

In this first decade of the twenty-first century, American society has clearly adopted the goal that greater opportunities should be available for all its members to develop their potential more fully. To achieve this goal, it will be essential that we know as much as possible about human development—how we change from the helplessness of infancy to the competence of adulthood to the wisdom of old age.

Perhaps the human saga is not written as clearly as we would like. As Thomas Jefferson once noted, although the human condition is not open to complete scrutiny, it is, nevertheless, susceptible to considerable improvement. Clues providing insights into the riddle of human development are beginning to multiply. Genetic discoveries are occurring at a rate that can only be described as breathtaking.

As the population of our nation continues to change, we have become more sensitive to the influence that culture exerts on development. We recognize that children learn in many different ways; we see how different cultures view developmental stages such as adolescence and old age from different perspectives; we understand more about how society changes us, but also how we can influence society.

## Basic Themes of Human Development Across the Lifespan

Reflecting the exciting changes that are taking place in our knowledge of human development, we have woven our narrative around several integrating themes: the biopsychosocial model, the cultural context of development, the roles of age and gender, and applications to daily living. We return to these themes in each chapter as a means of making more meaningful the basic knowledge of human development.

## The Biopsychosocial Approach

The *biopsychosocial approach* will help you to integrate the wealth of information that you will find in the pages to come. By thinking of lifespan development as the product of the interaction of biological, psychological, and social forces, you will better appreciate the complexity of development. For example, biological influences on development range from the role of genes in

development to adult health concerns; psychological influences include all aspects of cognitive and personality development; social influences refer to such powerful forces as family, school, peers, and the media. The biopsychosocial approach helps to explain how the interaction of these forces is the key to understanding human development.

## Contextual Influences on Development

Our goal in urging you to adopt a sociocultural perspective is to help you develop a greater understanding of those who seem "different." If you adopt this perspective, you will come to realize that different people have different worldviews that decisively influence their thinking. People from different cultures do not always think like each other and, as we will stress, these differences are assets. Recognizing how diverse people are in their thinking and behavior will help you to identify and comprehend variations in how individuals are raised, how they think, and how they become functioning members of their culture.

In various places throughout the book, we will be discussing the four major tenets of the contextual model: the relative plasticity of life; the historical embeddedness of all development; the diversity of development; and the bidirectionality of the causes of all human behavior. Since we feel so strongly about the importance of these factors, you will find a discussion of sociocultural issues in each chapter. We also open several sections of the book with a sociocultural perspective on the issues to be discussed.

## The Roles of Age and Gender

Inasmuch as this book is organized chronologically, we will be explaining the influence of age in every chapter. In some ways, the effects of age are quite apparent and in other ways its effects are subtle and complex. As concerns about gender equity have received more publicity, the stereotypes about males and females are slowly eroding. If people are treated according to stereotypical characteristics, then their potential is immediately limited. Although gender stereotyping is only one part of the gender story, it illustrates the importance of the relationship between gender and development. For example, children at an early age construct social categories from the world around them, attach certain characteristics to

these categories, and label the categories. This process may be positive because it helps to organize the world; it may also be negative if the characteristics associated with the category are limiting—“girls just can’t do math.” We’ll examine how this theme plays out, both positively and negatively, throughout the lifespan.

## Applications to Daily Living

The study of lifespan development is an exciting, rapidly changing, and highly relevant subject that can shed light on the developmental changes that you witness in yourself and see in your friends and family members of all ages. To help you put the theories and research of this book into a meaningful framework, we have written several **An Applied View** boxes for each chapter. These range from the appeal of street gangs for some children, to the role of television in a child’s life, to an adolescent’s search for identity, and to problems that the adult children of alcoholics encounter.

We have also included boxes that ask you to interact with the text’s material. Called **An Informed View**, these boxes are intended to help you think about and act on topics we have just discussed in the chapter. In these activities, you are invited to reflect on what your knowledge and your experience tell you about these matters. We do not present answers in these boxes. Rather, we hope you apply your best judgment to the issues we raise.

