

Preface

The Eighth Edition: A Major Revision

This, the eighth edition, is the first edition of this book in the twenty-first century, nearly 20 years after the first edition was published in 1983. When a book reaches its eighth edition, it typically generates two reactions from instructors:

1. The book must be successful to have lasted this long, and
2. The eighth edition likely is not much different from the seventh edition.

We acknowledge the accuracy of the first impression—more than half a million students have used previous editions. However, to instructors who might have the second perception of *Life-Span Development*, eighth edition, we optimistically challenge you to put it to the test. With the most extensive input from instructors, research experts, and students any edition of the book has ever received, the inclusion of many new topics, deletion of other topics, an extensive reworking, updating, and expansion of material on adolescence and adult development and aging, a new design, and line-by-line revision of material, *we are confident that you will find that the eighth edition of Life-Span Development is significantly different from the seventh edition and that you will be pleasantly surprised.*

“My impression is that John Santrock’s text is the most comprehensive life-span text suitable for undergraduates now available. The 8th edition has been strengthened by giving greater coverage and depth to the 75 percent of the life span spent in adulthood and old age. There has been significant updating of material as well. . . . The coverage is comprehensive and up-to-date without heavy emphasis on transitory fads. . . . My enthusiasm for this book is high.”

K. Warner Schaie
Pennsylvania State University

“This edition of John Santrock’s Life-Span Development is significantly better than the previous one. This is not just a new edition. It is a better textbook.”

Gary Allen
University of South Carolina

The Burrston House Story

Burrston House has very successfully developed textbooks for more than a decade and put their skills to work on the eighth edition of *Life-Span Development*. They conduct focus groups as well as extensive reviews of a book by having an unusually large number of instructors who teach the course provide ex-

tremely detailed reviews of every chapter. Essentially, they seek to discover what instructors want in a book for their course, so the author can revise the book accordingly. They then subject the manuscript to another extensive and exhaustive set of reviews in order to test the author’s changes and to produce a foundation for further refinement in a final draft. A unique aspect of the Burrston House approach is that after reviewing an individual chapter, instructors grade the chapter from A to F in terms of how effectively the chapter meets their needs.

For *Life-Span Development*, reviewers initially evaluated the seventh edition and then subsequent drafts of the eighth edition. *The results were dramatic.* Many of the chapters in the seventh edition, especially the chapters on adulthood and aging, averaged in the B to B- range in terms of whether instructors believed they were appropriate for their life-span course. Virtually all of the final drafts of the chapters for the eighth edition were rated in the A range (and most in the very high A range), indicating that for a wide range of instructors they were outstanding and exactly what they were looking for in their course.

What Did We Learn?

From Instructors

What do most instructors really want from a life-span development text? To find out, we obtained detailed input from more than 40 instructors who teach the life-span course—some of whom had used previous editions of this book and a large number of whom have used other texts.

Expansion of Material on Adult Development and Aging

Instructors especially told us that most life-span texts don’t give enough attention to adult development and aging. We took this seriously and significantly modified, expanded, and updated the material on adult development and aging in the eighth edition.

“John Santrock has made significant improvements in the coverage of adult development and aging in the 8th edition of his book. It is refreshing to see a developmental textbook that does not ‘slack off’ in the adulthood years. I appreciate your expanded coverage of adult development and I firmly believe

others will too. Every chapter of the book has been improved, not just in adult development and aging, but in the entire book.”

Meredith Cohen
University of Pittsburgh

“The 8th edition is significantly improved. I am very pleased with the expanded coverage in the adult chapters.”

Ava Craig
Sacramento City College

Balanced Coverage

Instructors said they want balanced coverage of all the life-span periods and of physical, cognitive, and socioeconomic development. We increased coverage of physical development in the chapters on early childhood, middle childhood, adolescence, and adulthood. We increased coverage of cognitive development in the chapters on adulthood. We modified coverage of socioemotional development to include more relevant topics.

“Santrick is broader and has more balanced coverage for each period of development than other books.”

Ava Craig
Sacramento City College

“Santrick’s text has balanced coverage of all domains—physical, cognitive, and socioemotional. And it is highly readable.”

Jean Seitz
University of Memphis

The Most Contemporary Research

Every effort was made to infuse *Life-Span Development*, eighth edition, with the most up-to-date coverage of research that is available. To this end, every research area was carefully examined and new research was added where appropriate. For example, this new edition has more than 500 new citations from the twenty-first century alone. Also, to ensure that the research in every area of the text is very contemporary, a number of experts in different areas of life-span development served as consultants on the book. We will describe their efforts shortly. Also, later in the preface when we describe the main changes in each chapter, we will list the highlights of new research.

