Werner's Relevance for Contemporary Developmental Psychology

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Heinz Werner's contributions to contemporary developmental psychology are considered in terms of 3 major books that form the cornerstones of his enterprise. The fit or lack of it between Werner's theory and current practices of developmental psychologists is evaluated, and the tensions between his theory and those practices are identified. The core issue explored is the relation between what Werner identified as a developmental "topic" and the means by which topics are studied in practice. The mismatch between the Wernerian topic and the topics in the field is then used as a way of identifying the relevance of Werner's theory to contemporary developmental issues and as a way of identifying some of the misinterpretations of his works.

When a field formally undertakes an examination of its past. it is often a way of finding its present. The search for history accomplishes, intentionally or not, two related goals. On the one hand, the past is constructed so as to legitimize the present by giving it a history, grounding some current practices and understandings in a tradition, leading from the past, that seems to point to the present. The present is then seen as an extension of the fundamental insights of that past. On the other hand, finding a history can be a way of relegating figures of potentially contemporary relevance to "history" and, bence, outside of the domain of current interests. In both of these senses, finding one's history is really a way of constructing oneself in the present. These processes are particularly apparent in the '80s and '90s, during which this process of selective construction is seen at an accelerated pace, with figures at temporal distance treated as contemporaries and some more historically proximal thinkers put in the past as historical relics.

At the outset then, I must confess a certain tension in presenting Heinz Werner as part of a historical series of articles. I am not sure that he belongs there. In many senses, although he is currently mostly forgotten, those of us who trained with him or who occupied the same departmental space cannot treat him as part of history. In some respects, Werner was a very modern thinker whose theoretical views were so at variance with normal professional practices that his message is yet to be heard.

Werner died in 1964, approximately 30 years after Vygotsky and 16 years before Piaget. If you attempt to judge Werner's impact on the field from the volume of citations in current references in journals, books, or book chapters, it would seem that his psychology has had little impact. In cases in which he is cited, it appears that his views have been transcended by better information or more modern conceptualizations. Many of the remaining citations of Werner put him even more firmly in the past by putting his work on the wrong side of areas of contemporary consensus, particularly with respect to what are presented as his views about psychological functioning in non-Western

societies (e.g., LCHC (Laboratory of Comparative Human Cognition), 1983).

Particularly in comparison to his rough contemporaries, Vygotsky or Piaget, Werner seems to have precipitously faded from view. The volume of references to Vygotsky has been increasing, markedly it seems, in recent years. New volumes on Vygotsky continue to appear (Moll, 1990; Wertsch, 1985, among many others), and new translations of his works are forthcoming. Volume I of the Plenum Press translation of the Russian edition of Vygotsky's collected works appeared in 1987. with four more volumes forthcoming. Piaget is still an obligatory comparison point to frame, at the least, a systematic alternative to current positions. New volumes of Piaget's work have appeared in French as late as 1990-Morphismes et outegories: Comparer et transformer [Morphisms and Categories: Comparison and Transformation] and as late as 1987 in English - Possibility and Necessity: Vol. 2. The Role of Necessity in Cognitive Development.

In contrast, Werner's last publication, Symbol Formation, coasthored with Bernard Kaplan, appeared in 1963. Werner is seldom cited in mainstream literature, and there is very little in the way of secondary scholarship devoted to working out, clarifying, or otherwise integrating his views within the context of contemporary debate. A chapter dedicated to Werner's theoretical ideas was dropped somewhere between the 3rd and 4th editions of the Manual of Child Psychology:

All of this could be understandable as the inevitable result of the passage of time since Werner's last publication. As publications become more and more historically remote, they come to be cited less and less. Interestingly, thanks to the historical factors and the vagaries of posthumous editing and translation, developmental psychology in the United States is, at this moment, currently witnessing a reversal of normal historical process. Some very old manuscripts are seeing the light of day for the first time and appearing with current publication dates. There are good reasons for this. Vygotsky, for example, had published in the (then) Soviet Union and was sufficiently controversial so that much of his writing did not go public, in English or in Russian. Therefore, discovery of Vygotsky is, in part, trub a contemporary discovery. But people are not simply

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Contemporary Issues In Developmental Psychology

