Chapter 1

**LEARNING OBJECTIVE QUESTIONS**

After completing Chapter 1, students should be able to answer the following questions:

1.1 What ideas about development were proposed by early philosophers and scientists?
1.2 What is the lifespan perspective?
1.3 What major domains and periods do developmental scientists use to organize their discussions of the human lifespan?
1.4 How do developmentalists view the two sides of the nature-nurture debate?
1.5 What is the continuity-discontinuity debate?
1.6 How do the three kinds of age-related change differ?
1.7 How does consideration of the contexts in which change occurs improve scientists understanding of human development?
1.8 What are the goals of scientists who study human development?
1.9 What descriptive methods are used by developmental scientists?
1.10 What is the primary advantage of the experimental method?
1.11 What are the pros and cons of cross-sectional, longitudinal, and sequential research designs?
1.12 Why is cross-cultural research important to the study of human development?
1.13 What are the ethical standards that developmental researchers must follow?

**KEY TERMS**

ageism (p. 9) human development (p. 2) population (p. 13)
atypical development (p. 9) independent variable (p. 14) qualitative change (p. 7)
case study (p. 12) laboratory observation (p. 12) quantitative change (p. 7)
cognitive domain (p. 5) lifespan perspective (p. 4) research ethics (p. 18)
cohort effects (p. 15) longitudinal design (p. 14) sample (p. 13)
control group (p. 14) maturation (p. 4) sensitive period (p. 9)
correlation (p. 13) naturalistic observation (p. 12) sequential design (p. 14)
critical period (p. 9) nature-nurture debate (p. 6) social clock (p. 9)
cross-sectional design (p. 14) nonnormative changes (p. 9) social domain (p. 5)
dependent variable (p. 14) normative age-graded changes (p. 7) stages (p. 7)
ethnography (p. 17) normative history-graded changes (p. 9) survey (p. 12)
experiment (p. 13) norms (p. 4)
experimental group (p. 14) physical domain (p. 5)


LEARNING OBJECTIVE QUESTIONS

After completing Chapter 2, students should be able to answer the following questions:

2.1 What are the main ideas of Freud’s theory?
2.2 What is the conflict associated with each of Erikson’s psychological stages?
2.3 What are the strengths and weaknesses of psychoanalytic theory?
2.4 How did Watson condition Little Albert to fear white, furry objects?
2.5 How does operant conditioning occur?
2.6 In what ways does social-cognitive theory differ from other learning theories?
2.7 How well do the learning theories explain development?
2.8 How does cognitive development progress, according to Piaget?
2.9 How did Vygotsky use the concepts of scaffolding and the zone of proximal development to explain cognitive development?
2.10 How does information-processing theory explain the findings of developmental psychologists such as Piaget and Vygotsky?
2.11 What are some of the important contributions and criticisms of the cognitive theories?
2.12 How do behavior geneticists explain individual differences?
2.13 What kinds of behaviors are of interest to ethologists and sociobiologists?
2.14 What is the main idea of Bronfenbrenner’s Bioecological theory?
2.15 What assumptions do the three families of theories make about development?
2.16 On what criteria do developmentalists compare the usefulness of theories?
2.17 What is eclecticism?

KEY TERMS

accommodation (p. 37) learning theories (p. 32)
assimilation (p. 36) neo-Piagetian theory (p. 39)
behavior genetics (p. 41) observational learning, or modeling (p. 34)
behaviorism (p. 32) operant conditioning (p. 33)
bioecological theory (p. 43) psychoanalytic theories (p. 27)
classical conditioning (p. 32) psychosexual stages (p. 28)
cognitive theories (p. 36) psychosocial stages (p. 28)
eclecticism (p. 47) punishment (p. 33)
ego (p. 27) reinforcement (p. 33)
equilibration (p. 37) scheme (p. 36)
ethology (p. 42) sociobiology (p. 43)
extinction (p. 33) sociocultural theory (p. 38)
id (p. 27) superego (p. 27)
information-processing theory (p. 39)
Chapter 3

