Preface for Instructors

My decision to write Development Through the Lifespan was inspired by a wealth of professional and personal experiences. First and foremost were the interests and concerns of hundreds of students of human development with whom I have worked in over three decades of college teaching. Each semester, their insights and questions have revealed how an understanding of any single period of development is enriched by an appreciation of the entire lifespan. Second, as I moved through adult development myself, I began to think more intensely about factors that have shaped and reshaped my own life course—family, friends, mentors, co-workers, community, and larger society. My career well-established, my marriage having stood the test of time, and my children launched into their adult lives, I felt that a deeper grasp of these multiple, interacting influences would help me better appreciate where I had been and where I would be going in the years ahead. I was also convinced that such knowledge could contribute to my becoming a better teacher, scholar, family member, and citizen. And because teaching has been so central and gratifying to my work life, I wanted to bring to others a personally meaningful understanding of lifespan development.

The years since Development Through the Lifespan first appeared have been a period of considerable expansion and change in theory and research. This fourth edition represents these rapidly transforming aspects of the field, with a wealth of new content and teaching tools:

- **Diverse pathways of change are highlighted.** Investigators have reached broad consensus that variations in biological makeup and everyday tasks lead to wide individual differences in paths of change and resulting competencies. This edition pays more attention to variability in development and to recent theories—including ecological, sociocultural, and dynamic systems—that attempt to explain it. Multicultural and cross-cultural findings, including international comparisons, are enhanced throughout the text. Biology and Environment and Cultural Influences boxes also accentuate the theme
of diversity in development.

- **The lifespan perspective is emphasized.** As in previous editions, the lifespan perspective—development is lifelong, multidimensional, multidirectional, plastic, and embedded in multiple contexts—continues to serve as a unifying approach to understanding human change and is woven thoroughly into the text. In addition, special Lifespan Vista boxes discuss lifespan-perspective assumptions and consider development across a wide age span.

- **The complex, bidirectional relationship between biology and environment is given greater attention.** Accumulating evidence on development of the brain, motor skills, cognitive and language competencies, temperament and personality, and developmental problems underscores the way biological factors emerge in, are modified by, and share power with experience. Interconnections between biology and environment are integral to the lifespan perspective and are revisited throughout the text narrative and in the Biology and Environment boxes with new and updated topics.

- **Inclusion of interdisciplinary research is expanded.** The move toward viewing thoughts, feelings, and behavior as an integrated whole, affected by a wide array of influences in biology, social context, and culture, has motivated developmental researchers to strengthen their ties with other fields of psychology and with other disciplines. Topics and findings included in this edition increasingly reflect the contributions of educational psychology, social psychology, health psychology, clinical psychology, neuropsychology, biology, pediatrics, geriatrics, sociology, anthropology, social welfare, and other fields.

- **The links among theory, research, and applications are strengthened.** As researchers intensify their efforts to generate findings relevant to real-life situations, I have placed even greater weight on social policy issues and sound theory- and research-based applications. Further applications are provided in the Applying What We Know tables, which give students concrete ways of building bridges between their learning and the real world.

- **The role of active student learning is made more explicit.** Ask Yourself questions at the end of each major section have been thoroughly revised and expanded to promote four approaches to engaging actively with the subject matter—Review, Apply, Connect, and Reflect. The new Reflect questions help make the study of lifespan development personally meaningful by encouraging students to take a well-
reasoned stand on important issues and to relate theory and research to their own lives. In addition, highlighting of key terms within the text narrative reinforces student learning in context.

**Text Philosophy**

The basic approach of this book has been shaped by my own professional and personal history as a teacher, researcher, and parent. It consists of seven philosophical ingredients that I regard as essential for students to emerge from a course with a thorough understanding of lifespan development. Each theme is woven into every chapter:

1. **An understanding of the diverse array of theories in the field and the strengths and shortcomings of each.** The first chapter begins by emphasizing that only knowledge of multiple theories can do justice to the richness of human development. As I take up each age period and domain of development, I present a variety of theoretical perspectives, indicate how each highlights previously overlooked aspects of development, and discuss research that evaluates it. Consideration of contrasting theories also serves as the context for an evenhanded analysis of many controversial issues.

