

**Longitudinal Studies of Adult Psychological Development.** K. WARNER SCHAEIE, Ed. Guilford, New York, 1983. xiv, 332 pp., illus. \$32.50. Adult Development and Aging.

Students of individual and group differences in intellectual abilities are well aware of the depressing scenario for aging found in the early cross-sectional comparisons of different people in different stages of life. From 1920 to 1930 study after study reported intellectual declines beginning in early adulthood (the middle 20's) with still further declines following in each succeeding decade of life. Furthermore, formal education offered no protection. The declines were as steep for those with college degrees as they were for those with only grade school education.

These gloomy prospects were considerably improved as soon as the results of longitudinal studies in which the same individuals were tested on more than one occasion became known. Here the investigators found significant *increases* in adult abilities over the first 30 years of adulthood. This finding held for those whose education ended with high school as well as for those with college degrees. By 1965, Leona Tyler and others were concluding that early adulthood declines were not then occurring and probably never had. The higher scores for the younger adults in the early cross-sectional studies could be accounted for by the increasing opportunities through the 1920's, '30's, and '40's "for individuals to develop in stimulating surroundings." It is tempting to speculate about trends in the stimulating quality of our schools and homes for the '60's, '70's, and '80's. Do the recent declines in Scholastic Aptitude Test scores indicate a reversal of the pattern, so that now younger adults are the disadvantaged cohort?

The two chapters written by the editor of this book are the most informative ones in the volume because they provide the clearest impressions of the complexities lurking behind seemingly straightforward longitudinal designs that actually confound the effects of age, cohort, and time of measurement. Schaie has led the way in developing strategies (cohort-sequential, time-sequential, and cross-sequential) that can separate these influences and also minimize the threats to both internal and external validity in these longitudinal quasi experiments. The material he provides from his Seattle Longitudinal Study (nine birth cohorts, seven of them tested four times between 1956 and 1977) is well organized and

presented in such a way as to reveal the "natural history" of the project. These data support the claim that adult abilities usually peak in the early 50's and do not show a significant decline thereafter until the mid-70's. The importance of correcting for cohort and time-of-testing differences is shown by the fact that the uncorrected data indicate that number ability declines first and most, whereas the corrected figures show later and less decline for number than for any other primary ability.

Although they are not a major focus in either of his chapters, Schaie does consider the practical implications of his findings. He thinks his data are relevant to a host of personnel decisions that are now somewhat controversial. The hiring and retirement of older workers are good examples. Another practical concern derives from the data showing that certain personality styles appear to delay intellectual decline. He is quite optimistic about the possibilities of developing educational and environmental interventions that could assist in the maintenance of intellectual functions beyond the period where "natural" decline sets in.

The six other studies in the book represent the efforts of independent groups of researchers to explore issues similar to those discussed by Schaie. What is missing is a comparison of the results from the different projects. It would have been very helpful to have in one place the answers from each study to the following four questions posed by Schaie: Does intelligence change uniformly or in different ability patterns? At what age is there a reliably detectable age decrement in ability and what is its magnitude? What are the patterns of generational differences and what is their magnitude? What accounts for individual differences in intraindividual change in intellectual function across adulthood?

It is with respect to the last of Schaie's questions that the projects vary most in approach. Jarvik and Bank examined aging in both identical and fraternal twins and found that chromosome loss related to ability declines in women but not men. Siegler reports that subjects from the Duke project showed significant (but complex) relationships between continued mental functioning and coronary heart disease and hypertension. Bray and Howard found that success as an AT&T manager was related not only to current intellectual standing but to intellectual and personality assessments made 20 years earlier. The personality tests used in this study were differ-

ent from those employed by Schaie, and there is not enough information provided to permit the reader to determine the comparability of outcomes in the personality domain.

Another problem concerns the lack of good information in most of the studies about the bias introduced by the use of volunteer subjects. Longitudinal studies are particularly vulnerable to this difficulty because considerable testing is almost always involved. In some studies fewer than one-third of the eligible subjects actually participated. It is easy to imagine that many study volunteers are unusual in intellect, personality, and motivation.

