

CONSTRUCTIVIST PERSPECTIVES ON DEVELOPMENTAL PSYCHOPATHOLOGY AND ATYPICAL DEVELOPMENT

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Constructivist Perspectives On Developmental Psychopathology And Atypical Development

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Langer, Constance Milbrath**



Constructivist Perspectives On Developmental Psychopathology And Atypical Development:

Constructivist Perspectives on Developmental Psychopathology and Atypical Development Daniel P. Keating, Hugh Rosen, 1991 First Published in 1990 Routledge is an imprint of Taylor Francis an informa company Constructivist Perspectives on Developmental Psychopathology and Atypical Development Daniel P. Keating, Hugh Rosen, 2013-01-11 This volume is the result of a symposium titled Constructivist Approaches to Atypical Development and Developmental Psychopathology What emerges from the work included here is a record of innovative extensions refinements and applications of the concept of constructivism The chapters not only demonstrate the compatibility of constructivism with investigations of atypicality but also the generation of a constructivist perspective for a wide array of problems in developmental psychology **Development and Vulnerability in Close Relationships** Gil G. Noam, Kurt W.

Fischer, 2013-06-17 How do people develop in their important relationships How do two people come together to form a new close relationship How do relationships affect or determine who we are and who we become These questions should be central to the study of mind and development but most researchers neglect relationships and focus instead on analyses of individuals as if people were basically alone experiencing occasional fleeting moments with other people Research based on this individualist assumption has dominated the behavioral and clinical sciences but there are other voices and they are growing In this book many of the scholars who are moving relationships and attachments back to the center of human development outline their central concepts findings and perspectives People are fundamentally social and relationships are part of the fabric of being human forming an essential foundation that molds each person's mind and action A mind does not reside in one person but in relationships and communities composed of many people's interconnected minds which mutually support and define each other From the start and throughout life each person develops strengths and vulnerabilities in important relationships in communities and cultures Those relationships are so central to each person's activity and experience that without them no scientific explanation can even begin to analyze mind and action There is no mind without other people There is no psychological vulnerability that does not involve others The contributors to this book aim to establish a firm foundation for the role of relationships in human activity and health and to promote strong research by bringing together in one place most of the best research and theory on development and relationships Their goal is to stimulate a more radical inclusion of relationships in mind an ecological focus on the ways that relationships constitute action feeling and thought *Reductionism and the Development of Knowledge* Terrance Brown, Leslie Smith, 2003-01-30 Among the many conceits of modern thought is the idea that philosophy tainted as it is by subjective evaluation is a shaky guide for human affairs People it is argued are better off if they base their conduct either on know how with its pragmatic criterion of truth i e possibility or on science with its universal criterion of rational necessity Since Helmholtz there has been increasing concern in the life sciences about the role of reductionism in the construction of knowledge Is psychophysics really possible