LEARNING OBJECTIVES
After completing Chapter 3, students should be able to answer the following learning objective questions:
3.1 What are the characteristics of the zygote?
3.2 In what ways do genes influence development?
3.3 What are the effects of the major dominant, recessive, and sex-linked diseases?
3.4 How do trisomies and other disorders of the autosomes and sex chromosomes affect development?
3.5 What are the characteristics of each of the trimesters of pregnancy?
3.6 What happens in each of the stages of prenatal development?
3.7 How do male and female fetuses differ?
3.8 What behaviors have scientists observed in fetuses?
3.9 How do teratogens affect prenatal development?
3.10 What are the potential adverse effects of tobacco, alcohol, and other drugs on prenatal development?
3.11 What are the risks associated with teratogenic maternal diseases?
3.12 What other maternal factors influence prenatal development?
3.13 How do physicians assess and manage fetal health?
3.14 What kinds of birth choices are available to expectant mothers?
3.15 What happens in each of the three stages of labor?
3.16 What do physicians learn about a newborn from the Apgar and Brazelton scales?
3.17 Which infants are categorized as low birth weight and what risks are associated with this?

KEY TERMS
amnion (p. 66) gonads (p. 55)
anoxia (p. 84) implantation (p. 66)
axons (p. 68) low birth weight (LBW) (p. 85)
cell body (p. 67) multi-factorial inheritance (p. 59)
cephalocaudal pattern (p. 64) neonate (p. 84)
cesarean section (c-section) (p. 82) neurons (p. 66)
chromosomes (p. 55) organogenesis (p. 66)
dendrites (p. 68) phenotype (p. 57)
deoxyribonucleic acid (DNA) (p. 55) placenta (p. 66)
dominant-recessive pattern (p. 57) polygenic inheritance (p. 58)
embryonic stage (p. 66) proximodistal pattern (p. 66)
fetal stage (p. 67) synapses (p. 67)
gametes (p. 55) teratogens (p. 70)
genes (p. 55) umbilical cord (p. 66)
genotype (p. 57) viability (p. 67)
germinal stage (p. 66) zygote (p. 55)
glial cells (p. 69)
Chapter 4

LEARNING OBJECTIVE QUESTIONS
After completing Chapter 4, students should be able to answer the following questions:
4.1 What important changes in the brain take place during infancy?
4.2 How do babies’ reflexes and behavioral states change?
4.3 How do infants’ bodies change, and what is the typical pattern of motor skills development in the first two years?
4.4 What are the nutritional needs of infants?
4.5 How does malnutrition affect infants’ development?
4.6 What are infants’ health care and immunization needs?
4.7 What have researchers learned about sudden infant death syndrome?
4.8 How do infant mortality rates vary across groups?
4.9 How do infants’ visual abilities change across the first months of life?
4.10 How do infants’ senses of hearing, smell, taste, touch, and motion compare to those of older children and adults?
4.11 How do researchers study perceptual development?
4.12 How do depth perception and patterns of looking change over the first two years?
4.13 How do infants perceive human speech, recognize voices, and recognize sound patterns other than speech?
4.14 What is intermodal perception?
4.15 What arguments do nativists and empiricists offer in support of their theories of perceptual development?

KEY TERMS
adaptive reflexes (p. 99) intermodal perception (p. 113) sudden infant death syndrome
auditory acuity (p. 108) myelinization (p. 98) (SIDS) (p. 105)
colic (p. 100) nativists (p. 113) synapses (p. 96)
dishabituation (p. 109) plasticity (p. 96) synaptogenesis (p. 96)
dynamic systems theory (p. 101) preference technique (p. 109) tracking (p. 107)
empiricists (p. 113) primitive reflexes (p. 99) visual acuity (p. 107)
habituation (p. 109) pruning (p. 96)
infant mortality (p. 104) reticular formation (p. 98)
Chapter 5