## Major Changes in the Fifth Edition

Thanks to suggestions from students who used the fourth edition of our text and the insightful comments of reviewers, we have made the following substantial changes in the fifth edition:

- An innovation from the previous edition is the changing of **What’s Your View** boxes to **An Informed View**. These new boxes, which appear once or more in each chapter, not only ask students to take a side on a “hot” developmental issue, but also suggest further readings that should help to provide a better basis for the formation of that stance. In some cases, these boxes will contain a World Wide Web icon that will prompt you to visit the text’s web site for additional information. As a result, students are encouraged to think more critically about the major issues in the field today, and not just jump to a snap judgment.
- In addition to appearing at the end of the text in the glossary, definitions of key terms now appear within the margins of the text. This enhancement makes it easier for students to identify important terms and study them in preparation for exams.
- We have continued to add new examples of the biopsychosocial approach in this edition.

- Because we believe that the quotations that appear in each chapter in our book set the tone for that chapter, we have provided one as an opening, along with a vignette about human development, in each chapter.
- Earlier in this preface we mentioned that development is a lifelong process, which implies that lifespan psychology books must constantly change to accommodate fresh insights into the developmental process. To meet this challenge, we have made the following key changes in our chapters:

### ***Chapter 1. Lifespan Psychology—An Introduction***

We have reshaped major sections of Chapter 1: new approaches to the meaning and characteristics of lifespan psychology, completely changed our analysis of the views of lifespan psychology, and refocused the importance of biopsychosocial interactions.

### ***Chapter 2. Theories of Development: Interpreting the Lifespan***

We have changed Chapter 2 to reflect the latest direction in the field. For example, we have used developmental contextualism as an illustration of the growing importance of systems analysis to understand development. How the various human systems interact is now recognized as a most promising technique to unlock developmental secrets.

### ***Chapter 3. The Biological Basis of Development***

The ART section (Assisted Reproductive Techniques) was completely redone to reflect current research. Also, cloning was discussed. The Human Genome Project was almost totally rewritten to keep up with the startling news about the mapping of the human genome. This section received highly favorable reviews.

### ***Chapter 4. Pregnancy and Birth***

The major changes in this chapter are a reorganization of topics, a much-expanded version of maternal influences on prenatal development, and a new approach to prematurity (identification of categories, etc.).

### ***Chapter 5. Physical and Cognitive Development in Infancy***

We rewrote major sections of this chapter. For example, we expanded our discussion of brain development in infancy. We also reworked the section on perceptual development—visual and auditory. Although we maintained a strong position in Piagetian thought, we noticeably enlarged our treatment of information processing in infancy.

## ***Chapter 6. Psychosocial Development in Infancy***

We continued our emphasis on the importance of interactions and relationships on development and extended the notion of “ghosts in the nursery” with regard to parental expectations. We also increased our analysis of father attachment. We completely rewrote the section on emotions and emotional development, which received excellent reviews.

## ***Chapter 7. Physical and Cognitive Development in Infancy***

Once again, we expanded our discussion of brain development in the early childhood period. We reorganized the discussion of the importance of drawing in a child’s life. We introduced the latest research concerning children’s theory of mind and linked it to information processing theory—a major change. The analysis of language development began with a presentation of Roger Brown’s work, which we thought would help readers to grasp this important topic.

## ***Chapter 8. Psychosocial Development in Early Childhood***

In our discussion of parenting techniques, we introduced the pros and cons of punishment. Our presentation of family included the different effects of culture on the interactions among family members. The work on divorce was updated to include the latest statistics and research suggesting the differential effects of divorce on boys and girls. We introduced several new important studies on the developmental outcome of day care. The section on gender development was completely reworked—updating and expanding the theory section, analyzing the role of culture, and introducing the latest research on the emotional life of boys, including violence.