Level

Focus-group participants and reviewers told us that many texts on life-span development have become unnecessarily high-level and include too many details about research that go over their students’ heads. Instructors encouraged us to include the latest research on life-span development, and we did, but in presenting the research, we made every effort to present it at a level that will challenge and interest students but not overwhelm them. Reviewers consistently informed us that the level of the research descriptions were just right for students taking their first course on life-span development.

Careers in Life-Span Development

Instructors and students told us that they would like to see more information about the range of careers in life-span development. To meet this need, descriptions of individuals in various careers in life-span development appear in every chapter. Students also will read about careers in life-span development in chapter 1.

Sensitivity to Gender and Ethnicity

Another effort we undertook was to be especially sensitive to coverage of gender and ethnicity issues—in the book’s content, in the photographs chosen, and in the use of gender-neutral language. The Sociocultural Worlds of Development boxes that appear in many chapters capture how culture, ethnicity, and gender influence life-span development. Also, many new photographs that illustrate cultural and ethnic diversity were added to this new edition of the book. A diversity expert, Algea Harrison-Hale, evaluated the entire book to ensure that the text and photographs reflected a high standard of diversity.

An Exciting, Very Well-Written Book

Instructors also said they want a text that is exciting and well written. We worked very hard to make this book one that students will truly enjoy reading and studying.

“Santrick’s text shows a deep appreciation for the mystery and beauty of development and life itself. I especially like the attention to diversity and to positive aging.”

Nancy Rankin
University of New England

“Santrick’s writing style makes his books. Other books in this area do not compare well in terms of the writing style used.”

Jean Seitz
University of Memphis

“Santrick’s writing is very nice, very readable, and overall quite engaging.”

Debra Hollister
Valencia Community College

A Much Improved, Cleaner, Open, Dynamic Look

Instructors also told us that they wanted a life-span text that was not cluttered and busy. To this end, *Life-Span Development* underwent a major design overall. This included going from the previous edition’s dense two-column design with lots of special features and boxes to a more open, one-column look with fewer boxes and special features in this new edition. Also, the colors used in the new edition are much brighter and more appealing for today’s student.

Supplements with Exceptional Utility and Quality

Our extensive surveys of instructors and focus groups told us how important the “everyday” ancillaries, such as an Instructor’s Resource Manual, the test bank, and transparencies/Power Point slides are. This came through loud and clear. Thus, we spent considerable time revamping these important supplements. We also extensively updated and expanded the technology ancillaries. The ancillaries are described further toward the end of the preface.

From Experts

What do experts in various areas of life-span development say is the most important research content to be included in an undergraduate text? To find out, we enlisted the input of thirteen leading world experts in different age ranges and different content areas.

No single author can possibly be an expert in all areas of life-span development. With research information on life-span development exploding in all age periods and content areas, input from a number of experts is an extremely valuable asset. Our experts provided detailed recommendations on new research to include in every period of the life span.

The experts for this book literally are a Who’s Who in the field of life-span development. Their photographs and biographies appear on pages 000–000.

From Students

Not surprisingly, students told us they want a book that is exciting and well written and provides good learning aids, especially visual ones. They also want lots of Internet connections to further explore topics in the text that interest them. To that end, we have made a special effort to include high-interest topics that are personally relevant to students, clarify the writing with appropriate examples, and include extensive Internet connections.

Chapter-by-Chapter Changes

To illustrate some of the substantial content changes in the eighth edition of Life-Span Development, let’s briefly examine each of the twenty-one chapters. Virtually all of these changes were made in response to requests from instructors who teach the life-span course and leading research experts in life-span development.



CHAPTER 1 Introduction

Exploration of why life-span development is an important college course

Updated coverage of characteristics of the life-span perspective
Career biographies on a professor of human development and a child clinical psychologist

Expanded discussion of careers in life-span development

“This first chapter very clearly outlines the life-span perspective and the nature of development. It gives the reader a sense of breadth/depth of the issues.”

Patrick K. Ackles

University of Illinois at Chicago



CHAPTER 2 The Science of Life-Span Development

New figures diagonally displayed on page to illustrate the staircase-like nature of stage theories—Freud’s, Piaget’s, and Erikson’s

New sections at the end of each set of theoretical perspectives describing strengths and weaknesses

Complete overhaul of coverage of the information-processing perspective

New section on Pavlov’s classical conditioning theory

Completely rewritten methods section for improved clarity

New section on research journals

Career biographies on a director of human subjects protection and an educational psychologist

“Strengths of this chapter include the strong theoretical approach and the extensive inclusion of the scientific approach.”