LEARNING OBJECTIVE QUESTIONS

After completing Chapter 5, students should be able to answer the following questions:

5.1 What are the important milestones of Piaget’s sensorimotor stage?
5.2 What are some of the challenges offered to Piaget’s explanation of infant cognitive development?
5.3 What does research tell us about infants’ understanding of objects?
5.4 How do infants learn through conditioning and modeling?
5.5 How does categorical understanding change over the first 2 years?
5.6 How does memory function in the first 2 years?
5.7 What are the behaviorist, nativist, and interactionist explanations of language development?
5.8 What are some of the environmental influences on language development?
5.9 How do infants’ sounds, gestures, and understanding of words change in the early months of life?
5.10 What are the characteristics of toddlers’ first words?
5.11 What kinds of sentences do children produce between 18 and 24 months of age?
5.12 What kinds of individual differences are evident in language development?
5.13 How does language development vary across cultures?
5.14 How is intelligence measured in infancy?

KEY TERMS

A-not-B error (p. 124) means-end behavior (p. 123)
babbling (p. 134) naming explosion (p. 136)
Bayley Scales of Infant Development (p. 140) object concept (p. 126)
cooing (p. 134) object permanence (p. 123)
deferred imitation (p. 124) primary circular reaction (p. 122)
expressive language (p. 135) receptive language (p. 134)
expressive style (p. 138) referential style (p. 139)
holophrases (p. 136) schematic learning (p. 129)
infant directed speech (p. 132) secondary circular reaction (p. 123)
inflections (p. 136) sensorimotor stage (p. 122)
intelligence (p. 140) telegraphic speech (p. 136)
interactionists (p. 131) tertiary circular reaction (p. 123)
language acquisition device (LAD) (p. 131) violation of expectations method (p. 126)
mean length of utterance (MLU) (p. 137)
Chapter 6

LEARNING OBJECTIVES
After completing Chapter 6, students should be able to answer the following questions:
6.1 How do Freud’s and Erikson’s views of personality development in the first two years differ?
6.2 What are the main ideas of attachment theory?
6.3 How does synchrony affect parent-infant relations?
6.4 What are the four phases of attachment and the behaviors associated with them?
6.5 What are the variables that contribute to the development and stability of the four types of attachment?
6.6 What variables might affect a parent’s ability to establish an attachment relationship with an infant?
6.7 What are the long-term consequences of attachment quality?
6.8 In what ways do patterns of attachment vary across cultures?
6.9 On which dimensions of temperament do most developmentalists agree?
6.10 What are the roles of heredity, neurological processes, and environment in the formation of temperament?
6.11 How do the subjective self, the objective self, and the emotional self develop during the first two years?
6.12 Why is it difficult to study the effects of nonparental care on development?
6.13 What might be the effects of nonparental care on cognitive development?
6.14 What does research suggest about the risks of nonparental care with respect to social development?
6.15 What variables should be taken into account in interpretations of research on nonparental care?

KEY TERMS
attachment (p. 150) personality (p. 157)
attachment theory (p. 148) secure attachment (p. 152)
goodness-of-fit (p. 160) separation anxiety (p. 152)
insecure/ambivalent attachment (p. 152) social referencing (p. 152)
insecure/avoidant attachment (p. 152) stranger anxiety (p. 152)
insecure/disorganized attachment (p. 152) subjective self (p. 160)
niche-picking (p. 159) synchrony (p. 150)
objective (categorical) self (p. 160) temperament (p. 157)
Chapter 7