## ***Chapter 9. Physical and Cognitive Development in Middle Childhood***

We pointed out the importance of nutrition during these years. We then totally revamped our discussion of intelligence to make it more meaningful for readers. Since reviewers seemed to focus on problem solving and critical thinking, we GREATLY expanded our discussion of critical thinking; we discussed taxonomies, the use of questions, the kinds of strategies children develop, etc. We refined and added to our analysis of reading skills with regard to language development.

## ***Chapter 10. Psychosocial Development in Middle Childhood***

We have made sweeping changes for this edition. We introduced a section on the development of violence (which has attracted so much attention today) and tied it to early clues for troublesome behavior. Following this

discussion, we then tied the topic to impulse control, one of the most significant issues for today’s children. We made many changes in the peer section, detailing their important influence on development. In this edition, we decided—for obvious reasons—to link our discussion to schools and development. We brought in new work on the role of learning and problem solving. From there, we turned to the impact of television on development, using the National Television Violence Study. We concluded with an analysis of resilient children and, in this edition, introduced a section on the characteristics of resilient children.

## ***Chapter 11. Physical and Cognitive Development in Adolescence***

We included important new evidence on the secular trend—although menarche (first menstruation) is not starting any earlier, breast development is beginning sooner, and this has important ramifications for the social treatment of preadolescent girls. We also have a new section on body image and eating disorders, as well as new evidence on patterns of mental illness in the teen years.

## ***Chapter 12. Psychosocial Development in Adolescence***

New statistics on developments in the typical family, sexual behavior and sexually transmitted diseases, and on pregnancy and the impact of divorce in the United States are provided in this chapter. There is also a new section on the use of the drug Ecstasy, as well as new statistics on other drug use today.

## ***Chapter 13. Physical and Cognitive Development in Young Adulthood***

We have included a considerable amount of new information in the area of the effect of lifestyle on health. There is also a new section on the phenomenon of the dual-career family.

## ***Chapter 14. Psychosocial Development in Young Adulthood***

New information on the sexual behavior of young adults is presented in this chapter, as well as an increased treatment of gender roles and their importance in the development of the members of this age group. We also include a new set of statistics on changing American marriages and families.

## ***Chapter 15. Physical and Cognitive Development in Middle Adulthood***

There’s a new section on recent information on the climacteric for both men and women. Exciting new work on the way that memory operates has been included in this edition. We have also added several new studies to our section on the special problems of the working woman.

## **Chapter 16. Psychosocial Development in Middle Adulthood**

We have added information about recent studies concerning the relationships between siblings and between middle-aged friends. A new section on sex and love in middle adulthood has also been included.

## **Chapter 17. Physical and Cognitive Development in Late Adulthood**

We have expanded the sections on sensory abilities (especially hearing and eyesight) of elderly persons. We have made significant revisions on the subjects of health and appearance. In our coverage of Alzheimer's disease, we have added sections on new research on the causes and ways of treating this devastating problem. Our information on the concept of wisdom has also been expanded.

## **Chapter 18. Psychosocial Development in Late Adulthood**

We have incorporated updated material on the sexual behavior of elderly adults, as well as a considerable amount of new information on the elderly and their families. There's new information on grandparenting (especially their role as primary parents). We have taken a new look at personality development among this age group, and have revised the information we present on Erikson's point of view.

## **Chapter 19. Dying and Spirituality**

We have a major new section on causes of suicide. We have considerably expanded our coverage of physician-assisted suicide and of the role of the hospice in helping the elderly prepare themselves for death when they are terminally ill. We have also increased our coverage of the rapidly expanding area of spirituality.

## **Teaching—Learning Features of the Fifth Edition**

You will enjoy and learn from this book to the extent that its topics, organization, and clarity make its contents meaningful to you. Helping you to master the book's contents in as uncomplicated a manner as possible has been the most important pedagogical goal of our work. To accomplish this task, we have built a number of features into each chapter, described here. The *Student Owner's Manual* that follows this preface also walks you through these features by pairing examples of features with explanations of their use.

