



The ontogeny of learning and memory



The ontogeny of learning and memory is a well-developed field that goes back at least 50 years, beginning with the discovery that rats show “infantile amnesia” (Campbell & Campbell, 1962; Campbell & Spear, 1972). The discovery that rodents show poor long-term memory for experiences occurring in infancy suggested that the human phenomenon has a biological basis. This discovery stimulated a long history of research on learning and memory in developing animals and humans. Basic forms of learning were demonstrated at earlier and earlier stages of development, including *in utero*; and the development of multiple brain memory systems, age-specific ecological adaptations, and acquisition-vs.-expression of learning emerged as prominent themes in investigations of the ontogeny of learning and memory. This history is summarized in several edited books (Blumberg, Freeman, & Robinson, 2010; Kail & Spear, 1984; Krasnegor, Blass, Hofer, & Smotherman, 1986; Shair, Barr, & Hofer, 1991; Spear & Campbell, 1979). A late-breaking theme in this history, particularly in developmental behavioral neuroscience, is adolescent development (Spear, 2009). This remains an important new area for research on the neural basis of learning. Thus, in this Special Issue we feature recent studies on the neurobiology of learning and memory during adolescence, as well as other new and timely studies pertaining to other periods of development.

In addressing the relationship between neurobiological and behavioral changes specifically during the adolescent period, DePasque & Gahan discuss how alterations in fronto-striatal systems during adolescence impact risky decision making and vulnerability to social pressures, which may ultimately provide a framework for the development of reward-related learning abilities. Relatedly, Meyer and Buccì describe a line of research in rats that examined the development of proactive inhibitory processes and dependence on balanced activity in fronto-striatal circuits. Baker and Richardson describe the involvement of NMDA glutamate receptors in impairments in fear extinction during adolescence, and how the role of NMDA receptors may differ during this stage of development compared to adults and juveniles. Robinson-Drummer et al. describe the results of an experiment that tested the involvement of muscarinic cholinergic receptors in prefrontal cortex in a configural form of contextual fear learning and memory in adolescents. Mokler and colleagues describe a growing body of work regarding the maturation of cortical noradrenergic systems and the contribution to executive function. Finally, Madsen and colleagues present data from adult and adolescent rats indicating that extinction training during abstinence from cocaine self-administration is effective in reducing cue-induced drug seeking after long periods of abstinence.

Pattwell and Bath review a growing literature on the development of emotional learning, with an emphasis on how neurobiological changes during development impact the ability to learn and express emotional responses and stress. Relatedly, Debiec and Sullivan describe evidence that threat learning during infancy is regulated by environmental factors, such as maternal behavior, in addition to being dependent on the maturation of the amygdala. Cuskjolen and colleagues complement this work by describing age-related differences in the ability to remember spatial information, specifically focusing on mice and relating their findings to humans and rats. Related to the role of the developing hippocampus in learning and memory abilities, Goldsberry and colleagues describe the results of a study that examined age-related changes in hippocampal neural activity during eye blink conditioning, and its reliance on sensory system development. Finally, Claflin and colleagues describe adverse effects of developmental glucocorticoid exposure on hippocampus-dependent trace eye blink conditioning in juvenile rats.

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Ontogeny Of Learning And Memory

C Cleary



Ontogeny Of Learning And Memory:

Ontogeny of Learning and Memory (PLE: Memory) Norman E. Spear, Byron A. Campbell, 2014-05-09 Originally published in 1979 this volume contains chapters prepared following a conference at SUNY Binghamton in 1977 The conference was the outcome of exciting new developments that had occurred in the ontogeny of learning and memory at the time as well as a long standing friendship between the editors Many changes had taken place in the years leading up to this volume and there were now many more researchers active in the field This volume reflected the rapidly changing state of this research area at the time and includes early contributions from researchers now well established in the field Ontogeny of learning and memory ,1977 Comparative Perspectives on the Development of Memory R. V. Kail, Jr., N. E. Spear, 2013-08-21 Published in the year 1984 *Comparative Perspectives on the Development of Memory* is a valuable contribution to the field of Developmental Psychology *Ontogeny* P. P. G. Bateson, Peter H. Klopfer, 2012-11-28 This volume is devoted principally to the theme of behavioral development The study of ontogeny has attracted some of the most bitter and protracted controversies in the whole field of ethology and psychology This is partly because the arguments have reflected more general and continuing ideological battles about nature and nurture In the opening essay Oppenheim shows how these debates have recurred in much the same form over the last century His chapter also brings out a more worrying feature of such argument He demonstrates that authors who are well known for their strongly held partisan views have written in much more balanced ways than is usually admitted Although the excluded middle is familiar enough in academic argument the dynamic tensions actually present in developing systems may be particularly prone to polarize debate about what is actually happening This point is elegantly explored by Oyama in her essay on her concept of maturation **Ontogeny of Learning and Memory** ,1979 **Memory** Norman E. Spear, Byron A. Campbell, 2014 *Comparative Perspectives on the Development of Memory* R. V. Kail, Jr., N. E. Spear, 2013-08-21 Published in the year 1984 *Comparative Perspectives on the Development of Memory* is a valuable contribution to the field of Developmental Psychology **Biological Aspects of Learning, Memory Formation and Ontogeny of the CNS** H. Matthies, 2022-08-01 No detailed description available for *Biological Aspects of Learning Memory Formation and Ontogeny of the CNS* **Functional Disorders of Memory (PLE: Memory)** John Kihlstrom, Frederick Evans, 2014-05-09 Originally published in 1979 the chapters in this volume summarize the available knowledge pertaining to a variety of functional as opposed to explicitly organic amnesias and disruptions of memory Each chapter is written by an expert and each author has attempted to integrate his area of inquiry into the contemporary body of theory and research on memory and cognition Functional memory disorders may prove to be a significant testing ground for current theorizing and the study of these phenomena may provide insights into memory and cognition that might be obscured in the usual sorts of laboratory investigations The intent of the volume is to contribute to the development of a more comprehensive account of the processes involved in remembering and forgetting The reader will find bold new treatments of

repression and childhood amnesia systematic explorations of certain experimental amnesias and challenging analyses of the anomalies of everyday memory in this ground breaking work of the time **Memory Consolidation** Herbert

Weingartner, Elizabeth S. Parker, 1984 First Published in 1984 Routledge is an imprint of Taylor Francis an informa company

Development and Evolution of Brain Size Martine Hahn, 2012-12-02 Development and Evolution of Brain Size Behavioral Implications contains the proceedings of a symposium entitled Development and Evolution of Brain Size Behavioral Implications held at William Paterson College in Wayne New Jersey in April 1978 The papers explore the relationship between evolution and development and its implications for brain size and behavior This book is comprised of 18 chapters and begins with an overview of the brain behavior relationship with emphasis on the importance of brain size for behavior the effects of genetic selection for brain size on brain substructures and behavior and whether genetic and environmental manipulations of brain size have similar consequences The next two chapters explain evolutionary theory and the evolution of the human brain as well as diversity in brain size A general model for brain evolution that offers some synthetic possibilities for approaching the questions of brain evolution size allometry and reorganization is then described The correlation between cerebral indices and behavioral differences is also discussed along with biochemical correlates of selective breeding for brain size The results of an experiment that assessed the effects of early undernutrition on brain and behavior of developing mice are presented This monograph should be of interest to students and practitioners in a wide range of disciplines including evolutionary biology and clinical psychology The Development of Implicit and Explicit Memory Carolyn K.

Rovee-Collier, Harlene Hayne, Michael Colombo, 2001-01-01 This is the only book that examines the theory and data on the development of implicit and explicit memory It first describes the characteristics of implicit and explicit memory including conscious recollection and tasks used with adults to measure them Next it reviews the brain mechanisms thought to underlie implicit and explicit memory and the studies with amnesics that initially prompted the search for different neuroanatomically based memory systems Two chapters review the Jacksonian first in last out principle and empirical evidence for the hierarchical appearance and dissolution of two memory systems in animal models rats nonhuman primates children and normal amnesic adults Two chapters examine memory tasks used with human infants and evidence of implicit and explicit memory during early infancy Three final chapters consider structural and processing accounts of adult memory dissociations their applicability to infant memory dissociations and implications of infant data for current concepts of implicit and explicit memory Series B **Advances in the Study of Behavior** , 1999-02-26 Advances in the Study of Behavior continues to serve

scientists across a wide spectrum of disciplines Focusing on new theories and research developments with respect to behavioral ecology evolutionary biology and comparative psychology these volumes foster cooperation and communication in these diverse fields **Mechanisms of Everyday Cognition** James M. Puckett, Hayne Waring Reese, 1993 First Published

in 1993 Routledge is an imprint of Taylor Francis an informa company **The Processing of Memories (PLE: Memory)**