LEARNING OBJECTIVE QUESTIONS
After completing Chapter 7, students should be able to answer the following questions:
7.1 What are the major milestones of growth and motor development between two and six?
7.2 What important changes happen in the brain during these years?
7.3 What are the nutritional and health care needs of young children?
7.4 What factors contribute to abuse and neglect, and how do these traumas affect children’s development?
7.5 List the characteristics of children’s thought during Piaget’s preoperational stage?
7.6 How has recent research challenged Piaget’s view of this period?
7.7 What is a theory of mind, and how does it develop?
7.8 How do information-processing and sociocultural theorists explain changes in young children’s thinking?
7.9 How does fast-mapping help children learn new words?
7.10 What happens during the grammar explosion?
7.11 What is phonological awareness, and why is it important?
7.12 What are the strengths and weaknesses of IQ tests?
7.13 What kinds of evidence support the nature and nurture explanations for individual differences in IQ?
7.14 What theories and evidence have been offered in support of genetic and cultural explanations of group differences in IQ scores?

KEY TERMS
centration (p. 185) metacognition (p. 190)
conservation (p. 185) metamemory (p. 190)
corpus callosum (p. 178) operational efficiency (p. 189)
egocentrism (p. 183) overregularization (p. 192)
false belief principle (p. 187) phonological awareness (p. 193)
fast-mapping (p. 191) preoperational stage (p. 183)
handedness (p. 179) reaction range (p. 198)
hippocampus (p. 179) semiotic (symbolic) function (p. 183)
intelligence quotient (IQ) (p. 194) short-term storage space (STSS) (p. 189)
invented spelling (p. 193) theory of mind (p. 187)
lateralization (p. 178)
Chapter 8
LEARNING OBJECTIVES
After completing Chapter 8, students should be able to answer the following questions:
8.1 What major themes of development did the psychoanalytic theorists propose for the early childhood period?
8.2 What are the findings of social-cognitive theorists with respect to young children’s understanding of the social world?
8.3 How does temperament change in early childhood?
8.4 What changes take place in the young child’s categorical, emotional, and social selves during the preschool years?
8.5 How do the major theoretical orientations explain gender development?
8.6 Describe the development of gender identity, gender stability, and gender constancy?
8.7 What are the characteristics of young children’s sex-role knowledge?
8.8 How is the behavior of young children sex-typed?
8.9 How does attachment change during the early childhood years?
8.10 How do parenting styles affect children’s development?
8.11 How are ethnicity and socioeconomic status related to parenting style?
8.12 How is family structure related to children’s development?
8.13 How does divorce affect children’s behavior in early childhood and in later years?
8.14 What are some possible reasons for the relationship between family structure and development?
8.15 What are the various kinds of play that are exhibited by preschoolers?
8.16 What is the difference between instrumental and hostile aggression, and which is more prevalent during early childhood?
8.17 How do prosocial behavior and friendship patterns change during early childhood?
KEY TERMS
aggression (p. 232) hostile aggression (p. 233)
authoritarian parenting style (p. 221) inductive discipline (p. 223)
authoritative parenting style (p. 221) instrumental aggression (p. 233)
cross-gender behavior (p. 219) parenting styles (p. 220)
emotional regulation (p. 212) permissive parenting style (p. 221)
empathy (p. 213) person perception (p. 209)
extended family (p. 230) prosocial behavior (p. 234)
gender (p. 214) sex-typed behavior (p. 218)
gender constancy (p. 215) social skills (p. 231)
gender identity (p. 216) social-cognitive theory (p. 208)
gender schema theory (p. 215) uninvolved parenting style (p. 221)
gender stability (p. 216)
Chapter 9

LEARNING OBJECTIVES
After completing Chapter 9, students should be able to answer the following questions:

9.1 What kinds of physical changes occur during middle childhood?
9.2 In what ways does the brain change during these years?
9.3 What are the three most important health hazards for 6- to 12-year-olds?
9.4 How do vocabulary and other aspects of language change during middle childhood?
9.5 What cognitive advantages do children gain as they move through Piaget’s concrete operational stage?
9.6 What is horizontal decalage, and how does Siegler explain concrete operational thinking?
9.7 How do children’s information processing skills improve during these years?
9.8 What should be included in an effective literacy curriculum?
9.9 How do bilingual and ESL approaches to second-language instruction differ?
9.10 What are the characteristics of effective schools?
9.11 What kinds of group differences in achievement have educational researchers found?
9.12 Why is the term “learning disability” controversial?
9.13 How does attention-deficit hyperactivity disorder affect a child’s development?