Ava Craig Sacramento City College



CHAPTER 3 Biological Beginnings

Extensively revised, updated discussion of evolution and life-span development

New coverage of mitosis and meiosis, including an easy-to-understand visual presentation of these processes.

Reorganization of heredity section—the discussion of abnormalities now follows the discussion of genetic principles

New section on reproduction challenges and choices

The material on intelligence moved to the section on heredity-environment interaction

Extensively revised and updated coverage of heredity-environment interaction, including a discussion of Judith Harris’ controversial book, *The Nurture Assumption*

Career biography on a genetic counselor

“This chapter is excellent and reflects the most important issues in the field of developmental psychobiology. . . . It is clearly written.”

Ross Thompson

University of Nebraska–Lincoln



CHAPTER 4 Prenatal Development and Birth

Dramatic new Images of Life-Span Development opening section: “Tanner Roberts’ Birth: A Fantastic Voyage”

New section on cultural beliefs about pregnancy

Extensive reorganization of teratology section

New coverage of prescription and nonprescription drugs

Updated research on cocaine and prenatal development

New research on stress and pregnancy

New section on positive prenatal development
New section on the transition from fetus to newborn

“This chapter is extraordinarily well constructed, incorporating excellent examples, wonderful photographs, interesting boxes, and well-placed figures. Interesting and holds one’s attention.”

Karla Miley, Black Hawk College



CHAPTER 5 Physical Development in Infancy

New Images of Life-Span Development opening section: “Bottle- and Breast-Feeding in Africa”

New material on shared sleeping
Updated, expanded coverage of SIDS
Extensively rewritten, updated discussion of breast-feeding
New section on perceptual-motor coupling and unification
Increased coverage of diversity

“The organization of this chapter is a strength and there are wonderful sections on motor development and perception.”

Ann Merriwether
University of Michigan



CHAPTER 6 Cognitive Development in Infancy

Extensive revision, reorganization, and updating of section on information processing.

New section, “Learning and Remembering”
New section on conditioning; Rovee-Collier’s research moved to this section
Extensively revised, updated discussion of memory in infancy
New coverage of Fagan Test of Infant Intelligence
New organization of language section; development now precedes biological, environmental influences
New research on poverty and language development
Motherese now discussed under topic of infant-directed speech
Career biography of an infant assessment specialist

“Sanrock does a great job of presenting a number of important theoretical perspectives with thoughtful discussions of their strengths and weaknesses. The reorganization of the language development section is also a strength. This is a strong chapter.”

Meredith Cohen
University of Pittsburgh



CHAPTER 7 Socioemotional Development in Infancy

Extensive reorganization of chapter; emotional development is now the first main topic of the chapter (in the seventh edition, it was the last section)

Improved clarity of information about what emotions are
Updated coverage of goodness of fit and temperament
New material on phases of infant attachment
New coverage of Type D babies
New section on caregiving styles and attachment

New research on day care
Career biography on a day-care director

“This is an excellent chapter, as I had expected. It reflects the most important issues in the field of early socioemotional development and it is well-written and engaging with discussions of the central concerns for the field.”

Ross Thompson
University of Nebraska–Lincoln



CHAPTER 8 Physical and Cognitive Development in Early Childhood

New material on why some children are unusually short
Very recent research (1999, 2000) on the use of brain scans to document changes in the brain in early childhood
New discussion of handedness and brain hemispheres
Expanded, updated coverage of Vygotsky’s theory
Extensive examination of applying Vygotsky’s theory to education
New comparison of Piaget and Vygotsky, including a summary figure
New section on strategies, including recent research (Chen & Siegler, 2000)
More streamlined discussion of language development
Career biographies on a pediatric nurse, an early childhood educator, and a Head Start director

“This chapter is well organized with a nice flow and has really solid sections on Piaget and Vygotsky. Overall a very solid chapter.”

Ann Merriwether
University of Michigan



CHAPTER 9 Socioemotional Development in Early Childhood

New Images of Life-Span Development opening section: “Sarah and Her Developing Morality and Values”
Extensive reorganization of chapter; emotional and personality development now start the chapter, followed by families, peers, and TV
New discussion of emotional development in early childhood
Additional examples of parenting styles
New section on parenting, nature, and nurture, with very recent citations (2000)
New section on the fact that parenting takes time and effort, with very recent citations (2000)
Extensive revision and updating of discussion of divorce and children
New section on television and cognitive development
Increased coverage of diversity
Career biography on a child social worker

“Great chapter! I am impressed with how succinct yet comprehensive it is. Typically, I find more to criticize but found this chapter to be clearly written and up-to-date.”