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Contemporary Issues in Developmental Psychology Lawrence R. Boulter, Harry Osser, 1968 Non Aboriginal material Contemporary Issues in Developmental Psychology Norman S. Endler, Lawrence R. Boulter, Harry Osser, 1970 **Social Issues in Developmental Psychology** Helen L. Bee, 1974 A valuable supplement to a child and developmental psychology texts this collection of readings on social issues shows how timely questions may be viewed from a scientific perspective and how psychology as a science can contribute key issues are covered sex differences in child development working mothers and day care effects of poverty compensatory education and the role of fathers in development and the Child Psychology Lawrence Balter, Catherine S. Tamis-LeMonda, 2016-02-26 This effects of paternal absence Publisher third edition of Child Psychology continues the tradition of showcasing cutting edge research in the field of developmental science including individual differences dynamic systems and processes and contexts of development While retaining a similar structure to the last edition this revision consists of completely new content with updated programmatic research and contemporary research trends and interests The first three sections highlight research that is organized chronologically by age Infancy Childhood and Adolescence Within each section individual chapters address contemporary research on a specific area of development such as learning cognition social and emotional development at that period in childhood The fourth section Ecological Influences emphasizes contextual influences relevant to children of all ages including risk and protective processes family and neighborhood context race and ethnicity peer relations the effects of poverty and the impact of the digital world Child Psychology also features a unique focus on four progressive themes First emphasis is placed on theory and explanation the why and how of the developmental process Second explanations of a transactional and multidimensional nature of development are at the forefront of all chapters Third the multi faceted approach to development highlights contextual influences and cultural diversity among children from different communities and backgrounds Finally methodological innovation is a key concern and research tools presented across chapters span the full array available to developmental scientists who focus on different systems and levels of analysis The thoroughness and depth of this book in addition to its methodological rigor make it an ideal handbook for researchers practitioners policy makers and advanced students across a range of disciplines including psychology education economics and public policy Basic and Contemporary Issues in Developmental Psychology Paul Henry Mussen, 1975 **Current Issues in Developmental Psychology** A.F. Kalverboer, M.L. Genta, J.B. Hopkins, 2012-12-06 This volume contains a number of contributions which concern basic issues in the field of brain behavioural development in the human especially with regard to the young child They have been written by distinguished scientists active in this field who have all been participating in an Erasmus teachers exchange program entitled Biopsychology of Development ICP NL 3026 14 This volume is the product of this cooperation The book is intended for scientists in this and related fields as well as for graduate students and advanced undergraduates as a

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Contemporary issues in developmental psychology, 1979 Handbook of Developmental Psychopathology Arnold J. Sameroff, Michael Lewis, Suzanne M. Miller, 2000-08-31 Developmental psychopathology involves the study and prediction of maladaptive behaviors and processes across time This new edition of the Handbook furthers the goal of integrating developmental processes into the search for adequate categorical systems for understanding child mental health problems and the trajectories that lead to adult psychopathology The editors respond to contemporary challenges to place individual

behavior in a biological and social context By including a range of approaches this volume encompasses the complexity of the growing developmental literature At the same time it includes the most recent efforts to produce concise child diagnostic categories In a thoroughgoing revision of the first edition of this classic text and reference published by Plenum in 1990 the editors have assembled a distinguished roster of contributors to address such topics as issues and theories context and mental health biology and mental illness disorders of early childhood disruptive behavior disorders emotional disorders control disorders pervasive developmental disorders and trauma disorders Clinicians researchers and students in such diverse fields as developmental and clinical psychology child and adolescent psychiatry social work and educational and counseling psychology will benefit from the concepts investigations and challenges presented in this state of the art Handbook of Child Psychology, Social, Emotional, and Personality Development William Damon, Richard M. Lerner, Nancy Eisenberg, 2006-06-12 Part of the authoritative four volume reference that spans the entire field of child development and has set the standard against which all other scholarly references are compared Updated and revised to reflect the new developments in the field the Handbook of Child Psychology Sixth Edition contains new chapters on such topics as spirituality social understanding and non verbal communication Volume 3 Social Emotional and Personality Development edited by Nancy Eisenberg Arizona State University covers mechanisms of socialization and personality development including parent child relationships peer relationships emotional development gender role acquisition pro social and anti social development motivation achievement social cognition and moral reasoning plus a new chapter on adolescent **Contemporary Topics in Developmental Psychology** Nancy Eisenberg, 1987-05 Presenting an overview development of current research and theory in developmental psychology this book contains chapters written by prominent researchers and academics on their own areas of expertise Psychological Perspectives on Social Issues and Human Development National Academy of Psychology (India). Congress, National Academy of Psychology (India), 2009 **Current Issues in Developmental Disorders** Chloë R. Marshall, 2013 Cognitive development in children is a highly complex process which while remarkably resilient can be disrupted in a variety of ways This volume focuses on two types of neurodevelopmental disorder syndromic conditions such as fragile X syndrome Down syndrome Williams syndrome and velocardiofacial syndrome and non syndromic conditions including dyslexia specific language impairment autism spectrum disorder and attention deficit hyperactivity disorder This book provides a state of the art review of current research and covers key topics across the full range of developmental disorders Topics covered include diagnosis and comorbidity genetics longitudinal studies computational models distinguishing disorder from disadvantage language and culture the modern beginnings of research into developmental disorders The book also looks at how the study of developmental disorders has contributed to our understanding of typical development and themes emerge that are common across chapters including intervention and education and the neurobiological bases of developmental disorders The result is a fascinating and thought provoking volume