2. **A grasp of the lifespan perspective as an integrative approach to development.** I introduce the lifespan perspective as an organizing framework in the first chapter and refer to and illustrate its assumptions throughout the text, in an effort to help students construct an overall vision of development from conception to death.

3. **Knowledge of both the sequence of human development and the processes that underlie it.** Students are provided with a discussion of the organized sequence of development along with processes of change. An understanding of process—how complex combinations of biological and environmental events produce development—has been the focus of most recent research. Accordingly, the text reflects this emphasis. But new information about the timetable of change has also emerged. In many ways, the very young and the old have proved to be far more competent than they were believed to be in the past. In addition, many milestones of adult development, such as finishing formal education, entering a career, getting married, having children, and retiring, have become less predictable. Current evidence on the sequence and timing of development, along with its implications for process, is presented for all periods of the lifespan.
4. An appreciation of the impact of context and culture on human development. A wealth of research indicates that people live in rich physical and social contexts that affect all domains of development. Throughout the book, students travel to distant parts of the world as I review a growing body of cross-cultural evidence. The text narrative also discusses many findings on socioeconomically and ethnically diverse people within the United States and Canada. Furthermore, the impact of historical time period and cohort membership receives continuous attention. In this vein, gender issues—the distinctive but continually evolving experiences, roles, and life paths of males and females—are granted substantial emphasis. Besides highlighting the effects of immediate settings, such as family, neighborhood, and school, I make a concerted effort to underscore the influence of larger social structures—societal values, laws, and government programs—on lifelong well-being.

5. An understanding of the joint contributions of biology and environment to development. The field recognizes more powerfully than ever before the joint roles of hereditary/constitutional and environmental factors—that these contributions to development combine in complex ways and cannot be separated in a simple manner. Numerous examples of how biological dispositions can be maintained as well as transformed by social contexts are presented throughout the book.

6. A sense of the interdependency of all domains of development—physical, cognitive, emotional, and social. Every chapter emphasizes an integrated approach to human development. I show how physical, cognitive, emotional, and social development are interwoven. Within the text narrative, and in a special series of Ask Yourself questions at the end of major sections, students are referred to other sections of the book to deepen their grasp of relationships among various aspects of change.

7. An appreciation of the interrelatedness of theory, research, and applications. Throughout this book, I emphasize that theories of human development and the research stimulated by them provide the foundation for sound, effective practices with children, adolescents, and adults. The link among theory, research, and applications is reinforced by an organizational format in which theory and research are presented first, followed by practical implications. In addition, a current focus in the field—harnessing knowledge of human development to shape social policies that support human needs throughout the lifespan—is reflected in every chapter. The text addresses the current condition of children, adolescents, and adults in the United States, Canada, and around the world and shows how theory and
research have combined with public interest to spark successful interventions. Many important applied topics are considered, such as family planning, infant mortality, maternal employment and child care, teenage pregnancy and parenthood, domestic violence, exercise and adult health, lifelong learning, grandparents rearing grandchildren, adjustment to retirement, adapting to widowhood, and palliative care for the dying.

**Text Organization**

I have chosen a chronological organization for *Development Through the Lifespan*. The book begins with an introductory chapter that describes the history of the field, contemporary theories, and research strategies. It is followed by two chapters on the foundations of development. Chapter 2 combines an overview of biological and environmental contexts into a single, integrated discussion of these multifaceted influences on development. Chapter 3 is devoted to prenatal development, birth, and the newborn baby. With this foundation, students are ready to look closely at seven major age periods: infancy and toddlerhood (Chapters 4, 5, and 6), early childhood (Chapters 7 and 8), middle childhood (Chapters 9 and 10), adolescence (Chapters 11 and 12), early adulthood (Chapters 13 and 14), middle adulthood (Chapters 15 and 16), and late adulthood (Chapters 17 and 18). Topical chapters within each chronological division cover physical development, cognitive development, and emotional and social development. The book concludes with a chapter on death, dying, and bereavement (Chapter 19).

The chronological approach assists students in thoroughly understanding each age period. It also eases the task of integrating the various domains of development because each is discussed in close proximity. At the same time, a chronologically organized book requires that theories covering several age periods be presented piecemeal. This creates a challenge for students, who must link the various parts together. To assist with this task, I frequently remind students of important earlier achievements before discussing new developments, referring back to related sections with page references. Also, chapters or sections devoted to the same topic (for example, cognitive development) are similarly organized, making it easier for students to draw connections across age periods and construct an overall view of developmental change.

