

Preface

When we began planning this fourth edition of *Lifespan Development*, our conversations kept coming back to the idea of continuity and change—for in a sense, that is what revising a text is all about. You will find many continuities between this edition and previous editions. However, there is also a great deal of new information and current research. Our major goal of this revision was to maintain and strengthen the text’s lifespan perspective. To achieve this goal, we have reorganized our presentation throughout the text to emphasize four lifespan themes:

- *Continuity Within Change*, which looks for continuities in the person that may be hidden by more obvious long-term changes of maturation and evolving life circumstances;
- *Lifelong Growth*, which focuses on the potential for growth at all stages of development—in adulthood as well as in childhood and adolescence;
- *Changing Meanings and Vantage Points*, which considers how universal experiences, such as work, play, love, and sex, take on different meanings at different stages of development; and
- *Developmental Diversity*, which notices differences created by genetic, social, and cultural circumstances within the search for general trends and patterns through the lifespan.

In this edition, you will find these themes introduced in Chapter 1, mentioned throughout the text as we focus on specific stages of development, and highlighted at the end of each part in a special section called “Looking Back/Looking Forward.” This feature revisits the four lifespan themes in relation to a hinge issue that appeared in that part. The thematic orientation of this edition is designed to help students appreciate the complex combination of continuity and change from birth to death that constitutes lifespan development.

While the strengthened lifespan perspective and increased focus on marginalized people is the most obvious change in this edition, we have also broadened our range of examples and applications to increase its relevance to the wide range of students who come to the lifespan course from many backgrounds and departments and are headed for a wide range of occupational and family roles. We realize that they will be educators, health professionals

such as occupational and physical therapists, and nurses, social workers, parents, and family members, all roles requiring an understanding of human development. We have revised our book with this in mind. We believe that lifespan psychology is relevant to current career and social issues that all adults face. It is especially relevant to those who will work or live with children, adolescents, or older adults. We see personal involvement as positive and include a wide range of examples that will enable most readers to find themselves, and people they know, in the story of lifespan development.

Content and Organization

Part 1, “Beginnings,” introduces our lifespan themes and discusses the field of human development, key theories, genetics, prenatal development, and birth. Some of the features in this portion of the book include Chapter 1 being organized to highlight the key themes of lifespan development as they are emphasized in this book. In Chapter 2, “Applications Throughout the Lifespan” section following each major set of developmental theories helps students see how theories can be used. Chapter 3 includes an extensive reorganization of “Prenatal Influences on the Child,” grouping the coverage of harmful substances, domestic violence, maternal age, and prenatal health care. We have also expanded our coverage of contraceptive choices, family planning, and abortion in the United States and worldwide.

Parts 2 through 8 are then organized chronologically: the first two years, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood. Within each age period, we focus in one chapter on physical and cognitive development and in the other on psychosocial development. Although we frequently point out the interrelatedness of these three domains, we give each separate attention as well. Part 9 explores the topics of dying, death, and bereavement. Content changes in Parts 2 through 9 include these highlights:

- A new section examining sleep has been added to each age period.
- Each of the chapters covering psychosocial development from adolescence to late life includes discussion of gay and lesbian issues.

- An inclusion of the impact of COVID-19 on current health, cognitive, and behavior.
- An increased focus on the impact of microaggressions, overt and covert racism, and systemic racism on development.
- Updated “Working With” features throughout.
- Chapter 6 includes discussion on Autism spectrum.
- Chapter 12 has coverage of changes that occur in the brain during emerging and young adulthood.
- Chapter 13 includes discussion of emerging adulthood as a period of the lifespan.
- Discussions of psychosocial development in Chapters 13, 15, and 17 now include more theories relevant to women.
- Coverage of sexuality in middle and late adulthood in Chapters 14 and 16 has been expanded.
- We have expanded the coverage of euthanasia and end-of-life preferences in Chapter 18 and integrated information about death, loss, and bereavement of children and adolescents as well as adults.

In addition to specific content changes, we have included multicultural coverage throughout the text as well, as in the special “Multicultural View” boxes, and increased integration of practical information, cultural information, and career ideas with research information.

We have also made the organization more parallel throughout the book. In the chapters on physical and cognitive development, for example, we cover systemic change, health and health-compromising behaviors, cognition, moral development, school, and work in the same order in each stage’s comparable chapters. Likewise, the chapters on psychosocial development move from discussions of theories of personality development to discussions of the family sphere to relationships in the wider world. For students, this parallelism reinforces continuities from stage to stage and will make it even easier for instructors who prefer to organize their courses topically rather than chronologically to use the book in their own way. For instance, one could teach the child and adolescent portions chronologically and the adult portion topically by first assigning the physical development portions of Chapters 12, 14, and 16, then the cognitive portions, and finally the psychosocial chapters, 13, 15, and 17.