Craig Hart
Brigham Young University



CHAPTER 10 Physical and Cognitive Development in Middle and Late Childhood

Updated research on how much exercise children are getting
 Deletion of section on stress; reviewers believed it was inappropriate for this chapter
 Considerable expansion of material on physical development, including new sections on accidents and injuries, obesity, and cancer
 Very contemporary coverage of educational issues involving children with disabilities
 Expanded, updated discussion of Piaget applied to education
 Expanded, updated coverage of critical thinking
 Expanded, updated exploration of metacognition
 Updated coverage of Gardner's eight frames of mind
 Updated, revised examination of reading
 Updated, revised coverage of bilingualism
 Career biographies on a child life specialist, a science museum curator and research specialist, a program supervisor for gifted and talented children, and a speech pathologist

“This chapter is a great chapter. The summary tables and graphic organizers are excellent. The section on children with disabilities is excellent. A great discussion of multiple intelligences.”

Gaby Vandergiesen
 Fairmont State College



CHAPTER 11 Socioemotional Development in Middle and Late Childhood

Chapter restructured; emotional and personality development now precede contexts (families, peers, and schools)
 New discussion of research on self-esteem
 New section on developmental changes in emotion
 Revised and updated examination of emotional intelligence
 Revised, updated labeling and definitions of Kohlberg's stages
 New material on strategies teachers and parents can use to increase children's prosocial behavior
 New section with very up-to-date research on bullying
 Extensively updated and expanded discussion of socioeconomic status and ethnicity in schools, including Jonathan Kozol's observations
 Career biographies on a director for social emotional education, a school psychologist, and a child psychiatrist

“This chapter is extremely well written and does an excellent job of describing the socioemotional development of middle and late childhood for ethnic minority children. This chapter is an example of how texts should handle diversity issues.”

Algea Harrison-Hale
 Oakland University



CHAPTER 12 Physical and Cognitive Development in Adolescence

Substantial increase in the amount of coverage given to puberty and physical changes
 Extensive increase in coverage of adolescent sexuality
 New section on body image
 New section on STDs in adolescence
 New section on cigarette smoking in adolescence
 New section on adolescent health and adolescence as a critical juncture in health
 New section on leading causes of death in adolescence
 New section on information processing with a focus on decision making and critical thinking
 New section on moral education
 New section on service learning
 Career biography on a high school guidance counselor

“A strength of the chapter now is the complete discussion of physical changes associated with puberty including sequence and sexual development.”

Krista Forrest
 University of Nebraska–Kearney



CHAPTER 13 Socioemotional Development in Adolescence

Extensive reorganization of chapter; identity now is the first major chapter topic, followed by social contexts (families, peers, and culture) and problems/disorders
 Drug abuse and eating disorders moved to previous chapter because of their physical connections
 Updated, revised discussion of identity's components
 Updated coverage of attachment in adolescence
 Much-expanded exploration of dating, including developmental changes and emotional aspects
 New coverage of immigration by ethnic minorities in the United States
 New section on youth violence
 Career biographies on a counseling psychologist and a health psychologist

“This chapter is concise, well stated, and readable. I liked the way identity formation is explained. A primary chapter strength is the ease with which students can read this information. The topics included also are a strength.”

Kathy Manuel
 Bossier Parish Community College



CHAPTER 14 Physical and Cognitive Development in Early Adulthood

New Images of Life-Span Development opening section: “Flo Jo”
 New introductory material on the criteria for becoming an adult and the new concept of “emerging adulthood” (Arnett, 2000)
 New commentary about returning students

Updated, revised coverage of eating and weight, including new section on restrained eaters
 New discussion of cigarette smoking
 New section on sexually transmitted diseases
 Completely rewritten and updated discussion of careers and work
 New sections on values and careers, finding the right career, and work
 Career biographies on a college/career counselor, a university professor, health psychology researcher, and university president, a university professor and researcher, and a clinical psychologist

“I liked this chapter a lot. It was well written and organized. I liked the outline and the way it flowed.”