- *Chapter Outlines.* The major topics of each chapter are presented initially so that you may quickly find the subject you need. An outline helps you to retain material (a memory aid) and is an efficient method for reviewing content.

- *Opening Quotation.* Each chapter opens with a quotation that sets the tone for what follows.
- *Opening Vignette.* Each chapter opens with a vignette that illustrates the chapter's content. These vignettes are intended to demonstrate how the topics described in the chapter actually work in the daily lives of human beings, young and old.
- *Chapter Questions.* Following the introductory section of each chapter, we present a concise list of questions that are answered in the chapter to guide your reading. When you finish reading the chapter return to the list and test yourself to see if you can respond to their intent; that is, can you analyze, can you apply, can you identify, can you define, can you describe?
- *View Boxes.* We have designed our boxes to expand on the material under discussion and to do so in a manner calculated to aid student retention. The view boxes are of three types:
  1. *An Informed View.* Here we present controversial issues and you are asked to give your opinion after you have studied the facts. In some cases these boxes are accompanied by an icon indicating that additional information can be found on the World Wide Web.
  2. *An Applied View.* Here you will see how the topics under discussion apply to an actual situation, in settings such as a classroom or a medical facility.
  3. *A Sociocultural View.* Here we analyze the contributions of different cultures to individual development, as well as research on newly discovered influences of aging, gender, and other social factors.
- *Conclusion & Summary.* At the end of each chapter you will find a brief concluding statement that summarizes the main themes of the chapter. This statement provides you with a quick check of the purpose of the chapter and the content covered. Immediately following the brief concluding section is a more detailed set of summary statements that are grouped according to the major topics of the chapter. This section should help you to review the chapter quickly and thoroughly.
- *Key Terms.* In addition to the list that appears at the end of each chapter, you will also find definitions of key terms within the chapter's margins. These terms are highlighted and explained in the context of the chapter. We urge you to spend time mastering the meaning of each of these terms and relate them to the context in which they appear.
- *What Do You Think?* Following the Key Terms, you will find a series of questions intended to have you



demonstrate your knowledge of the chapter's content, not only by applying the material to different situations but also by asking you to be creative in answering the question or solving the problem.

- **Suggested Readings.** Interspersed in appropriate places throughout the text, you will find an annotated list of four or five books or journal articles that we think are particularly well suited to supplement the contents of the chapter. These references are not necessarily textbooks; they may not deal specifically with either education or psychology. We believe, however, that they shed an illuminating light upon the chapter's material.
- **Student Study Guide.** We include a student study guide in the body of the text, in the form of Guided Review sections, as one means of making the material as meaningful as possible and to aid retention.

## Supplementary Materials

The supplements listed here may accompany Dacey & Travers' *Human Development Across the Lifespan*, Fifth Edition. Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability as some restrictions may apply.

### For the Instructor

#### ***Instructor's Manual and Test Bank***

Developed by Rebecca Walker-Sands, Central Oregon Community College, the *Instructor's Manual* to accompany the fifth edition of *Human Development Across the Lifespan* has been revised and expanded to include new teaching ideas and features available for instructors. Features in this edition of the *Instructor's Manual* include, for each chapter, a summary outline, learning objectives, key terms, lecture suggestions, classroom or student activities, and questions for review and discussion. In addition, we have included supplementary resources for both video/film and web site use for the human development instructor. The summary outline and learning objectives closely follow the text and highlight the important concepts and topics from each chapter. The learning objectives are also used in the test bank to help instructors select supporting questions. Key terms from the text are listed to show which terms need to be emphasized within lectures. Complete lecture suggestions that give entertaining, yet educational, ideas on how to enliven classroom discussion of the text material are provided as well. In addition, classroom activities serve to provide hands-on suggestions for applying course material to students' everyday lives in and out of the classroom. Questions for review and discussion are available for each chapter to aid instructors in promoting class participation and/or as essay question assignments.