**New Coverage in the Fourth Edition**

Lifespan development is a fascinating and ever-changing field of study, with constantly emerging new
discoveries and refinements in existing knowledge. The fourth edition represents this burgeoning contemporary literature, with over 2,200 new citations. Cutting-edge topics throughout the text underscore the book’s major themes. Here is a sampling:

• **Chapter 1:** Increased attention to the dynamic systems view of development • New historical findings on childhood as a separate phase of life in medieval Europe • Introduction to developmental cognitive neuroscience as a new area of investigation • New examples of research using systematic observation, structured interviews, and correlational research • New section on combining experimental and developmental designs, including an illustration in a new Social Issues box answering the question, “Can musical experiences enhance intelligence?”

• **Chapter 2:** Updated discussion of basic genetics • New evidence on the changing proportion of male to female births • Inclusion of both germline and somatic mutation, with implications for health over the lifespan • New evidence on genetic testing and genetic treatments of disease • Updated section on development of adopted children • New section on affluence, family functioning, and development • Updated research on neighborhood influences on physical and mental health of children and adults • Expanded consideration of rural versus urban contexts for development in childhood and adulthood • Updated section on public policies and lifespan development • New Lifespan Vista box on worldwide education of girls and its transforming impact on current and future generations • Updated indicators on the status of children and adults in the United States, Canada, and other industrialized nations • Enhanced discussion of environmental influences on gene expression

• **Chapter 3:** Updated research on fetal sensory and behavioral capacities and on fetal activity level as a predictor of childhood temperament • Updated Lifespan Vista box on the prenatal environment and health in later life • Expanded and updated consideration of teratogens • New evidence on the long-term consequences of emotional stress during pregnancy • New findings on older maternal age and prenatal and birth complications • Updated discussion of preterm and low-birth-weight infants • Enhanced consideration of the benefits of “kangaroo care” for preterm babies • Updated Biology and Environment box on sudden infant death syndrome, including protective sleeping practices • New research on fetal and newborn pain perception • New findings on the impact of the prenatal
environment on newborn odor preferences • Expanded consideration of paternal influences, including
teratogenic effects, social support of the mother, and hormonal changes around the time of birth that
facilitate paternal caregiving

• **Chapter 4**: Introduction to major methods of assessing brain functioning, including EEG, ERPs,
fMRI, and PET • Updated Lifespan Vista box on brain plasticity over the lifespan • New research on
children adopted from Romanian orphanages, bearing on the question of whether infancy is a sensitive
period of development • New discussion of appropriate stimulation in infancy and early childhood, and
the distinction between experience-expectant and experience-dependent brain growth • Updated
Cultural Influences box on cultural variation in infant sleeping arrangements • Updated section on
breastfeeding • New evidence on infants’ and toddlers’ eating habits and early risk for obesity •
Revised and updated section on habituation, including using habituation tasks to assess both recent and
remote memory • New findings on newborn imitation in humans and chimpanzees • New dynamic
systems research on development of reaching • New findings on development of infant speech
perception • Expanded and updated consideration of early face perception • Expanded and updated
section on intermodal perception, including contributions of intermodal perception to all aspects of
psychological development

• **Chapter 5**: Expanded coverage of the core knowledge perspective on cognitive development • New
research on imitation in toddlerhood • Updated findings on development of memory and categorization
• New findings on cultural variations in early attentional strategies • Revised and updated Biology and
Environment box on infantile amnesia • Inclusion of the most recent edition of the Bayley Scales of
Infant Development (Bayley III) • Updated findings on quality of child care in the United States and
Canada, with consequences for cognitive and social competence • New research on early intervention
for poverty-stricken families with infants and toddlers, including Early Head Start • Expanded section
on early language development, including updated presentation of interactionist theories and new
research on vocabulary development, SES variations in language progress, and development of babies
with hearing impairments • New Biology and Environment box on impact of parent–child interaction
on language and cognitive development of deaf children
• **Chapter 6:** Revised Lifespan Vista box on parental depression and child development, including both maternal and paternal depression • Expanded treatment of social referencing, including new findings on infants’ sensitivity to parents’ voice • New research on the self-regulatory dimension of temperament—effortful control • Updated section on the stability of temperament • New research on parents’ tendency to emphasize children’s temperamental differences • Expanded attention to methods of assessing attachment, including the Attachment Q-Sort • Enhanced consideration of cultural variations in sensitive caregiving, with implications for attachment security • Expanded section on fathers’ involvement with infants • New Cultural Influences box on the powerful role of paternal warmth in development • Enhanced discussion of the influence of attachment quality in infancy on later development • Updated Social Issues box on the influence of quality of child care and long childcare hours on attachment and later development

