This is the first of three chapters that develop the conception of subjectivity on which the book’s argument relies. It shows that the model of developmental psychology, originating with Jean Piaget and persisting in Lawrence Kohlberg’s stage theory of moral development, is embedded in assumptions about achieved rational mastery as the mark of moral and cognitive maturity. Not only does it overlook the part played by sociality and affect in child development, it pays scant attention to the constitutive role of situational factors — cultural, class, racial, gendered, sexual — in the production of human subjectivities. Taking as its point of departure Valerie Walkerdine’s critique of Piaget in The Mastery of Reason, and reading Walkerdine together with Ludwig Wittgenstein’s remarks about “the child”, the chapter argues for an approach to developmentality that is socially and ecologically aware in its conception of subjectivity, sociality, citizenship, and of knowledge as a power-saturated social institution.

This chapter explores the cultural institutions and arrangements best suited for fostering in people a positive disposition toward caring, including the sentiments of sympathy and compassion. A brief survey is provided of recent psychological studies on the childrearing practices
most likely to foster the development of caring attitudes and behaviors in children. A number of family policies are then proposed to enable and encourage parents to raise their children according to these practices. Drawing on the work of Nancy Chodorow, next the chapter argues that the current gendered division of caring within and outside the family must also be addressed if men, in particular, are to become more positively disposed to caring. The chapter then briefly discusses Nel Noddings's proposal for a more caring educational curriculum, and proposes an alternative set of educational reforms. The final section explores the effects of the media, and especially television, on people's attitudes about caring, and outlines some policies for mitigating some of the harmful consequences of television and other media on people's attitudes about caring.

**Psychology of Science**

Robert W. Proctor and E.J. Capaldi

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Item type: book

This book attempts to describe the influence of psychological processes on the creation of science. Although implicit processes have attracted some attention, most prior work in this area has emphasized the role of explicit reasoning in science. Contemporary research in psychology has tended to emphasize the importance of implicit processes in decision making and choice, and it has provided evidence that performance of many tasks involves a complex relationship between implicit and explicit processes. The book includes chapters from leaders in the emerging discipline of the psychology of science and from various other individuals who are experts on the roles of implicit and explicit processes in thinking. The book has a novel emphasis on the role of implicit processes in the creation of scientific knowledge and on recent findings and theorizing that will allow development of a closer relation between the psychology of science and psychology more generally. Understanding implicit processes, and how they relate to explicit cognitive processes, is essential to issues in a variety of areas of psychology including cognitive psychology, social psychology, developmental psychology, and neuroscience.
The multisensory approach to development
Andrew J. Bremner, David J. Lewkowicz, and Charles Spence
in Multisensory Development
Published in print: 2012 Published Online: September 2012
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DOI: 10.1093/acprof:oso/9780199586059.003.0001
Item type: chapter

Philosophers and psychologists alike have debated for centuries how humans and other species deal with the multiple sources of sensory information that specify the world around them. Recent years have seen a dramatic increase in our understanding of multisensory processes in mature adults, which have led to the conclusion that multisensory processes are ubiquitous in mature psychological functioning. However, developmental research has also shown that multisensory integration takes time to develop and that early experience plays a key role in its development. This chapter describes how the development of multisensory functioning can both constrain and enrich perceptual and cognitive functioning through the lifespan. This chapter also reflects on the history of the field, and draws out some key themes of recent research in multisensory development.

The evolved child: adapted to family life
David F Bjorklund and Patrick Douglas Sellers II
in Applied Evolutionary Psychology
Published in print: 2011 Published Online: January 2012
Publisher: Oxford University Press
DOI: 10.1093/acprof:oso/9780199586073.003.0005
Item type: chapter

While the influences of natural selection on human behaviour are most obvious in adulthood, selective pressures actively operate on humans across the entire lifespan, even prenatally, necessitating an examination of childhood from an evolutionary perspective. Application of evolutionary theory is especially important to an investigation of early childhood, as this time period is critical for cognitive and social development, particularly in response to familial interaction. We discuss research on child and family behaviour from an evolutionary developmental perspective, with particular emphasis on differences between family members in investment behaviours. We conclude by examining emerging research and theory related to differential susceptibility to rearing environments, which addresses how children’s early social environment plays a key role in setting developmental
pathways, with significant implications for a variety of behaviours throughout childhood.

