

GLOBAL
EDITION



Development Across the Life Span

EIGHTH EDITION

Robert S. Feldman



Pearson

Development Across the Life Span

Eighth Edition

Global Edition

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- What training do the providers have in caring for children? Do they demonstrate a knowledge of the basics of infant development and an understanding of how normal children develop? Do they seem alert to signs that development may depart from normal patterns?
- Finally, is the environment happy and cheerful? Is the child care more than just a babysitting service when you consider that for the time an infant is there, it is the child's whole world? You should feel fully comfortable and

confident that the child-care center is a place where your infant will be treated as an individual.

In addition to following these guidelines, you may contact the National Association for the Education of Young Children (NAEYC), from which you can get the name of a resource and referral agency in your area. Go to the NAEYC website at www.naeyc.org or call (800) 424-2460.

Module 6.3 Review

- According to Erikson, during infancy, individuals move from the trust-versus-mistrust stage of psychosocial development to the autonomy-versus-shame-and-guilt stage.
- Temperament encompasses enduring levels of arousal and emotionality that are characteristic of an individual.
- Gender differences become more pronounced as infants age.
- The varieties of families, ranging from traditional two-parent to blended to same-sex couples, mirrors the complexity of modern-day society.
- Child care outside of the home can have neutral, positive, or negative effects on the social development of children,

depending largely on its quality. Research on the effects of child care must take into account the varying quality of different child-care settings and the social characteristics of the parents who tend to use child care.

Journal Writing Prompt

Applying Lifespan Development: How could an infant's temperament (as described by Thomas and Chess) be an advantage in one environment and a disadvantage in a different environment?

Epilogue

The road infants travel as they develop as social individuals is a long and winding one. We saw in this chapter that infants begin decoding and encoding emotions early, using social referencing and eventually developing a "theory of mind." We also considered how the attachment patterns that infants display can have long-term effects, influencing even what kind of parent the child eventually becomes. In addition to examining Erik Erikson's theory of psychosocial development, we also discussed temperament and explored the nature and causes of gender differences. We concluded with a discussion of infant child-care options.

Return to the prologue of this chapter, which describes Chantelle Evans, the 10-month-old girl who sobbed for two hours when her mother left her with a neighbor, and answer the following questions.

1. Do you think Chantelle is experiencing stranger anxiety, separation anxiety, or both? How would you explain to her mother that this indicates a positive, healthy development?
2. How might Chantelle's lack of self-awareness be related to her anxiety at her mother's absence?
3. Are Chantelle's red face and tears indications that she is experiencing emotions—genuine feelings of distress and grief? Explain your thinking.
4. Using what you know about social referencing in infants of Chantelle's age, what advice could you give to Michelle that might help her ease her daughter's transition to the neighbor's care?

Looking Back

LO 6.1 Discuss how children express and experience emotions in the first two years of life.

Infants display a variety of facial expressions, which are similar across cultures and appear to reflect basic emotional states.

LO 6.2 Differentiate stranger anxiety from separation anxiety.

By the end of the first year, infants often develop both stranger anxiety—wariness around an unknown person—and

separation anxiety—distress displayed when a customary care provider departs.

LO 6.3 Discuss the development of social referencing and nonverbal decoding abilities.

Through social referencing, infants from the age of eight or nine months use the expressions of others to clarify ambiguous situations and learn appropriate reactions to them. Early in life, infants develop the capability of nonverbal decoding: determining the emotional states of others based on their facial and vocal expressions.

LO 6.4 Describe the sense of self that children possess in the first two years of life.

Infants begin to develop self-awareness at about the age of 12 months.

LO 6.5 Summarize the theory of mind and evidence of infants' growing sense of mental activity by the age of two.

Infants also begin to develop a theory of mind at this time: knowledge and beliefs about how they and others think.

LO 6.6 Explain attachment in infancy and how it affects a person's future social competence.

Attachment, a strong, positive emotional bond that forms between an infant and one or more significant persons, is a crucial factor in enabling individuals to develop social relationships.

Infants display one of four major attachment patterns: securely attached, avoidant, ambivalent, and disorganized-disoriented. Research suggests an association between an infant's attachment pattern and his or her social and emotional competence as an adult.

LO 6.7 Describe the roles that caregivers play in infants' social development.

Mothers' interactions with their babies are particularly important for social development. Mothers who respond effectively to their babies' social overtures appear to contribute to the babies' ability to become securely attached.

LO 6.8 Discuss the development of relationships in infancy.

Through a process of reciprocal socialization, infants and caregivers interact and affect one another's behavior, which strengthens their mutual relationship. From an early age, infants engage in rudimentary forms of social interaction with other children, and their level of sociability rises as they age.

LO 6.9 Describe individual differences that distinguish an infant's personality.

