

ORIGINS OF INTELLIGENCE

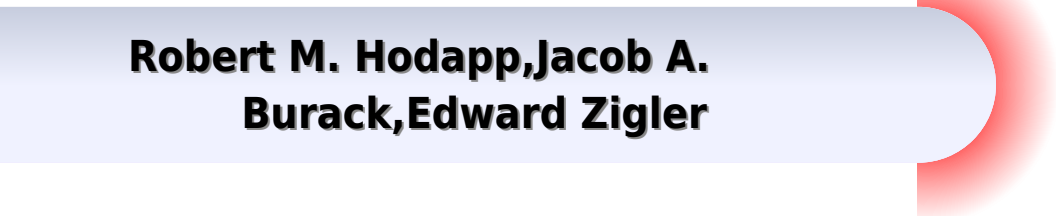
Infancy and
Early Childhood



Edited by
Michael Lewis

Origins Of Intelligence Infancy And Early Childhood

**Robert M. Hodapp, Jacob A.
Burack, Edward Zigler**



Origins Of Intelligence Infancy And Early Childhood:

Origins of Intelligence Michael Lewis, 2013-06-29 Since the first edition of this volume was published in 1976 interest in the problem of intelligence in general and infant intelligence in particular has continued to grow The response to the first edition was heartening many readers found it a source of information for the diverse areas of study in infant intelligence Because of the success of that volume we have decided to issue a second edition This edition is in many ways both similar to and different from the first Its similarity lies in the fact that many of the themes and many of the contributors remain the same Its difference can be found in the updating of old chapters and the addition of several new ones Taken together the chapters present a rounded picture of the central issues in infant intelligence Because the aim was to present a picture of the issues no attempt other than the selection of authors and themes can be made to integrate these chapters into a single coherent whole In large part this reflects the diversity of study found in the area of early intellectual behavior Rather than having a comprehensive theory of infant intelligence the field abounds with a series of critical questions To unite these chapters into some coherence it will be necessary to articulate what these issues might be Five major themes run throughout the field of infant intelligence and thus through this volume

Origins of Intelligence M. Lewis, 2012-03-21 A preface is an excellent opportunity for an editor to speak directly to the reader and share with him the goals hopes struggles and production of a volume such as this It seems to me that I have an important obligation to tell you the origins of this volume This is no idle chatter but rather an integral part of scientific inquiry It is important before delving into content theory and methodology to talk about motivation values and goals Indeed it is always necessary to explicate from the very beginning of any intellectual and scientific inquiry the implicit assumptions governing that exercise Failure to do so is not only an ethical but a scientific failure We learn albeit all too slowly that science is a moral enterprise and that values must be explicitly stated removing from the shadows those implicit beliefs that often motivate and determine our results No better or more relevant example can be found than in the review of the implicit assumptions of the early IQ psychometricians in this country see Kamin's book *The Science and Politics of IQ* 1975

Handbook of Child Psychology, Child Psychology in Practice William Damon, Richard M. Lerner, K. Ann Renninger, Irving E. Sigel, 2007-07-30 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 4 *Child Psychology in Practice* edited by K Ann Renninger Swarthmore College and Irving E Sigel Educational Testing Service covers child psychology in clinical and educational practice New topics addressed include educational assessment and evaluation character education learning disabilities mental retardation media and popular culture children's health and parenting

Developmental Disabilities Abstracts, 1977

The Raising of Intelligence H. H. Spitz, 2013-02-01

The history of attempts to raise the intelligence of mentally retarded individuals is wrought with controversy. Spanning the years from 1800 to the present, this book offers a critical review of the methods and philosophy behind these efforts. A fascinating contribution to the long-standing debate on the malleability of intelligence and the influence of heredity and environment.

Origins of Intelligence Sue Taylor Parker, Michael L. McKinney, 2021-04-27. A look at the origins of cognitive abilities in primate species. Since Darwin's time, comparative psychologists have searched for a good way to compare cognition in humans and nonhuman primates. In *Origins of Intelligence*, Sue Parker and Michael McKinney offer such a framework and make a strong case for using human development theory, both Piagetian and neo-Piagetian, to study the evolution of intelligence across primate species. Their approach is comprehensive, covering a broad range of social, symbolic, physical, and logical domains, which fall under the all-encompassing and much-debated term intelligence. A widely held theory among developmental psychologists and social and biological anthropologists is that cognitive evolution in humans has occurred through juvenilization, the gradual accentuation and lengthening of childhood in the evolutionary process. In this work, however, Parker and McKinney argue instead that new stages were added at the end of cognitive development in our hominid ancestors, coining the term *adulthood* by terminal extension to explain this process. Drawing evidence from scores of studies on monkeys, great apes, and human children, this book provides unique insights into ontogenetic constraints that have interacted with selective forces to shape the evolution of cognitive development in our lineage. The authors' elegant theory and comprehensive empirical synthesis of how the development of human intelligence and brain evolved opens up cascading heuristic avenues for creatively answering one of the great questions in the human history of ideas.

Jonas Langer, *Human Development*. A handy source of information on comparative cognitive abilities related to life history and brain variables. James Anderson, *Journal of the Royal Anthropological Institute*.

Handbook of Mental Retardation and Development Jacob A. Burack, Robert M. Hodapp, Edward F. Zigler, 1998-02-28. This book reviews theoretical and empirical work in the developmental approach to mental retardation. Armed with methods derived from the study of typically developing children, developmentalists have recently learned about the mentally retarded child's own development in a variety of areas. These areas now encompass many aspects of cognition, language, social, and adaptive functioning, as well as of maladaptive behavior and psychopathology. In addition to a focus on individuals with mental retardation themselves, familial and other ecological factors have influenced developmental approaches to mental retardation. Comprised of twenty-seven chapters on various aspects of development, this handbook provides a timely, comprehensive guide to understanding mental retardation and development.

Current Catalog National Library of Medicine (U.S.), 1979. First multi-year cumulation covers six years, 1965-70.

Bibliography of the History of Medicine, 1979.

Issues in the Developmental Approach to Mental Retardation Robert M. Hodapp, Jacob A. Burack, Edward Zigler, 1995-01-27. *Issues in the Developmental Approach to Mental Retardation* is one of the first books exclusively devoted to applying the theories, findings, and approaches used in

work with nonretarded children to several types of retarded individuals The editors and contributors define the developmental approach and explore theoretical issues as they relate to retarded populations Problems involving similar sequences of development cross domain relations the environment and motivation are all discussed as is the importance of separating the various etiological groups for research and intervention purposes The contributors also examine the nature of development in specific etiological groups types of retardation that are addressed include cultural familial retardation Down syndrome fragile X syndrome autism and children with sensory and motor handicaps This significant volume demonstrates how data from nonretarded development can inform work with retarded populations and how findings from children with mental retardation enrich developmental theory

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