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Altri autori (Persone)	QuasJodi A FivushRobyn
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Nota di contenuto	Contents; Contributors; I: Stress and Memory, Empirical Evidence; 1. Remembering Negative Childhood Experiences: An Attachment Theory Perspective; 2. Children's Understanding and Remembering of Stressful Experiences; 3. Injuries, Emergency Rooms, and Children's Memory: Factors Contributing to Individual Differences; 4. Stress and Autobiographical Memory Functioning; II: Stress, Coping, and Parent-Child Narratives; 5. Coping and Memory: Automatic and Controlled Processes in Adaptation to Stress; 6. Mother-Child Emotion Dialogues: A Window into the Psychological Secure Base 7. Mother-Child Reminiscing in the Context of Secure Attachment Relationships: Lessons in Understanding and Coping with Negative Emotions 8. Creating a Context for Children's Memory: The Importance of Parental Attachment Status, Coping, and Narrative Skill for Co-Constructing Meaning Following Stressful Experiences; III: Stress, Physiology, and Neurobiology; 9. An Integrated Model of Emotional Memory: Dynamic Transactions in Development; 10. Development and

Social Regulation of Stress Neurobiology in Human Development: Implications for the Study of Traumatic Memories
11. Stress Effects on the Brain System Underlying Explicit Memory 12. Physiological Stress Responses and Children's Event Memory; IV: Integration and New Directions; 13. Co-constructing Memories and Meaning over Time; 14. Relationships, Stress, and Memory; 15. Complications Abound, and Why That's a Good Thing; 16. Emotion and Memory in Development: Clinical and Forensic Implications; Author Index; Subject Index;

Sommario/riassunto

The question of how well children recall and can discuss emotional experiences is one with numerous theoretical and applied implications. Theoretically, the role of emotions generally and emotional distress specifically in children's emerging cognitive abilities has implications for understanding how children attend to and process information, how children react to emotional information, and how that information affects their development and functioning over time. Practically speaking, increasing numbers of children have been involved in legal settings as victims or witnesses to violence,