• **Chapter 7:** Updated research on childhood immunization • New Social Issues box on child health care in the United States and other Western nations • New section on preschoolers’ understanding of symbol–real world relations, including dual representation • Updated findings on development of the appearance–reality distinction • New Cultural Influences box on how children in village and tribal cultures learn by observing and participating in adult work • Expanded consideration of the development of attention, including the role of inhibition • Enhanced discussion of development of autobiographical memory, including the influence of the parent–child relationship • New evidence on cognitive attainments that contribute to mastery of false belief • Updated research on early development of counting • Updated Biology and Environment box on “mindblindness” and autism, including explanations for deficient theory of mind among children with autism • Enhanced consideration of the long-term benefits of preschool intervention for poverty-stricken children • Expanded section on educational media, including effects of television and computers • Expanded and updated research on the diverse strategies preschoolers use to figure out word meanings • New findings on the gradual development of grammatical skills, with implications for theoretical controversies

• **Chapter 8:** Enhanced explanation of the I-self and me-self, with an illustrative figure • Inclusion of
the concept of emotional competence • Updated consideration of emotional self-regulation in early childhood, including effortful control • Expanded discussion of peer sociability, including the consequences of nonsocial play for adjustment • Revised and updated section on parenting and children’s peer relations • Updated research on the impact of harsh punishment on development • New Cultural Influences box on ethnic differences in the consequences of physical punishment • Enhanced treatment of positive discipline • Updated discussion of preschoolers’ moral reasoning • Revised and updated consideration of types of aggression, including physical, verbal, and relational forms • Updated discussion of violent media and development of aggression • New evidence on gender-stereotyped learning in early childhood, including the influence of parents and same-sex peer associations • Updated research on cognitive contributions to gender constancy • Updated discussion of gender schema theory, noting individual differences among children in gender-schematic processing • New findings on the harmful impact of parental psychological control on children’s adjustment • Enhanced discussion of cultural variation in parenting beliefs and practices • Updated section on child maltreatment, including the success of home visitation prevention programs

• Chapter 9: Revised and updated section on overweight and obesity • Updated evidence on outcomes of participation in youth sports programs • New section on evolutionary influences on children’s play, with special attention to rough-and-tumble and its adaptive significance • Revised Biology and Environment box on children with attention-deficit hyperactivity disorder • Enhanced consideration of development of metacognition in middle childhood, including second-order false belief • Updated discussion of learning to read, including the role of phonological awareness • Expanded section on mathematical development, with implications for math education • Description of the new Stanford-Binet Intelligence Scales, Fifth Edition, and the WISC-IV, with updated sample intelligence test items • Updated description of Sternberg’s triarchic theory of successful intelligence • New Lifespan Vista box on social and emotional intelligence • New research on culture, communication styles, and children’s mental test performance • New section on the impact of stereotype threat on the test taking of ethnic minority children • New Social Issues box on high-stakes testing • Expanded treatment of language development in middle childhood, with special attention to narrative • Revised and updated
section on educational philosophies, including constructivist and social constructivist classrooms •
Updated cross-national comparisons of academic achievement, with special attention to family, school,
and societal factors that support high achievement

• Chapter 10: Increased attention to cultural variations in school-age children’s self-concept • Enhanced
attention to emotional self-regulation, including school-age children’s use of problem-centered and
emotion-centered coping • Expanded and updated attention to school-age children’s moral and social-
conventional understanding • New section on school-age children’s grasp of individual rights, with
implications for moral understanding • New section on children’s understanding of diversity and
inequality, including research on development of racial and ethnic prejudice • Enhanced consideration
of differences in prosocial and aggressive children’s friendships • Updated Biology and Environment
box on bullies and their victims • New evidence on development of gender identity in middle
childhood, with implications for emotional adjustment • Enhanced attention to parenting of school-age
children, with emphasis on paternal involvement and children’s development • Updated consideration
of common fears of school-age children • New evidence on children’s eyewitness testimony, with
emphasis on factors that contribute to children’s suggestibility

