



Dimensions of
**HUMAN
BEHAVIOR**

The Changing Life Course

SEVENTH EDITION

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DIMENSIONS OF HUMAN BEHAVIOR

The Changing Life Course

Seventh Edition

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CASE STUDIES

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	1.2 Ku Stevens Living With Purpose	Ku Stevens, a young-adult Indigenous man, organizes a 50-mile remembrance run to honor his great-grandfather and other Stewart Indian School children.
	1.3 Phoung Le, Serving Family and Community	A Vietnamese American woman in her 60s, navigating trauma, loss of loved ones, and resettlement, finds comfort in community, serves community by leading programs at the community center, accepts and supports her lesbian daughter and the parents of LGBTQ+ youth and young adults.
2. Conception, Pregnancy, and Childbirth	2.1 Jennifer Bradshaw's Experience With Infertility	A 36-year-old Black woman struggles with infertility.
	2.2 Ana's Change of Plans	A college-age young woman is faced with taking in her pregnant 17-year-old sister

Chapter	Case	Case Information
		and 2-year-old brother who are at risk of being deported.
	2.3 Dahlia and Quinn: A Family Decision	A couple explores options for procreation, and is faced with the decision of sperm donation.
3. Infancy and Toddlerhood	3.1 Holly's Early Arrival	A new mom struggles with early arrival of baby and feels unprepared to parent.
	3.2 Sarah's Teen Dad	A teen father with sole custody of infant daughter adjusts to life as a father.
	3.3 Overprotecting Henry	A second-generation Latina mom struggles with overprotecting her son after the death of her daughter.
4. Early Childhood	4.1 Terri's Terrible Temper	A white couple struggles with the behavioral issues of their 2-year-old daughter.
	4.2 Jack's Name Change	A Black mother and child go through divorce with husband/father. The mother is considering changing the child's name as he is named after his father.
	4.3 A New Role for Ron and Rosiland's Grandmother	A grandmother cares for her two grandchildren due to their mother's incarceration.
5. Middle Childhood	5.1 Anthony's Impending Assessment	A 6-year-old boy who is living in poverty exhibits behavioral issues in school.

Chapter	Case	Case Information
	5.2 Jasmine's Headaches	An 8-year-old girl experiences intense headaches but is afraid to tell someone for fear of burdening them.
	5.3 Gabriela's New Life	A fifth-grade girl struggles with adjusting to moving to the United States and family reunification.
6. Adolescence	6.1 David's Coming-Out Process	A 17-year-old comes to terms with his sexuality and grapples with coming out to friends and family.
	6.2 Carl's Struggle for Identity	A 17-year-old struggles with his grades, body image, and hobbies, and is unsure of who he is.
	6.3 Monica's Quest for Mastery	An eldest daughter strives to meet high expectations set by both herself and her family.
7. Young Adulthood	7.1 Caroline Sanders as a Transgender Young Adult	A white transgender woman with an unsupportive family faces discrimination in the workplace and is considering moving for a fresh start.
	7.2 Sheila Henderson's Long-Awaited Family Reunification	A 28-year-old woman returning from a military tour in Afghanistan is nervous about family reunification.
	7.3 Jonathan Stuart and Kai	Same-sex couple prepares for the arrival of twins via surrogate as "older" parents.

Chapter	Case	Case Information
	Hale as Older Parents of Twins	
8. Middle Adulthood	8.1 Keisha Whittaker, Recovering from Multiple Crises at 44	A 44-year-old Black woman recovers from several challenging life events, including loss, racism, Covid-19, and breast cancer.
	8.2 Carly Anderson, Finding Peace at 53	A 53-year-old white woman, with childhood and relationship traumas, finds peace through trauma treatment.
	8.3 Maha Ahmed, Struggling to Move Past Covid at 61	A 61-year-old Arab American woman, who fled her home country as a child, struggles with depression exacerbated by Covid-19.
9. Late Adulthood	9.1 The Smiths in Early Retirement	A retirement-age couple seeks couples counseling, and struggles with transitioning to retirement.
	9.2 Ms. Ruby Johnson, Caretaker for Three Generations	A 71-year-old African American woman struggles to balance and afford caring for her father, granddaughter, and granddaughter's family.
	9.3 Joseph and Elizabeth Menzel, a German Couple	A 51-year-old woman seeks assistance caring for her elderly German parents.
10. Very Late Adulthood	10.1 Significant Losses of Dorsha	An 85-year-old woman coping with extreme loss and grief