The origins of personality, the sum total of the enduring characteristics that differentiate one individual from another, arise during infancy.

LO 6.10 Define temperament, and describe how it affects a child in the first two years of life.

Temperament encompasses enduring levels of arousal and emotionality that are characteristic of an individual. Temperamental differences underlie the broad classification of infants into easy, difficult, and slow-to-warm categories.

LO 6.11 Discuss how the gender of a child affects his or her development in the first two years of life.

As infants age, gender differences become more pronounced, mostly due to environmental influences. Differences are accentuated by parental expectations and behavior.

LO 6.12 Describe twenty-first century families and their consequences for children.

The varieties of families, ranging from traditional two-parent to blended to same-sex couples, mirrors the complexity of modern-day society.

LO 6.13 Summarize how nonparental child care affects infants.

Child care, a societal response to the changing nature of the family, can be beneficial to the social development of children, fostering social interaction and cooperation, if it is of high quality.

Key Terms and Concepts

stranger anxiety	200	avoidant attachment pattern	207	autonomy-versus-shame-and-doubt	
separation anxiety	200	ambivalent attachment pattern	208	stage	215
social smile	200	disorganized-disoriented attachment		temperament	216
social referencing	201	pattern	208	easy babies	216
self-awareness	203	mutual regulation model	212	difficult babies	217
theory of mind	204	reciprocal socialization	212	slow-to-warm babies	217
empathy	204	personality	215	goodness-of-fit	217
attachment	206	Erikson's theory of psychosocial		gender	218
Ainsworth Strange Situation	207	development	215		
secure attachment pattern	207	trust-versus-mistrust stage	215		

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Putting It All Together

Infancy



FOUR-MONTH-OLD ALEX was a model infant in almost every respect. However, there was one aspect of his behavior that posed a dilemma: how to respond when he woke up in the middle of the night and cried despondently. It usually was not a matter of being hungry, because typically he had been fed recently. And it was not caused by his diaper being soiled, because usually that had been changed recently. Instead, it seemed that Alex just wanted to be held and entertained, and when he wasn't, he cried and shrieked dramatically until someone came to him.

WHAT WOULD YOU DO?

■ How would you deal with Alex?
What factors would affect your decision? Based on your reading, how do you think Alex will respond?

What's your response?



WHAT WOULD A PARENT DO?

■ What strategies would you use in dealing with Alex? Would you go to him every time he cried? Or, would you try to wait him out, perhaps setting a time limit before going to him?

What's your response?



Physical Development



- Alex's body is developing various rhythms (repetitive, cyclical patterns of behavior) that are responsible for the change from sleep to wakefulness.
- Alex will sleep in spurts of around 2 hours, followed by periods of wakefulness until about 16 weeks, when he will begin to sleep as much as 6 continuous hours.
- Since Alex's sense of touch is one of his most highly developed senses (and one of the earliest developed), Alex will respond to gentle touches, such as a soothing caress, which can calm a crying, fussy infant.

Cognitive Development



- Alex has learned that his behavior (crying) can produce a desired effect (someone holding and entertaining him).
- As Alex's brain develops, he is able to separate people he knows from people he doesn't; this is why he responds so positively when someone he knows comes to comfort him during the night.

Social and Personality Development



- Alex has developed attachment (the positive emotional bond between him and particular individuals) to those who care for him.
- In order to feel secure, Alex needs to know that his caregivers will provide an appropriate response to the signals he is sending.
- Part of Alex's temperament is that he is irritable. Irritable infants can be fussy and are difficult to soothe when they do begin to cry.
- Since irritability is relatively stable, Alex will continue to display this temperament at age 1 and even age 2.

WHAT WOULD A NURSE DO?

- How would you recommend that Alex's caregivers deal with the situation? Are there any dangers that the caregivers should be aware of?

What's your response?



WHAT WOULD AN EDUCATOR DO?

- Suppose Alex spends a few hours every weekday afternoon in day care. If you were a child-care provider, how would you deal with Alex if he wakes up from naps soon after falling asleep?

What's your response?



Chapter 7

Physical and Cognitive Development in the Preschool Years



Learning Objectives

- LO 7.1** Describe a child's bodily growth and overall health risks during the preschool years.
- LO 7.2** Summarize how preschool children's brains develop.
- LO 7.3** Explain how preschool children's motor skills develop.
- LO 7.4** Summarize how Piaget explains cognitive development during the preschool years.
- LO 7.5** Summarize the information-processing approaches to cognitive development in the preschool years.
- LO 7.6** Describe Vygotsky's view of cognitive development in the preschool years.
- LO 7.7** Explain how children's language develops in the preschool years.
- LO 7.8** Summarize the effects television and other media have on preschoolers.
- LO 7.9** Distinguish the typical educational programs available to children in the preschool years.