KEY TERMS
achievement test (p. 259) excessive weight gain (p. 248)
analytical style (p. 263) executive processes (p. 255)
association areas (p. 247) inclusive education (p. 268)
asthma (p. 248) inductive logic (p. 252)
at-risk-for-overweight (p. 249) learning disability (p. 266)
attention-deficit hyperactivity disorder (ADHD) (p. 268) memory strategies (p. 255)
automaticity (p. 254) overweight (p. 249)
balanced approach (p. 257) processing efficiency (p. 254)
BMI-for-age (p. 248) relational style (p. 263)
bilingual education (p. 258) relative right-left orientation (p. 247)
class inclusion (p. 253) reversibility (p. 252)
concrete operational stage (p. 251) selective attention (p. 247)
decentration (p. 251) spatial cognition (p. 247)
deductive logic (p. 252) spatial perception (p. 247)
dyslexia (p. 266)
English-as-a-second-language (ESL) program (p. 258)
Chapter 10

LEARNING OBJECTIVES
After completing Chapter 10, students should be able to answer the following questions:
10.1 How did the psychoanalytic theorists characterize the middle childhood years?
10.2 What are the main ideas of the trait and social-cognitive theorists?
10.3 What are the features of the psychological self?
10.4 How does self-esteem develop?
10.5 How does children’s understanding of others change in middle childhood?
10.6 How do children in Piaget’s moral realism and moral relativism stages reason about right and wrong?
10.7 How does self-regulation affect school-aged children’s relationships with their parents?
10.8 What changes occur in children’s understanding of friendships during this period?
10.9 In what ways do boys and girls interact during the middle years?
10.10 What types of aggression are most common among school-aged children?
10.11 How do popular, rejected, and neglected children differ?
10.12 How does self-care affect girls’ and boys’ development?
10.13 What factors contribute to resilience and vulnerability among poor children?
10.14 How do television, computers, and video games affect children’s development?

KEY TERMS
moral realism stage (p. 284) relational aggression (p. 290) self-esteem (p. 281)
moral relativism stage (p. 285) retaliatory aggression (p. 291) self-regulation (p. 286)
psychological self (p. 280) self-care children (p. 293) social status (p. 292)
reciprocal determinism (p. 279) self-efficacy (p. 281) trait (p. 278)
Chapter 11

LEARNING OBJECTIVES
After completing Chapter 11, students should be able to answer the following questions:
11.1 How do the brains and other body systems of adolescents differ from those of younger children?
11.2 What are the major milestones of puberty?
11.3 What are the consequences of early, “on time,” and late puberty for boys and girls?
11.4 What are the patterns of adolescent sexual behavior in the United States?
11.5 Which teenaged girls are most likely to get pregnant?
11.6 What are some of the causes that have been proposed to explain homosexuality?
11.7 How does sensation-seeking affect risky behavior in adolescents?
11.8 What patterns of drug, alcohol, and tobacco use have been found among adolescents in the United States?
11.9 What are the characteristics and causes of eating disorders?
11.10 Which adolescents are at greatest risk of depression and suicide?
11.11 What are the characteristics of thought in Piaget’s formal operational stage?
11.12 What are some major research findings regarding the formal operational stage?
11.13 What kinds of advances in information-processing capabilities occur during adolescence?
11.14 How do changes in students’ goals contribute to the transition to secondary school?
11.15 What gender and ethnic differences in science and math achievement have been found by researchers?
11.16 What variables predict the likelihood of dropping out of high school?

