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# Life–Span Development and Behavior

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## Abstract

Originally published in Contemporary Psychology: APA Review of Books, 1995, Vol 40(11), 1081–1082. This is a review of the book, “Life-Span Development and Behavior (Vol. 12)” (see record 1994-97264-000). This is volume 12 in a series of edited volumes on developmental psychology. Volume 12 contains an impressive mix of topics and approaches and is, like the volumes that preceded it, a collection of well-written, thoughtful, and comprehensive chapters that will be of interest to a wide array of readers. As has been customary in the series, this volume contains pieces on particular aspects of both cognitive and social development as well as chapters that focus on more general conceptual and methodological issues in life span developmental research. The volume contains contributions on parenting, autonomy, coping, and wisdom, as well as more general chapters on the stability of individual differences in adulthood, log-linear modeling in developmental research, and the integration of research and outreach in the field of human development. “Life-Span Development and Behavior” is indispensable for graduate teaching. This volume also contains a listing of the contents of all previous volumes in the series, which will alert many readers to some terrific chapters that they may have missed. Unfortunately, Volume 12 marks the end of this series. (PsycINFO Database Record (c) 2006 APA, all rights reserved)

## Related Topics

## Related Articles

[Fitness Safety Guidelines Throughout the Life Span](#)

ACSM's Health & Fitness Journal 2020; 24(5):60–62.

[Life Span Motor Development, 6th Edition](#)

Medicine & Science in Sports & Exercise 2015; 47(10):2250.

[Personality Across the Life Span](#)

Annual Review of Psychology 2019; 70(1):423–448.

[CCRN Across the Life Span](#)

Critical Care Nurse 2019; 39(5):68–72.

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Understanding the concepts of life-span development and how changes occur physically, mentally and socially across a person's lifespan. One contemporary concern of lifespan development according to Luckey and Fabes (2005) is the behavior of nonsocial play during the period of early childhood. Evidence suggests that some forms of nonsocial play in early childhood may be healthy while other forms may be detrimental to the child's development (Luckey & Fabes, 2005). Children who play independently in a constructive way such as playing with puzzles or coloring are believed to be engaged in a healthy activity (Luckey & Fabes, 2005). In this activity you will explore development across the life span. The process begins during the period between conception and birth, as the fetus emerges from a one-celled organism to a full-term infant. As the genetic program within the cells of the body unfolds, important characteristics emerge that will set the stage for the newborn baby's emergence into the world. At the same time, the world around the developing child exerts its influence on growth, and, at critical points, can alter the way these genetic characteristics are expressed. •Parents and infants respond to each other by synchronizing their behavior. •Development of secure attachment sets stage for child's increasingly independent exploration. •Ability to relate to playmates emerges by end of period. LIFE-SPAN DEVELOPMENT Life-span developmental theory provides a framework for understanding human aging. The main purpose of theory in the study of aging is to provide a context for describing and explaining the regular transformations that occur with time to representative organisms living under representative conditions. LIFE-SPAN DEVELOPMENT. Life-span developmental theory provides a framework for understanding human aging. The main purpose of theory in the study of aging is to provide a context for describing and explaining the regular transformations that occur with time to representative organisms living under representative conditions. Scope of Life span development: Counselling psychologists, School Counsellors, Marriage and Family Counsellor, Career Counsellors, Drug Counsellors, Rehabilitation Counsellors, Clinical Psychologists, Psychiatrists, Social Workers, and Child Welfare workers. Unit 2: biological processes in human development. interpersonal orientation of feelings and behaviour. II: Developing Generic Skills: Establishing contacts with clients, Ensuring structured settings, Developing relationship, Monitoring intentions/ covert behaviour.