• Chapter 11: New section on adolescent brain development • Updated research on consequences of
adolescent sleep “phase delay” for school performance and high-risk behaviors • New evidence on
implications of pubertal timing for psychological adjustment in adulthood • New research on parent–
adolescent conversations about sex • Revised and updated Biology and Environment box on
development of sexual identity among gay, lesbian, and bisexual youths • New findings on the link
between father absence and early sexual activity • Enhanced consideration of factors that increase
adolescent fathers’ involvement in caregiving • Expanded attention to cultural influences on adolescent
drug and alcohol use • New section on adolescent decision making • New evidence on the decline in
reading and writing achievement among adolescent boys • Updated consideration of factors
contributing to sex differences in math and spatial reasoning • New evidence on the impact of school
transitions on adjustment • Updated research on the academic consequences of tracking in secondary
school
Chapter 12: Updated and expanded section on adolescents’ self-esteem • Updated Cultural Influences box on identity development among ethnic minority youths • Revised evaluation of Kohlberg’s stages • New section on adolescents’ coordination of moral, social-conventional, and personal concerns • Enhanced consideration of experiences that promote moral self-relevance • New section on religious involvement and moral development • Updated Social Issues box on development of civic responsibility • Expanded and updated section on parenting and adolescent autonomy • New section on Internet friendships • New research on the relationship of parent–child attachment to adolescent romantic ties • Revised and updated Lifespan Vista box on two routes to adolescent delinquency, with new research on the link between early relational aggression and adolescent antisocial activity

Chapter 13: New section introducing emerging adulthood, an extended transition to full assumption of adult roles • Updated consideration of theories of biological aging • New findings on changes in motor performance in adulthood, based on research on outstanding athletes • Updated and enhanced discussion of SES variations in adult health • New evidence on substance abuse in early adulthood • New findings on use of Internet dating services • Inclusion of research on both male-initiated and female-initiated coercive sexual behavior • Revised and updated section on Perry’s theory and development of epistemic cognition, including experiences that foster its development • Expanded consideration of Labouvie-Vief’s theory and cognitive-affective complexity in early and middle adulthood • New findings on factors that contribute to dropping out of college and enhanced discussion of preventive measures • Updated research on factors influencing vocational choice, with special attention to the role of parents and teachers • New Social Issues box on men who choose nontraditional careers

Chapter 14: Expanded discussion of the relationship of the developmental tasks of identity and intimacy • Updated research on development of companionate love, with emphasis on constructive conflict resolution • New evidence on changing relationships with parents after leaving home • New findings on sex differences in marital satisfaction • Discussion of parental adjustment to both a first and a second birth • Updated section on parent education • New research on intergenerational transmission of risk for divorce • Updated research on gay and lesbian parents • New evidence on
unique workplace challenges faced by women and ethnic minority young adults • Enhanced discussion of workplace policies that help adults meet both work and family responsibilities • New Social Issues box on women in “fast-track” careers who opt to stay home

• Chapter 15: Updated coverage of menopausal symptoms • New research on risks and benefits of hormone therapy and alternative treatments for menopausal symptoms • Enhanced consideration of women’s psychological reactions to menopause, including ethnic variations • Updated section on reproductive changes in men • Updated statistics on the age-related incidence of chronic diseases • Expanded discussion of genetic, biological-aging, and environmental contributions to cancer • Enhanced attention to osteoporosis in men, including the need for widespread screening and treatment • Updated consideration of age-related declines in processing speed and inhibition • New research on middle-aged adults’ memory in pressured, classroomlike contexts versus self-paced contexts • Enhanced consideration of challenges faced by nontraditional college students, including gender and ethnic stereotypes