<i>Chapter</i>	<i>Case</i>	<i>Case Information</i>
	Redhunt	experienced throughout her lifetime.
	10.2 Tony Kraft Is Scammed	A 90-year-old white man is scammed out of \$10,000; his family is concerned for him following the incident.
	10.3 Rita Lopez-Murphy Moves to Community Living	An 86-year-old woman moves into an apartment community following the death of her partner and struggles to adjust.

PREFACE

The first edition of this book was published 25 years ago. In the past 25 years, the study of human development and social work practice have evolved rapidly. Examples of shifts we have attempted to incorporate in this edition include new knowledge regarding the complex nature of concepts such as gender and racism, as well as the ways in which intergenerational experiences shape development including but not limited to intergenerational trauma. Contemporary understanding of these and other phenomenon is influenced by an ever-expanding field of neurobiological research. Such research informs our understanding of the inseparability of developmental dimensions.

Infant mental health, in particular, is a relatively new area of interest that has far-reaching implications for practice and is inextricably linked to parental and family supports. Contemporary research regarding health disparities underscores the need for systems thinking and the critical role of the environment in shaping developmental pathways. Research increasingly sheds light on the ways in which protective and risk factors, including exposure to racism, cross systems levels as they impact development.

As we did the research for this seventh edition, we were struck by the momentous changes in the multidisciplinary research on human development and behavior that have occurred since the confluence of the Covid-19 pandemic and the international transmission of the video of George Floyd's murder by Minneapolis police in 2020. Other increasingly important themes in relevant theory and research include the continuing effects of colonialism on both colonized and colonizing people, intersecting systems of identity and oppression, and the important role that non-human elements play in human behavior and development. Most chapters of the book have been

substantially revised since the sixth edition as we tried to integrate and synthesize these evolving themes and contemporary research.

Whatever roles we play or settings in which we work, human behavior and development are the focus of the practice of social work. We wrote this book because we think all social work practice should be grounded in the best scientific understanding of human behavior and development. The more we learn about human development and behavior, the more complex they appear. We increasingly recognize them as dynamic, not static, processes and influenced by many factors. Scientific knowledge will always be partial, never complete or final. In addition, published research always lags behind human experience. Even as this book goes to press, new evidence will appear to contradict or expand on what is reported here. You are a part of the evolving story of human development and behavior. We hope this book will inspire you to continue to learn about this story.

ABOUT THIS BOOK

We have included material throughout the chapters in this book to assist readers to develop the nine core social work competencies identified by the Council on Social Work Education (CSWE) in its *2022 Educational Policy and Accreditation Standards*.

COUNCIL ON SOCIAL WORK EDUCATION NINE CORE COMPETENCIES

Material is presented throughout the book to assist the reader to engage in personal reflection related to personal biases and social work values. The critical thinking questions presented in each chapter further assist in ongoing critical examination of personal biases, conceptual frameworks, and empirical research. Issues of human rights and social, racial, economic, and environmental justice are emphasized throughout the book, as are issues of racism, oppression, diversity, equity, and inclusion. All chapters present multidisciplinary and interprofessional research findings about human behavior that can be used to improve practice, policy, and programs. A number of chapters include material on relevant social policies, using social justice, anti-racist, and anti-oppressive lenses to analyze historical, social, racial, cultural, economic, and global influences on policy development. Theories of human development and behavior are a major focus of the book and are covered in every chapter. Each chapter includes practice principles for applying knowledge about human behavior and development for engagement, assessment, intervention, and evaluation, but evaluation of practice receives scant attention in the book.