Are biological phenomena just the deducible results of chemical phenomena And if life can be reduced to molecular mechanisms only where do these miraculous molecules come from and how do they work On a psychological level people wonder whether psychological phenomena result simply from genetically hardwired structures in the brain or whether even if not genetically determined they can be identified with the biochemical processes of that organ In sociology identical questions arise If physical or chemical reduction is not practicable should we think in terms of other forms of reduction say the reduction of psychological to sociological phenomena or in terms of what Piaget has called the reduction of the lower to the higher e g teleology All in all then reductionism in both naive and sophisticated forms permeates all of human thought and may at least in certain cases be necessary to it If so what exactly are those cases The papers collected in this volume are all derived from the 29th Annual Symposium of the Jean Piaget Society The intent of the volume is to examine the issue of reductionism on the theoretical level in several sciences including biology psychology and sociology A complementary intent is to examine it from the point of view of the practical effects of reductionistic doctrine on daily life Changing Conceptions of Psychological Life Cynthia Lightfoot, Michael Chandler, Chris Lalonde, 2004-09-10 Changing Conceptions of Psychological Life is an interdisciplinary look at personal constructions of self This book is a product of the 30th Annual Meeting of the Jean Piaget Society which convened in Montreal Canada in June 2000 **Piaget, Evolution, and Development** Jonas Langer, Melanie Killen, 1998-06-01 Based on the 25th Anniversary Symposium of the Jean Piaget Society this book represents cutting edge work on the mechanisms of cognitive social and cultural development The authors anthropologists biologists historians of science paleontologists and psychologists believe that a rebirth is in progress relating to the study of these mental developments This volume seeks to illuminate this rebirth The varied findings and approaches reported reveal that contemporary comparative research on mental development is in a phase of differentiation and integration Far from being global and fused this comparative study is a flowering field of diverse disciplinary approaches empirical phenomena scholarly topics and theoretical perspectives It focuses on the comparative phylogeny ontogeny and history of mentation most notably on the comparative onset and offset ages velocity extent sequencing organization of thought symbol and value development The world's leading authorities on the subject discuss the implications of the study of evolution for our models of the ontogenetic origins development and history of mentation as well as determine the constraints that evolution imposes on mental development Bringing the current interest in primate cognition to bear on studies of cognitive development in humans this book will be of interest cognitive developmentalists primatologists and comparative psychologists Language Development and Social Interaction in Blind Children Miguel Perez Pereira, Gina Conti-Ramsden, 2019-12-09 The Classic Edition of this foundational text includes a new preface from Miguel P rez Pereira examining how the field has developed since first publication The volume provides an in depth account of blind children's developing communicative abilities with particular emphasis on social cognition and language acquisition from infancy to

early school age It provides insights into why the development of blind children may differ from that of sighted children and explores development of theory of mind and perspective taking in language learning It also discusses the caregiver child interaction research on early intervention and practical strategies for blind children that can assist parents and practitioners The up to date preface discusses recent neurological research and the comparison between the psychological development of visually impaired and autistic children Language Development and Social Interaction in Blind Children continues to facilitate dialogue between those interested in the study of typically developing children and those interested in the development of children who are blind and challenges some widely held beliefs about the development of communication in blind children

Self-Regulation and Autonomy Bryan W. Sokol, Frederick M. E. Grouzet, Ulrich Müller, 2013-11-18 Self regulation and autonomy have emerged as key predictors of health and well being in several areas of psychology This timely volume brings together eminent scholars at the forefront of this research which is taking place in disciplines including developmental psychology developmental neuroscience social psychology and educational psychology The contributors present ideas and research findings on the development of self regulation and autonomy including their biological bases antecedents and consequences Editors Bryan W Sokol Frederick M E Grouzet and Ulrich Müller have shaped the volume s multidisciplinary perspective on self regulation and autonomy to reflect the legacy of Jean Piaget the trailblazing developmental psychologist whose work drew on a diverse body of research

Culture, Thought, and Development Larry Nucci, Geoffrey B. Saxe, Elliot Turiel, 2000-10-01 In this volume the reader will find a host of fresh perspectives Authors seek to reconceptualize problems offering new frames for understanding relations between culture and human development Contributors include scholars from the disciplines of philosophy law theology anthropology developmental psychology neuro and evolutionary psychology linguistics cognitive science and physics To help organize the discussions the volume is divided into three parts Each part reflects an arena of current scholarly activity related to the analysis of culture cognition and development The editors cast a wide but carefully crafted net in assembling contributions to this volume Though the contributors span a wide range of disciplines features common to the work include both clear departures from the polemics of nature nurture debates and a clear focus on interacting systems in individuals activities leading to novel developmental processes All accounts are efforts to mark new and productive paths for exploring intrinsic relations between culture and development

Biology and Knowledge Revisited Sue Taylor Parker, Jonas Langer, Constance Milbrath, 2014-04-04 This book is part of the Jean Piaget Symposia It focuses on classic issues between nature and nurture in cognitive and linguistic development and their neurological substrates Specifically it focuses on the experience contingent experience dependent