KEY TERMS
ability goals (p. 328) pituitary gland (p. 308)
adolescence (p. 307) primary sex characteristics (p. 310)
anorexia nervosa (p. 321) puberty (p. 308)
bulimia nervosa (p. 321) secondary sex characteristics (p. 310)
formal operational stage (p. 324) secular trend (p. 311)
hypothetico-deductive reasoning (p. 324) systematic problem-solving (p. 324)
imaginary audience (p. 325) task goals (p. 328)
menarche (p. 310) transgendered (p. 317)
personal fable (p. 325)
Chapter 12

LEARNING OBJECTIVES
After completing Chapter 12, students should be able to answer the following questions:
12.1 What happens during Erikson's *identity versus role confusion* stage?
12.2 How does Marcia explain identity development?
12.3 In what ways does self-understanding in adolescence differ from that in childhood?
12.4 How does self-esteem change across the teenage years?
12.5 What are the gender role concepts of adolescents?
12.6 How do minority, biracial, and immigrant teens develop a sense of ethnic identity?
12.7 What are the features of moral reasoning at each of Kohlberg’s stages?
12.8 What are some important causes and effects in the development of moral reasoning?
12.9 How has Kohlberg’s theory been criticized?
12.10 What are the moral reasoning abilities and other characteristics of delinquents?
12.11 What are the features of adolescents’ relationships with their parents?
12.12 What are the characteristics of adolescents’ friendships?
12.13 How do peer groups change over the teen years?
12.14 How does interest in romantic relationships emerge among heterosexual and homosexual teens?

KEY TERMS
clique (p. 360) identity achievement (p. 342)
conventional morality (p. 351) identity crisis (p. 341)
crowd (p. 360) identity diffusion (p. 342)
delinquency (p. 356) identity versus role confusion (p. 341)
etnic identity (p. 347) moratorium (p. 342)
foreclosure (p. 342) postconventional morality (p. 352)
gender role identity (p. 346) preconventional morality (p. 351)
identity (p. 341) role-taking (p. 353)
Chapter 13

LEARNING OBJECTIVES
After completing Chapter 13, students should be able to answer the following questions:
13.1 What is the difference between primary and secondary aging?
13.2 What changes in the brain take place in early adulthood?
13.3 How do other body systems change during these years?
13.4 What habits and personal factors are associated with good health?
13.5 What are some of the viral and bacterial STDs that afflict young adults?
13.6 What are the causes and effects of intimate partner abuse?
13.7 Which mental disorders occur most frequently in young adulthood?
13.8 What is the difference between physical and psychological substance dependence?
13.9 What types of postformal thought have developmentalists proposed?
13.10 How do the concepts of crystallized and fluid intelligence help to explain age-related changes in IQ scores?
13.11 What are some of the ways in which college attendance affects individual development?
13.12 How do traditional and nontraditional post-secondary students differ?
13.13 What does research suggest about the experiences of college students with disabilities?
13.14 How is the college experience different for men and women?
13.15 How does ethnicity affect the college experiences of minority students?

KEY TERMS
- crystallized intelligence (p. 393)
- postformal thought (p. 391)
- dialectical thought (p. 391)
- post-secondary education (p. 393)
- fluid intelligence (p. 393)
- primary aging (senescence) (p. 372)
- intimate partner abuse (p. 382)
- reflexive judgment (p. 391)
- limbic system (p. 374)
- relativism (p. 391)
- locus of control (p. 380)
- schizophrenia (p. 388)
- maximum oxygen uptake (VO2 max) (p. 376)
- secondary aging (p. 372)
- nontraditional post-secondary student (p. 394)
- sexual violence (p. 385)
- pelvic inflammatory disease (p. 381)
- substance abuse (p. 389)
- personality disorder (p. 387)
- traditional post-secondary student (p. 384)
- phobia (p. 387)
Chapter 14

**LEARNING OBJECTIVES**

After completing Chapter 14, students should be able to answer the following questions:

14.1 What did Erikson mean when he described early adulthood as a crisis of intimacy versus isolation?
14.2 What is a life structure, and how does it change?
14.3 What are the characteristics of emerging adulthood?
14.4 What types of research do evolutionary and social role theorists cite to support their theories of mate selection?
14.5 How do marriage and divorce affect the lives of young children?
14.6 What factors contribute to the relationship between premarital cohabitation and divorce?
14.7 In what ways are gay and lesbian couples similar to and different from heterosexual couples?
14.8 How do singles accomplish Erikson’s psychosocial developmental task of intimacy?
14.9 What happens during the transition to parenthood?
14.10 How are family and friends important to young adults?
14.11 What factors influence an individual’s occupational choices?
14.12 How do career goals and job satisfaction change over time?
14.13 What are some of the innovations that are associated with the quality of work-life movement?
14.14 In what way do women’s work patterns differ from those of men?

**KEY TERMS**

- assortative mating (homogamy) (p. 409)
- kin-keeper (p. 420)
- avoidant couples (p. 413)
- life structure (p. 406)
- career development (p. 423)
- parental investment theory (p. 408)
- emerging adulthood (p. 407)
- quality of work-life (QWL) movement (p. 424)
- hostile/detached couples (p. 413)
- social role theory (p. 409)
- hostile/engaged couples (p. 413)
- validating couples (p. 412)
- intimacy (p. 405)
- volatile couples (p. 412)
- intimacy versus isolation (p. 405)
- work-life balance (p. 424)
Chapter 15

LEARNING OBJECTIVES
After completing Chapter 15, students should be able to answer the following questions:
15.1 What do researchers know about brain function in middle age?
15.2 How do reproductive functions change in men and women in middle age?
15.3 What is osteoporosis, and what factors are associated with it?
15.4 How do vision and hearing change in middle age?
15.5 How does cardiovascular disease develop?
15.6 What factors contribute to cancer?
15.7 What are some important differences in the health of middle-aged men and women?
15.8 How are socioeconomic status and ethnicity related to health in middle adulthood?
15.9 What are some of the consequences of alcoholism for middle-aged adults?
15.10 How do Denney’s and the Balteses’ models explain the relationship between health and cognitive functioning in middle age?
15.11 What has research revealed about the link between health and cognitive functioning?
15.12 How do young and middle-aged adults differ in performance on memory tests?
15.13 What does research suggest about age-related changes in creativity?

KEY TERMS
alcoholism (p. 448) osteoporosis (p. 440)
atherosclerosis (p. 443) perimenopausal phase (p. 438)
cardiovascular disease (CVD) (p. 443) postmenopausal phase (p. 438)
climacteric (p. 437) premenopausal phase (p. 438)
creativity (p. 453) presbycusis (p. 442)
episodic memories (p. 452) presbyopia (p. 441)
hypertension (p. 447) selective optimization with compensation (p. 450)
menopause (p. 437) semantic memories (p. 452)
Chapter 16

LEARNING OBJECTIVES
After completing Chapter 16, students should be able to answer the following questions:
16.1 How do the views of Erikson and Vaillant differ with regard to generativity?
16.2 How do proponents of the mid-life crisis and the life events perspective approach middle age differently?
16.3 What contributes to the “mellowing” of partnerships in middle adulthood?
16.4 What is the family role of middle-aged adults with respect to older and younger generations?
16.5 How does the grandparent role affect middle-aged adults?
16.6 How might caregiver burden affect a middle-aged adult’s life?
16.7 How do social networks change during middle adulthood?
16.8 What is the evidence for continuity and change in personality throughout adulthood?
16.9 What factors influence work satisfaction in middle adulthood?
16.10 What strategies do middle-aged workers use to maintain job performance at a satisfactory level?
16.11 What are the factors that contribute to career transitions in mid-life?
16.12 How do Baby Boomers differ from previous cohorts with respect to preparation for retirement?