The following grid provides selected examples of coverage of CSWE competencies in the book:

Competency	Selected Examples of CSWE Competency Coverage
Competency 1— Demonstrate Ethical and Professional Behavior	The section of Chapter 1 titled “Knowledge of Human Behavior: A Cornerstone of Social Work Practice” links the purpose of the social

Competency	Selected Examples of CSWE Competency Coverage
	<p>work profession to the life course perspective, a critical conceptual framework throughout the book.</p> <p>The section of Chapter 2 titled “Sociocultural Organization of Childbearing” presents critical thinking questions designed to facilitate personal reflection on preconceived notions and ethical principles.</p>
<p>Competency 2— Advance Human Rights and Social, Racial, Economic, and Environmental Justice</p>	<p>The sections of Chapter 1 titled “Interplay of Human Lives and Historical Time” and “Diversity in Life Course Trajectories” analyze the period effects of the summer of 2020, intersectionality theory, the critical life course perspective, and implications for confronting oppression.</p> <p>The section of Chapter 7 titled “Social Development and Social Functioning” includes an expanded discussion of social justice and social activism during young adulthood, including the role of social media.</p>
<p>Competency 3— Engage Anti-Racism, Diversity, Equity, and</p>	<p>The section of Chapter 1 titled “Knowledge of Human Behavior: A Cornerstone of Social Work Practice” defines anti-racism, diversity, equity and inclusion and discusses grave</p>

Competency	Selected Examples of CSWE Competency Coverage
Inclusion (A DEI) in Practice	<p>mistakes that have contributed to racism and oppression in the history of the social work profession.</p> <p>The section of Chapter 8 titled “Biological Changes and Physical and Mental Health in Middle Adulthood” analyzes class and race-based health disparities and presents Covid-19 as a case study of the ways in which power inequities create health disparities.</p>
Competency 4— Engage in Practice-Informed Research and Research-Informed Practice	<p>The section of Chapter 1 titled “Developmental Risk and Protection” presents the implications for practice of research addressing adverse childhood experiences, traumatic stress, cumulative advantage and disadvantage, and explains ecobiodevelopmental research.</p> <p>The section of Chapter 4 titled “Early Childhood Education” explores the implications of research on early childhood education programs for social work practice.</p>
Competency 5— Engage in Policy Practice	<p>The section of Chapter 1 titled “Basic Concepts of the Life Course Perspective,” analyzes the impact of the pandemic, a major historical event</p>

Competency	Selected Examples of CSWE Competency Coverage
	<p>that shifted policies and practices, and the section titled “Major Themes of the Life Course Perspective” explains the interplay of human lives and historical time, analyzing the ways social policy change impacts intertwined individual and family lives.</p> <p>The section of Chapter 3 titled “Child Care Arrangements in Infancy and Toddlerhood” analyzes parental leave and child care policies in global context, considering implications for development and social work practice.</p>
Competency 6— Engage With Individuals, Families, Groups, Organizations, and Communities	<p>The section of Chapter 1 titled “Basic Concepts of the Life Course Perspective” explains concepts such as chronic adverse life events and accumulation of discriminatory life events, analyzing linkages to antiracist, anti-oppressive practice.</p> <p>The section of Chapter 9 titled “Role Transitions and Life Events of Late Adulthood” explores the search for personal meaning and best practices for social workers in processes such as life review.</p>
Competency 7— Assess Individuals,	The section of Chapter 1 titled “ The Life Course Perspective ” identifies the

