

REGRESSIONS IN MENTAL DEVELOPMENT

Basic Phenomena and Theories

Edited by
Thomas G. Bever

PSYCHOLOGY LIBRARY EDITIONS:
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Regressions In Mental Development Basic Phenomena And Theories

P. Rochat



Regressions In Mental Development Basic Phenomena And Theories:

Regressions in Mental Development Thomas G. Bever,1982 **Regression Periods in Human infancy** Mikael Heimann,Frans X. Plooij,2003-10-17 Regression periods play a central role in the psychological development of the human baby Studies of infants have identified 10 periods of regression or a return to a high frequency of mother infant contact within the first 20 months of life These periods of emotional insecurity in the child signal forthcoming periods of developmental advance and the emergence of an array of new skills as a consequence of parent infant conflict over body contact and the renegotiation of old privileges Although the basic idea in this book is an old one the authors believe that regression periods deserve further study and have identified four questions of central importance today Can the phenomenon of regression periods as found by Dutch researchers in 1992 be replicated in other countries and cultures What environmental conditions have an effect on these regression periods and how Are there physical conditions in infants that show a non linear distribution over age similar to regression periods Have brain changes been detected since the review of Fischer Rose 1994 at other ages than the six reported by them and if yes how do these relate to the ages at which regression periods are found Forming the core of this book the replication studies performed in Sweden Spain and England provide support that regression periods are a reliable phenomenon and should be dealt with accordingly whenever developmental processes in infancy are discussed Regressions in Mental Development Thomas G. Bever,2017-12-06 Science depends on noticing that things which seem identical are different and conversely In psychology one cannot assume that apparently identical behaviours are due to identical mechanisms The work reported in this book involves the problem of classifying the true nature of behaviour as it appears during child development Originally published in 1982 the papers in this volume attempt to interpret explain or explain away developmental regressions in a variety of different areas In spring 1975 a group of scholars interested in such problems met for several days to discuss their individual findings and the underlying theoretical issues This volume reflects both the discussions at the original conference and succeeding years of thinking reading and writing **Psychology Library Editions: Child Development** Various,2021-12-02 Psychology Library Editions Child Development 20 Volume set brings together a diverse number of titles across many areas of developmental psychology from children s play to language development The series of previously out of print titles originally published between 1930 and 1993 with the majority from the 70s and 80s includes contributions from many respected authors in the field and charts the progression of the field over this time **The Development of Intersensory Perception** David J. Lewkowicz,Robert Lickliter,2013-05-13 This book provides the latest information about the development of intersensory perception a topic which has recently begun to receive a great deal of attention from researchers studying the general problem of perceptual development This interest was inspired after the realization that unimodal perception of sensory information is only the first stage of perceptual processing Under normal conditions an organism is faced with multiple

multisensory sources of information and its task is to either select a single relevant source of information or select several sources of information and integrate them In general perception and action on the basis of multiple sources of information is more efficient and effective Before greater efficiency and effectiveness can be achieved however the organism must be able to integrate the multiple sources of information By doing so the organism can then achieve a coherent and unified percept of the world The various chapters in this book examine the developmental origins of intersensory perceptual capacities by presenting the latest research on the development of intersensory perceptual skills in a variety of different species By adopting a comparative approach to this problem this volume as a whole helps uncover similarities as well as differences in the mechanisms underlying the development of intersensory integration In addition it shows that there is no longer any doubt that intersensory interactions occur right from the beginning of the developmental process that the nature of these intersensory interactions changes as development progresses and that early experience contributes in important ways to these changes

Perspectives on Imitation: Imitation, human development, and culture Susan L. Hurley, Nick Chater, 2005 A state of the art view of imitation from leading researchers in neuroscience and brain imaging animal and developmental psychology primatology ethology philosophy anthropology media studies economics sociology education and law Postnatal Growth Neurobiology Frank Falkner, J.M. Tanner, 2013-06-29

Developmental Psychology Alan M Slater, Paul C Quinn, 2020-11-25 This book will introduce you to studies in developmental psychology that changed the way we think about the discipline today Each chapter provides details of the original work and explains their theoretical and empirical impact before discussing the ways in which thinking and research has advanced in the years since the studies were first conducted This edition looks at 16 different studies including topics such as the visual cliff object permanence and attachment as well as researchers such as Piaget Vygotsky and Ainsworth

Physical Therapy for Children - E-Book Robert J. Palisano, Suzann K. Campbell, Margo Orlin, 2014-04-25 Used as both a core textbook in PT programs and as a clinical reference Physical Therapy for Children 4th Edition provides the essential information needed by PTs both student and professional when working with children Like the previous bestselling editions the 4th edition follows the practice pattern categories of the Guide to Physical Therapist Practice and uses the IFC model of the disabling process as it presents up to date evidence based coverage of treatment In this latest edition Suzann Campbell DeLapp Robert J Palisano and Margo N Orlin have added more case studies and video clips additional chapters and Medline linked references online and Evidence to Practice boxes to make it easy to find and remember important information Provides comprehensive foundational knowledge in decision making screening development motor control and motor learning the impairments of body function and structure and the PT management of pediatric disorders Reflects a family centered care model throughout to help you understand how to involve children and their caregivers in developing and implementing intervention plans Emphasizes an evidence based approach that incorporates the latest research for the best outcomes Follows the practice pattern guidelines of the Guide to