Tools to Enhance Learning

For a textbook to be effective, it must be read. With this in mind, we continued to hold ourselves to high standards for clear, good writing. This text is approachable, filled with real-life examples that can engage students in the issues of human development and illustrations that reinforce key concepts.

A Critical Approach to Research We base our presentation on a firm understanding of current research in the field, balancing the inclusion of classic and recent studies. Yet the book is not so data driven as to be too technical for students new to the issues. Numerous hypothetical and real-life examples balance our research-based discussions. Because research findings do not always agree with one another, this book focuses both on what we know and on how we came to know it. We want students to understand how the data behind the conclusions were generated and to be able to raise questions about the validity, reliability, and generalizability of research findings. We introduce methodological concerns in Chapter 1. In addition, we present critiques of studies as we discuss them (such as limitations of the Grant Study in Chapter 16) and periodically describe methods where they will have the most meaning (such as “Studying Cognition and Memory in Infants” in Chapter 4’s discussion of cognitive development during the first two years).

Rich Illustration Program Numerous graphs, figures, and tables reinforce the text discussions by providing a visual guide to key concepts. These have been updated to reflect the latest demographic data. Captions to line art and photos emphasize critical points and provide additional pedagogical support. We carefully selected photographs to reinforce our emphasis on diversity in culture, race and ethnicity, gender, and socioeconomic status.

Improved Learning Aids As in the previous editions, chapters open with outlines and focusing questions, and our end-of-chapter summaries are focused around the focusing questions that appeared in the beginning of the chapter to highlight the conceptual connections among topics in each main section. Key terms lists again serve as pedagogical supports by reinforcing the important themes, ideas, and concepts in each chapter. We have included a margin glossary to further support student learning of key terms. In addition to assisting in the mastery of content, these aids encourage students to develop their personal perspectives about lifespan psychology and its practical applications. Supplemental materials for the textbook include links to videos with questions to prompt discussion and link videos back to course material.

Special Features

Looking Back/Looking Forward At the end of each part, this section examines a hinge issue in light of the four themes of the book: Continuity Within Change, Lifelong Growth, Changing Meanings and Vantage Points, and Developmental Diversity. The

hinge issues are as follows: genetic inheritance after “Beginnings”; attachment after the “First Two Years”; friendship after “Early Childhood”; family after “Middle Childhood”; parent-child relationships after “Adolescence”; intimacy after “Early Adulthood”; work after “Middle Adulthood”; problems of living after “Late Adulthood”; and the concept of the good death after “Death, Loss, and Bereavement.” These sections reinforce the lifespan themes by approaching key concepts from a fresh angle and linking them to earlier developmental periods and those yet to come.

What Do You Think? In this edition, we continue to have questions designed to stimulate reflection and discussion about the issues and concepts of development, located at the end of each major section throughout every chapter. “What Do You Think?” questions also appear at the end of the “Working With” and “Focusing On” boxes to reinforce the connections between the box and the main text. While addressed directly to the student, the “What Do You Think?” questions can also serve as a basis for class activities and discussion. Many encourage collaboration among classmates and can be used as group assignments.

“Working With” Interviews As in the previous editions, each chapter includes an interview with someone who works in the field discussing the practical application of developmental issues featured in that chapter. New interviews are featured in chapters 8, 10, 11, 12, 14, 15, 16, and 17 and include hearing from a physical therapist, an engineering teacher, a counselor for sexual minority teenagers, a case worker for survivors of domestic violence, and an activity director for an older adult living facility. Interviews enable students to see the relationship between the theoretical and the practical. Many of these interviews include discussion of how COVID-19 has impacted and will continue to affect working with people of different ages. “What Do You Think?” questions follow the interviews to stress the connections with the text. The interviews also provide occupational examples for students who are considering possibilities for their futures. For a complete list of featured careers and topics, see page xi.

A Multicultural View Again in this edition, a boxed insert in each chapter highlights an issue of development from a cross- or multicultural perspective. While this perspective is a consistent aspect of the text, we use the boxes to focus on issues of particular interest. Updated topics include an examination of systemic racism with achievement gaps (Chapter 9), and a revised discussion of cross-cultural similarities

in intimate partner violence appears in Chapter 13. A complete list of these boxes appears on page xi.