Alfred Binet and the Measurement of Intelligence
Ann Jefferson

in Genius in France: An Idea and Its Uses
Published in print: 2014 Published Online: October 2017
Item type: chapter

This chapter discusses the measurement of genius in Alfred Binet's "measuring scale of intelligence," which he devised and successively refined between 1905 and 1911 (the year he died). Here, the chapter shows how experimental psychology had its own part to play in forming the basis of the child prodigy. And Binet's invention put France at the forefront of developmental psychology. In the words of the American introduction to the 1916 translation of Les Idées modernes sur les enfants, Binet's measuring scale was a "magnum opus" whose rapid acceptance worldwide was "little less than marvelous." This invention established a language in which genius could be quantified, and precocity plotted against scientifically established developmental norms.

Multisensory Development
Andrew J. Bremner, David J. Lewkowicz, and Charles Spence (eds)
Published in print: 2012 Published Online: September 2012
Item type: book

Our daily perceptual experiences are, almost without exception, multisensory. We perceive the objects, events and people around us through a range of sensory modalities which convey overlapping and complementary streams of information about our environment and ourselves. A person’s face, the sound of their voice, the way they touch us, and even their distinctive smell, contribute to our perception, recognition and understanding of them. In the last two decades we have witnessed dramatic progress in our understanding of how the mature adult brain integrates the information available to the different senses. However, despite the fact that adults are able to achieve multisensory integration in a seemingly effortless manner, developmental research has shown incontrovertibly that we cannot assume that the same is true for individuals who are at different stages of development, or who have had differing degrees or qualities of multisensory experience. This
volume brings together the most recent research programmes from leading developmental scientists who have used a variety of methods to investigate questions concerning multisensory development. The various chapters address the development of a diverse range of cognitive and behavioural functions including classic questions about the multisensory perception of objects, people, language, but also issues which are just beginning to be addressed in detail, such as the development of multisensory interactions in flavour perception, spatial navigation, and body representation. Crucially, this volume also tackles questions about how multisensory development comes about. This is achieved through a consideration of developmental processes throughout, and also through coverage of development across a wide range of groups.

The Development of Persistent Criminality
Joanne Savage (ed.)

Published in print: 2009 Published Online: May 2009
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DOI: 10.1093/acprof:oso/9780195310313.001.0001

This volume addresses one of the most pressing problems of modern criminology: Why do some individuals become chronic, persistent offenders? Chronic offenders are responsible for the majority of serious crimes committed and understanding which individuals will become chronic offenders is an important step in developing interventions that will work. Unfortunately, much of the research on causes of offending does not distinguish between minor, short-term delinquency and long-term patterns of serious criminality. The volume was inspired by a desire to bridge the gap between two sets of literature that can help us shed light on this problem: criminological research on offending trajectories and research on risk factors for offending in the field of developmental psychology. Chapters cover topics such as families and parenting, poverty, stressful life events, social support, biology and genetics, early onset, foster care, educational programs for juvenile offenders, deterrence, and chronic offending among females. Several authors also share new theoretical approaches to understanding persistence and chronicity in offending, including an expansion of the conceptualization of the etiology of self-control, a discussion of offender resistance to social control, a dynamic developmental systems approach to understanding offending in young adulthood, and the application of Wikström's situational action theory to persistent offending.
The Development of Musical Abilities
William Forde Thompson and E. Glenn Schellenberg

This chapter offers a panoramic survey of topics and issues in developmental psychology. While emphasizing cognitive aspects, it also incorporates sociological and cultural aspects. The discussion is closely tailored to the questions frequently asked by music educators, such as what results of developmental psychology parents and teachers should be aware of and what they should know about the development of musical abilities. Developmental psychology of music should not focus only on those cognitive or instrumental abilities that are readily measured. Instead, the ability to experience music, musical skills, and attitudes are also part of the musical development. Furthermore, changes of musical desires, interests, and motivations take place throughout life. Thus the meaning of musical development may be entirely different at different stages of life.

