

Cultural Processes in Child Development

The Minnesota Symposia on Child
Psychology, Volume 29

Edited by
Ann S. Masten



A Psychology Press Book

Minnesota Symposia on Child Psychology Series

Minnesota Symposia On Child Psychology Volume 9

John H. Falk, Lynn D. Dierking



Minnesota Symposia On Child Psychology Volume 9:

Minnesota Symposia on Child Psychology Anne Pick,1976-09-17 **Minnesota Symposia on Child Psychology**
Anne D. Pick,1975 **Minnesota Symposia on Child Psychology** ,1975 Minnesota Symposia on Child Psychology
Anne D. Pick,1974 **Television and Behavior** ,1982 Television and Behavior: Technical reviews ,1982 Abstract A
comprehensive report summarizes the past 10 years of research activities and findings concerning the effects of television
viewing on child behavior and development Approximately 90% of all research publications on this topic appeared during this
period representing over 2500 titles The report is presented in 2 volumes a summary report and technical reviews The
technical reviews comprise overall comprehensive and critical syntheses of the scientific literature on specific topic areas
developed by 24 researchers in this area The topic areas address such issues as cognitive and emotional aspects of television
viewing television s influences on physical and mental health television as it relates to socialization and viewer s conceptions
of social reality and television as an American institution The overall orientation of the report is toward research and public
health issues **Screen Time** Lisa Guernsey,2012-03-20 As a mother Lisa Guernsey wondered about the influence of
television on her two young daughters As a reporter she resolved to find out What she first encountered was tired advice
sensationalized research claims and a rather draconian mandate from the American Academy of Pediatrics no TV at all before
the age of two But like many parents she wanted straight answers and realistic advice so she kept digging she visited infant
perception labs and child development centers around the country She interviewed scores of parents psychologists cognitive
scientists and media researchers as well as programming executives at Noggin Disney Nickelodeon Sesame Workshop and
PBS Much of what she found flies in the face of conventional wisdom and led her to conclude that new parents will be best
served by focusing on about educational media She examines how play and language development are affected by
background and foreground television and how to choose videos that are age appropriate She explains how to avoid the hype
of brain stimulation and focus instead on social relationships and the building blocks of language and literacy Along the way
Guernsey highlights independent research on shows ranging from Dora the Explorer to Dragon Tales and distills some
surprising new findings in the field of child development Into the Minds of Babes How Children Learn to Write Martha L.
King,1981 Language Change in Child and Adult Hebrew Dorit Diskin Ravid,1995-08-17 The study of language acquisition
has taken on new meaning in the last decade Now seen as part of the study of other forms of language variation across time
and space such as dialects and sociolects and the study of pidgins and Creoles it can help to provide a new understanding of
how language evolves and what directs its development Dorit Ravid here provides a study of contemporary speakers of
Hebrew focusing in particular on inflectional morphology She traces language development from childhood to adulthood in
Hebrew speakers and explores strategies of language acquisition and language processing leading to variation in the spoken
Hebrew of speakers of different ages and socioeconomic backgrounds **Culture Theory** Richard A. Shweder,Robert Alan

LeVine, Social Science Research Council (U.S.). Committee on Social and Affective Development During Childhood, 1984-12-28 This book examines the role of symbols and meaning in the development of mind self and emotion in culture Reflections on Values Education John R. Meyer, 1976-06-28 Everyone ought to be profoundly concerned with the development of the learner and consequently the development of society The ultimate standard value for such development is to attain a more adequate level of value and moral awareness sensitivity reasoning and action The why what and how of the value education emphasis are being seriously confronted in a more dedicated and systematic manner This is perhaps symptomatic of something much deeper in our personal and social fabric Dissonance conflict tensions are inevitable ingredients in our development toward self actualization as we struggle with the sticky matter of life The challenges are many the roads are arduous and the journey is lengthy but who cannot say immensely worthwhile and Value able

