

Aging and Generational Relations



Life-Course
and Cross-Cultural
Perspectives

Tamara K. Hareven, *Editor*



Relations Of Development And Aging

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Relations Of Development And Aging:

Relations of Development and Aging James E. Birren, 1980-01-01 **Relations of Development and Aging** James E. Birren, 1964 **Handbook of Emotion, Adult Development, and Aging** Carol Magai, Susan H. McFadden, 1996-10-24

The field of emotions research has recently seen an unexpected period of growth and expansion both in traditional psychological literature and in gerontology. The *Handbook of Emotion, Adult Development, and Aging* provides a broad overview and summary of where this field stands today specifically with reference to life course issues and aging. Written by a distinguished group of contributing authors, the text is grounded in a life span developmental framework while advancing a multidimensional view of emotion and its development and incorporating quantitative and qualitative research findings. The book is divided into five parts. Part One discusses five major theoretical perspectives including biological, discrete emotions, ethological, humanistic, and psychosocial. Part Two on affect and cognition discusses the role of emotion in memory, problem solving, and internal perceptions of self and gender. Part Three on emotion and relationships expands on the role of emotion in sibling and parent-child relationships as well as relationships between friends and romantic partners and the emotional reaction to interpersonal loss across the life span. Part Four on stress, health, and psychological well-being treats issues of stress and coping, religion, personality, and quality of life. The final part on continuity and change in emotion patterns and personality discusses emotion and emotionality throughout the life span. An ideal reference source for professionals across a wide range of disciplines, the text summarizes recent important developments in this fast-growing area of psychology and proposes many new directions for future research. Provides a biopsychological view on emotion in adulthood from a life span context. Presents the new perspective on emotion in older adults actively engaged in emotion self-regulation. Describes the intimate connection between emotion and the structure of personality. Demonstrates a new perspective on what emotion is, its importance across the life span, its connections with cognition, its role in interpersonal relation, and the way it influences both stability and change in adulthood. Illustrates the interpersonal nature of emotion. Provides theoretically based, leading edge research from international authors. Five areas of coverage include: Theoretical perspectives, Affect and cognition, Emotion and relationships, Stress, health, and psychological well-being, Continuity and change in emotion patterns and personality. Coverage includes: Five major theoretical perspectives including biological, discrete emotions, ethological, humanistic, and psychosocial. The role of emotion in memory, problem solving, and internal perceptions of self and gender. The role of emotion in sibling and parent-child relationships, relationships between friends and romantic partners, and the emotional reaction to interpersonal loss across the lifespan. Issues of stress and coping, religion, personality, and quality of life. Emotion and emotionality throughout the lifespan.

Relations of Development and Aging. A Symposium Presented Before the Gerontological Society at the 15th Annual Meeting, Miami Beach, Florida John E. Anderson, James E. Birren, Margaret Blenkner, 1964 Developments in Aging United States. Congress. Senate. Special Committee on Aging, 1987 **The**

Psychology of Control and Aging Margret M. Baltes, Paul B. Baltes, 2014-08-01 Originally published in 1986 the central topic of this book is the analysis and application of control related beliefs and behaviours for theory and practice in the psychology of aging The volume was written for two specific interrelated purposes aimed at cross fertilization between the psychology of control and the field of gerontology The first purpose was to summarise available research and theory on the psychology of control for researchers and professionals interested in gerontology at the time The second was to enrich the field of the psychology of control

Studying Children: A Cultural-Historical Approach Hedegaard, Marianne, Flear, Marilyn, 2008-12-01 This work discusses the complexity of child development It provides a critique of alternative perspectives of research and development and shows how to do research with the concepts of cultural historical theory

Fostering Development in Midlife and Older Age Irina Catrinel Crăciun, 2023-02-22 This handbook integrates and discusses a growing evidence base concerning individual development across middle and late adulthood The book includes a comprehensive analysis of what growth implies within midlife and older age and considers how different developmental areas are intertwined i e physical cognitive social and emotional development as well as personality growth As the gap between theory and practice still constitutes an issue in developmental research the handbook also aims to provide illustrative examples of prevention and intervention from a positive psychology perspective These were selected to represent a variety of topics relevant for individual development where research informs practice ranging from happiness grandparenthood love and sexuality to loneliness depression anxiety suicide prevention and coping with death This handbook is a must have resource for students and researchers working in developmental psychology health psychology gerontology and public health It will also be of interest to practitioners such as counsellors life coaches psychotherapists organizational psychologists health professionals social workers or public health planners

Handbook of Theories of Aging, Second Edition Merrill Silverstein PhD, Vern L. Bengtson PhD, Norella Putney PhD, Daphna Gans PhD, 2008-10-27 The field of gerontology has often been criticized for being data rich but theory poor The editors of this book address this issue by stressing the importance of theory in gerontology While the previous edition focused on multidisciplinary approaches to aging theory this new edition provides cross disciplinary integrative explanations of aging theory The contributors of this text have reached beyond traditional disciplinary boundaries to partner with researchers in adjacent fields in studying aging and age related phenomena This edition of the Handbook consists of 39 chapters written by 67 internationally recognized experts in the field of aging It is organized in seven sections reflecting the major theoretical developments in gerontology over the past 10 years Special Features Comprehensive coverage of aging theory focusing on the biological psychological and social aspects of aging A section dedicated to discussing how aging theory informs public policy A concluding chapter summarizing the major themes of aging and offering predictions about the future of theory development Required reading for graduate students and post doctoral fellows this textbook represents the current status of theoretical development in the study of aging

Relationships

as *Developmental Contexts* W. Andrew Collins, Brett Laursen, 1999-03-01 The volume's topic was chosen in part because of the rapidly growing salience of dyadic research perspectives in developmental psychology but also in social psychology and in fields such as communication and family studies. It provides the most complete representation now available on current theory and research on the significance of personal relationships in child and adolescent development. This volume addresses the ways in which the study of social development has been altered by an emphasis on research questions and techniques for studying children and adolescents in the context of their significant dyadic relationships. Leading scholars, many of them pioneers in the concepts and methods of dyadic research, have contributed chapters in which they both report findings from recent research and reflect on the implications for developmental psychology. Their work encompasses studies of relationships with parents, siblings, friends, and romantic partners. Opening chapters set the stage by describing the key characteristics of social development research from a dyadic perspective and outlining key themes and contemporary issues in the field. It concludes with commentaries from distinguished senior scholars identifying important directions for future research.