Renee Babcock
 Central Michigan University



CHAPTER 15 Socioemotional Development in Early Adulthood

Substantial reorganization of chapter: Continuity and discontinuity now open of chapter, intimacy now opens section on faces of love, friendship now follows affectionate love just before discussion of loneliness

Much-expanded coverage of continuity and discontinuity with a focus on longitudinal research studies on temperament and attachment

New section on female, male, and female-male friendships
 New staircase visual presentation of stages in the family life cycle
 Extensive revision, expansion, and updating of marital relationships, including Gottman's recent research
 New section on the benefits of a good marriage
 New section on cohabiting adults
 Expanded coverage of remarried couples
 New section on gay and lesbian couples
 Career biographies on a clinical psychologist and a parent educator



CHAPTER 16 Physical and Cognitive Development in Middle Adulthood

New introductory material on baby-boom cohorts in middle age
 Considerable expansion, revision, and very contemporary updating of material on physical changes in middle age
 Recent research from the MacArthur Foundation Study of Mid-Life (Brim, 1999)
 New sections on strength, joints, and bones; sleep; and health and social relationships
 New section on mortality rates in middle age
 New discussion of cross-cultural variations in menopause
 Extensively revised and updated examination of hormone replacement therapy
 Extensive expansion and updating of coverage of cognitive development in middle adulthood
 New discussion of crystallized and fluid intelligence in middle age
 New discussion of Schaie's Seattle Longitudinal Study of Intelligence in this chapter
 Expanded coverage of information processing in middle age

New section on expertise
 New section on career challenges and changes in middle age
 Expanded and updated exploration of religion and meaning of life
 New section on religion and health
 Career biography on a pastoral counselor

“A major strength of the chapter by far is the expanded coverage of cognitive development in middle adulthood.”

Meredith Cohen
 University of Pittsburgh

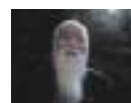


CHAPTER 17 Socioemotional Development in Middle Adulthood

Extensive reorganization of chapter: adult personality theories now begin the chapter
 Reorganization within personality theories for clearer presentation with two main types of theories now discussed: stage and life-events
 New stand-alone section on midlife crisis
 New research by the MacArthur Foundation documenting that midlife crises are exaggerated
 Updated coverage of Costa and McCrae's Baltimore Longitudinal Study, including cross-cultural information
 New research by Labouvie-Vief and others (2000) on developmental aspects of midlife personality traits
 New research on divorce, marital happiness, and middle age
 New section on parenting conceptions
 Extensively expanded, updated coverage of intergenerational relationships
 Career biography on a professor of human development and a researcher on families and women's issues

“This chapter is informative, well written, and insightful. It offers a nice blend of both theoretical and empirical scholarship and draws on a wide array of research evidence to provide students with a comprehensive overview of what we know about midlife development. This book offers an important life-span view of development.”

Phyllis Moen
 Cornell University



CHAPTER 18 Physical Development in Late Adulthood

Updated data on life expectancy in the United States, new data on African Americans, and new data on life expectancy around the world
 New data on the percentage of older adults in different countries around the world
 New data on life expectancy at 65
 Updated, expanded coverage of research on centenarians
 New material on the importance of thinking about age in terms of functional age rather than only in terms of chronological age
 New, updated research on telomeres and aging, including photograph of telomeres

New research on neurogenesis
 New section on physical appearance and aging
 New section on touch and aging
 More streamlined, clearer presentation of health treatment
 Career biography on a geriatric nurse

“A very engaging chapter. Examples are really attention-getting. Some challenging areas (brain, theories of aging) are covered well at a very nice level for students. I love how this chapter presents such a positive view of aging and breaks down stereotypes.”

Ann Merriwether
 University of Michigan



CHAPTER 19 Cognitive Development in Late Adulthood

New discussion of the decline in explicit memory in older adults
 New section on memory beliefs, including recent research (2000)
 New research on links between complex work and intellectual functioning in older adults (Schooler & others, 1999)
 New research on links between exercise and thinking (Kramer & others, 1999)
 Important new section, “Use It or Lose It”
 Recent research on how cognitive training can remediate cognitive decline (Saczynski & others, 1999)
 Updated, rewritten section on work
 Extensive updating and expansion of material on dementias, Alzheimer’s disease, and other afflictions
 New section on the stages of Alzheimer’s disease
 New discussion of elder mistreatment
 New research on praying and longevity

“I found this chapter to be very well written, clear, and organized. I enjoyed reading it very much and found it informative and enlightening. The section on memory is very good.”

David Mitchell
 Loyola University—Chicago



CHAPTER 20 Socioemotional Development in Late Adulthood

New Images of Life-Span Development opening section: “Bob Cousy”
 Major reorganization of chapter; expanded section “Theories of Socioemotional Development” now starts the chapter
 Important new theory discussed in depth: Carstensen’s socioemotional selectivity theory
 New staircase figure showing personal investment of people at different points in adult development
 Revised section with new title: “Older Adults in Society”
 Recent research on older adults’ friendships (Jerome & Wenger, 1999)
 Revised, updated, clearer presentation of social support and social integration

Revised, updated, expanded coverage of successful aging with this now placed at the final section in the chapter
 Career biography on a psychology professor and director of a women’s studies program

“My list of positive reactions about this chapter could go on and on—I like the presentation on ageism, the succinct description of social theories of aging, and the great coverage of ethnicity, gender, and culture. What can I say—I like it all.”