Norman E. Spear, 2014-05-09 Originally published in 1978 this volume contains the evidence that is most crucial for our understanding the processes of forgetting and retention Organized in terms of problem areas and issues that are particularly pertinent to understanding these processes the book deals with both animal and human studies The author begins by defining the topic and reviewing its historical development A theoretical orientation follows and then the author begins to address the major factors that determine what is and what is not remembered Although we cannot yet specify the principles from which we can predict when an episode once learned will be remembered well or forgotten entirely the author demonstrates that such principles are not that far away He considers the issues that must be resolved before such principles are established and in the course of doing so covers the major research on why we remember events and why they are forgotten

Perspectives in Psychological Experimentation Viktor Sarris, Allen Parducci, 2024-03-08 One response to questions about the future of psychology is to attempt an answer to another question What have we learned from psychology's past Originally published in 1984 reissued here with a new preface this book presents a collection of original papers by authorities with international reputations in various fields of psychology at the time Contributors were invited to appraise the past of their own research specialties with an eye toward the future The emphasis is upon the more scientific areas of psychological research The catalyst for this book was an international conference honoring Gustav A. Lienert held in 1981 Psychologists from both Western and Eastern Europe North and South America and representing fields as different as psychophysics to clinical psychology or animal memory from human decision making described their research and argued the prospects for the future of experimental psychology Most of the arguments found their way into this book where readers could confront the different viewpoints at the time and those reading it today can see how accurate their predictions were for the future

The Memory System of the Brain Jean Delacour, 1994 The purpose of this book is to describe the memory system of the brain taking into account all the levels of neural organization molecule cell small network and anatomical circuit This synthetic approach is necessary for determining the real mechanisms among the potential ones that is the neural bases of learning and memory in intact organisms functioning under normal conditions For this purpose data from molecular cellular and behavioral neurobiology neuropsychology animal and human psychology and neural modeling are comprehensively reviewed by leading specialists and brought together in an original synthesis

Infant Memory Morris Moscovitch, 2012-12-06 The study of infant memory has flourished in the past decade for a number of reasons not the least of which is the tremendous growth of interest in normal and pathological adult memory that began in the late fifties Despite its common lineage to other areas of memory research however infant memory has perhaps been the least integrated into the mainstream In reading the literature one gets a sense of discontinuity between the study of infant memory and memory at all other stages of development from childhood to old age The reasons for this are not hard to find The techniques used to study memory in infants are usually very different from those typically used even in children These techniques often limit the kind

of inferences one can draw about the nature of the memory systems under investigation Even when terms concepts and theories from the adult literature are applied to infants they often bear only a loose relationship to their original usage For example an infant who stares longer at a new pattern than an old one is said to recognize the old one and to have a memory system that shares many characteristics with a memory system that makes recognition possible in adults Similarly an infant who emits a previously learned response such as a leg kick to an old stimulus is said to recall that response and to be engaged in processes similar to those of adults who are recalling past events

Biological Aspects of Learning, Memory Formation and Ontogeny of the CNS European Environmental Mutagen Society, 1977

Developmental Time and Timing

Gerald Turkewitz, Darlynn A. Devenny, 2013-09-05 Many theorists now believe that development emerges out of the coming together of multiple influences on the developing organism To understand development not only is it important to identify these influences but it is necessary to describe their relationship to one another In this dynamic view of development emergent organization is the result of the components of development coming together Timing is concerned with the relationship between components that have different rates of development This book brings together the work of several investigators who have contributed to our understanding of the impact of timing on development through the examination of different functions and different organisms By juxtaposing their work it is possible to see that the concept of timing has explanatory value at various levels of organization for the understanding of development The book's unifying theme allows the reader to make conceptual analogies across species and across levels of organization without being reductionistic Presenting the work of researchers in developmental and experimental psychology biopsychology neuropsychology life span development and medicine the book offers a theoretical base from which to examine the value of using timing as a construct and specific examples of research programs which have utilized timing to frame their research questions

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