

Perspectives in Developmental Psychology

Action in Social Context

Perspectives on Early Development



Edited by

JEFFREY J. LOCKMAN • NANCY L. HAZEN

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Action In Social Context Perspectives On Early Development

Gerald Young



Action In Social Context Perspectives On Early Development:

Action in Social Context Jeffrey J. Lockman, Nancy L. Hazen, 2013-06-29 This is a book about the development of action and skill in the first years of life But it differs in an important way from most past treatments of the subject The present volume explores how the development of action is related to the contexts especially the social ones in which actions function In past work little attention has focused on this relationship The prevailing view has been that infants develop skills on their own independent of contributions from other individuals or the surrounding culture The present volume is a challenge to that view It is based on the premise that many early skills are embedded in interpersonal activities or are influenced by the activities of other individuals It assumes further that by examining how skills function in interpersonal contexts insights will be gained into their acquisition and structuring In effect this volume suggests that the development of cognitive perceptual and motor skills needs to be reexamined in relation to the goals and contexts that are inherently associated with these skills The contributors to the volume have all adopted this general perspective They seek to understand the development of early action by considering the functioning of action in context Our motivation for addressing these issues stemmed in part from a growing sense of dissatisfaction as we surveyed the literature on skill development in early childhood

Development and Causality Gerald Young, 2011-06-24 This book sets forth a new model of development from a causal perspective As this is an area vital to several disciplines It has been written at multiple levels and for multiple audiences It is based on the work of Piaget and Neo Piagetians but also covers other major models in development It has elements that make it attractive as a teaching text but it is especially research focused It has clinical applications It presents many new ideas and models consistent with the existing literature which is reviewed extensively Students researchers and practitioners should find it useful The models presented in the present work build on models introduced in prior publications e g Young 1990a 1990b 1997

Intelligence, Heredity and Environment Robert J. Sternberg, Elena L. Grigorenko, 1997-01-28 The debate over nature versus nurture in relation to intelligence is not as clearly drawn as it was ten years ago when geneticists claimed that intelligence is innate while environmentalists claimed that culture is the major determining factor Although the debate has not been resolved it has been significantly refined Robert Sternberg and Elena Grigorenko address the roles and interaction of nature and nurture in Intelligence Heredity and Environment This book provides a comprehensive balanced current survey of theory and research on the origins and transmission of human intelligence The book is unique in the diversity of viewpoints it presents and its inclusion of the very most recent theories and findings It highlights the search for genes associated with specific cognitive abilities interactionist theories cultural relativism educational strategies developmental perspectives and fallacies of previous intelligence research

Causality and Development Gerald Young, 2019-02-28 The third book in Young's unique trilogy on causality and development continues to locate and define the central role of causality in biopsychosocial and network systems development and as a unifying concept of psychology itself As a way of discussing

causality in general initially the book focuses on the acquisition of handedness and hemispheric specialization in infancy and childhood and their relations to the development of cognition language and emotion in particular The second part of the book elaborates an innovative 25 step Neo Eriksonian model of development across the life course based on a Neo Piagetian model covered in the previous books completing a step by step account of development over the lifespan cognitively and socio emotionally It builds on the concept of neo stage which is network based From this conceptual synthesis the author s robust theory of development and causality identifies potential areas for psychological problems and pathology at each developmental step as well as science based possibilities for their treatment This elegant volume Presents a clear picture of the development of handedness and laterality in more depth than has been attempted in the literature to date Traces the causal concepts of activation inhibition coordination and networking in the context of development Describes in depth a novel 25 step Neo Eriksonian lifespan model of development Reviews relevant research on Piagetian and Eriksonian theories in development Emphasizes the clinical utility of the described 25 step Neo Eriksonian approach to lifespan development A significant step in understanding this highly nuanced subject and synthesizing a broad knowledge base Causality and Development will find an interested audience among developmental psychologists mental health practitioners academics and researchers chers

Handbook of Integrative Developmental Science Michael F. Mascolo, Thomas R. Bidell, 2020-03-20

Although integrative conceptions of development have been gaining increasing interest there have been few attempts to bring together the various threads of this emerging trend The Handbook of Integrative Developmental Science seeks ways to bring together classic and contemporary theory and research in developmental psychology with an eye toward building increasingly integrated theoretical and empirical frameworks It does so in the form of a festschrift for Kurt Fischer whose life and work have both inspired and exemplified integrative approaches to development Building upon and inspired by the comprehensive scope of Fischer s Dynamic Skill Theory this book examines what an integrated theory of psychological development might look like Bringing together the work of prominent integrative thinkers the volume begins with an examination of philosophical presuppositions of integrative approaches to development It then shows how Dynamic Skill Theory provides an example of an integrative model of development After examining the question of the nature of integrative developmental methodology the volume examines the nature of developmental change processes as well as pathways and processes in the development of psychological structures both within and between psychological domains The team of expert contributors cover a range of psychological domains including the macro and micro development of thought feeling motivation self intersubjectivity social relations personality and other integrative processes It ends with a set of prescriptions for the further elaboration of integrative developmental theory and a tribute to Kurt Fischer and his influence on developmental psychology This book will be essential reading for graduate students and researchers of developmental psychology and human development specifically developmental science

Social Influences and Socialization in Infancy S.