Karla Miley
 Black Hawk College



CHAPTER 21 Death and Grieving

New Images of Life-Span Development opening section: “Princess Di’s Death”

New discussion of the Natural Death Act and advanced directive
 Revised, updated coverage of euthanasia
 Recent research on physicians’ attitudes about active euthanasia
 Revised, clearer presentation of Kübler-Ross’ theory
 Recent research on healthy grieving and family communication
 Recent research on the link between religion and mourning/funeral rituals
 Biographies on a geropsychologist and a certified grief counselor

“This chapter offers an abundance of useful information on a variety of topics related to death, dying, and grief. John Santrock has made a diligent effort to discover and include updated material.”

Robert Kastenbaum
 Arizona State University

Technology

An important new addition to the eighth edition of *Life-Span Development* is the presence of a large number of relevant Internet connections. In every chapter, labeled icons in the margins signal students that by going to the website for this book, they can connect with other websites to read further about a topic that interests them. There are 15 to 45 of these in every chapter. This allows for more in-depth exploration about the topic than is usually possible in the text itself.

Also, a new end-of-chapter feature called “Taking It to the Net” presents students with problem-solving exercises that require them to visit the websites listed.

Improved Instructor- and Student-Driven Pedagogy

Students not only should be challenged to study hard and think more deeply and productively about life-span development, they also should be provided with a pedagogical framework to help them learn more effectively. The learning and study aids we will describe next, some of which are unique to this text and many of which are new to this edition, have been class-tested with students and endorsed by them. As a consequence, we are

more confident than ever before that your students will find this edition of *Life-Span Development* to be a very student-friendly book. Following are some of the new pedagogical features in this editions, descriptions and visuals of which can be found in this text's visual preface.

Careers in Life-Span Development

This new feature was especially encouraged by instructors and reviewers. One to five times in each chapter, students will read about real people in careers related to the content in that chapter. Each of these boxes describes the educational background of the individual and what her or his job entails. These boxes give students information about a wide range of careers in life-span development, helping them reflect on whether they might want to pursue one of these careers.

Cross-Linkages

Reviewers recommended that we provide more connections and links with material across chapters. To accomplish this, we created a new pedagogical feature that is unique to life-span development texts. The new *cross-linkages* refer students to the primary discussions of key concepts. Each time a key concept occurs in a chapter subsequent to its initial coverage, the page reference for its initial coverage is embedded in the text with a backward-pointing arrow.

Cognitive Maps

Instructor and student reviewers said they liked the cognitive map at the end of the chapter but thought that it also should be placed at the beginning of the chapter. We not only added an overall cognitive map of the chapter at the beginning of the chapter but, in addition, added mini cognitive maps, which are unique in life-span development texts, throughout the chapters. Students now get many visual looks at the organization of the material: Each chapter opens with a cognitive map of the entire chapter, then several times within the chapter they see mini cognitive maps that give them an ongoing visual picture of what they will be reading next, and finally at the end of the chapter, the overall cognitive map is presented again along with reminders to study the summary tables, which are page-referenced.

Revised Summary Tables

Summary tables have been a popular feature in *Life-Span Development*. However, reviewers recommended that we modify them in two ways: (1) make them shorter and less dense, and (2) use bullets to highlight important characteristics and descriptions of material. We made both of these changes and believe that the summary tables are now even more effective for helping students get a handle on important concepts as they go through each chapter.

Key People

At the recommendation of reviewers, we have added at the end of each chapter a page-referenced list of the most important theorists and researchers discussed in the chapter.

Acknowledgments

A project of this magnitude requires the efforts of a great many people. I owe special gratitude to Rebecca Hope, Senior Sponsoring Editor, and to Sharon Geary, Director of Development and Media, for their outstanding guidance and support. I also benefited enormously from Glenn Turner's extensive, detailed analysis and recommendations. Chris Hall, marketing manager, also made special contributions to the book's direction and presentation. Jane Vaicunas, Editorial Director, Thalia Dorwick, editorial vice president, and Bob McLaughlin, national sales manager, also deserve a great deal of thanks for their support of this book. I also want to give special thanks to Marilyn Rothenberger, Project Manager, and Wendy Nelson, copy editor, for their outstanding work on the book's production. I value not only the extraordinary, competent professional relationship I have with these individuals, but also their friendship.