Developmental Neuropsychiatry: Fundamentals James C. Harris, 1995 Although developmental concepts have held a prominent place in American psychiatry for over fifty years because of the dominance of psychodynamic theory it is only in recent years that advances in neuroscience have begun to impact developmental psychiatry James Harris s two volume work on developmental

neuropsychiatry sets the agenda for this emerging clinical specialty Written by an individual with the developmental expertise of a pediatrician the behavioral sophistication of an adult and child psychiatrist and a deep appreciation of neuroscience these two books offer an integrated yet comprehensive approach to developmental neuropsychiatry In Volume I Part I discusses basic neural science including aspects of molecular neurobiology developmental neuroanatomy neurotransmitter systems and neuronal signaling mechanisms sleep and circadian rhythms and basic genetics Part II provides background on cognitive neuroscience that relate to attention emotion language memory neural networks and consciousness Part III emphasizes the developmental perspective which is crucial to an understanding of neurodevelopmental disorders It offers an ethological framework as well as background information on cognitive development emotion expression and regulation language development temperament and personality and the emergence of the self

Child Therapy in the Great Outdoors Sebastiano Santostefano,2013-04-15 Building on relational conceptualizations of enactment and on developmental research that attests to the role of embodied nonverbal language in the meanings children impute to their experiences Sebastiano Santostefano offers this compelling demonstration of effective child therapy conducted in the great outdoors Specifically he argues that for the child traumatic life metaphors should be resolved at an embodied rather than an exclusively verbal level they should be resolved that is as they are enacted between child and therapist To this end child and therapist must take advantage of all the indoor and outdoor environments available to them As they take therapy to nontraditional places relying on the nonverbal vocabulary they have constructed together they move toward enacted solutions to relational crises solutions that revise the child s sense of self and ability to form new and productive relationships

Social Life and Social Knowledge Ulrich Mueller,Jeremy I.M. Carpendale,Nancy Budwig,Bryan Sokol,2008-01-10 In this new volume leading researchers provide state of the art perspectives on how social interaction influences the development of knowledge The book integrates approaches from a variety of disciplines including developmental psychology psychopathology philosophy anthropology sociology evolutionary biology and primatology It reviews the

Values and Knowledge Edward S. Reed,Elliot Turiel,Terrance Brown,2013-06-17 It is widely recognized that a person s values will profoundly affect what that person attends to thinks about and remembers Yet despite this psychologists have only begun to study and think about the deep connections between values and knowledge This volume explores this important area in psychology by offering an overview of what is known about the developmental role of valuation in the acquisition of knowledge and also by examining a range of new ideas for understanding the intricate connection between evaluation and thinking More specifically the text provides a historical overview of philosophical and psychological theories relating the values and knowledge reviews the importance of values for infants and their caretakers in the origins of both cognition and social relations offers a provocative view of how the differences among families in their values may have profound affects on psychological development explicates the development of a personal sphere within

which one strives to shape one's own values emphasizes the heterogeneity of valuation inherent in every culture and how conflicts of values are likely to be common and important to human development presents eye opening research on social cognitive limitations of average people in respecting the points of view of others and summarizes and critiques Piaget's theory of the role of values in development For practitioners in the fields of developmental and social psychology and education this volume will introduce a number of important and current issues from multiculturalism and gender to the differential roles of temperament and upbringing in development The emphasis is placed squarely on developing individuals and how they shape themselves in a world that is structured by values as well as by facts

A Self-regulated Learning

Approach for Children with Learning/behavior Disorders Joan Ann Benevento, 2004 This book is designed to be an intervention model based on the concepts of Piaget's study of constructivism The application of this approach will help children with learning behavioral disorders actively participate in a fuller integration of their own psychomotor affective and cognitive information processing skills and adaptation The work is directed toward teaching children to acquire the basic skills necessary for living in a multicultural society including academic personal interpersonal communicative and economic proficiency Each chapter in this book offers a substantial overview