KEY TERMS
burnout (p. 471) involved relationships (p. 468)
caregiver burden (p. 469) life events approach (p. 463)
companionate relationships (p. 468) remote relationships (p. 468)
generativity (p. 462) role conflict (p. 464)
Chapter 17

LEARNING OBJECTIVES
After completing Chapter 17, students should be able to answer the following questions:
17.1 What factors contribute to life expectancy and longevity?
17.2 What variables contribute to individual differences in health among older adults?
17.3 How does the brain change in late adulthood?
17.4 What changes happen in the sensory organs?
17.5 How do theorists explain biological aging?
17.6 What are the behavioral effects of changes in the various body systems of older adults?
17.7 What is Alzheimer’s disease, and how does it differ from other dementias?
17.8 What does research suggest about depression among older adults?
17.9 What kinds of memory differences distinguish older and younger adults?
17.10 What do theory and research on wisdom and creativity reveal about cognitive functioning in late adulthood?

KEY TERMS
activities of daily living (ADLs) (p. 487) multi-infarct dementia (p. 498)
Alzheimer’s disease (p. 496) programmed senescence theory (p. 493)
cross-linking (p. 493) satiety (p. 495)
dementia (p. 496) synaptic plasticity (p. 490)
frail elderly (p. 488) telomere (p. 493)
free radicals (p. 493) terminal drop hypothesis (p. 493)
gerontology (p. 485) tinnitus (p. 491)
Hayflick limit (p. 493) wisdom (p. 505)
instrumental activities of daily living (IADLs) (p. 487)
Chapter 18

LEARNING OBJECTIVES
After completing Chapter 18, students should be able to answer the following questions:
18.1 What does research say about Erikson’s stage of ego integrity versus despair?
18.2 What are the main ideas of activity, disengagement, and continuity theory?
18.3 How is successful aging manifested in the lives of older adults?
18.4 How does religious coping influence physical and mental health in late adulthood?
18.5 What are the living arrangements of most elderly people in the United States and in other industrialized countries?
18.6 How do intimate partnerships contribute to development in late adulthood?
18.7 What is the significance of family relationships and friendships for older adults?
18.8 What are some gender and ethnic differences in older adults’ social networks?
18.9 What factors contribute to the decision to retire?
18.10 How does retirement affect income, health, attitudes, emotions, mobility, and social relationships?
18.11 What does research suggest about the decision not to retire?

KEY TERMS
activity theory (p. 514) institutional migration (p. 532)
ageing in place (p. 520) life review (p. 514)
amenity move (p. 532) religious coping (p. 518)
compensatory (kinship) migration (p. 532) reminiscence (p. 514)
continuity theory (p. 515) successful aging (p. 516)
disengagement theory (p. 515) volunteerism (p. 517)
ego integrity (p. 513)
Chapter 19
LEARNING OBJECTIVES
After completing Chapter 19, students should be able to answer the following questions:
19.1 What are the characteristics of clinical death, brain death, and social death?
19.2 How do hospice and hospital care differ with respect to their effects on terminally ill patients?
19.3 What are the characteristics of children’s and adolescents’ ideas about death?
19.4 How do young, middle-aged, and older adults think about death?
19.5 What factors are related to fear of death in adults?
19.6 How do adults prepare for death?
19.7 How did Kübler-Ross explain the process of death?
19.8 What are some other views of the process of dying?
19.9 How do people vary in the ways they adapt to impending death?
19.10 How does Freud’s psychoanalytic theory view grief?
19.11 What are the theories of Bowlby and Sanders regarding grief?
19.12 What theories of grief have been proposed by critics of psychoanalytic and attachment theories?
19.13 How do funerals and ceremonies help survivors cope with grief?
19.14 What factors influence the grieving process?
19.15 How does grief affect the physical and mental health of widows and widowers?
KEY TERMS
brain death (p. 542) hospice care (p. 542) social death (p. 542)
clinical death (p. 542) palliative care (p. 543) thanatology (p. 553)
grieving (p. 559) pathological grief (p. 564) unique invulnerability (p. 546)