General Text Reviewers

I also owe a special gratitude to the instructors who teach the life-span course and have provided detailed feedback about the book. Substantial changes in the eighth edition of *Life-Span Development* are based on their feedback. In this regard, I thank the following individuals.

User/Nonuser Pre-revision Reviewers

Sandra Y. Boyd, *Houston Community College*
 Ann Brandt-Williams, *Glendale Community College*
 Tom L. Day, *Weber State University*
 Mary B. Eberly, *Oakland University*
 Ramona O. Hopkins, *Brigham Young University*
 Susan Horton, *Mesa Community College*
 Kevin Keating, *Broward Community College*
 Pete Peterson, *Johnson County Community College*
 Robert Poresky, *Kansas State University*
 Mark P. Rittman, *Cuyahoga Community College*
 Nancy Sauerma, *Kirkwood Community College*
 Elisabeth Shaw, *Texarkana College*
 Donald M. Stanley, *North Harris College*

Focus Group Participants

Kathleen Corrigan Fuhs, *J. Sargeant Reynolds Community College*
 Ester Hanson, *Prince George's Community College*
 Stephen Werba, *The Community College of Baltimore County—Catonsville*
 Lilia Allen, *Charles County Community College*

Linda B. Wilson, *Quincy College*
 Lynne Andreozzi Fontaine, *Community College of Rhode Island*
 Jean Berko Gleason, *Boston University*
 Stephanie Bleharczyk, *Keene State College*
 Karyn Mitchell Boutin, *Massasoit Community College*
 Alice D. Beyrent, *Hesser College*

Eighth Edition Full-Manuscript Reviewers

Patrick K. Ackles, *Michigan State University*
 Gary L. Allen, *University of South Carolina*
 Renee L. Babcock, *Central Michigan University*
 Meredith Cohen, *University of Pittsburgh*
 Ava Craig, *Sacramento City College*
 Debra Hollister, *Valencia Community College*
 Heather Holmes-Lonergan, *Metropolitan State College of Denver*
 Karla Miley, *Black Hawk College*
 Nancy Rankin, *University of New England*
 Jean A. Steitz, *The University of Memphis*

Eighth Edition Manuscript Chapter Reviewers

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 Michelle Boyer-Pennington, *Middle Tennessee State University*
 Diane Cook, *Gainesville College*
 Darryl M. Dietrich, *College of St. Scholastica*
 Dan Fawaz, *Georgia Perimeter College*
 Dan Grangaard, *Austin Community College*
 Rea Gubler, *Southern Utah University*
 Laura Hanish, *Arizona State University*
 Amanda W. Harrist, *Oklahoma State University*
 Kathleen Day Hulbert, *University of Massachusetts, Lowell*
 Kathryn French Iroz, *Utah Valley State College*
 Kathy Manuel, *Bossier Parish Community College*
 Allan Mayotte, *Riverland Community College*
 Susan McClure, *Westmoreland Community College*
 Dorothy H. McDonald, *Sandhills Community College*
 Sharon McNeely, *Northeastern Illinois University*
 Jessica Miller, *Mesa State College*
 David B. Mitchell, *Loyola University*
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Expert Consultants

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Supplements

The eighth edition of *Life-Span Development* is accompanied by a comprehensive and fully integrated array of supplemental materials, both print and electronic, written specifically for instructors and students of life-span development. In addition, a variety of generic supplements are available to further aid in the teaching and learning of life-span psychology.

The supplements listed here may accompany Santrock, *Life-Span Development*, eighth edition. Please contact your McGraw-Hill representative for details concerning policies, prices, and availability, as some restrictions may apply.

For the Instructor

Once again, based on comprehensive and extensive feedback from instructors, we spent considerable time and effort in expanding and improving the ancillary materials.

Instructor's Manual

Laurie Dickson, Northern Arizona State University
 Cynthia Jenkins, University of Texas, Dallas
 This comprehensive manual has been fully revised to provide a variety of useful tools for both seasoned instructors and those new to the life-span development course. The Instructors Manual provides a focused introductory section on teaching the life-span development course. This section covers helpful material for new instructors, including course-planning ideas, term paper ideas, and teaching resources. Additionally, the new Total Teaching Package begins each chapter and features a fully integrated outline to help instructors better use the many resources for the course. Instructors will find that all of the course resources available have been correlated to the main concepts in each chapter. Classroom activities and demonstrations, critical thinking exercises, and essay questions have been extensively revised, with new material and possible answers provided where appropriate. Research projects now take into account varying sizes and provide a useful timeline for their completion. The In-

structor's Manual's other features include teaching tips, a guide for using the Internet in teaching, and comprehensive transparency, video, and film resources.

