the *bioecological* model (Bronfenbrenner & Morris, 2006). The bioecological model represents non-human interaction. The interaction is with objects and symbols, and the model has evolved as a theoretical system for the scientific study of human development over time. As Bronfenbrenner and Morris state, 'the new model is not a paradigm shift, but rather represents a transition from a focus on the environment to a focus on *proximal processes* as engines of development … (process, person, context and time), and the dynamic, interactive relationships among them' (Abstract, p. 1).

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-04 18:32:11.

Similarly to Bronfenbrenner, German-born psychologist Paul Baltes provides an important perspective through his emphasis on the nature of development and important historical influences on development. Baltes and Nesselroade (1979; Baltes, 2014) identified three influences that are determined by the interaction of biological and environmental factors. These three influences are normative age-graded, normative history-graded and non-normative (see figure 1.2). Normative age-graded influences have a strong relationship with chronological age. For example, the onset of puberty during adolescence is influenced by biological determinants, whereas beginning school at 5 or 6 years of age is an example of a normative age-graded influence with environmental, rather than biological, determinants. Normative history-graded influences are associated with historical time, such as plague and famine, which are examples of strong biological determinants of development. Historical events such as the introduction of television or changes in family size and composition have little biological determinants. Non-normative events do not occur in any normative age-graded or history-graded manner. The effects of brain damage after a car accident have strong biological determinants; however, the effects of divorce upon development have less strong biological determinants.

FIGURE 1.2 Baltes' model of normative and non-normative development



Source: Baltes and Nesselroade (1979).

Two leading developmentalists, Ford and Lerner, present yet another perspective of development — the developmental systems perspective. Through this perspective, Ford and Lerner (1992; Lerner, 2015) investigate how an individual carries out transactions with their environment and how, through these transactions, their biological, psychological behavioural and environmental elements change or remain constant. Developmental systems theory attempts to understand how multiple elements interact and shape a person's life. This theory played an important role in the shaping of developmentalists' research agendas in the 1990s, and more recently in the 2000s.

Through these perspectives in developmental psychology, researchers also acknowledge consistency and variability in development. The dynamic systems approach to studying and explaining lifespan development views the individual's mind, body, physical and social worlds, and experiences as constantly in motion, creating an integrated system that is *dynamic*, constantly evolving and moving. The dynamic systems perspective actively reorganises and modifies the components of the system, responding to environmental and biological changes. The Focusing on feature looks at the critical disadvantages that Indigenous Australians today confront in relation to life expectancy, infant and child mortality, education, and employment.

Copyright © 2018. Wiley. All rights reserved.

Hoffnung, Michele. Lifespan Development, 4th Australasian Edition, Wiley, 2018. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/jcu/detail.action?docID=5561263.
Created from jcu on 2021-02-04 18:32:11.