The Self, Agency, and Causation
G. E. R. Lloyd

This chapter examines the notions of the self, agency, and causation. It first sketches out some of the major difficulties that relate to these three concepts and their interrelations, citing the apparent divergences that exist between the reports of social anthropologists on the one hand, and the findings of developmental psychologists on the other. It then turns to ancient civilizations to see what light their experiences can throw on the issues. Here it is worth reflecting on the diversity of views that can be found between different periods and even within writers of the same period.
How do scientists of human behavior from three different perspectives approach the comparison of two highly publicized athletes of the 2008 Olympics: Shaun Johnson, a female American gymnast who is 5 feet tall, and Yao Ming, a male Chinese basketball player who is 7-foot-6? A typical developmentalist might well focus on the similarities in their physical and neural development, which is at one level of description the same, despite vast differences in gender, ethnicity, and physique. A psychopathologist would, on the other hand, ask what is unique about each of these individuals that sets them apart from one another and the rest of the population. Finally, a cognitive neuroscientist might construct fine-grained cognitive tasks that probe how their different physiques and physiologies are manifest at the level of detailed neurology and behavioral analyses. This work follows each of these three perspectives as they explore the topics of anxiety, depression, autism, dyslexia, and infants at risk.

The Psychology of Gratitude
Robert A. Emmons and Michael E. McCullough (eds)

Gratitude, like other positive emotions, has inspired many theological and philosophical writings, but it has inspired very little vigorous, empirical research. In an effort to remedy this oversight, this book brings together prominent scientists from various disciplines to examine what has become known as the most-neglected emotion. The volume begins with the historical, philosophical, and theoretical foundations of gratitude, and then presents the current research perspectives from social, personality, and developmental psychology, as well as from primatology, anthropology, and biology. The volume also includes a comprehensive, annotated bibliography of research on gratitude. This work contributes a great deal to the growing positive psychology
initiative and to the scientific investigation of positive human emotions. It will be an invaluable resource for researchers and students in social, personality, developmental, clinical, and health psychology, as well as to sociologists and cultural anthropologists.

Culture, Context, and Development
Harry W. Gardiner

in The Handbook of Culture and Psychology
Published in print: 2019 Published Online: July 2019
Item type: chapter

Cross-cultural psychology and human development are currently experiencing an exciting period of growth. Segall, Lonner, and Berry have noted that when all psychology finally takes into account the effects of culture on human behavior (and vice versa), terms like cross-cultural and cultural psychology will become unnecessary. At that point, all psychology will be truly cultural. In this chapter, the author defines cross-cultural human development; theoretical perspectives and models; emerging themes, such as contextual influences; applications to social issues; and future directions. As the author has earlier stated, tremendous challenges and opportunities lie ahead and speculating about the future path of cross-cultural psychology is difficult.

Psychological perspectives
Brid Featherstone

in Contemporary fathering: Theory, policy and practice
Published in print: 2009 Published Online: March 2012
doi: 10.1332/policypress/9781861349880.003.0005
Item type: chapter

This chapter explores the literature on the ‘conditions of historical possibility’ for psychology. It then focuses on developmental psychology, and particularly contemporary developments. An important aim of the chapter is to critically engage with the research that appears to have become influential with policy makers. More ‘critical’ psychologies are discussed in terms of the potential they offer for challenging oppressive gender relations and identities.
This book offers an in-depth examination of how computer technology can play an invaluable part in educational efforts through its unique capacities to support the development of students' understanding of difficult concepts. Focusing on three broad themes — the nature of understanding, the potential of technology in the classroom, and the transformation of educational theory into practice — leading experts discuss subjects that are crucial to efforts to improve our schools. Topics include the complexities students encounter when learning new ideas, the right software for hands-on manipulation of abstract concepts and the social realities of the educational environment. This book is essential reading for students, researchers, and professionals in educational psychology, developmental psychology and software design and for others who hope to see new technologies to have a positive impact on our schools.