Feinman, Michael Lewis, 2013-06-29 How are we to understand the complex forces that shape human behavior? A variety of diverse perspectives drawing on studies of human behavioral ontogeny as well as humanity's evolutionary heritage seem to provide the best likelihood of success. It is in an attempt to synthesize such potentially disparate approaches to human development into an integrated whole that we undertake this series on the genesis of behavior. In many respects the incredible burgeoning of research in child development over the last two decades or so seems like a thousand lines of inquiry spreading outward in an incoherent starburst of effort. The need exists to provide on an ongoing basis an arena of discourse within which the threads of continuity among those diverse lines of research on human development can be woven into a fabric of meaning and understanding. Scientists, scholars, and those who attempt to translate their efforts into the practical realities of the care and guidance of infants and children are the audience that we seek to reach. Each requires the opportunity to see to the degree that our knowledge in given areas permits various aspects of development in a coherent, integrated fashion. It is hoped that this series, which brings together research on infant biology, developing infant capacities, animal models, and impact of social, cultural, and familial forces on development, and the distorted products of such forces under certain circumstances, serves these important social and scientific needs.

The Self in Infancy, P. Rochat, 1995-10-30 The origins of knowledge about the self is arguably the most fundamental problem of psychology. It is a classic theme that has preoccupied great psychologists beginning with William James and Freud. On reading current literature today's developmental psychologists and ethologists are clearly expressing a renewed interest in the topic. Furthermore, recent progress in the study of infant and animal behavior provides important and genuinely new insights regarding the origins of self-knowledge. This book is a collection of current theoretical views and research on the self in early infancy, prior to self-identification and the well-documented emergence of mirror self-recognition. The focus is on the early sense of self of the young infant. Its aim is to provide an account of recent research substantiating the precursors of self-recognition and self-identification. By concentrating on early infancy, the book provides an updated look at the origins of self-knowledge.

Communication Development During Infancy, Lauren B. Adamson, 2018-05-04 This book considers communication development during the first 18 months of life of infants and summarizes the extensive literature about early parent-infant interactions. It is intended for professionals in speech-language pathology and pediatrics.

The Oxford Handbook of Developmental Psychology, Vol. 1, Philip David Zelazo, 2013-01-15 Research in developmental psychology, which examines the history, origins, and causes of behavior and age-related changes in behavior, seeks to construct a complex, multi-level characterization of behavior as it unfolds in time across a range of time scales from the milliseconds of reaction time to the days and weeks of childhood, the decades of the human lifespan, and even beyond to multiple generations. Behavior in this view is embedded within what is essentially a dynamic system of relations extending deep within individuals. Thorough and engaging, this handbook explores the impact of this research on what is now known about psychological development from birth to biological maturity and its

highlights the extent to which the most cutting edge developmental science reflects a new kind of intellectual synthesis one that reveals how cultural social cognitive neural and molecular processes work together to yield human behavior and changes in human behavior With insightful contributions from more than 50 of the world s leading developmental scientists these two volumes will serve as an influential and informed text for students and as an authoritative desk reference for years to come

The Development of Language Martyn Barrett,2016-01-28 This book presents a general overview of our current knowledge of language development in children All the principal strands of language development are covered including phonological lexical syntactic and pragmatic development bilingualism precursors to language development in infancy and the language development of children with developmental disabilities including children with specific language impairment Written by leading international authorities each chapter summarises clearly and lucidly our current state of knowledge and carefully explains and evaluates the theories which have been proposed to account for children s development in that area

Culture and the Development of Children's Action Jaan Valsiner,1987 In this deeply probing intellectually challenging work Dr Jaan Valsiner lays the groundwork for a dynamic new cultural historical approach to developmental psychology He begins by deconstructing traditional developmental theory exposing the conceptual confusion and epistemological blind spots that he believes continue to undermine the scientific validity of its methodologies He describes the ways in which embedded cultural biases shape interventional goals and influence both the direction research takes and the ways in which research data are interpreted And he suggests ways in which researchers and clinicians can become more aware of and transcend those biases Dr Valsiner then develops a hierarchical systemic model that portrays development as an open ended dialectical process Central to Valsiner s approach is the premise that since each child is unique as are his or her life conditions deviations function or not the rate of development from a prescribed norm are just as likely to be constructive adaptations to changing environmental pressures as symptoms of psychological disorder Drawing upon sources as varied as linguistic philosophy structural anthropology thermodynamics and systems theory as well as the work of many of the leading figures in twentieth century developmental theory Valsiner argues convincingly for an approach to developmental psychology mature enough to recognize the difference between healthy variability and dysfunction

Merrill-Palmer Quarterly ,1999

Encyclopedia of Infant and Early Childhood Development: A-F Janette B. Benson,2008 This reference work provides a comprehensive entry point to the existing literature on child development from the fields of psychology genetics neuroscience and sociology Although some medical information is included the emphasis is on normal growth and is primarily from a psychological perspective

Advances in Psychology ,1995

Verhandelingen der Koninklijke Nederlandse Akademie van Wetenschappen, Afd. Letterkunde ,1999

Child and Adolescent Development Kelvin Seifert,Robert J. Hoffnung,1994 Organized chronologically this is an introduction to the cognitive psychological and physical development of children in the context of today s society The third edition includes sections on contemporary theories

ecological ethological cognitive behavioural and neo Piagetian that have helped to reshape how psychologists view development Ancillary package available upon adoption Non-linear Developmental Processes Geert J. P. Savelsbergh, Han van der Maas, Paul van Geert, 1999 *Mother-infant Interaction Across Situations* Alison Leslie Miller, 2000
Understanding Children and Adolescents Judith A. Schickedanz, 2001 This book explains the physical cognitive language and social development of infants and toddlers pre schoolers school age children and adolescents Human Factors in Computing Systems , 1999

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