

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.

JOSEPH M. HORN

*Department of Psychology,
University of Texas, Austin 78712*

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

Timothy A. Salthouse



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 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 eBook file

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

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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 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 *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 **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

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

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 meta-theoretical 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 *Intellectual Development in Adulthood* K. Warner Schaie,1996-01-26 K Warner Schaie analyses his comprehensive study of aging s effects on intelligence 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 *The Psychology of Ageing* Ian Stuart-Hamilton,2012-05-15 This well established text has been completely revised in this expanded fifth edition Each chapter has been updated to reflect current thinking and a new chapter on death dying and bereavement has been added This new edition is essential reading for all those working with older people and a key text for students Ageing and Mental Handicap James Hogg,Steve Moss,Diana Cooke,2024-05-10 In the 1980s there was growing interest in the topic of ageing and learning disabilities for two principal reasons First the life expectancy of people with learning disabilities had risen significantly over the previous decades and many once infancy had been survived could expect a life span similar to that of non disabled people Secondly a growing commitment on the part of the government and service providers to make provision for people with disabilities in the community rather than in institutions had focused attention on this group Originally published in 1988 reissued here with a new foreword this book was one of the first on this subject It examines epidemiology and mortality and medical and psychiatric issues compared with non disabled older people It considers how people with learning disabilities change in intellectual and adaptive function with age the nature of family relationships relevant therapeutic programmes and policy and the development of services The book represented a major review of a hitherto neglected topic and would interest gerontologists psychologists and professional health social and educational staff concerned with the welfare of older people with learning disabilities This book is a re issue originally published in 1988 The language used is a reflection of its era and no offence is meant by the Publishers to any reader by this re publication **Handbook of Psychology, Developmental Psychology** Irving B. Weiner,Richard M. Lerner,M. Ann

Easterbrooks, Jayanthi Mistry, 2012-10-06 Psychology is of interest to academics from many fields as well as to the thousands of academic and clinical psychologists and general public who can't help but be interested in learning more about why humans think and behave as they do. This award-winning twelve-volume reference covers every aspect of the ever-fascinating discipline of psychology and represents the most current knowledge in the field. This ten-year revision now covers discoveries based in neuroscience, clinical psychology's new interest in evidence-based practice and mindfulness, and new findings in social, developmental, and forensic psychology. **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. **Life-span Perspectives and Social Psychology** R. P. Abeles, 2014-02-25 First published in 1987, there is a wide gap between life span research and mainstream social psychology, and this book strikes a bright spark between these poles, promising as a corrective to narrowness and sterility. The chapters reflect a wide variety of approaches in social psychology as well as considerable breadth in the range of ideas from life span human development that are brought to bear. **Theoretical Perspectives on Cognitive Aging** Timothy A. Salthouse, 2016-03-23 The phenomenon of age-related cognitive decline has long been controversial, both in terms of mere existence and with respect to how it is explained. Some researchers have dismissed it as an artifact of declining health or lower levels of education, and others have attributed it to general changes occurring in the external environment. Still other interpretations have been based on the use-it-or-lose-it principle known as the Disuse Hypothesis, or on the idea that there are qualitative differences in either the structure or the process of cognition across the adult years. Perhaps the most popular approach at present relies on the information processing perspective and attempts to identify the critical processing component most responsible for age-related differences in cognition. The primary purposes of this book are first to review the evidence of age-related differences in cognitive functioning and then to evaluate the major explanations proposed to account for the negative relations between age and cognition that have been established. Included is a discussion of theoretical dimensions and levels of scientific theorizing assumed to be helpful in understanding and evaluating alternative perspectives on cognitive aging. The various perspectives are then covered in detail and analyzed. The text concludes with observations about the progress that has been made in explaining cognitive aging phenomena, plus recommendations for research practices that might contribute to greater progress in the future. **The Encyclopedia of Adulthood and Aging, 3 Volume Set** Susan K. Whitbourne, 2016-01-19 This authoritative reference work contains more than 300 entries covering all aspects of the multi-disciplinary field of adult development and aging. Brings together concise, accurate summaries of classic topics as well as the most recent thinking and research in new areas. Covers a broad range of issues from biological and physiological changes in the body to changes in cognition, personality, and social roles to applied

areas such as psychotherapy long term care and end of life issues Includes contributions from major researchers in the academic and clinical realms 3 Volumes www.encyclopediaadulthoodandaging.com **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

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Table of Contents Longitudinal Studies Of Adult Psychological Development

1. Understanding the eBook Longitudinal Studies Of Adult Psychological Development
 - The Rise of Digital Reading Longitudinal Studies Of Adult Psychological Development
 - Advantages of eBooks Over Traditional Books
2. Identifying Longitudinal Studies Of Adult Psychological Development
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Longitudinal Studies Of Adult Psychological Development
 - User-Friendly Interface
4. Exploring eBook Recommendations from Longitudinal Studies Of Adult Psychological Development

- Personalized Recommendations
- Longitudinal Studies Of Adult Psychological Development User Reviews and Ratings
- Longitudinal Studies Of Adult Psychological Development and Bestseller Lists
- 5. Accessing Longitudinal Studies Of Adult Psychological Development Free and Paid eBooks
 - Longitudinal Studies Of Adult Psychological Development Public Domain eBooks
 - Longitudinal Studies Of Adult Psychological Development eBook Subscription Services
 - Longitudinal Studies Of Adult Psychological Development Budget-Friendly Options
- 6. Navigating Longitudinal Studies Of Adult Psychological Development eBook Formats
 - ePub, PDF, MOBI, and More
 - Longitudinal Studies Of Adult Psychological Development Compatibility with Devices
 - Longitudinal Studies Of Adult Psychological Development Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Longitudinal Studies Of Adult Psychological Development
 - Highlighting and Note-Taking Longitudinal Studies Of Adult Psychological Development
 - Interactive Elements Longitudinal Studies Of Adult Psychological Development
- 8. Staying Engaged with Longitudinal Studies Of Adult Psychological Development
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Longitudinal Studies Of Adult Psychological Development
- 9. Balancing eBooks and Physical Books Longitudinal Studies Of Adult Psychological Development
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Longitudinal Studies Of Adult Psychological Development
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Longitudinal Studies Of Adult Psychological Development
 - Setting Reading Goals Longitudinal Studies Of Adult Psychological Development
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Longitudinal Studies Of Adult Psychological Development

- Fact-Checking eBook Content of Longitudinal Studies Of Adult Psychological Development
- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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