In this book, we ask how space, language, and thought interact in learning and development. This encompasses not only how children learn about space and spatial language, but also how language and cognition are grounded in space. People think and act in a spatial medium. How does this impact language learning? How does it frame human concepts? Does the acquisition of language change the way we experience space? The chapters gathered here represent a broad range of perspectives on these questions. They are authored by experts in cognitive psychology, developmental psychology, computer science, philosophy, and linguistics.
This chapter examines various theories that explain why the outcomes of parents and children, as well as the outcomes of siblings, are correlated. It first discusses the main ideas behind behavioral genetics, including the decomposition of the variance of outcomes (phenotype variance) into the contribution of heredity (genotype variance), the contribution of shared and unshared environments, and the interaction between genes and environment. It then looks at two methodological approaches used in behavioral genetics: comparison between the outcomes of identical and fraternal twins and comparison between the outcomes of biological and adopted children. It also considers the argument that the difference between the sibling correlation for biological children and adopted children implies a role for heredity and parenting. Moreover, the chapter argues that psychology in general and developmental psychology in particular are inherently non-axiomatic, making hypothesis testing in developmental psychology extremely difficult (or easy).

Language, music, and children's brains: a rhythmic timing perspective on language and music as cognitive systems

This chapter adds an additional comment on the discussion in Chapter 27. It reviews empirical data from developmental psychology and animal cognition that is relevant to the modularity debate. It agrees with the chapter's view that developmental disorders can offer valuable insights into the discussion about modularity and illustrates this with regards to rhythmic processing, prosody, and rhythmic entrainment in developmental dyslexia and specific language impairment.
The premise of this volume is that the disciplines of cognitive neuroscience, development, and psychopathology are complementary in the study of human perception and attention. Although each discipline emerges from a decidedly different and sometimes even incompatible worldview, together they lead to better science. Development is the study of the myriad of changes that occur over the lifetime of an individual, with the focus on uncovering universal categories and structure in that change. In contrast to this emphasis on universals, the study of psychopathology is premised entirely on the observation of differences between individuals, as researchers of psychopathology try to make sense of a vast array of debilitating conditions, histories, and experiences that lead to specific and usually deleterious outcomes among specific individuals, groups, or populations. The study of cognitive neuroscience offers researchers a wide variety of tools with which to examine specific cognitive functions and behaviors, with a focus on the mechanisms internal to the brain, which underlie functional and behavioral outcomes, especially specific and fine-grained analyses of the neural underpinning of behavior. With the integration of these three areas of scholarship, the emphasis in this volume is on the functional role that neural-based behavior plays in the larger social-emotional-intellectual world and how these neural processes develop over time among typically developing children and adults as well as those with anxiety, depression, autism, dyslexia, and childhood experiences of abuse and neglect.

Can one hold consistently both that there is suffering in the world and that there is an omniscient, omnipotent, perfectly good God? This book argues that one can. The opening section presents current research related to autism spectrum disorder to contend that some philosophical problems, including the problem of evil, are best considered with the help of narratives. Then the book investigates the moral psychology
and value theory within which one typical medieval theodicy — that of Thomas Aquinas — is embedded. It also makes use of recent work in developmental psychology to illuminate these views. In the third section, the book presents detailed, innovative exegeses of the stories of Job, Samson, Abraham, and Mary of Bethany, each of which is exemplary of a different form of suffering. In the context of the interpretations of these stories and the previous examination of Aquinas's views, the book then argues that an extended Thomistic theodicy can constitute a consistent and cogent defence for the problem of suffering.