Printed Test Bank

Susan Horton, Mesa Community College

This comprehensive Test Bank has been extensively revised to include over 2,400 questions in a wide range of multiple-choice, fill-in-the-blank, critical thinking, and short-essay questions for each of the text's 21 chapters. Each item is classified as factual, conceptual, or applied, as defined by Benjamin Bloom's taxonomy of educational objectives, as well as keyed to the appropriate learning objective. Items that test knowledge of material in the textbook's boxes are also indicated for easy reference.

Computerized Test Bank (Mac/IBM) CD-ROM

The computerized test bank contains all of the questions in the print test bank and is available in both Macintosh and Windows platforms.

Overhead Transparencies

The overhead transparency package provides full-color acetates for use in the classroom. All of the images in this package are taken directly from the eighth edition of *Life-Span Development*, and they include key illustrations, tables, and charts that highlight key concepts in the course.

Instructors Resource CD-ROM

This resourceful tool offers instructors the opportunity to customize McGraw-Hill materials to create their lecture presentations. Resources included for instructors include the Instructor's Manual Materials, PowerPoint presentation slides, and the Image Database for life-span development.

The McGraw-Hill Developmental Psychology Image Bank

This set of 200 full-color images was developed using the best selection of our human development art and tables and is available online for both instructors and students on the text's Online Learning Center.

Online Learning Center

The extensive website designed specifically to accompany Santrock, *Life-Span Development*, eighth edition, offers an array of resources for both instructor and student. For instructors, the website includes a full set of PowerPoint Presentations,

hotlinks for the text's topical web links that appear in margins and for the Taking it to the Net exercises that appear at the end of each chapter. These resources and more can be found by logging on to the website at <http://www.mhhe.com/santrockld8>.

The AIDS Booklet

Frank D. Cox

This brief but comprehensive text has been recently revised to provide the most up-to-date information about acquired immune deficiency syndrome (AIDS).

The Critical Thinker

Richard Mayer and Fiona Goodchild of the University of California, Santa Barbara, use excerpts from introductory psychology textbooks to show students how to think critically about psychology.

Annual Editions—Developmental Psychology

Published by Dushkin/McGraw-Hill, this is a collection of 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, unit overviews, and a topical index. An Instructor's Guide containing testing materials is also available.

Sources: Notable Selections in Human Development

This volume presents a collection of more than 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 of the author.

Taking Sides

This debate-style reader is 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. An Instructor's Guide containing testing material is available.

For the Students

Student Study Guide

by Anita Rosenfield, DeVry Institutes

The revised Study Guide has benefited from the author's experience in teaching courses in Student Success Strategies as well as student feedback on what makes an effective study guide. The Study Guide provides a complete introduction for students in the sections "How to Use this Study Guide" and "Guide to Academic Success." For each chapter, features include learning objectives from the Instructor's Manual and a guided review for students with highlighted key terms. A self-test section contains an interactive workbook for students to complete the fill-in-the-blank format that corresponds to the main text chapters and sections. In addition, new to this edition of the Student Study Guide are research project ideas for students as well as crossword puzzles and Internet exercises for more effective student learning.

Making the Grade CD-ROM

This user-friendly CD-ROM gives students an opportunity to test their comprehension of the course material. Written specifically to accompany Santrock, *Life-Span Development*, eighth edition, this CD-ROM provides 25 multiple-choice questions for each chapter to help students further test their understanding of key concepts. Feedback is provided for each question's answer. In addition, the CD-ROM provides a Learning Assessment questionnaire to help students discover which type of learner they are, of the three types covered in the program.

Online Learning Center

The extensive website designed specifically to accompany Santrock, *Life-Span Development*, eighth edition, offers an array of resources for instructors and students. For students, the website includes interactive quizzing and exercises as well as hotlinks for the text's topical web links that appear in the margins and for the Taking it to the Net exercises that appear at the end of each chapter. These resources and more can be found by logging on to the website at <http://www.mhhe.com/santrockld8>.

Guide to Life-Span Development for Future Educators

Guide to Life-Span Development for Future Nurses

These new course supplements help students apply the concepts of human development to education. They contain informa-

tion, exercises, and sample tests designed to help students prepare for certification and understand human development from a professional perspective.

Resources for Improving Human Development

This informative booklet provides descriptions and contact information for organizations and agencies that can provide helpful information, advice, and support related to particular problems or issues in life-span development. Recommended books and journals are also described and included. The booklet is organized by chronological order of the periods of the life span.