Physical Therapist Practice 2nd Edition which sets the standard for physical therapy practice Features the International Classification of Function Disability and Health ICF of the World Health Organization WHO as the model for the disabling process emphasizing activity rather than functional limitations and participation rather than disability in keeping with the book's focus on prevention of disability Provides extensive case studies that show the practical application of material covered in the text and are often accompanied by online video clips illustrating the condition and its management Makes it easy to access key information with plenty of tables and boxes that organize and summarize important points Clearly demonstrates important concepts and clinical conditions you'll encounter in practice with over 800 illustrations Takes learning to a deeper level with additional resources on the Evolve website featuring Over 40 video clips that correspond to case studies and demonstrate conditions found in each chapter Helpful resources including web links Questions and exercises you'll find helpful when preparing for the pediatric specialist certification exam

Developing Theories of Intention Philip David Zelazo, Janet Wilde Astington, David R. Olson, 2023-05-31 The chapters collected in this volume represent the state of the art of research on the development of intentional action and intentional understanding topics that are at the intersection of current research on imitation early understanding of mental states goal directed behavior in nonhuman animals executive function language acquisition and narrative understanding to name just a few of the relevant foci Collectively the contributors demonstrate that intentionality is a key issue in the cognitive and social sciences Moreover in a way that was anticipated more than a century ago by the seminal work of J Mark Baldwin they are beginning to reveal how the control of action is related in development to children's emerging self-consciousness and their increasingly sophisticated appreciation of other people's perspectives This volume brings together the world's leading researchers on early social and cognitive development in an in-depth exploration of children's understanding of themselves and others

Affect Regulation and the Origin of the Self Allan N. Schore, 2015-11-19 For over three decades Allan N Schore has authored numerous volumes chapters and articles on regulation theory a biopsychosocial model of the development psychopathogenesis and treatment of the implicit subjective self The theory is grounded in the integration of psychology psychiatry and neuroscience and it is now being used by both clinicians to update psychotherapeutic models and by researchers to generate research First published in 1994 this pioneering volume represented the inaugural expression of his interdisciplinary model and has since been hailed by a number of scientific and clinical disciplines as a groundbreaking and paradigm shifting work This volume appeared at a time when the problem of emotion ignored for most of the last century was finally beginning to be addressed by science including the emergent field of affective neuroscience After a century of the dominance of the verbal left brain it presented a detailed characterization of the early developing right brain and its unique social emotional and survival functions not only in infancy but across all later stages of the human life span It also offered a scientifically testable and clinically relevant model of the development of the human unconscious mind Affect Regulation and

the Origin of the Self acts as a keystone and foundation for all of Schore's later writings as every subsequent book, article and chapter that followed represented expansions of this seminal work

New Perspectives in Early Communicative Development Jacqueline Nadel, Luigia Camaioni, 2017-12-06 Since the 1970s researchers in the communicative development of infants and small children had rejected traditional models and began to explore the complex dynamic properties of communicative exchanges. This title, originally published in 1993, proposed a new and advanced frame of reference to account for the growing body of empirical work on the emergence of communication processes at the time. Communication development in the early years of life undergoes universal processes of change and variations linked to the characteristics and qualities of different social contexts. The first section of the book presents key issues in communication research which were either revisited: intentional communication, imitation, symbolic play, or newly introduced: co-regulation, the role of emotions, shared meaning. In recent years, the second section provides an account of communication as a context-bound process, partly inspired by theoretical accounts such as those of Vygotsky and Wallon. Included here are new studies showing differences in communication between infants compared with those between infants and adults, which also have important methodological implications. With perspectives from developmental psychology, psycholinguistics, and educational psychology, the international contributors give a multi-disciplinary account of the expansion, variety, and richness of current research on early communication. This title will be of particular interest to those involved in child development and communication research, as well as for social, educational, and clinical psychologists.

Behavioral Biology Trevor Archer, Stefan Hansen, 2013-09-05 This book is the result of an international symposium in biological psychology held in honor of Knut Larsson. This renowned researcher in his search for the true meaning of mind vs. matter became involved in many divergent areas of the field such as the neurobiology of sexual behavior and sexual differentiation, aspects of functional neuroanatomy, behavioral endocrinology, and psychopharmacology. Through experimentation and much consultation with other area specialists, Larsson observed such phenomena as the adaptation of behavior determining neuroendocrine events to the physical environment and the hormonal regulation of sexual behavior and differentiation. This tribute to his research presents important features of necessary paradigms for the analysis and study of experimental psychology within the biological perspective.