But perhaps I am asking too much. The projects reported here are all important ones, and it is handy to have accounts of them in one volume. The average age of our population continues to increase, and these studies of aging will grow in influence and relevance for policy decisions.

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## A Program for the Gifted

**Academic Precocity. Aspects of Its Development.** CAMILLA PERSSON BENBOW and JULIAN C. STANLEY, Eds. Johns Hopkins University Press, Baltimore, 1984. xiv, 217 pp. \$22.50; paper, \$7.50. Based on a symposium, Baltimore, Nov. 1980.

This volume assembles a series of papers originally presented at a conference marking the tenth anniversary of the "Search for Mathematically Precocious Youth" (SMPY) program. This program was established in 1971 at Johns Hopkins University by Julian Stanley and has since expanded to four other university sites around the country. Its purpose is to search for talented students in mathematics at about the junior high school age. The search is conducted through the administration of standard aptitude tests. The top 5 percent of the students are then provided a variety of acceleration activities in mathematics.

These opportunities include both content acceleration, the earlier introduction of subjects such as algebra and geometry in the students' programs, and student acceleration, the moving of the students into higher levels of the educational system. Occasionally, this means radical acceleration, moving outstanding junior high students five or six years ahead of their age group into university programs.

# Longitudinal Studies Of Adult Psychological Development

**Alan S. Kaufman, Elizabeth O.  
Lichtenberger**



## **Longitudinal Studies Of Adult Psychological Development:**

*Longitudinal Studies of Adult Psychological Development* Klaus Warner Schaie, 1983      *Handbook of the Psychology of Aging* James E. Birren, K. Warner Schaie, 2001-08-02 The Handbook of the Psychology of Aging has become the definitive reference source for information on the psychology of adult development and aging. The Fifth Edition provides comprehensive reviews of research on biological and social influences on behavior and age-related changes in psychological function. In addition to covering environmental influences on behavior and aging and gender differences in aging, new chapters in the Fifth Edition discuss wisdom, creativity, and technological change and the older worker. This handbook is an essential reference for researchers in adult development and gerontology and suitable as an advanced textbook for courses on the psychology of aging.

*Essentials of WAIS-IV Assessment* Elizabeth O. Lichtenberger, Alan S. Kaufman, 2009-07-31 *Essentials of WAIS IV Assessment* Complete coverage of administration, scoring, interpretation, and reporting. Expert advice on avoiding common pitfalls. Conveniently formatted for rapid reference. Quickly acquire the knowledge and skills you need to confidently administer, score, and interpret the WAIS IV. Coauthored by Alan Kaufman, who was mentored by David Wechsler, the creator of the Wechsler scales. *Essentials of WAIS IV Assessment* provides beginning and seasoned clinicians with comprehensive step-by-step guidelines to administering, scoring, and interpreting this latest revision of the Wechsler Adult Intelligence Scale. Like all the volumes in the *Essentials of Psychological Assessment* series, this book is designed to help busy mental health practitioners quickly acquire the basic knowledge and skills they need to make optimal use of a major psychological assessment instrument. Each concise chapter features numerous callout boxes highlighting key concepts, bulleted points, and extensive illustrative material, as well as test questions that help you gauge and reinforce your grasp of the information covered. Offering a clinically rich and innovative theory-based interpretive system, as well as a neuro-psychologically based interpretive approach articulated in detail by Dr. George McCloskey in an invited chapter, this book offers the state-of-the-art interpretation of the most popular intelligence test for adults. In addition, the book is packaged with an accompanying CD-ROM containing scoring tables, case report material, worksheets, and a user-friendly software program that fully automates the interpretive system, making *Essentials of WAIS IV Assessment* the best and most authoritative resource of information on this test. Note: CD-ROM/DVD and other supplementary materials are not included as part of the eBook file.