Developmental Spans in Event Comprehension and Representation Paul van den Broek, Patricia J. Bauer, Tammy Bourg, 2013-12-16 This book is about building metaphorical bridges all sorts of bridges At the most basic level it concerns the bridges that individuals build to understand the events that they experience the bridges that connect the events in the mind's eye At another level it is about bridges that interconnect findings and theoretical frameworks concerning event comprehension and representation in different age groups ranging from infancy to adulthood Finally it is about building bridges between researchers who share interests yet may not ordinarily even be aware of each other's work The success of the book will be measured in terms of the extent to which the contributors have been able to create a picture of the course of development across a wide span in chronological age and across different types of events from the fictional to the actual The individuals whose work is represented in this book conduct their work in a shared environment they all have an intellectual and scholarly interest in event comprehension and representation These interests are manifest in the overlapping themes of their work These include a focus on how people come to temporally integrate individual snapshots to form a coherent event that unfolds over time to understand cause and effect and to appreciate the role of the goal of events Another overlapping theme involves the possibility of individual differences These themes are apparent in work on the early development of representations of specific episodes and autobiographical memories and comprehension of complex events such as stories involving multiple characters and emotions The editors of this volume had two missions to create a development span by bringing together researchers working from infancy to adulthood and to create a bridge between individuals working from within the text comprehension perspective within the naturalistic perspective and with laboratory analogues to the naturalistic perspective Their measure of success will be the extent to which they have been able to create a picture of the course of development across a wide span in chronological age and across different types of events from fictional to actual

Language Development from Two to Three Lois Bloom, 1993-05-28 The studies in this book cover a range of topics in child language development including acquisition of semantic syntactic relations negation verb inflections questions syntactic

connectives complementation causality imitation and discourse contingency Of special interest is the development of verb subcategorization and the importance of action locative epistemic and perception verbs in particular Language Development from Two to Three will be of interest to a range of readers in psychology linguistics early childhood education speech and language pathology and second language learning *Spatial Schemas and Abstract Thought* Merideth Gattis,2003 Proposes the means by which spatial structures might be adapted for nonspatial purposes and it considers alternatives to spatial coding as a basis for abstract thought **Resources in Education** ,1976 **The Functions of Language and Cognition** Grover J. Whitehurst,Barry J. Zimmerman,2014-05-10 The Functions of Language and Cognition provides a forum for articulating a functional approach to language and cognition This book discusses the influence of structural approaches to language and thought Organized into 10 chapters this book begins with an overview of a comprehensive alternative treatment of cognitive and linguistic functioning from a social functional perspective This text then discusses some considerations for a theory of skills and of cognitive development in general Other chapters focus on acquisition of perceptual concepts rather than logical verbal or mathematical concepts This book examines as well each of the possible limits in terms of their potential effects on cognitive development and in terms of the evidence regarding their actual effects The final chapter deals with the influence of personal standards and strategies on therapy outcomes This book is a valuable resource for graduate and upper level undergraduate students in developmental psychology clinical psychology cognitive psychology education and rehabilitation *The Transition from Infancy to Language* Lois Bloom,1993 In this important volume Lois Bloom brings together the theoretical and empirical work she has carried out on early lexical development Its focus is on the expressive power children acquire as they begin to talk and in particular on contributions from cognitive development affect expression and the social context for making the transition from prelinguistic expression to the expression of contents of mind The first half of the book reviews the developments in infancy that enable the emergence of language and presents the theoretical perspective required for an understanding of the longitudinal study described in the second half The book s main thesis is that language is acquired for expressing contents of mind and that its usefulness as a tool is of only secondary importance The Transition from Infancy to Language makes a major contribution to our knowledge of early lexical development providing a persuasive theoretical model for researchers and students **The Blackwell Handbook of Early Childhood Development** Kathleen McCartney,Deborah Phillips,2011-09-07 The Blackwell Handbook of Early Childhood Development presents a comprehensive summary of research into child development from age two to seven Comprises 30 contributions from both established scholars and emerging leaders in the field The editors have a distinguished reputation in early childhood development Covers biological development cognitive development language development and social emotional and regulatory development Considers the applications of psychology to the care and education of young children treating issues such as poverty media and the transition to school A valuable resource for students scholars and

practitioners dealing with young children **Child and Adolescent Development** ,1981 **New Directions In Language Development And Disorders** Michael Perkins,Sara Howard,2012-12-06 Research into child language development is being conducted more extensively by more people and in more countries throughout the world than at any point in the past We now know more than we ever did before about the linguistic cognitive neurobio logical and social capacities that children bring to their language learning task as well as the ways in which these capacities interact with a whole range of factors present in the child s environment throughout the learning process not least the particular characteristics of the language or languages to which the child is exposed Far from inducing a sense of complacency this new knowledge seems instead to create an even stronger impetus to know more This is partly because of the new and unforeseen questions it raises and partly because of competition between different theories to provide the best explanation of the phenomenon and which in turn engender different methods of enquiry This volume addresses many of the key issues which are currently exercising the minds of child language researchers and which are likely to motivate research for some years to come The chapters included here all previously unpublished present a great deal of new data and address a range of theoretical issues from a variety of perspectives

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