• Chapter 16: New findings on middle-aged men’s and women’s emotional reactions to their aging appearance • Updated section addressing the question, Is there a midlife crisis?, including research asking middle-aged adults about life regrets • New evidence on age-related changes in psychological stressors from early through middle adulthood • New findings on men’s and women’s expressed reasons for midlife divorce • Updated section on the sandwich generation and caring for aging parents • Updated Social Issues box on grandparents rearing grandchildren: the skipped-generation family • New findings on women, ethnic minorities, and the “glass ceiling” in the workplace

• Chapter 17: Updated North American statistics on average life expectancy and active lifespan • Updated Lifespan Vista box on centenarians, with biographical information about Jeanne Louise Calment, the longest-lived person on record • Expanded and updated discussion of stereotypes of aging and their impact on elders, including stereotype threat and media portrayals of older adults • Enhanced attention to compression of morbidity, with special emphasis on the importance of a healthy lifestyle • New findings on the impact of nutrition and exercise on health status in late adulthood • New evidence on factors that contribute to frailty in old age • Updated statistics on leading causes of
death in late adulthood • New findings on neurological changes associated with Alzheimer’s disease •
Updated research on genetic and environmental risks for Alzheimer’s disease, including the link
between diabetes and Alzheimer’s • Updated Social Issues box on interventions for caregivers of
elders with dementia, including the effectiveness of REACH intervention programs • New research on
memory changes, including deficient recall of the context of events, memory for remote events (very
long-term recall), and prospective memory • New findings on language processing, including elders’
more frequent experience of tip-of-the-tongue states • Updated evidence on factors related to cognitive
change, including education, cigarette smoking, chronic conditions, and complex, stimulating work •
Discussion of the age-related rise in inconsistency of cognitive performance as predictive of cognitive
decrees • Enhanced consideration of cognitive training programs for the elderly, including ACTIVE, a
large-scale intervention demonstrating impressive gains in trained skills

Chapter 18: Discussion of Joan Erikson’s additional psychosocial stage of gerotranscendence •
Expanded treatment of emotional expertise in late adulthood, including Labouvie-Vief’s research on
affect optimization • Enhanced consideration of possible selves in old age • New findings on
spirituality and religiosity in late adulthood • New section on continuity theory and related research •
Updated evidence relevant to socioemotional selectivity theory • Consideration of cohabitation in late
adulthood • Updated findings on adaptation to widowhood • Discussion of elder abandonment as a
form of elder abuse

Chapter 19: Updated research on children’s understanding of death • New evidence on the
relationship between religiosity and death anxiety • Updated evidence on terminally ill patients’ varied
reactions to dying • New illustrations of cultural influences on the experiences of dying people • New
Biology and Environment box on music as palliative care for dying patients • The Terry Schiavo case
and public debate over right-to-die issues • Updated Social Issues box on voluntary active euthanasia,
with special attention to legalization in the Netherlands • New statistics on public approval of assisted
suicide • Updated consideration of the Oregon Death with Dignity Act • Inclusion of Worden’s view
of grieving as a set of tasks to be accomplished • Increased attention to finding meaning in loss as an
effective bereavement coping strategy • Inclusion of disenfranchised grief, induced by lack of
opportunity to mourn publicly • Coverage of public tragedies and risk of bereavement overload • Enhanced consideration of self-help groups as bereavement interventions

**Pedagogical Features**

Maintaining a highly accessible writing style—one that is lucid and engaging without being simplistic—continues to be one of my major goals. I frequently converse with students, encouraging them to relate what they read to their own lives. In doing so, I hope to make the study of human development involving and pleasurable.

- **Stories and Vignettes about Real People.** To help students construct a clear image of development and to enliven the text narrative, each chronological age division is unified by case examples woven throughout that set of chapters. For example, the middle childhood section highlights the experiences and concerns of 10-year-old Joey; 8-year-old Lizzie; their divorced parents, Rena and Drake; and their classmates. In the chapters on late adulthood, students get to know Walt and Ruth, a vibrant retired couple, along with Walt’s older brother Dick and his wife Goldie and Ruth’s sister Ida, a victim of Alzheimer’s disease. Besides a set of main characters who bring unity to each age period, many additional vignettes offer vivid examples of development and diversity among children, adolescents, and adults.

- **Chapter Introductions and End-of-Chapter Summaries.** To provide a helpful preview, I include an outline and overview of chapter content in each chapter introduction. Especially comprehensive end-of-chapter summaries, organized according to the major divisions of each chapter and highlighting important terms, remind students of key points in the text discussion. Review questions are included in the summaries to encourage active study.