*The Concise Corsini Encyclopedia of Psychology and Behavioral Science* W. Edward Craighead, Charles B. Nemeroff, 2004-04-19 Edited by high-caliber experts and contributed to by quality researchers and practitioners in psychology and related fields. Includes over 500 topical entries. Each entry features suggested readings and extensive cross-referencing. Accessible to students and general readers. Edited by two outstanding scholars and clinicians.

*Cognitive Development in Adulthood* Mark L. Howe, Charles J. Brainerd, 2012-12-06 For some time now, the study of cognitive development has been far and away the most active discipline within developmental psychology. Although there would be much disagreement as to the exact proportion of

papers published in developmental journals that could be considered cognitive 50% seems like a conservative estimate Hence a series of scholarly books devoted to work in cognitive development is especially appropriate at this time The Springer Series in Cognitive Development contains two basic types of books namely edited collections of original chapters by several authors and original volumes written by one author or a small group of authors The flagship for the Springer Series is a serial publication of the advances type carrying the subtitle Progress in Cognitive Development Research Each volume in the Progress sequence is strongly thematic in that it is limited to some well defined domain of cognitive developmental research e g logical and mathematical development development of learning All Progress volumes will be edited collections Editors of such collections upon consultation with the Series Editor may elect to have their books published either as contributions to the Progress sequence or as separate volumes All books written by one author or a small group of authors are being published as separate volumes within the series A fairly broad definition of cognitive development is being used in the selection of books for this series

*Assessing Adolescent and Adult Intelligence* Alan S. Kaufman, Elizabeth O. Lichtenberger, 2005-08-05 The classic text now updated with a new interpretive approach to the WAIS III *Assessing Adolescent and Adult Intelligence* the classic text from Alan Kaufman and Elizabeth Lichtenberger has consistently provided the most comprehensive source of information on cognitive assessment of adults and adolescents The newly updated Third Edition provides important enhancements and additions that highlight the latest research and interpretive methods for the WAIS III Augmenting the traditional sequential and simultaneous WAIS III interpretive methods the authors present a new approach derived from Cattell Horn Carroll CHC theory This approach combines normative assessment performance relative to age peers with ipsative assessment performance relative to the person's own mean level Following Flanagan and Kaufman's work to develop a similar CHC approach for the WISC IV Kaufman and Lichtenberger have applied this system to the WAIS III profile of scores along with integrating recent WAIS III literature Four appendices present the new method in depth In addition to a detailed description the authors provide a blank interpretive worksheet to help examiners make the calculations and decisions needed for applying the additional steps of the new system and norms tables for the new WAIS III subtest combinations added in this approach *Assessing Adolescent and Adult Intelligence* remains the premier resource for the field covering not only the WAIS III but also the WJ III the KAIT and several brief measures of intelligence as well as laying out a relevant up to date discussion of the discipline The new theory based interpretive approach for the WAIS III makes this a vital resource for practicing psychologists as well as a comprehensive text for graduate students

**Cognitive Development and Individual Variability** Anik De Ribaupierre, Thierry Lecerf, 2019-07-01 The standard approach to cognitive development most frequently consists of cross sectional studies comparing different ages and groups while restricted to a single task The necessity to focus on the individual in an idiographic perspective rather than on the task or the variable has been repeatedly emphasized most recently in several very important papers by Nesselroade and Molenaar Variability has also emerged as a

crucial characteristic Moreover understanding the developmental construction of a given cognitive achievement is imperative to understanding cognitive functioning in adulthood The general objective of this book is to focus on the individual by studying intraindividual and interindividual variability in various cognitive tasks that is intraindividual variability across items of a given task inconsistency across various cognitive tasks dispersion and or across years intraindividual change and of course on interindividual differences in intraindividual variability This book presents empirical studies that have been conducted by research groups in Europe and in North America prominent in the field of variability and development or methodology The 26 authors co authors include senior authors such as Lautrey Schmiedek Dauvier van der Maas Ghisletta Stawski MacDonald and de Ribaupierre

