

1. Record Nr.	UNINA9910809478903321
Titolo	Emotion and memory in development : biological, cognitive, and social considerations // edited by Jodi A. Quas, Robyn Fivush
Pubbl/distr/stampa	Oxford ; ; New York, : Oxford University Press, 2009
ISBN	9780199716746 0199716749
Edizione	[1st ed.]
Descrizione fisica	xv, 432 p. : ill
Collana	Series in affective science
Altri autori (Persone)	QuasJodi A FivushRobyn
Disciplina	155.4/1312
Soggetti	Memory in children Emotions in children Child psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and indexes.
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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, highlighting the need to determine the extent to which children's eyewitness reports of traumatic experiences are accurate and complete. In clinical contexts, the ability to narrate emotional events is emerging as a significant predictor of psychological outcomes. How children learn to describe emotional experiences and the extent to which they can do so coherently thus has important implications for clinical interventions.