The *Test Bank* portion of the *Instructor's Manual/Test Bank* provides instructors with a resource of over 1,500 test questions specifically related to the main text. This testing tool includes multiple-choice questions for each chapter from which to develop test materials. In addition, each test item is identified by type as either factual, conceptual, or applied for easier test development.

#### ***Computerized Test Bank CD-ROM***

This computerized test bank contains all of the questions in the print version, and is now available on a hybrid CD-ROM that functions in both Windows and Macintosh platforms. These questions can be rearranged and customized using Microtest III, a powerful yet easy-to-use test generating program by Chariot Software Group. Professors may choose questions, instructions, headings, and even fonts. Tests may be personalized by adding or importing instructors' own questions to those already in the test bank.

#### ***Instructor's Resource CD-ROM***

This teaching tool offers instructors the opportunity to customize McGraw-Hill materials to create their lecture presentations. Resources include the *Instructor's Manual*, *Computerized Test Bank*, PowerPoint presentation slides, and the *Image Database for Developmental Psychology*.

#### ***PageOut—Build your own course web site in less than an hour***

You don't have to be a computer whiz to create a web site. Especially with an exclusive McGraw-Hill product called PageOut™ that requires no prior knowledge of HTML. No long hours of coding. And no design skills on your part. [www.pageout.net](http://www.pageout.net)

#### ***The McGraw-Hill Developmental Psychology Image Database & Overhead Transparencies***

This set of 200 full-color images was developed using the best selection of our human development art and tables and is available in electronic format on the text's web site and as part of our *Instructor's Resource CD-ROM*, as well as in a print overhead transparency set. These images have been selected to correspond with the instructor's manual. Plus, instructors can add their own lecture notes to the electronic images as well as organize the images to correspond to their particular classroom needs.

#### ***Online Learning Center***

This extensive web site, designed specifically to accompany Dacey & Travers' *Human Development Across the Lifespan*, Fifth Edition, offers an array of resources for both instructor and student. PowerPoint Presentations, the Developmental Psychology Image Database, Web Links, and more resources can be found by logging on to the text site at [www.mhhe.com/dacey5](http://www.mhhe.com/dacey5)

### ***Annual Editions—Human Development 2001/2002***

Published by Dushkin/McGraw-Hill, is a collection of 45 articles on topics related to the latest research and thinking in human development. These editions are updated annually and contain helpful features including a topic guide, an annotated table of contents, and unit overviews, and a topical index. An instructor's guide containing testing materials is available.

### ***Sources: Notable Selections in Human Development***

A collection of over 40 articles, book excerpts, and research studies that have shaped the study of human development and our contemporary understanding of it. The selections are organized topically around major areas of study within human development. Each selection is preceded by a headnote that establishes the relevance of the article or study and provides biographical information on the author.

### ***Taking Sides***

A debate-style reader designed to introduce students to controversial viewpoints on the field's most crucial issues. Each issue is carefully framed for the student, and the pro and con essays represent the arguments of leading scholars and commentators in their fields. Instructor's guide containing testing materials is available.

### ***Guide to Lifespan Development for Future Educators & Guide to Lifespan Development for Future Nurses***

New course supplements that help students apply the concepts of human development to education. Each supplement contains information, exercises, and sample tests designed to help students prepare for certification and understand human development from a professional perspective.

### **For the Student**

#### ***Making the Grade CD-ROM***

This user-friendly CD-ROM offers 15–25 multiple-choice practice test questions, with feedback, per chapter. By providing these materials, along with a Learning Assessment questionnaire to help students identify their learning styles, the CD gives students an opportunity to test their comprehension of the course material.

#### ***Online Learning Center***

The official web site for the text contains chapter outlines, practice quizzes that can be e-mailed to the professor, links to relevant web sites, and other interactive activities such as crosswords and flashcards. [www.mhhe.com/dacey5](http://www.mhhe.com/dacey5)