**Development through Adulthood** Oliver Robinson, 2020-04-04 Now updated for its second edition this illuminating textbook explores the developmental stages and changes during adulthood that define some of the most pivotal years of our lives Relationships cognitive ageing parenthood personality shifts life crises fulfilment funerals friendships retirement and death all are presented in light of psychological theory and the latest research Taking a thematic approach the chapters cover interdependent areas of our cognitive psychological social cultural and moral lives that constitute this fascinating area in psychology Providing an empirical analysis Robinson considers models for understanding behaviour and development methods of collecting data and study design Academically rigorous and elegantly written Development through Adulthood is the perfect guide to classic and current research in the field It is essential reading for students studying adult or lifespan development gerontology and the psychology of ageing It will also appeal to those studying an applied social science and anyone interested in fully understanding adulthood and ageing New to this Edition Spotlights on landmark studies fully updated to cover the latest key research in each subject area Increased focus on gender issues Real world applications boxes updated with current and relevant examples of important intervention strategies

**Handbook of Research Methods in Developmental Science** Douglas M. Teti, 2008-04-15 The Handbook of Research Methods in Developmental Science is a collection of newly written articles that provide an overview of methods and approaches associated with the study of human development Contains accessible contributions from some of the most renowned developmental scientists in the field Provides basic information on the strengths and challenges inherent in traditional and complex research design Discusses successful intervention approaches that have been used to promote intellectual social and linguistic development Includes cutting edge research that is forging new and exciting directions in developmental research Provides students and scholars with a working understanding of research approaches and issues in the developmental sciences

**Psychology and Adult Learning** Mark Tennant, 2002-11-01 This book examines the role of psychology in informing adult education practice It acknowledges the psychological dimension of adult education work and explores this dimension in the context of the concerns of adult educators The approach is to examine the most important traditions of some key psychological theories and to discuss the issues and problems in applying them to an understanding of

adult learning and development The text is ideally suited for those who seek a critical understanding of psychological theory and research from the perspective of the adult educator      *Encyclopedia of Adult Development* Robert

Kastenbaum,1993-10-01 Robert Kastenbaum creator of the award winning Encyclopedia of Death has now collected and edited a source of reliable information on adult development that is accessible to the general reader useable by professionals and perfect for those who are simply browsing This work is a fascinating and highly informative look at the milestones and ordeals the key issues and the concerns of American adults The book expands our understanding of adulthood through 105 articles written by more than 70 contributing specialists from the fields of psychology anthropology religion and sociology

**Human Development in Adulthood** Lewis R. Aiken,2005-12-21 Human Development in Adulthood is a comprehensive multidisciplinary overview of adult development in a number of areas both personal and societal from mental and physical health to economic and social conditions Variables including race gender economic status and political and religious affiliation are considered in the discussion of such human issues as love and marital relations economic concerns including employment and living conditions violence in its various forms including crime and war aging and death The numerous illustrations chapter summaries and glossary will prove especially useful to students      *Handbook of the Psychology of Aging* K Warner Schaie,Sherry L. Willis,2010-12-21 The Handbook of the Psychology of Aging Seventh Edition provides a basic reference source on the behavioral processes of aging for researchers graduate students and professionals It also provides perspectives on the behavioral science of aging for researchers and professionals from other disciplines The book is organized into four parts Part 1 reviews key methodological and analytical issues in aging research It examines some of the major historical influences that might provide explanatory mechanisms for a better understanding of cohort and period differences in psychological aging processes Part 2 includes chapters that discuss the basics and nuances of executive function the history of the morphometric research on normal brain aging and the neural changes that occur in the brain with aging Part 3 deals with the social and health aspects of aging It covers the beliefs that individuals have about how much they can control various outcomes in their life the impact of stress on health and aging and the interrelationships between health disparities social class and aging Part 4 discusses the emotional aspects of aging family caregiving and mental disorders and legal capacities in older adults Contains all the main areas of psychological gerontological research in one volume Entire section on neuroscience and aging Begins with a section on theory and methods Edited by one of the father of gerontology Schaie and contributors represent top scholars in gerontology      Human Clocks Claudine Sauvain-Dugerdil,Henri L  ridon,C. G. N. Mascie-Taylor,2006 Age is a complex cross cutting notion for at least two reasons the intricate interweaving of its biological and socio cultural meanings and its dual significance as both a benchmark in an individual s life course and a foundation for social structure This book offers new perspectives on age and ageing by combining achievements in the biological sciences and their different applications and interpretations in demography anthropology psychology and other