The Self in Infancy P. Rochat, 1995-10-30 The origins of knowledge about the self is arguably the most fundamental problem of psychology. It is a classic theme that has preoccupied great psychologists beginning with William James and Freud. On reading current literature today's developmental psychologists and ethologists are clearly expressing a renewed interest in the topic. Furthermore, recent progress in the study of infant and animal behavior provides important and genuinely new insights regarding the origins of self-knowledge. This book is a collection of current theoretical views and research on the self in early infancy, prior to self-identification and the well-documented emergence of mirror self-recognition. The focus is on the early sense of self of the young infant. Its aim is to provide an account of recent research substantiating

the precursors of self recognition and self identification By concentrating on early infancy the book provides an updated look at the origins of self knowledge **Adaptive and Maladaptive Aspects of Developmental Stress** Giovanni

Laviola, Simone Macrì, 2013-01-31 Since the very early stages of life we all experience some form of stress Stressors can be mild to severe and can range from unsuccessfully longing for maternal milk in infancy to recklessly wiggling on a motorbike to be on time to watch the NBA finals on TV to breaking up a relationship All those events that we call stress have the capability of perturbing a given state of psychological and physiological equilibrium and moving it to a different level The transition from crawling to walking has to be considered a form of stress as much as losing a job It is through a continuous cross talk between environmental stressors and individual adaptations that we build our personalities and our ways to cope with daily hassles External challenges should not necessarily be regarded as bad but instead seen as constructive forces forming our ability to navigate a changing world What is stress good for What is stress bad for When and why do we need to be stressed Should we worry about stress When does stress equate to normality When does it turn into pathology We hope with this book to provide some answers to these fundamental questions **Blackwell Handbook of Childhood Cognitive**

Development Usha Goswami, 2008-04-15 This definitive volume provides state of the art summaries of current research by leading specialists in different areas of cognitive development Forms part of a series of four Blackwell Handbooks in Developmental Psychology spanning infancy to adulthood Covers all the major topics in research and theory about childhood cognitive development Synthesizes the latest research findings in an accessible manner Includes chapters on abnormal cognitive development and theoretical perspectives as well as basic research topics Now available in full text online via xreferplus the award winning reference library on the web from xrefer For more information visit www.xreferplus.com

Emotional Development Jacqueline Nadel, Darwin Muir, 2005 A group of scientists consider emotional development from foetal life onwards The text includes views from neuroscience primatology robotics psychopathology and prenatal development **Intrapersonal Communication** Donna R. Vocate, 2012-12-06 Intrapersonal communication is a relatively new phenomenon for communication study and still lacks the grounding of a sound theoretical base The first to present a developed theory of this discipline this book's goal is to provide graduate students and professionals with an organized point of departure for their research The theoretical section begins with an intrapersonal communication theory derived from the sociogenetic views of George Herbert Mead and L S Vygotsky This theory emphasizes social interaction the developmental nature of mind and the crucial role of speech in creating a self a culture and a mind which then interact in human intrapersonal communication This section also provides the reader with a coherent interdisciplinary knowledge base taken from speech communication biology neurology cultural psychology anthropology sociology speech pathology and linguistics The integrated theoretical perspective that results makes the study compatible with communication scholarship focusing on the social cultural cognitive or performance aspects of communication phenomena The applications section examines

neurophysiological intrapersonal communication research methods and studies to date together with specific applications of intrapersonal communication theory to childhood language acquisition to the establishment of gender identities and to intrapersonal competence The final chapter presents pedagogical guidance on how we can influence intrapersonal competence and performance as well as commenting on the current state of this study and its future prospects The editor's interstitial commentary facilitates access by readers wishing to construct their own theory

The Allan Schore Reader Eva Rass, 2017-11-10 Eva Rass a leading expert on the work of Allan Schore presents a collection that provides an overview of his core ideas and makes accessible the evolution of his thought Including interviews and original papers as well as integrating his ideas with research in psychoanalysis developmental psychology biology and developmental psychopathology this book provides an in depth introduction to Schore's theories Allan Schore Setting the Course of Development represents a major contribution to the understanding of Schore's often dense and complex work The choice of papers interviews and subject matter is structured and instructive while the content captures both the depth and breadth of Schore's ideas including important extensions into other fields like paediatrics social works and family law Schore's contribution to the advancing knowledge base pioneering the paradigm shift in researchers focus in psychopathogenesis from the cognitive verbal left brain to the affective preverbal right brain is here made accessible to a far greater readership The book will be of interest to all practitioners researchers educators and policy makers dealing with the critically important and broad field of mental health service delivery and prevention of mental illness for those at risk particularly psychoanalysts psychoanalytic psychotherapists and counsellors

Criteria for Competence Michael Chandler, Michael Chapman, 2013-06-17 One of developmental psychology's central concerns is the identification of specific milestones which indicate what children are typically capable of doing at different ages Work of this kind has a substantial impact on the way parents educators and service oriented professionals deal with children and therefore one might expect that developmentalists would have come to some general agreement in regard to the ways they assess children's abilities However as this volume demonstrates the field appears to suffer from a serious lack of consensus in this area Based on the premise that identifying relevant issues is a necessary step toward progress this book addresses a number of vital topics such as How could research into fundamental areas such as the age at which children first acquire a sense of self or learn to reason transitively repeatedly yield wildly diverse results Why do experts who hold to radically different views appear to be so unruffled by this same divergence of professional opinion and Are there grounds for hope that this divergence of professional opinion is on the wane

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