Competency	Selected Examples of CSWE Competency Coverage
Families, Groups, Organizations, and Communities	<p>relevance of human behavior theory and conceptual frameworks to social work practice including assessment.</p> <p>The section of Chapter 10 titled “Culture and Bereavement” describes cross-cultural assessment and communication suggestions in the context of death and grief situations.</p>
Competency 8— Intervene With Individuals, Families, Groups, Organizations, and Communities	<p>The section of Chapter 1 titled “The Life Course Perspective and Social Work Practice” analyzes the many ways the Life Course Perspective can be used across social work roles at multiple levels of practice.</p> <p>The section of Chapter 5 titled “Social Development” explores the development of prosocial climates and intervention to promote positive peer relationships.</p>
Competency 9— Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities	<p>The section of Chapter 1 titled “Knowledge of Human Behavior: A Cornerstone of Social Work Practice” explains the importance of critical thinking and critical evaluation of scientific theory and research.</p> <p>The section of Chapter 6 titled “Relationships With Organizations,</p>

Competency	Selected Examples of CSWE Competency Coverage
	Communities, and Institutions” presents the role of evaluative research in identifying mentoring relationships as an effective strategy for promoting adolescent well-being.

BREADTH AND DEPTH

When Lib Hutchison was engaged in her masters of social work (MSW) study during the turbulent late 1960s, some students were rebelling about the use of a singular human behavior theory—Erikson’s psychosocial theory—for what was called the Human Growth and Development (HG&B) curriculum. The students argued that this use of a singular theory was not sufficient to understand what was happening in the world that was being changed by the civil rights, student, and anti-war protest movements of the 1960s. A day was set aside to discuss the HG&B curriculum and the question was raised as to whether the curriculum should be deep or wide. Lib’s answer to the question was “yes.” Social workers need an understanding of human behavior that is both deep and wide, but it is a daunting task to develop such a knowledge base. Relevant knowledge is spread across a number of disciplines and encompasses a number of conceptual frameworks. Social work’s knowledge base must be multidisciplinary and multitheoretical.

We have tried to present a book that is both wide and deep in its study of human behavior and development. Width of knowledge is essential because of the many types of settings in which social workers work, and because if we have a narrow band of knowledge, no matter how impressive it is in depth, we will understand the practice situations we encounter from this perspective. When we have a wide understanding of the complexity of human development and behavior, we can continue to add depth to that understanding to fit the situations we encounter.

NEW IN THIS EDITION

Chapters in this seventh edition have incorporated new information, particularly new knowledge relevant to each chapter's particular developmental focus. In some cases, new tables and figures have been added and case studies have been modified. All chapters have integrated content on the impacts of Covid-19, social, racial, economic and environmental justice, and ADEI. Attention to new research and conceptual frameworks is woven throughout the chapters and, in addition, chapter-specific changes include the following:

Chapter 1: Content on anti-racism, racialized groups, diversity, equity, and inclusion is added, including content on social work's past mistakes in addressing issues of race and racism. New attention is devoted to the biological embedding of developmental risk and protection, critical race life course perspective, and research findings on the life course trajectories of transgender, non-binary, and gender diverse individuals.

Chapter 2: New cases have been incorporated to attend to contemporary social issues. Changes include significant revision of language and some section re-organization. Content has been updated to recognize a broad spectrum of family types and pregnancy experiences, including the latest research evidence and recent major policy changes of relevance.

Chapter 3: Content on infant mental health, which refers to the social and emotional growth and development of infants and toddlers in the context of a caregiving relationship, has been added. Enhanced attention is paid to the ways in which professionals who are infant mental health practitioners can support early relationships and provide anticipatory guidance to

parents and caregivers about their children's needs. Attention to related concepts is integrated, including the importance of co-regulation with caregivers in developing self-regulatory capacities in infants and toddlers, and fostering positive parental sensitivity and reflective functioning capabilities.

Chapter 4: New analyses of attachment theory have been integrated, as well as attention to the Lifespan Model of Ethnic Racial Identity. Updates have been made in the areas of gender identity, play, technology, and developmental disabilities. New research findings regarding interventions targeting childhood poverty and family homelessness have been incorporated.

Chapter 5: New content on identity development has been incorporated, with particular attention to the significance of culture and gender. Contemporary research regarding topics such as trauma, technology, and social-emotional development is integrated. Expanded attention is devoted to spirituality, and updates are integrated throughout discussions of risk and protective factors.