pertinent disciplines Thirty contributors from these various fields revisit the measures and the biological models of ageing the borderline between normal and pathological ageing the pertinence of chronological age as a benchmark along the life course its interrelations with psychological development with reproductive phases and other life events the normalizing role ascribed by age classes and the risk of falling into ageism the cross cultural diversity and temporal changes of its meanings the gender divide real and perceived as well as the rights that should be enjoyed at each age     **Psychology and aging**

Theo B. Sonderegger,James E. Birren,1992-01-01     **Successful Aging** Paul Boris Baltes,Margret M. Baltes,1993-05-28

More and more people live into old age This demographic revolution underscores the fact that old age is the last uncharted and unattended phase of the life cycle     **Handbook of Mental Health and Aging** James E. Birren,Gene D. Cohen,R.

Bruce Sloane,Barry D. Lebowitz,Donna E. Deutchman,May Wykle,Nancy R. Hooyman,2013-10-22 This book is a thorough revision of one of the most comprehensive reference volumes for persons working in the area of aging and mental health The thrust of the work is interdisciplinary and discusses research on both clinical and practical issues in aging and mental health The multidisciplinary nature of this book and the inclusion of subject matter from the professional as well as research realm result in a level of comprehensiveness which is distinct in the field of mental health and aging Each chapter contains a comprehensive bibliography the compilation of which represents a definitive reference source in the field The chapters review state of the art research in the biological behavioral and social sciences and represent the cutting edge of current practice in psychiatry neurology social work nursing psychology and pharmacology among other professions The compilation of prevalence data is a much needed addition to the current literature The multidisciplinary nature of this book and the inclusion of both clinical and practical issues makes the book distinctively comprehensive     **Aging** Cindy S. Bergeman,1997-04-30

Why do people age differently Research in the field of gerontology has indicated that there are large individual differences in personality cognitive functioning physical health and psychological well being as well as in the quality of life in the later years It is this variability and the reasons why people age differently that this book explores Thoughtfully written Aging presents an overview of what is known about genetic and environmental influences on aging Beginning with an overview of family adoption and twin designs author Cindy S Bergeman examines such topics as the research in the area of longevity and health cognitive functioning personality and psychopathology and social support life events and measures of the family environment The book concludes with a summary of the field of gerontological behavioral genetics This book will stimulate discussion and future work about the origins of individual differences in later life and will be invaluable to professionals and practitioners in the fields of developmental psychology psychology aging family studies and nursing     *Life-Span*

*Developmental Psychology* Stanley H. Cohen,Hayne W. Reese,2019-10-25 Dealing with the methodological and data analytic problems in developmental research this book presents solutions advanced from the disciplinary perspectives of psychology behavior analysis and behavioral systems sociology and anthropology Topics addressed include the metatheoretical issues

about the relationship between data and theory the identification and analysis of age cohort and time of measurement effects the assessment of quantitative and qualitative change the use of group and single subject designs for control by systematic variation the use of systems methodology to investigate the developmental continuity and organization of behavior the analysis of data from repeated measures designs the use of structural equations and path analysis to test causal hypotheses the use of structured relational matrices to study development and change This unique volume offers students an unusually wide range of research tools for identifying and studying specific developmental problems     *Annual Review of Gerontology and Geriatrics, Volume 7, 1987* K. Warner Schaie, PhD, 1987-11-15 This volume of the ARGG is devoted to the behavioral sciences with particular attention given to topics in experimental and applied psychology With the rapid rate of research in this field of aging the contributors address a number of important basic and applied topics that are underrepresented in other literature



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