- **Ask Yourself Questions.** Active engagement with the subject matter is also supported by study questions at the end of each major section. Four types of questions prompt students to think about human development in diverse ways: Review questions help students recall and comprehend information they have just read; Apply questions encourage the application of knowledge to controversial issues and problems faced by children, adolescents, adults, and professionals who work with them; Connect questions help students build an image of the whole person by integrating what
they have learned across age periods and domains of development. **Reflect** questions help make the study of human development personally meaningful by asking students to reflect on their own development and life experiences. Each question is answered on the text’s companion website where students can compare their reasoning to a model response. A URL to the site (www.ablongman.com/berk) is included below each set of questions.

Four types of thematic boxes accentuate the philosophical themes of this book:

- **A Lifespan Vista boxes** are devoted to topics that have long-term implications for development or involve intergenerational issues. Examples include: *Worldwide Education of Girls: Transforming Current and Future Generations, The Prenatal Environment and Health in Later Life, Social and Emotional Intelligence, Childhood Attachment Patterns and Adult Romantic Relationships, Generative Adults Tell Their Life Stories, and What Can We Learn about Aging from Centenarians?*

- **Social Issues boxes** discuss the impact of social conditions on children, adolescents, and adults and emphasize the need for sensitive social policies to ensure their well-being—for example, *Can Musical Experiences Enhance Intelligence?, Child Health Care in the United States and Other Western Nations, High-Stakes Testing, Masculinity at Work: Men Who Choose Nontraditional Careers, Women in “Fast-Track” Careers Who Opt to Stay Home, and Interventions for Caregivers of Elders with Dementia.*

- **Cultural Influences boxes** have been expanded and updated to deepen attention to culture threaded throughout the text. They highlight both cross-cultural and multicultural variations in human development—for example, *Immigrant Youths: Amazing Adaptation, The African-American Extended Family, Cultural Variation in Infant Sleeping Arrangements, The Powerful Role of Paternal Warmth in Development, Children in Village and Tribal Cultures Observe and Participate in Adult Work, and Cultural Variations in the Experience of Aging.*

- **Biology and Environment boxes** highlight the growing attention to the complex, bidirectional relationship between biology and environment during development. Examples include *Parent–Child Interaction: Impact on Language and Cognitive Development of Deaf Children, Development of Shyness and Sociability, “Mindblindness” and Autism, Bullies and Their Victims, Antiaging Effects of Dietary Calorie Restriction: Relevant to Humans?, What Factors Promote Psychological Well-Being*
Applying What We Know Tables. To accentuate the link between theory and research and applications, Applying What We Know tables provide easily accessible practical advice on the importance of caring for oneself and others throughout the lifespan. The tables also speak directly to students as parents or future parents and to those pursuing child- and family-related careers or areas of study, such as teaching, health care, counseling, or social work. They include: Signs of Developmentally Appropriate Infant and Toddler Child Care, Supporting Early Language Learning, Using Positive Discipline, Helping Children Adjust to Their Parents’ Divorce, Communicating with Adolescents about Sexual Issues, Strategies That Help Dual-Earner Couples Combine Work and Family Roles, Relieving the Stress of Caring for an Aging Parent, and Fostering Adaptation to Widowhood in Late Adulthood.

Milestones Tables. A Milestones table appears at the end of each age division of the text. These tables summarize major physical, cognitive, language, emotional, and social attainments, providing a convenient aid for reviewing the chronology of lifespan development.

Enhanced Art and Photo Program. A thoroughly revised art style presents concepts and research findings with clarity and attractiveness, thereby greatly aiding student understanding and retention. The illustration program increases the number of photos in the previous edition. Each has been carefully selected to portray human development and to represent the diversity of people in the United States, Canada, and around the world.

In-Text Key Terms with Definitions, End-of-Chapter Term List, and End-of-Book Glossary. Mastery of terms that make up the central vocabulary of the field is promoted through in-text highlighting of key terms and concept definitions, which encourages students to review the terminology of the field in greater depth by rereading related information. Key terms also appear in an end-of-chapter page-referenced term list and an end-of-book page-referenced glossary.