that will be indispensable to advanced students researchers and practitioners in the fields of developmental psychology neuropsychology speech and language therapy and developmental disorders **Childhood Social Development Harry** McGurk, 1992 This book provides an account of research in action and debate in progress in a selection of areas of childhood social development where significant progress is underway The chapters are written by an eminent group of British and American developmental psychologists each of whom has made primary contributions to research in the areas covered in the volume The contributors were invited to reflect upon the current scene in social developmental research and to develop their own distinctive viewpoint and contribution to the field The book addresses issues in social development from infancy to adolescence The topics examined include interactions between biological and social factors in social development sex role development the development of friendships the role of peer interaction in social and cognitive development and the influence of cultural artifacts in the social and cognitive development of children Although each chapter is concerned with a different aspect of social development there are a number of themes that recur throughout the volume One concerns the nature of social development the acquisition of social understanding and the development of social skills are not individual achievements of children reared in isolation Rather they are the outcome of social processes in which the developing child engages sometimes in an unequal partnership with experienced adults at other times in more equal partnership with peers and playmates In both cases the development change is a constructive outcome A second recurrent theme is a concern for developmental researchers to take fuller account than they may traditionally have done of the nature of the cultural settings in which social development occurs Different cultures have different customs and artifacts and these can constrain development in different ways This issue is considered throughout the book and is the specific focus of the final chapter

Handbook of Child Psychology and Developmental Science, Theory and Method ,2015-04-06 The essential reference for human development theory updated and reconceptualized The Handbook of Child Psychology and Developmental Science a four volume reference is the field defining work to which all others are compared First published in 1946 and now in its Seventh Edition the Handbook has long been considered the definitive guide to the field of developmental science Volume 1 Theory and Method presents a rich mix of classic and contemporary theoretical perspectives but the dominant views throughout are marked by an emphasis on the dynamic interplay of all facets of the developmental system across the life span incorporating the range of biological cognitive emotional social cultural and ecological levels of analysis Examples of the theoretical approaches discussed in the volume include those pertinent to human evolution self regulation the development of dynamic skills and positive youth development The research methodological and applied implications of the theoretical models discussed in the volume are presented Understand the contributions of biology person and context to development within the embodied ecological system Discover the relations among individual the social world culture and history that constitute human development Examine the methods of dynamic

developmental research Learn person oriented methodological approaches to assessing developmental change The scholarship within this volume and as well across the four volumes of this edition illustrate that developmental science is in the midst of a very exciting period There is a paradigm shift that involves increasingly greater understanding of how to describe explain and optimize the course of human life for diverse individuals living within diverse contexts This Handbook is the definitive reference for educators policy makers researchers students and practitioners in human development psychology sociology anthropology and neuroscience Handbook of Psychology, History of Psychology, 2012-10-16 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 Developmental Psychology Derek Hook, Jacki Watts, Kate Cockcroft, 2002 Developmental Psychology Second Edition provides a theory driven approach to understanding human development from two perspectives the psychoanalytic and the cognitive These two perspectives which form the first sections of the book complement one another The third section of the book brings together thoughts on the South African context and the impact it has on development Robin Harwood, Scott A. Miller, Ross Vasta, 2008-01-03 This new fifth edition captures the excitement and relevance of child psychology at the beginning of the 21st century a theme that is exemplified in the text's new subtitle Child Development in a Changing Society In addition to extensive research coverage each chapter includes an additional section that relates the chapter subject to social and cultural contexts or implications of research for social policy public practice or societal change This new edition places children child development and the contexts in which development occurs at the center of the discourse Thus this edition has a strong balance of theory research and real world application

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