Chapter 6: Content includes significant updating of language, with attention to inclusivity, and attention to new research and theory in the areas of identity and relationships is incorporated. New information related to adolescence and issues of social, economic, racial and environmental justice is included, as well as expanded coverage of social media and technology, bullying, mental health, substance use, and sexual violence. Tables and figures reflect recent research.

Chapter 7: New analyses of social activism in young adulthood and updated statistics and figures on socio-economic and demographic trends in emerging and young adulthood are included. Updated identity terminology and shifts in relevant social policy are integrated, with coverage of how intersectionality impacts young adults' educational attainment,

labor force participation, and the traditional markers of adulthood. Available research findings on the complex ways the pandemic influenced emerging adulthood are addressed.

Chapter 8: Some sections of the chapter have been re-organized, including a major re-organization of the sections on personality changes, relationships, spiritual development, and risk and protection in middle adulthood. Updated content throughout the chapter reflects recent international longitudinal research on adult development. New content is presented on LGBTQ+ midlife adults and mechanisms by which institutional racism produces health inequities in middle adulthood.

Chapter 9: New content addresses the expansion, in size and diversity, of the older population both within the United States and globally. The impact of demographic shifts, such as the increasing number of single and divorced older adults, is addressed. Attention is devoted to the ever-expanding role of technological innovation, including artificial intelligence (AI) and virtual reality (VR), in the lives of older adults, and the potential positive influences on health and well-being. The chapter also addresses the initial impact of the COVID-19 pandemic on older adult life expectancy, work and retirement, and mental health.

Chapter 10: New cases have been incorporated, and the chapter reflects expanded attention to positive aging. Language is contemporary, with content revised to be more inclusive and recent. Attention to centenarians and extraordinary very-late-life adults has been revised. Recent research in areas such as health and life expectancy is integrated, and tables and figures have been updated throughout the chapter.

A WORD ABOUT DIVERSITY LANGUAGE

In their study of human diversity, researchers continuously struggle to find respectful language to define different identity groups. You have probably noticed that the language used to describe identity groups is ever-changing and that not every member of a given identity group embraces the same language at a given point in time. There are personal, generational, regional, and other types of variations in preferred diversity language. We have also found that different researchers define and measure identity groups in different ways—and the U.S. Census Bureau uses its own, sometimes peculiar, language to describe and measure identity groups. In this book, when we report on research, we use the language of the researcher so as not to distort their work. Likewise, when we report on census data or research based on census data, we use the language of the Census Bureau. That means that different terms are used at different points to describe the same identity group.

Throughout the text, we adhere to a style guide to support the latest recommendations from the 7th edition of the APA Manual—among other copy-editing style manuals—regarding bias-free language. Style guides are meant to be updated over time in order to react to changes in our communities, academia, and our sensibilities. In consideration of this, we recognize that they are not ever set in stone and continue to evolve.

ONE LAST WORD

Learning about human behavior and human development is a lifelong process. We hope that this book gives you a good base for your ongoing learning and the many possibilities for social work action. You can help us in our learning process by letting us know what you liked or didn't like about the book.

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For this edition, we are happy to be working with the talented, professional, and supportive team at Sage. Adeline Grout came on to this edition as the new sponsoring editor, and we are grateful to have her as our advocate at Sage. Megan O'Heffernan has been a smart, dedicated, kind, and supportive content development editor who kept us on track and was quick to respond to our questions. We are happy to be working with Megan again. Alison Hope has been the copy editor, making the words flow better and catching the

reference mistakes. Tracy Buyan joined the seventh edition as production editor, the person who turns words and ideas into a beautiful and inviting book. Many more people at Sage have worked behind the scenes to help us complete this project: Eve Oettinger and Lara Parra helped with many administrative tasks; Gail Buschman delivered a wonderful cover design; and Jennifer Haldeman is our unflagging marketing manager.

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