Focusing On Each chapter’s “Focusing On” box expands the discussion in the text by highlighting a significant and timely issue and includes “What Do You Think?” questions to enhance the connections among the box, the chapter, and students’ experiences. See page xi for a full list.

Online and in Print

Student Options: Print and Online Versions

This fourth edition of *Lifespan Development* is available in multiple versions: online, in PDF, and in print as either a paperback or loose-leaf text. The content of each version is identical.

The most affordable version is the online book, with upgrade options including the online version bundled with a print version. What’s nice about the print version is that it offers you the freedom of being unplugged—away from your computer. The people at Academic Media Solutions recognize that it’s difficult to read from a screen at length and that most of us read much faster from a piece of paper. The print options are particularly useful when you have extended print passages to read.

The online edition allows you to take full advantage of embedded digital features, including search and notes. Use the search feature to locate and jump to discussions anywhere in the book. Use the notes feature to add personal comments or annotations. You can move out of the book to follow Web links. You can navigate within and between chapters using a clickable table of contents. These features allow you to work at your own pace and in your own style, as you read and surf your way through the material. (See “Harnessing the Online Version” for more tips on working with the online version.)

Harnessing the Online Version

The online version of *Lifespan Development*, fourth edition, offers the following features to facilitate learning and to make using the book an easy, enjoyable experience:

- **Easy-to-navigate/clickable table of contents**—You can surf through the book quickly by clicking on chapter headings, or first- or second-level section headings. And the Table of Contents can be accessed from anywhere in the book.
- **Key terms search**—Type in a term, and a search engine will return every instance of that term in the book; then jump directly to the selection of your choice with one click.
- **Notes and highlighting**—The online version includes study apps such as notes and highlighting.

Each of these apps can be found in the tools icon embedded in the Academic Media Solutions/Textbook Media's *online eBook reading platform* (<http://www.academicmediasolutions.com>).

- **Upgrades**—The online version includes the ability to purchase additional study apps and functionality that enhance the learning experience.

Instructor Supplements

In addition to its student-friendly features and pedagogy, the variety of student formats available, and the uniquely affordable pricing options that are designed to provide students with a flexibility that fits any budget and/or learning style, *Lifespan Development*, third edition, comes with the following teaching and learning aids:

- **Test Item File**—The Test Bank includes 100 multiple-choice and three essay questions per chapter. Each multiple-choice question is keyed to a learning objective and a text page number, and it is identified as requiring factual, applied, or conceptual knowledge. Emphasis is on providing a wealth of applied and conceptual questions. The essay questions include sample response guides.
- **Computerized Test Bank**—These test items give instructors the flexibility to generate tests electronically, edit test items, or add their own.
- **Instructor's Manual**—An enhanced version of the book offering assistance in preparing lectures, identifying learning objectives, developing essay exams and assignments, and constructing course syllabi.
- **PowerPoint Presentations**—Key points in each chapter are illustrated in a set of PowerPoint files designed to assist with instruction. In addition, all of the chapter figures are included for further ease with instruction.

Student Supplements and Upgrades (Additional Purchase Required)

- **Lecture Guide**—This printable lecture guide is designed for student use and is available as an in-class resource or study tool. Note: Instructors can request the PowerPoint version of these slides to use as developed or to customize.
- **Study Guide**—The student Study Guide contains learning objectives, a chapter overview and outline, a fill-in review of key terms and concepts, and two sets of multiple-choice practice questions—one set tests the student's factual knowledge and the other tests applied knowledge. The multiple-choice answer key explains why each option is correct or incorrect, a feature particularly appreciated by students.

A printable version of the online study guide is available via downloadable PDF chapters for easy self-printing and review.

- **Online Video Labs**—A collection of high-quality, dynamic, and sometimes humorous video segments (contemporary and classic) that are produced by a variety of media from both academic and entertainment sources accessed via the web. Organized by chapter, each video segment illustrates key topics/issues discussed in that specific chapter. Each video segment is accompanied by a student worksheet, which consists of a series of discussion questions that help students connect the themes presented in the video segment back to a key topic discussed in that specific chapter. Instructors are provided with suggested answers for each worksheet (nonopinion-based questions).
- **Quizlet Study Set**—Quizlet is an easy-to-use online learning tool built from all the key terms from the textbook. Students can turbo charge their studying via digital flashcards and other types of study apps, including tests and games. Students are able to listen to audio, as well as create their own flashcards. Quizlet is a cross-platform application and can be used on a desktop, tablet, or smartphone.

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