Adult Development and Aging Richard Schulz, Robert B. Ewen, 1988 **Harvard Monographs in Education**, 1923

[International Handbook of Population Aging](#) Peter Uhlenberg, 2009-04-29 The *International Handbook of Population Aging* examines research on a wide array of the profound implications of population aging. It demonstrates how the world is changing through population aging and how demography is changing in response to it.

Progress in Development of Methods in Bone Densitometry, 1966

Intergenerational Approaches in Aging Robert Disch, Kevin Brabazon, 2013-09-05 In *Intergenerational Approaches in Aging*, Implications for Education Policy and Practice, leading practitioners and academics from a variety of disciplines come together to discuss theoretical issues, current practice, and future directions for this rapidly developing field. The authors address key topics such as defining the intergenerational field, the effects of the segregation of groups by age on social function and organization in our communities, and designing, implementing, and assessing programs that create cross-generational connections. Exploring ways to provide services to different age groups while tapping the strengths and skills of each age group, *Intergenerational Approaches in Aging* examines the application of intergenerational approaches to important social issues as well as specific challenges faced by practitioners. It makes suggestions for integrating intergenerational studies into the higher education system and for challenging segregated services and funding programs. As the book shows, promoting cooperation between diverse segments of society also depends on making intergenerational programming a permanent feature of public schools, understanding and meeting the social, mental health, and medical needs of grandparents who are raising their grandchildren, using observational research to study and evaluate intergenerational program effectiveness, and the relationships among the people involved. Viewing differences among people as assets, developing intergenerational program models providing children with a life cycle view of the world, *Intergenerational Approaches in Aging* offers the personnel of state and local agencies on aging, nursing,

homes senior centers and geriatric homes practical advice innovative ideas and supportive materials for developing and implementing intergenerational activities and programs that can benefit all parties involved Academics and school administrators will also benefit from this book as they learn concrete methods for integrating aging education into already existing curricula and building new conceptual frames of reference for a wide variety of social issues and historical topics

Handbook of Families and Aging Rosemary Blieszner,Victoria Hilkevitch Bedford,2012-09-20 This comprehensive state of the art textbook and reference volume in family gerontology reviews and critiques the recent theoretical empirical and methodological literature identifies future research directions and makes recommendations for gerontology professionals This book is both an updated version of and a complement to the original Handbook of Families and Aging The many additions include the most recent demographic changes on aging families new theoretical formulations innovative research methods recent legal issues and death and bereavement as well as new material on the relationships themselves sibling partnered and intergenerational relationships for example Among the brand new topics in this edition are step family relationships aging families and immigration aging families and 21st century technology and peripheral family ties Unlike the more cursory summaries found in textbooks the essays within Handbook of Families and Aging Second Edition provide thoughtful in depth coverage of each topic No other book provides such a comprehensive and timely overview of theory and research on family relationships the contexts of family life and major turning points in late life families Nevertheless the contents are written to be engaging and accessible to a broad audience including advanced undergraduate students graduate students researchers and gerontology practitioners Serious lay readers will also find this book highly informative about contemporary family issues Taking Children and Young People Seriously Mariane Hedegaard,Anne Edwards,2023-06-22 Connects development learning and societal conditions with care and motivation for children and young people

Relationship Development Intervention with Young Children Steven Gutstein,Rachelle K Sheely,2002-02-15 Friendship requires hard work and the odds are heavily stacked against those with autism spectrum conditions Designed for younger children this comprehensive set of enjoyable activities emphasizes foundation skills such as social referencing regulating behavior conversational reciprocity and synchronized actions *The Communication Age* Autumn Edwards,Chad Edwards,Shawn T. Wahl,Scott A. Myers,2015-12-07 We are in the communication age No matter who you are or how you communicate we are all members of a society who connect through the internet not just to it From face to face interactions to all forms of social media The Communication Age Second Edition invites you to join the conversation about today s issues and make your voice heard This contemporary and engaging text introduces students to the essentials of interpersonal small group and public communication while incorporating technology media and speech communication to foster civic engagement for a better future **Transforming the Workforce for Children Birth Through Age 8** National Research Council,Institute of Medicine,Board on Children, Youth, and Families,Committee on the Science of Children Birth to Age 8:

Deepening and Broadening the Foundation for Success,2015-07-23 Children are already learning at birth and they develop and learn at a rapid pace in their early years This provides a critical foundation for lifelong progress and the adults who provide for the care and the education of young children bear a great responsibility for their health development and learning Despite the fact that they share the same objective to nurture young children and secure their future success the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well Transforming the Workforce for Children Birth Through Age 8 explores the science of child development particularly looking at implications for the professionals who work with children This report examines the current capacities and practices of the workforce the settings in which they work the policies and infrastructure that set qualifications and provide professional learning and the government agencies and other funders who support and oversee these systems This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning shared knowledge and competencies for care and education professionals and principles for effective professional learning Young children thrive and learn best when they have secure positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice specific actions to improve professional learning systems and workforce development and research to continue to build the knowledge base in ways that will directly advance and inform future actions The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive and ultimately improve outcomes for children

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