Piaget's Theory Harry Beilin, Peter B. Pufall, 2013-04-15 This volume marks the 20th Anniversary Symposium of the Jean Piaget Society Some of the American contributors were among the first to introduce Piaget to developmental and educational psychology in the United States while some of the international contributors worked with Piaget to develop his program of genetic epistemology and continue to make significant contributions to it Within this volume the possibility of Piaget's paradigm is reviewed not only as the stuff of normal science yielding fascinating empirical questions that linger within it but also and more importantly as the stuff of revolutionary science with continuing potential to comprehensively structure our thinking about developmental theory The constructive contribution Piaget's theory has for developmental theory emerges as four central themes in the volume understanding the intentional or semantic aspect of mental life without abandoning the Piagetian assumption that is rational and committed to truth testing examining mental life and its development as a dialectical relation of function and structure a relation Piaget introduced in his study of the developmental relation between procedural and operational knowledge exploring new and interdisciplinary perspectives on equilibration as the driving force of constructive adaptive processes understanding social and historical forces in individual and cultural development not necessarily as forces antithetical to Piaget's perspective but as forces that take on new meaning within his framework which avoids erroneous dichotomies such as the distinction between subjective and objective knowledge

The Nature and Ontogenesis of Meaning Willis F. Overton, David Stuart Palermo, 1994 Throughout its evolution Piaget's theory has placed meaning at the center of all attempts to understand the nature and development of knowing For Piaget all knowing whether sensorimotor representational or reasoned and whether directed toward successful problem solutions or toward general understanding is necessarily a

construction which arises out of meaning making activity It was in this context that the editors of this volume approached the board of directors of the Jean Piaget Society with a proposal to organize a recent annual symposium around the topic of the nature and development of meaning In forming this symposium and in moving from symposium to integrated text the editors wanted to insure both a breadth and depth to the analysis of the topic Addressing philosophical theoretical and empirical perspectives this issue oriented volume provides an integrated exploration of the current understanding of the nature and development of meaning Contemporary issues that frame alternative understandings of the nature of meaning nativist vs constructivist positions and computational vs embodied mind contexts are examined as they impact on the investigation of meaning Comparative cognitive and linguistic developmental dimensions of meaning are described and discussed *What Develops in Emotional Development?* Michael F. Mascolo, Sharon Griffin, 2013-11-22 The problem of development is central in the study of emotional life for two basic reasons First emotional life so clearly changes dramatically in the early years with new emotional reactions emerging against the backdrop of an increasing sensitivity to context and with self regulation of emotion emerging from a striking dependence on regulatory assistance from caregivers Such changes demand developmental analysis At the same time understanding such profound changes will surely inform our understanding of the nature of development more generally The complexity of emotional change when grasped will reveal the elusive nature of development itself At the outset we know that development is complex We must take seriously what is present at any given phase including the newborn period because a developmental analysis disallows something emerging from nothing Still it is equally nondevelopmental to posit that new forms of new processes were simply present in their precursors Rather development is characterized by transformations in which more complex structures and organization emerge from new integration of prior components and new capacities These new forms and organizations cannot be specified from prior conditions but are due to transactions of the evolving organism with its environment over time They are not simply in the genome and they are not simply conditioned by the environment They are the result of the developmental process

Handbook of Cognition and Emotion Tim Dalgleish, Mick Power, 2000-11-21 Edited by leading figures in the field this handbook gives an overview of the current status of cognition and emotion research by giving the historical background to the debate and the philosophical arguments before moving on to outline the general aspects of the various research traditions This handbook reflects the latest work being carried out by the key people in the field [The Epigenesis of Mind](#) Susan Carey, Rochel Gelman, 2014-01-14 Reflecting the focus of a Jean Piaget Symposium entitled Biology and Knowledge Structural Constraints on Development this volume presents many of the emergent themes discussed Among these themes are Structural constraints on cognitive development and learning come in many shapes and forms and involve appeal to more than one level of analysis To postulate innate knowledge is not to deny that humans can acquire new concepts It is unlikely that there is only one learning mechanism even if one prefers to work with general as opposed to domain specific

mechanisms The problems of induction with respect to concept acquisition are even harder than originally thought

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