

1. Record Nr.	UNINA9910893973703321
Titolo	Newsletter / HFBK
Pubbl/distr/stampa	Hamburg, : Hochschule fur bildende Kunste Hamburg, [2003-2009]
Descrizione fisica	Online-Ressource
Disciplina	700 370
Soggetti	Zeitschrift
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Periodico
2. Record Nr.	UNINA9910957102303321
Titolo	Developmental psychology / / volume editors, Richard M. Lerner, M. Ann Easterbrooks, Jayanthi Mistry ; editor-in-chief, Irving B. Weiner
Pubbl/distr/stampa	Hoboken, N.J., : John Wiley & Sons, Inc., 2013
ISBN	9781118281994 1118281993 9781283664974 1283664976 9781118285374 1118285379
Edizione	[2nd ed.]
Descrizione fisica	1 online resource (754 p.)
Collana	Handbook of psychology ; ; v. 6
Altri autori (Persone)	LernerRichard M EasterbrooksM. Ann MistryJayanthi WeinerIrving B
Disciplina	150 155
Soggetti	Developmental psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	<p>Handbook of Psychology; Contents; Handbook of Psychology Preface; Volume Preface; Contributors; Part I Foundations of Development Across the Life Span; Chapter 1 Developmental Science Across the Life Span: An Introduction; A Brief History of the Life-Span Study of Human Development; The Plan of this Volume; Conclusions; References; Chapter 2 Metatheories, Theories, and Concepts in the Study of Development; Developmental Inquiry and the Metatheoretical; Transformation and Variation: A Relational Integration</p> <p>A Brief History of Past Metatheoretical Worlds: Toward the Birth of Developmental ScienceRelationalism-A Contemporary Metatheory for Developmental Science; A Methodological Rapprochement: Explanation in a Relational Context; The Relational Developmental Systems' Embodied Action (Enaction) Approach; Conclusions; References; Part II Infancy and Early Childhood; Chapter 3 Infant Perception and Cognition; Introduction; Methods for Studying Infant Perception and Cognition; Behavioral Methods; Current Topics in Infant Perception and Cognition; Attention; New Models of Infant Learning</p> <p>Intersensory/Intermodal ProcessingFace Processing; Object Perception; Causal Perception; Quantitative Processing; Categorization; Relation of Perception and Lower-Order Components to Higher-Order Cognition; Applications; Conclusions; References; Chapter 4 Social and Emotional Development in Infancy; Introduction; Socioemotional Development in Context; Developing Emotions and Sociability; The Growth of Meaning, Reciprocity, and Regulation in Emotional Development; Developments in Self and Social Understanding; Relationships: The Development of Attachments; Conclusions; References</p> <p>Chapter 5 The Developmental Psychobiology of Stress and Emotion in ChildhoodThe Psychobiology of Stress; Psychobiological Studies of Stress and Emotion in Children; Conclusions; References; Chapter 6 Parent-Infant Communicative Interactions in Cultural Context; Introduction; Starting Principles; The Settings and Activities of Development; Modes of Communication; Communicative Accommodation; The Content of Language; Conclusions; References; Part III Childhood; Chapter 7 Language Development; Overview of Theoretical Approaches; Language Development as a Biological Process Language Development as a Linguistic ProcessLanguage Development as a Social Process; Language Development as Domain-General Learning; Conclusions; References; Chapter 8 Cognitive Development in Childhood: A Contemporary Perspective; Three Revolutions; Cognitive Development as a Separate Field; Main Features of the Piagetian System; Problems with Piaget's Theory and Efforts to Respond to Them; Contemporary Trends; Future Directions in Cognitive Developmental Theory and Research; Conclusions; References; Chapter 9 Emotion and Personality Development; Introduction</p> <p>Normal and Abnormal Emotional and Personality Development: A Developmental Psychopathology Perspective</p>
Sommario/riassunto	Psychology is of interest to academics from many fields, as well as to the thousands of academic and clinical psychologists and general public who can't help but be interested in learning more about why humans think and behave as they do. This award-winning twelve-volume reference covers every aspect of the ever-fascinating discipline of psychology and represents the most current knowledge in the field. This ten-year revision now covers discoveries based in neuroscience, clinical psychology's new interest in evidence-based practice and mindfulness, and new findings in social, developmental, an

